



# Scoil Eoin

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## Whole School Plan for: SPHE

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**November 2021**

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| School Name          | Scoil Eoin  |
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# Scoil Eoin

## Social, Personal and Health Education Policy

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### 1. Introductory Statement and Rationale

#### (a) Introductory Statement

The staff of Scoil Eoin 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 drafted during an in-school planning day, with the assistance of a local cuiditheoir from the Primary Curriculum Support Program, and brought to the attention of the Board of Management and Parents.

#### (b) Rationale

Aspects of SPHE have been taught in Scoil Eoin 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 Initiative. It 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.

### 2. Vision and Aims

#### (a) Vision:

SPHE in Scoil Eoin will promote 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. SPHE should help children establish supportive relationships, to enjoy the company of others and to resolve conflicts in appropriate ways.

#### (b) Aims:

The children of Scoil Eoin 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

### 3. 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.

Scoil Eoin 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. Scoil Eoin have created this timetable to reflect this approach:

**SPHE: 2 Year Plan**

| Month               | Year 1 (September falls on an even year)                                     | Year 2 (September falls on an odd year)  |
|---------------------|--|--|
| September / October | Self-Identity (Myself)   | Myself and my Family (Myself and Others)   |
| November / December | Relating to Others (Myself)  | My Friends and other people (Myself and Others)  |
| January / February  | Safety and Protection (Stay Safe Programme)<br>Growing and Changing (Myself) | Safety and Protection (Stay Safe Programme)  |
| March / April       | Taking Care of my Body (Myself)  | Making Decisions<br><i>From Juniors – 2<sup>nd</sup> cover safety issues from Safety and Protection Strand unit</i>                                      |
| May / June          | Developing Citizenship (Myself and the Wider World)                          | Media Education (Myself and the Wider World)<br><i>4<sup>th</sup> and 6<sup>th</sup> also cover “Safety Issues” in Safety and Protection Strand Unit</i> |

- Weaving Wellbeing 3<sup>rd</sup> to 6<sup>th</sup> every year during May/June

#### 2. **Contexts for SPHE:**

SPHE will be taught in Scoil Eoin through a combination of the following contexts:

##### 1. **Positive School Climate and Atmosphere**

Scoil Eoin 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
- fostering Catholic ethos of care and respect

## **2. Discrete time for SPHE**

SPHE is allocated 30 minutes per week on each teacher's timetable in Scoil Eoin. However teachers may allocate 1 hour per fortnight to allow for more indepth exploration of a strand unit.

## **3. 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, Geography, History, Religion, Visual Arts, Physical Education, Aistear. Themes/projects such as Healthy Eating Week, Friendship Week, Agri-Awareness, Healthy Heart Week, Lenten Campaign, etc. will also be explored.

## **3. Approaches and Methodologies:**

Scoil Eoin 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 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

## **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.

Scoil Eoin uses the following recommended informal tools for assessment in SPHE:

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

Each child will keep an SPHE copy, Scrapbook or worksheets 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 SET teachers will supplement the work of the class teachers where necessary. Scoil Eoin 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 (where possible).

## **6. Equality of Participation and Access:**

Scoil Eoin 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 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. Scoil Eoin is under *Roman Catholic* school management, and we endeavour to provide for *members of travelling community, children with disabilities, families with literacy difficulties, children who are learning English as a second language, children of other faiths or none.*

## 7. Policies and Programmes that support SPHE:

| <b>Policies</b>   |
|---|
| <ul style="list-style-type: none"><li>• Child Protection</li><li>• Anti-Bullying</li><li>• Relationships and Sexuality Education</li><li>• Substance Use</li><li>• Code of Behaviour</li><li>• Enrolment</li><li>• Health and Safety</li><li>• Healthy Eating</li><li>• Acceptable Usage Policy</li></ul> |

| <b>Programmes</b>  |
|--|
| <ul style="list-style-type: none"><li>• Health Promoting Schools</li><li>• Friends for Life</li><li>• Food Dudes</li><li>• Green Flag</li><li>• GAA training</li><li>• Swimming</li><li>• Weaving Wellbeing</li><li>• Social Groups</li><li>• Mighty Mouth</li><li>• Super smile</li></ul> |

## 8. Homework:

SPHE homework, if prescribed in SPHE, will reflect the active learning approach 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](http://www.pdst.ie). New resources are added to this from time to time.)

### 9.1 Programmes and Other Materials:

| <b>Books for Pupil</b> | <b>Books for Teacher</b>   | <b>Audio / Visual</b>                   | <b>Posters</b>                        | <b>Media &amp; ICT</b>  |
|------------------------|--|---|---------------------------------------|---|
| Weaving Wellbeing      | <i>RSE Manuals</i><br><i>Walk Tall</i><br><i>Stay Safe</i><br><i>Bi Follain</i><br><i>Making the Links</i><br><i>Grow in Love</i> RE programme<br><i>Weaving Wellbeing</i> | <i>Busy Bodies</i><br><i>Food Dudes</i> | Various posters throughout the school | Power Points<br>Online Stay safe, Walk Tall and Making the Links manuals and workbooks. |

## **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.

- Garda Síochána
- Doctor/Nurse
- Dentist
- Fireman
- Vet
- Accord
- Dietician
- County Council-Green Flag Representative
- Drugs/ Alcohol Garda Unit

Parents will be notified of guest visits in advance when deemed necessary. Teachers will discuss content of presentations with the facilitator prior to any visit and brief them if required. They will also remain with their class for the duration of any presentations.

## **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 Míosúil 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.*
- *PDST Advisor support and modelling of lessons*
- *Friends for Life training*

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 Scoil Eoin 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.

## **13 Community Links:**

Scoil Eoin 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 the Dental Hygienist, Health Nurse, Fireman, KCCP, Community Gardaí, SCP, etc.

## Success Criteria

The success of this plan will be evaluated through teacher's 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:

Scoil Eoin 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 the whole teaching staff

## 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 leadership team is responsible for co-ordinating this review. Those involved in the review will include:

*Teachers*  
*Pupils*  
*Parents*  
*Post holders/plan co-ordinator*  
*BoM/DES*

### (b) Timeframe:

This plan will be reviewed in September 2024.

## Ratification and Communication

Signed \_\_\_\_\_

Date \_\_\_\_\_

This plan is available to view on the school website.



**Websites for SPHE Reference:**

- [www.curriculumonline.ie](http://www.curriculumonline.ie)
- [www.ncca.ie](http://www.ncca.ie)
- [www.ippn.ie](http://www.ippn.ie)
- [www.staysafe.ie](http://www.staysafe.ie)
- [www.healthpromotion.ie](http://www.healthpromotion.ie)
- [www.education.ie](http://www.education.ie)
- [www.scoilnet.ie](http://www.scoilnet.ie)
- [www.into.ie](http://www.into.ie)
- [www.seomraranga.ie](http://www.seomraranga.ie)
- [www.primaryresources.co.uk](http://www.primaryresources.co.uk)

**Appendix 1****Making Links with Grow in Love SPHE/RSE Objectives****Junior Infants****September**

Exploring belonging in family.  
Exploring how to care for our bodies

**October**

Exploring personal identity.  
Exploring how to respect self and others

**November**

Exploring how to deal with loss.

**January**

Exploring the different ways families live in homes.

**February**

Exploring the values of cooperation, sharing, helping and being honest.

**April**

Exploring how families and friends share meals together.

**Senior Infants****September**

Exploring how the natural and human world deserve care.  
RSE : Exploring personal identity and how every person is unique

**October**

Exploring belonging in family  
Exploring belonging in community.  
Exploring the people in our local community

**February**

Exploring growth in Springtime.

**March**

RSE : babies grow in the womb.

**April**

Exploring how we are loved in family.

Exploring family meals as times to share together.

**June**

Exploring the moral values of sharing, caring, love, forgiveness, friendship, welcome for others, importance of family and care of the earth.

Exploring the difference between right and wrong.

**First Class****September**

Explore the children's sense of belonging

**October**

Exploring the qualities of friendship

**November**

Explore how death & loss are a natural part of life

Explore what it is like to wait – delaying gratification/resilience

**January**

Explore how to resolve differences with people

**February**

Explore the value of giving and sharing gifts and talents

**March**

Explore how to play well as part of a team

**April**

Explore how each person is connected with other people.

**May**

Explore how each one is unique

**June**

Exploring how to develop a caring and just attitude towards others and the earth.

**Second Class****September**

How to care for others

Rules for positive living

How to contribute to local community

**October**

Caring for those who are ill or in need

**November**

Life and death

**December**

Communicating messages

**January**

Growing in resilience and perseverance

**February**

RSE Forgiveness, friendship, importance of family

Exploring fairness and reciprocity

Exploring how to make good choices

**April**

Exploring the value of loyalty to friends

Exploring how to deal with difficulty/difference in friendship

**May**

Exploring how to deal with loss/change in friendship/loss of friend

**June**

RSE respect for own body and the bodies of others

Self esteem – understanding self as unique and deserving of respect

**Third Class****September**

Exploring how to care for universal needs

Exploring impact of relationships

**October**

Exploring how to build Community

Exploring how to develop respect for people of different cultures

**November**

Exploring how to resolve issues with others-dealing with conflict

Exploring the difference between right from wrong

Exploring the impact of loss

**December**

Exploring the cycle of life

**January**

Exploring how to choose to do what is right

Exploring how each person has a contribution to make

Exploring how to make good decisions

**February**

Exploring how to develop kindness, empathy and compassion

Exploring growth and development of mind and body

Exploring Rules for good group functioning

**March**

Exploring how to live harmoniously

**April**

Exploring how each person plays a part through roles in community

**May**

Exploring responsibility of caring for the earth

**Fourth Class****September**

Exploring how to caring for the earth

**October**

Exploring the function of those who lead and guide us.

**November**

Exploring death & loss

Exploring the qualities of truthfulness, honesty, care and empathy towards others

Exploring growth in nature

**December**

Exploring our connectedness with others through sharing of gifts.

**January**

Exploring how to respect and care for human life and creation

Explore organisations that work for justice

**February**

Explore how to make good choices

Exploring the difference between right from wrong

Exploring how to make good choices

**March**

Exploring how relationships grow through shared celebrations/events/meals

**April**

Self esteem : Explore and recognise and value own gifts and talents

Explore the values that help build community

Explore how groups of people work together in local community

**May**

Explore how to live and work harmoniously together

**June**

Explore the how love and forgiveness are connected.

## **Fifth & Sixth Classes**

### **September**

Exploring how to respect self as individuals.

Consider their growth of mind and body

### **October**

Explore and experience the values that build community.

### **November**

Explore how love is at the core of each person as the link into lifelong relationships.

### **January**

Exploring how to choose between right and wrong.

Explore how to develop physical, spiritual, moral, emotional and social skills.

### **February**

Explore positive attitudes towards their talents, qualities and values.

Recognise and accept own limitations.

Explore sense of belonging in different social groupings.