

**Social Personal and Health Policy**

Introductory Statement

The staff of Melview National School formulated this school plan for SPHE, in consulation with our Board of Management and our Parents, as we believe that SPHE is a shared responsibility and their contributions and involvement will be essential to the effective implementation of the SPHE programme in the school. Our SPHE school plan was re drafted by our In School Management team and subsequently discussed and amended by all staff during Croke Park planning time. It was then brought to the attention of the Board of Management for approval and ratification.

Rationale

Aspects of SPHE have been taught in Melview N.S. for many years through various programmes and initiatives such as Incredible Years, Zones of Regulation, Weaving Well Being, Stay Safe, Walk Tall, Be Safe, Webwise, Food Dudes, Relationships and Sexuality Education, Green Schools programme..

We have a Nut Free and Healthy Eating Policy in Melview school. We have guest speakers – Firemen/Gardaí/Bicycle safety etc.to emphasis importance of safety in these areas. SPHE has also been taught through integration with other subject areas such as Physical Education, Religion, Geography, etc. However, we wish to formalise our teaching of SPHE and plan for it on a whole school basis to ensure compliance with D.E.S. guidelines

Vision:

*SPHE in our school NS* aims to provide pupils with a positive,happy, confident outlook on life, thereby developing their self esteem, It should also develop self awareness, their understanding of their own needs and expectations and those of other people thereby celebrating uniqueness and promoting the respect and dignity of each individual no matter how different (inclusion). It should aim to encourage independaent thinking, kindness, tolerence and lead them to develop good coping skills in matters of personal health, safety, hygiene and nutrition.

The children of Melview NS 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 – social inclusion

(Curriculum Statement page9)

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.

We 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.

Weaving Wellbeing Programme taught 2nd – 6th Class (Co teaching class teacher with one SET- 12 lessons).

We have created this timetable to reflect this approach:

|  |  |  |
| --- | --- | --- |
| Strands | Strand Units (Year 1) | Strand Units (Year 2) |
| Myself | *Self-identity (Sept.–Oct.)* | *Safety and Protection(Jan-February)*  *Stay Safe Programme* |
|  | *Taking care of my body(Jan.-Feb.)*  *Stay Safe Programme* |  |
|  | *Growing and Changing(March-April)* |  |
|  |  | *Making Decisions – (3rd-6th) (March-April)* |
| Myself and others | *Myself and My Family (Nov.-Dec.)* | *My friends and other people (Nov-December.)* |
|  |  | *Relating to others (Sept.-Oct.)* |
| Myself and the wider world | *Developing Citizenship (May-June)*  *Busy Body*  *Webwise* | *Media Education (May-June.)*  *Busy Body programme*  *Webwise* |
|  |  |  |

1. *Contexts for SPHE:*

SPHE will be taught through a combination of the following three contexts:

1. Positive School Climate and Atmosphere

* building effective communication e.g regular content with parents. Parent teacher meetings, ‘open school’
* 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

1. Discrete time for SPHE

SPHE is allocated ½ hour per week on each teacher’s timetable. However teachers may allocate 1 hour per fortnight or blocks of ½ hours where feasible to allow for more indepth exploration of a strand unit.

1. Integration with other subject areas and Linkage within SPHE

Teachers will endeavour to adopt an thematic approach to SPHE by integrating it with other subject areas such as Language (Media Education), Geography (Citizenship), History (Myself and my Family), Religion (Decisions), Visual Arts, Physical Education (Water Safety), etc. Themes/Projects such as Healthy Eating Week, Lenten Campaign, Green Schools Campaign, Seachtain na Gaeilge etc. will also be explored.

1. Approaches and Methodologies:

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 endeavour to teach SPHE using a variety of strategies which include:

* drama activities
* co-operative games
* use of pictures
* photographs and visual images
* written activities
* use of media
* information technologies and looking at children’s work

(page 57 Teacher Guidelines)

1. 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. The primary emphasis in this area is on informal assessment.

Teacher observation*; Teacher observation is a particularly suitable and effective technique for assessing this area of the curriculum (curriculum statement p72)*

*Teacher observation might focus on*

*• the ability of the child to co-operate and work in groups or to work*

*independently*

*• the informal interactions between the child and adults and between*

*the child and other children*

*• the quality of presentation of work*

*• particular interests or aptitudes displayed by the child*

*• the participation and interest of the child in a variety of activities*

*• the level of personal or social responsibility exhibited by the child*

*• the reliability of the child in carrying out established routines*

*• the perseverance of the child in carrying out a task*

*• the child’s awareness of the difficulties of others and his*

*willingness to help*

*• the questions the child asks and the responses the child makes to*

*questions and suggestions made by the teacher*

*• various behaviour, for example shyness, leadership ability, level of selfconfidence,*

*the tendency to be anxious, sense of fair play,*

*assertiveness, aggression, readiness to take risks and meet challenges*

*• physical and emotional maturity*

*• the ability of the child to engage in assessing his/her progress and*

*reflecting on his learning.*

*Weaving Well Being Sociogram ….enables each pupil to have a voice*

* *Teacher-designed tasks*
* *Portfolios and projects*

1. *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 learning support and resource teachers will supplement the work of the class teachers where necessary. Our staff will liasise with trained professionals/appropriate agencies when dealing with sensitive issues such as bereavement or loss to ensure that the children involved are fully supported e.g. Rainbows, NEPS, H.S.E., CAMHs.

1. *Equality of Participation and Access:*

We recognise and value diversity, and believe all children are entitled to access the services, facilities, or amenities that are available in the school environment. Melview National School is under *Roman Catholic* management.

Organisation:

1. *Policies and Programmes that support SPHE:*

|  |  |
| --- | --- |
| * Code of Behaviour * Enrolment Policy * Health and Safety Policy * Anti-bullying Policy * Substance Use Policy * Relationaships and Sexuality Policy * Child Safeguarding Statement * Child Safeguarding Risk Assessment and Annual Review * Health and Safety Policy * Special Educational Needs Policy – Continuums of Support/ IPLPs |  |
|  |  |

1. *Homework:*

Homework in this subject will usually be informal.However if prescribed in SPHE,homework, will reflect the active learning approach and will reinforce information already taught during class, e.g. relevant R.S.E/ Stay Safe/ Wellbeing worksheets used as homework.

1. *Resources:*

*The most important resource for SPHE in our school is the school community, pupils, staff, parents, management. Other members of the community who may assist us in the implementation of our SPHE programme are public health nurses, dental nurses, Gardaí etc.*

*All resources will be selected in accordance with the critera laid down on page 103 of the Teacher Guidelines.*

*Programmes and Other Materials:*

* *Incredible Years (NEPS)*
* *Weaving Well Being Programme*
* *Webwise*
* *Zones of Regualtion*
* *Stay Safe Programme:*
* *Walk Tall*
* *Relationships and Sexuality programmme*
* *Be Safe*
* *Food Dudes*
* *Super Tooper*
* *Making The Links*

|  |  |  |
| --- | --- | --- |
| Books for Pupil | Books for Teacher | Media & ICT |
| Windows on the World,  Where on Earth,  History/Geog/ Science Quest  Grow in Love  Continuum of support files. | Walk Tall  Stay Safe  Be Safe  R.S.E. Books  Webwise  Weaving Well Being  Behavioural, Emotional and Social Difficulties NEPS | Busy Bodies DVD  Internet |

* 1. *Guest Speakers:*

Guest speakers may be used to enhance the work being done by the class teacher in SPHE - Firemen/Gardaí/Bicycle safety etc.to emphasis importance of safety in these areas. When a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom. The speaker will be made aware of this school plan and attached policies and work accordingly. Criteria for selecting guest speakers will be in accordance with the recommendations on page 32 of the Teacher Guidelines. From time to time speakers will be invited to speak on different curricular areas.

1. *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. This planning will be in line with the year grid on page 3 of this plan. Each teacher will keep a Cuntas Míosúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE. Teachers may make observations on children’s progress which may be recorded on the child’s file.

1. *Staff Development:*

Teachers have access to reference books, resource materials, websites dealing with SPHE.

Some staff have received either pre-service and/or in-service in 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 Circle work*

12. Parental Involvement:

Parental involvement if considered an integral part of effectively implementing SPHE. We believe SPHE is a shared responsibility. Parents contribute to the developmentof SPHE by checking Homework,encouraging friendships and co operating with school lunch policies. Parents are informed prior to the teaching of sensitive areas of SPHE allowing time to discuss these topics prior to them being taught in class. Stay Safe and Weaving Wellbeing programmes have Home-School worksheets for discussion in the home.

13. Community Links:

The local community has a very impportant role to play in supporting the programme in SPHE and we endeavour to liaise with the members of our community ie Dental Hygienist, Health Nurse, Immunisation Team, Fireman, Garda, Sports Clubs, Credit Union, Environmental Officer/Green Schools, New Parent etc.

Success Criteria may be observed in atmosphere of school, feedback from parents/visitors, positive changes in behaviour and attitudes - litter, language used, friendships, attendance etc.

It is the responsibility of the whole school community to implement this plan/policy - B.O.M, community, parents, pupils and staff of Melview NS.

This Policy will be reviewed again in 2020/2021 school year.

This Policy was presented, reviewed and ratified at a Melview National School Board of Management meeting on 16th January 2020.

Chairperson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: 16th January 2020

Jimmy O’Connor

Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mary O’Boyle