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Social, Personal and Health Education Policy.

■ **Introductory Statement and Rationale**

(a) **Introductory Statement**

The staff of St. Anne's Loreto P.S. formulated this school plan for SPHE following many meetings and much discussion and collaboration in relation to different aspects of the SPHE curriculum. We at St. Anne's Loreto P.S. understand that the nature and purpose of SPHE is to foster the personal development, health and wellbeing of each child and to help him/her to create and maintain supportive relationships and to become an active and responsible citizen in society.

(b) **Rationale**

Aspects of SPHE have been taught in St. Anne's Loreto P.S. for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education and Grow In Love. It has also been taught through integration with other subject areas such as Physical Education, English, Gaeilge, Religion, Geography, etc. In order to teach it effectively and to benefit the teaching and learning in our school, we plan for it on a whole school basis.

(c) St. Anne's Loreto Primary School is a Catholic, Co-Educational Primary School under the Patronage of the Bishop of Meath. The views of all faiths and none within our Community are respected by all staff and pupils.

■ **Vision and Aims**

(a) **Vision:**

SPHE in St. Anne's Loreto P.S. should provide opportunities for each child to develop a framework of values, attitudes, understanding and skills that will inform his/her decisions and actions now and in the future. through the teaching of the SPHE curriculum in our school, children will be enabled to respect him/herself and others, to relate to him/herself and others and to become an active citizen in our society. SPHE in our school will prepare pupils to contribute and play a meaningful role in their communities and will foster the personal development, health and wellbeing of the individual child.

(b) **Aims:**

The children of St. Anne's Loreto P.S. should be enabled to achieve the aims outlined in the SPHE curriculum, which include:

- to promote the personal development and well-being of the child
- to foster in the child a sense of care and respect for himself/herself and others and an appreciation of the dignity of every human being
- to promote the health of the child and provide a foundation for healthy living in all its aspects

- to enable the child to make informed decisions and choices about the social, personal and health dimensions of life both now and in the future
- To develop in the child a sense of social responsibility, a commitment to active and participative citizenship and an appreciation of the democratic way of life
- to enable the child to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world

■ **Content of Plan**

Curriculum:

1 Strands and Strand Units:

The curriculum is delineated at four levels—infant classes, first and second classes, third and fourth classes, and fifth and sixth classes—and is divided into three strands: Myself, Myself and others, and Myself and the wider world.

Each of these strands is further subdivided into a number of strand units or topic areas that contain particular objectives.

St. Anne's Loreto P.S. will teach aspects of all three major strand units each year and strand units will be chosen in such a way that the child will receive a comprehensive programme in SPHE over a two year period. St. Anne's Loreto P.S. recognises a specific need in our pupil population for sensitive lessons of the RSE Programme and for the Stay Safe Programme to be taught every year. Fun Friends, Zippy's Friends and Friends for Life programmes will be presented where the teacher has been trained to deliver such programmes. St. Anne's Loreto P.S. have created a schedule to reflect this approach which is attached to this plan.

2 Contexts for SPHE:

SPHE will be taught in St. Anne's Loreto P.S. through a combination of the following contexts:

a. Positive School Climate and Atmosphere

St. Anne's Loreto P.S. has created a positive atmosphere by:

- building effective communication
- catering for individual needs
- creating a health-promoting physical environment
- developing democratic processes
- enhancing self-esteem
- fostering respect for diversity
- fostering inclusive and respectful language
- developing appropriate communication
- developing a school approach to assessment

b. Discrete time for SPHE

SPHE is allocated ½ hour per week on each teacher's timetable in St. Anne's Loreto P.S. However teachers may allocate 1 hour per fortnight to allow for more indepth exploration of a strand unit.

■ **Integration with other subject areas and Linkage within SPHE**

Teachers will endeavour to adopt a thematic approach to SPHE by integrating it with other subject areas such as Language, Geography, History, Religion, Visual Arts, Physical Education,

etc. Themes/Projects such as Healthy Eating Week, Food Dudes, Friendship Week, Intercultural Day, The Trócaire Lenten Campaign, Daily Mile etc. will also be explored. National weekdays that focus on particular topics such as Water Safety, Fire Safety and Road Safety will also be observed

■ **Approaches and Methodologies**

St. Anne's Loreto P.S. believes that the approaches and methodologies used in SPHE are crucial to the effectiveness of the programme. Active learning is the principal learning and teaching approach recommended for SPHE, therefore we will endeavor to teach SPHE using a variety of strategies which include:

- Talk and discussion
- Problem solving
- drama activities
- co-operative games
- use of pictures, photographs and visual images
- written activities: surveys, questionnaires, lists, checklists
- use of media
- information technologies and looking at children's work
- circle time

■ **Assessment**

Assessment is a central part of the everyday learning and teaching process in SPHE. It can provide valuable information on the child's progress and on the effectiveness and suitability of the programme and the teaching methods being used.

St. Anne's Loreto P.S. use the following recommended informal tools for assessment in SPHE:

- *Teacher observation*
Ability of the child to co-operate and work in groups or work independently
Informal interactions between the child and adults and between the child and other children
Quality or presentation of work
Physical and emotional maturity
Participation and interest of the child in a variety of activities
- *Teacher-designed tasks and tests*
SPHE includes areas of knowledge and understanding that will need to be assessed at regular intervals. Specific tasks can be used to ascertain a child's ability in a variety of activities
- *Portfolios and projects*
Teachers may decide to keep or display children's work, or children will keep personal folders of their work

■ **Children with Different Needs**

Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by children with special needs. The SEN teachers will supplement the work of the class teachers where necessary. Where feasible the SNA will support the child taking part in group activities and in the learning process. St. Anne's Loreto P.S. will liaise with trained professionals/appropriate agencies when dealing with sensitive issues such as bereavement, loss or harm to ensure that the children involved are fully supported with for example NEPS, Rainbows, Túsla and NCSE supports.

■ **Equality of Participation and Access**

St. Anne's Loreto P.S. recognises and values diversity, and believes all children are entitled to access the services, facilities, or amenities that are available in the school environment. St. Anne's Loreto P.S. is a co-educational school and we endeavour to challenge traditional stereotypes and ensure that equal opportunities are given to boys and girls to participate in discussion, debate, presentation, etc. St. Anne's Loreto P.S. is under Roman Catholic school management and we endeavour to use inclusive language at all times and views of all are respected irrespective of age, gender, culture or ethnicity.

■ **Organisation**

Policies and Programmes that support SPHE:

<i>Policies</i>
<ul style="list-style-type: none"> ● Child Safe Guarding Statement + Risk Assessment ● Anti-Bullying ● Relationships and Sexuality Education ● Code of Behaviour ● Substance Use ● Enrolment&Admissions ● Safety Statement ● Health and Safety ● Healthy Eating ● Internet Acceptable Usage

<i>Programmes</i>
<ul style="list-style-type: none"> ● Stay Safe ● Active School. ● Fun Friends and Friends for Life ● Zippy's Friends ● Green Flag ● Grow in Love ● DE: Making the Links ● Food Dudes

■ **Child Protection**

Our school follows the DE Child Protection Guidelines and Procedures which are based on Children First, National Guidelines for the Protection and Welfare of Children.

(Reference: Child Protection Guidelines and Procedures, 2001, DES and Children First: National Guidance for the Protection and Welfare of Children 2011).

Our BoM has designated a senior member of staff to have specific responsibility for child protection. The Designated Liaison Person (DLP) for our school is our Principal Clíodhna O' Bric. The Deputy DLP is Olivia McElwaine who is charged to act in the absence of the DLP.

■ **Homework**

SPHE homework, if prescribed in SPHE, will reflect the active learning approach described in the curriculum. Children will be given tasks that involve seeking information or reinforcement of class based learning. Refer also to our school's Homework Policy.

■ **Resources and other Materials**

Books for Pupil	Books for Teacher	Audio / Visual	Posters	Media & ICT
Related worksheets from manuals	RSE Manuals Walk Tall Stay Safe Making the Links	Busy Bodies	Various posters throughout the school	Twinkl

■ **Guest Speakers**

When a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom (as per Circular 22/2010) and make the speaker aware of associated policies.

■ **Individual Teachers' Planning and Reporting**

This plan in SPHE and the curriculum documents will inform and guide teachers in their long and short term planning in SPHE. Each teacher will keep a Cuntas Míósúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE.

■ **Staff Development**

Training opportunities will include the following areas and this training will support an effective implementation of the SPHE programme:

- *training in the Child Abuse Prevention Programme/ Stay Safe*
- *training in the Substance Misuse programme /Walk Tall*
- *training in the Relationships and Sexuality Education programme /R.S.E.*
- *PDST Advisor support and modelling of lessons*
- *Online Túsla Training–Children First+PDST Online Children First E-Learning Programme*
- *Training in Fun Friends/Friends for Life programme/Zippy's Friends*
- *Training in Incredible years*

Teachers are encouraged to attend SPHE related courses and will share information/skills acquired at these courses with other members of staff during staff meetings.

■ **Parental Involvement**

Parental involvement is considered an integral part to effectively implementing SPHE as St. Anne's Loreto P.S. believe that SPHE is a shared responsibility. This plan and the curriculum documents are available for parents in the school to inform them of the programme for SPHE. A copy of this plan and related policies such as Anti-Bullying and Child Safe-Guarding Statement are available for parents to view on our school website and in hardcopy at the school (by appointment). All parents of incoming Junior infants will be made aware of this plan at the Junior Infant induction time along with other policies. The Stay Safe lessons commence in Term 1 and can continue into Term 2. Parents will receive written notification

before the RSE sensitive lessons begin to allow them to meet with teachers if they have any questions or concerns about topics due to be covered.

■ **Community Links**

St. Anne's Loreto P.S. believe that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liaise with members such as the Dental Hygienist, Public Health Nurse, Fireman, Vet, Community Guard etc.

■ **Success Criteria**

The success of this plan will be evaluated through teacher's planning and preparation to ensure the procedures outlined in this plan have been consistently followed. We will also assess its success by observing whether the children have been enabled to achieve the aims outlined in this plan.

■ **Implementation**

(a) Roles and Responsibilities:

St. Anne's Loreto P.S. believes that the school community must be involved to successfully implement SPHE. The teaching staff will implement this plan with the support of the Board of Management, Parents and the Local Community. It will be necessary to review this plan on a regular basis to ensure optimum implementation of the SPHE curriculum in our school. Clíodhna O' Bric is responsible for co-ordinating this review.

(b) Timeframe:

This plan will be implemented once ratified by the Board of management and will be reviewed in September 2024 unless on advice from PDST or best practice changes.

■ **Ratification**

The Board of Management of St. Anne's Loreto P.S. ratified this plan on **22nd April 2021**

Signed: *Máire O'Donoghue*
Chairperson BoM

Signed: *Clíodhna O' Bric.*
Principal

Date: 22nd April 2021

Strand Units (Odd Year as per September Year e.g. 2021)			Strand Units (Even Year as per September Year e.g. 2022)		
Strand: Myself		Sept/Oct	Strand: Myself		Sept/Oct
Strand Unit: Safety & Protection (Stay Safe)			Strand Unit: Safety and Protection (Stay Safe)		
Strand: Myself		Nov/Dec	Strand: Myself and Others		Nov/Dec
Strand Unit: Self Identity			Strand Unit: My friends and other people Relating to others		
Strand: Myself		Jan/Feb	Strand: Myself		Jan/Feb
Strand Unit: Growing and Changing (RSE Sensitive lessons) Taking Care of My Body			Strand Unit: Growing and Changing (RSE sensitive lessons) Taking Care of My Body		
Strand: Myself/ Myself and Others		Mar/Apr	Strand: Myself and Others		Mar/Apr
Strand Unit: Myself and My Family			Strand Unit: Making Decisions		
Strand: Myself and the Wider World		May/June	Strand: Myself and the Wider World		May/ June
Strand Unit: Developing Citizenship			Strand Unit: Media Education		



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The Stay Safe Programme

To meet the requirements of the Department of Education & Science Child Protection Guidelines and procedures, the Stay Safe Programme should be taught in its entirety under "Personal Safety". All the content objectives for child protection under the "Personal Safety" can be met by teaching the Stay Safe Programme.

Stay Safe Revised Edition 2016

CLASS	STRAND	STRAND UNIT	TOPIC	Lessons	PAGE
Junior & Senior Infants	Myself	Safety & Protection	1. Feeling Safe and Unsafe	3	17
			2. Friendship & Bullying	3	31
			3. Touches	2	45
			4. Secrets & Telling	1	55
			5. Strangers	1	61
1 st & 2 nd Class	Myself	Safety & Protection	1. Feeling Safe and Unsafe	3	17
			2. Friendship and Bullying	5	31
			3. Touches	2	49
			4. Secrets & Telling	1	63
			5. Strangers	1	71
3 rd & 4 th Class	Myself	Safety & Protection	1. Feeling Safe and Unsafe	3	17
			2. Friendship and Bullying	6	31
			3. Touches	2	55
			4. Secrets & Telling	1	67
			5. Strangers	1	73
5 th & 6 th Class	Myself	Safety & Protection	1. Feeling Safe and Unsafe	3	17
			2. Friendship and Bullying	6	29
			3. Touches	2	51
			4. Secrets & Telling	1	61
			5. Strangers	1	69

The content of the programme is in accordance with the School's Ethos and Mission Statement.