

may 2023

Clogheen KerryPike N.S



Whole school Policy Social, Personal & Health Education (S.P.H.E)

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.

Clogheen/KerryPike N.S will teach aspects of all three major strands 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. Clogheen/KerryPike N.S 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 (Jan-March)-Stay Safe</i>
	<i>Taking care of my body(Jan-Feb)</i>	<i>Making Decisions (March-April)</i> <i>*This strand unit is for third to sixth only.</i> <i>Infants to second complete the Safety Issues section of Safety and Protection</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>

- developing democratic processes
- enhancing self-esteem
- fostering respect for diversity
- fostering inclusive and respectful language
- developing appropriate communication
- developing a school approach to assessment

- **Discrete time for SPHE**

SPHE is allocated ½ hour per week on each teacher's timetable in 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 an **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, Friendship Week, wellness week, Lenten Campaign, etc. will also be explored.

4. Approaches and Methodologies:

Clogheen/KerryPike N.S believe 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

5. 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.

Clogheen/KerryPike N.S uses the following recommended informal tools for assessment in SPHE:

- *Teacher observation*

- Amber flag
- Friends for Life

9. Homework:

SPHE homework, if prescribed in SPHE, will reflect the active learning approach and will reinforce information already taught during class.

10. Resources:

(PDST have developed a resource list, which is available on the PDST at)
www.pdst.ie/primary/healthwellbeing

Programmes and Other Materials:

Books for Pupil	Books for Teacher	Audio / Visual	Posters	Media & ICT
Worksheets from teacher's manual.	RSE Manuals Walk Tall Stay Safe Making the Links	Busy Bodies Tom's Flower Power	Various posters throughout the school	Webwise

11. Guest Speakers:

When a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom (as per Circular 42/2018) and make the speaker aware of this school plan and attached policies.

12. 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. Teachers will record clearly the Strands and Strand Units of SPHE taught.

13. Staff Development:

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

- *Training in Child Protection*
- *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*

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the SPHE curriculum in the school. Eleanor Grant & Kate o' Callaghan are responsible for co-ordinating this review.

Those involved in the review will include:

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

(b) Timeframe:

This plan will be reviewed in May 2025 unless a need arises that has to be addressed.

■ **Ratification and Communication**

The Board of Management of Clogheen/KerryPike NS ratified this plan on 29th May 2023

Signed _____ John Horgan (Chairperson)

Signed _____ Gerard Hartnett (Principal)

Date: _____

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

Outline of plan

Junior Infants	Senior Infants
Term 1 Myself- self-identity Self-awareness Developing self-confidence Taking care of my body Health and well-being Knowing about my body Myself and others • Myself and my family Myself and the wider world Developing citizenship- my school community, the wider community	Term 1 Myself- self-identity Self-awareness Developing self-confidence Taking care of my body Health and well-being Knowing about my body Myself and others • Myself and my family Myself and the wider world Developing citizenship- my school community, the wider community
Term 2 Myself	Term 2 Myself

<p>Growing and changing- as I grow I change, new life, feelings and emotions</p> <p>Myself and others My friends and other people</p> <p>Myself and the wider world *Environmental care</p>	<p>Growing and changing- as I grow I change, new life, feelings and emotions</p> <p>Myself and others My friends and other people</p> <p>Myself and the wider world *Environmental care</p>
<p>Term 3</p> <p>Myself Safety and protection- personal safety, safety issues Making decisions</p> <p>Myself and others Relating to others- communicating, resolving conflict</p> <p>Myself and the wider world Media education</p>	<p>Term 3</p> <p>Myself Safety and protection- personal safety, safety issues Making decisions</p> <p>Myself and others Relating to others- communicating, resolving conflict</p> <p>Myself and the wider world Media education</p>
3rd class	4th class
<p>Term 1</p> <ul style="list-style-type: none"> • Myself - Self identity - Self awareness and developing self confidence. - Taking care of my body - Health and well being - Growing and change - Feelings and emotions <p>Myself and Others</p> <ul style="list-style-type: none"> - Myself and my family - Relating to others 	<p>Term 1</p> <ul style="list-style-type: none"> • Myself- self-identity Self-awareness Developing self-confidence Taking care of my body Health and well-being Knowing about my body Myself and others • Myself and my family <p>Myself and the wider world Developing citizenship- my school community, the wider community</p> <p><i>Topics may be taught in conjunction with the Friends for Life Programme.</i></p>

<p>Health and Wellbeing</p> <p>Myself and Others <i>Relating to Others</i> My Friends and Other People</p> <p>Myself and the Wider World* <i>Developing Citizenship</i> Environmental Care Living in the Local Community</p> <p><i>Topics may be taught in conjunction with the Friends for Life Programme.</i></p> <p><i>*These topics will be covered during SESE in the first term. Environmental care strand in Geography and the Local Studies strand in History.</i></p>	<p>Health and Wellbeing</p> <p>Myself and Others <i>Relating to Others</i> My Friends and Other People</p> <p>Myself and the Wider World* <i>Developing Citizenship</i> Environmental Care Living in the Local Community</p> <p><i>Topics may be taught in conjunction with the Friends for Life Programme.</i></p> <p><i>*These topics will be covered during SESE in the first term. Environmental care strand in Geography and the Local Studies strand in History.</i></p>
<p>Term Myself Safety and Protection Personal Safety Safety Issues</p> <p>Myself and Others Relating to Others Communicating Resolving Conflict</p> <p>Myself and the Wider World Media Education*</p> <p>Topics may be taught in conjunction with the Stay Safe, Be Safe and Webwise programmes</p> <p><i>*Media Education will be taught through the Genre of Persuasive Writing in Literacy during Term 2.</i></p>	<p>Term 2 Myself Safety and Protection Personal Safety Safety Issues</p> <p>Myself and Others Relating to Others Communicating Resolving conflict</p> <p>Myself and the Wider World Media Education*</p> <p><i>Topics may be taught in conjunction with the Stay Safe, Be Safe and Webwise programmes.</i></p> <p><i>*Media Education will be taught through the Genre of Persuasive Writing in Literacy during Term 2.</i></p>
<p>Term 3 Myself Growing and Changing As I grow, I change Birth and New Life</p> <p>Taking Care of my Body Knowing about my body</p> <p>Myself and Others <i>Relating to Others</i> <i>Myself and my family</i></p>	<p>Term 3 Myself Growing and Changing As I grow, I change Birth and New Life</p> <p>Taking Care of my Body Knowing about my body</p> <p>Myself and Others <i>Relating to Others</i> <i>Myself and my family</i></p>