



SPHE PLAN

**Policy ratified by Board of Management:
Next review:**

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Bishop of Cork, Cloyne and Ross
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**Chairperson: Mr Daniel Emerson
Principal: Ms Jill Horan**

Social, Personal and Health Education

■ Title

Social, Personal and Health Education Whole School Plan

■ Introductory Statement and Rationale

(a) Introductory Statement

The staff of St. Multose N.S. formulated this school plan for SPHE, in consultation 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. It was brought to the attention of the Board of Management and Parents.

(b) Rationale

Aspects of SPHE have been taught in St. Multose N.S. for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education and through our involvement in the Health Promoting Schools, Food Dudes, the Amber Flag and Active School Flag Initiatives. It has also been taught through integration with other subject areas such as Physical Education, Religion, Geography, etc.

■ Vision and Aims

(a) Vision:

Social, personal and health education provides particular opportunities to foster the personal development, health and well-being of the child and to help him/her to create and maintain supportive relationships and become an active and responsible citizen in society. Through an SPHE programme children can develop a framework of values, attitudes, understanding and skills that will inform their actions and decisions in these areas of their lives both now and in the future. From a very early age the child's social, personal and health development is influenced significantly by everyday experiences and interactions. It is also affected by a number of other factors: religious and moral beliefs, the mores of society, the media, and the opinions of other people. All of these considerations and particularly the continuing influence of the family must be taken into account when developing and implementing a programme in SPHE in the school.

SPHE fosters self-worth and self-confidence and places a particular emphasis on developing a sense of personal responsibility for one's own behaviour and actions. SPHE promotes self-awareness and understanding by helping children to name and manage their own feelings, to recognise and appreciate individual abilities, and to cope with change of various kinds. This is especially crucial now during the Covid-19 World Pandemic.

Pupils can learn how to manage their own behaviour and to set and review personal goals within a safe and supportive environment. Such intrapersonal development will increase the child's sense of self-efficacy and help him/her to be more in control of his/her own life. SPHE helps children to establish supportive

relationships, to enjoy the company of others, and to resolve conflicts in appropriate ways. While in school the child can learn to be fair-minded and caring in his/her dealings with others and to be competent in operating in a variety of social situations. He/she can come to understand other people and the reasons why they act and behave in particular ways while also learning how to be more responsible in his/her relationships. Health habits adopted in childhood will influence health and well-being both now and in the future. Developing health-promoting practices throughout his/her time in school can encourage the child to take increasing control over his/her own health and help to establish and maintain healthy behaviour from an early age. SPHE provides children with opportunities to become aware of the various influences on their lives. They can begin to become critical of information they receive and more discerning about information they choose to access.

SPHE explores how children can learn from and with their peers and can assist in developing the skills and attitudes that children need in order to cope with pressure from their own age group. In a constantly changing society it is imperative that children develop a sense of belonging—of understanding where they fit in. When they feel valued and know that individual opinions and concerns are taken into account, they are more likely to understand the idea of community based on caring and a shared sense of responsibility. Experiencing the democratic process in action at school and in the community can help children to develop an understanding of democracy and how it is practised in everyday life.

Through SPHE children can learn about their own rights and responsibilities and the rights and responsibilities of others. They can begin to realise the interdependent nature of the world in which they live and learn to appreciate the role that each individual has to play in the local, national, European and global community.

Learning to care for the environment and to protect it for future generations is intrinsic to any SPHE programme. Children can come to understand the role of each individual and of the community in this endeavour. This aspect of the curriculum is complemented by the work that is carried out in social, environmental and scientific education (SESE).

Children live in a diverse society, and this diversity requires the development of mutual understanding and a sense of respect for the dignity of every human being. The SPHE programme provides a context in which children can learn about various ethnic, social and cultural groups and can recognise and appreciate the contributions of these groups to society. As they acquire a deeper understanding of their own traditions and heritage, they are encouraged to act in ways that foster inclusiveness and to have regard for the heritage and perspectives of others.

Through SPHE children can discover the role each person has to play in counteracting prejudice, discrimination and inequality as they may experience it in their own lives.

(b) Aims:

The children of St. Multose NS should be enabled to achieve the aims outlined in the SPHE curriculum, the Cineáltas and the Primary Curriculum Framework, 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
- to enable the child to develop their own ethical understanding of the world (PCF)
- Children will be encouraged to value what it means to be an active citizen, with rights and responsibilities, in local and wider contexts (PCF)
- To provide structured opportunities for children to be as physically and emotionally well and healthy as they can be. (PCF)
- To support children to value positive and healthy relationships with others, which includes acquiring an understanding of human sexuality that is balanced and connected with the relational and emotional aspects. (PCF)
- Promote a caring school climate where each child's voice is valued (Cineáltas)

■ 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. Multose NS 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. Multose NS have created this timetable to reflect this approach:

Strand	Strand Units (Year 1)	Strand Units (Year 2)
Myself	<i>Self-identity (Sept.-Oct.)</i>	<i>Safety and Protection and Making Decisions (Jan- April)</i> <i>The Stay Safe Programme</i>
	<i>Taking care of my body (Jan-Feb)</i>	
	<i>Growing and Changing (Mar-April)</i>	
Myself and others	<i>Myself and My Family (Nov.-Dec.)</i>	<i>My friends and other people (May-June)</i>
		<i>Relating to others (Sept-Oct.)</i>
Myself and the wider world	<i>Developing Citizenship (May-June)</i>	<i>Media Education (Nov-Dec.)</i>

2 Contexts for SPHE:

SPHE will be taught in St. Multose NS through a combination of the following contexts:

1. Positive School Climate and Atmosphere

St. Multose NS 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

2. Time Allocations for Wellbeing (SPHE and PE)

Wellbeing (PE and SPHE) is allocated 2.5 hours (Junior classes) and 3 hours (Senior classes), per week in St. Multose NS. Teachers may allocate appropriate time to allow for in depth exploration of a strand unit.

3. Integration with other subject areas and Linkage within SPHE

Teachers will endeavour to adopt a thematic approach to Wellbeing 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, Friendship Week, Active Week, etc. will also be explored.

3 Approaches and Methodologies:

St. Multose NS believe that the approaches and methodologies used in SPHE are crucial to the effectiveness of the programme. Active learning is the principle learning and teaching approach recommended for SPHE, therefore we will endeavour to teach SPHE using a variety of strategies to connect with children's life experience, circumstances, strengths, and interests 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
- transition activities between subjects

4 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 Multose NS uses the following recommended informal tools for assessment in SPHE:

- *Teacher observation*
- *Teacher-designed tasks and tests*
- *Portfolios and projects*
- *Parental input (Stay Safe, Webwise, School initiatives, etc.)*
- *P.A. involvement*

Each child will keep a copy and this will be used to assess a child's progress in SPHE.

5 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. St. Multose NS will liaise with trained professionals/appropriate agencies when dealing with sensitive issues such as bereavement or loss to ensure that the children involved are fully supported.

6 Equality of Participation and Access:

St. Multose NS recognises and values diversity, and believes all children are entitled to access the services, facilities, or amenities that are available in the school environment. Ours is a *mixed-sex* 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. Multose NS is under *Church of Ireland* school management, and we endeavour to provide for *Members*

of Travelling community, Children with disabilities, Families with literacy difficulties and Children who are learning English as a second language. Partnerships and collaboration between our school, our families, our community (Kinsale Union of Parishes), local clubs and organisations and businesses) enrich and extend our pupils' learning by acknowledging and supporting their lives in and out of school.

Organisation:

7 Policies and Programmes that support SPHE:

Policies
<ul style="list-style-type: none">• Child Safeguarding Statement• Anti-Bullying• Relationships and Sexuality Education• Substance Use• Code of Behaviour• Enrolment• Health and Safety• Healthy Eating• Internet Acceptable Usage Policy• ASD Integration Policy• Student Council Policy

Programmes
<ul style="list-style-type: none">• Active School Flag• Health Promoting Schools• Friends for Life• Amber Flag• Green Flag• Cineáltas• Links to wider community: Tidy Towns etc.

8 Homework:

Wellbeing homework, if prescribed in SPHE, will reflect and will reinforce information already taught during class.

9 Resources:

(PDST have developed a resource list, which is available on the SPHE page at www.pdst.ie. New resources are added to this from time to time.)

9.1 Programmes and Other Materials:

Books for Teacher	Audio / Visual	Posters	Media & ICT
RSE Manuals Walk Tall Stay Safe Bí Follain Making the Links Breathe Respect Guidelines Friends For Life The Incredible Years Stop, Ask, Listen, Talk (SALT) The Nuts and Bolts of CL Be Safe Taste Buds Lift Off The Right Start Please see appendix for an extensive list.	Busy Bodies	Various posters throughout the school Different Families, Same Love Poster	Webwise

9.2 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 this school plan and attached policies.

10 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.

11 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.*
- *training in Friends for Life*
- *PDST Advisor support and modelling of lessons*
- *other*

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.

12 Parental Involvement:

Parental involvement is considered an integral part to effectively implementing SPHE as St. Multose NS believes that SPHE is a shared responsibility. This plan and the

curriculum documents are available for parents to inform them of the programme for SPHE, and they are welcomed as committee members on the Relationships and Sexuality Education Policy and Substance Use Policy. They are also welcomed as committee members of the Health Promoting Schools initiative.

The following is a list of supports available to parents:

- National Parents' Council Primary www.npc.ie
- National Council for Curriculum and Assessment Parents' Page: <https://ncca.ie/en/primary/resources-for-parents>
- NCSE Parents' Page: <https://ncse.ie/parent-resources>
- Webwise Parents' Support Page: <https://www.webwise.ie/parents/>

13 Community Links:

St. Multose NS believes that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liaise with the members such as KYSS, the Dental Hygienist, Health Nurse, Fireman, Vet, New Parent, Guards etc.

■ **Success Criteria**

The success of this plan will be evaluated through teachers' planning and preparation, and if the procedures outlined in this plan have been consistently followed. We will also judge its success if the children have been enabled to achieve the aims outlined in this plan.

■ **Implementation**

(a) Roles and Responsibilities:

St. Multose NS believes that the school community must be involved to successfully implement SPHE. Therefore, the teaching staff will implement this plan with the support of the Board of Management, Parents, and the Local Community.

(b) Timeframe:

The plan will be implemented by 2023

■ **Review**

(a) Roles and Responsibilities:

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the SPHE curriculum in the school. The Principal and the Deputy Principal are responsible for co-ordinating this review.

Those involved in the review will include:

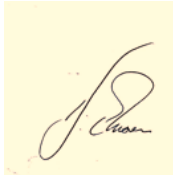
Teachers
Pupils
Parents
Post holders/plan co-ordinator

(b)Timeframe:

This plan will be reviewed in 2024.

■ **Ratification and Communication**

The Board of Management of St. Multose NS ratified this plan on (state date).

A handwritten signature in black ink on a yellow rectangular background. The signature is cursive and appears to read 'D. Emerson'.

Signed

Daniel Emerson, Chairperson of the Board of Management.

Date 18th September 2023

This plan is available to view at the school by the parents on request.