



DERRYQUAY
NATIONAL SCHOOL

Derryquay National School

Social, Personal, Health Education Policy including RSE

Introductory statement and rationale

a) Introduction

On June 23rd, as a staff, we decided to use the walk tall programme to cover substance abuse , stay safe, relationship and sexuality. We will use the stay safe programme every second year. Since we are a two teacher school, we aim to ensure that each child would have accessed the entire programme at the end of sixth class. We will do one class programme per year. An expert from the HSE will speak to the fifth and sixth class student every second year on Relationship and sexuality.

(b) Rationale

This plan was completed to -

To support the teaching and learning in the school.

To teach the subject, SPHE in an organised and spiral manner.

Vision and aims

a) Vision

SPHE will support the school vision.

Derry quay School is a Catholic Primary School under the patronage of the Bishop of Kerry. We foster and nourish the spiritual, academic, physical and social education of the pupils in our school, in a happy and caring environment. We encourage each pupil to reach their uniqueness and individuality to the full. We embrace difference and respect equally the varying cultures of our pupils. We encourage our pupils to use their talents and skills in the service of their communities as they take their place in society.

(a) Aims

The aims of social, personal and health education are

- 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.

This SPHE plan will be addressed under the following headings

Curriculum planning

- 1. Strands and strand units**
- 2. Contexts for SPHE**
- 3. Approaches and methodologies**
- 4. Assessment**
- 5. Children with different needs**
- 6. Equality of participation and access**

Organisational planning

- 7. Policies and programmes that support SPHE**
 - 7.1 Policies/Programmes**
 - 7.2 Substance Use Policy**
 - 7.3 Relationships and Sexuality Education**
 - 7.4 Stay Safe Programme**
 - 7.5 Child Protection**
- 8. Homework**
- 9. Resources**
 - 9.1 Programmes and other materials**
 - 9.2 Guest speakers**
- 10. Individual teachers' planning and reporting**
- 11. Parental involvement**
- 12. Community links**

1. Strand and strand units

1. Strands and strand units

(Refer to SPHE Curriculum pp. 16 – 66)

Active learning is the principal teaching and learning approach recommended for SPHE. The SPHE programme reflects a spiral approach, where similar aspects are revisited in different ways according to the age, stage of development and readiness of the child. SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school and in the classroom.

SPHE must be planned in such a way that the child will receive a comprehensive programme in SPHE over a two year period. Some strand units should be chosen from each of the strands in any one year. The strand units not covered in year one must be included in the teacher's planning for the following year.

2. Context in SPHE

SPHE will be taught in the following context:

- School atmosphere and environment
- School time for SPHE
- Intergration with other subjects
- *(See SPHE Curriculum p. 11, Teacher Guidelines: SPHE p. 5, pp.31 – 32, 36 – 41)*

Positive school environment and atmosphere.

In Derryquay National school we have a very happy and positive atmosphere and our SPHE policy will support this.

<i>Strategies</i>	<i>What we are doing in the school?</i>	<i>Recommendations'</i>
Attend to the individual need of the child:	<ul style="list-style-type: none">• We have one learning support/resource teacher in our school.• If a child is in need of extra help the school contacts the psychologist etc.• Test will be carried out formally and informally in the classroom.	-
Physical environment that promotes health in	<ul style="list-style-type: none">• School to be kept neat and tidy.• Continuous maintenance of the	

<p>our school</p>	<p>school.</p> <ul style="list-style-type: none"> • School grounds to be kept tidy and safe. • School grounds and rooms to be maintained. • Children to be praised to keep their classroom neat and tidy. • Children are assigned jobs to keep the school neat and tidy. • Recommendations are made on healthy eating. • Healthy eating is promoted. • Physical education is taught. • The school has a safety statement. • The school has a cleaner employed. 	
<p>Development of the democratic process</p>	<ul style="list-style-type: none"> • Rules are explained to substitute teachers and new teachers. • School rules will be taught every September. • If a child has a problem, the teacher will listen to them. • Parents can make an appointment to discuss any situations that may arise. • The school has a parents council. • The school has an “open policy” to discuss situations that may arise. 	<p>Parents are urged to arrange an appointment with the class teacher</p>
<p>Reinforcing Self-</p>		

<p>esteem</p>	<ul style="list-style-type: none"> • Mol an óige agus tiocfaidh sí • Children are praised at every situation. • Teachers will thank children for their hard work. • Principal and teachers thank parents for their support and hard work. 	
<p>Respect regarding people and their culture</p>	<ul style="list-style-type: none"> • Multi culture will be explained to the children 	
<p>Ethics</p>	<ul style="list-style-type: none"> • Manners to be taught. • Children will show respect. • Children will be taught and encouraged not to use nicknames with one another. • Children will be taught not to discriminate because of their skin colour. • Teachers will be mannerly and the children will imitate this good behaviour. 	
<p>Good Communication between school and home.</p>	<ul style="list-style-type: none"> • Parent teacher meetings will be held in December. • Notices will be sent out regularly. • The school has a parents council. • Parents can meet with the class teacher at a pre arranged time. 	<ul style="list-style-type: none"> • As a staff, we recommend that the policies be sent to parents and guardians.

	<ul style="list-style-type: none"> • Teachers will meet with parents when there is a need to. • New rules that are introduced are explained to the parents. 	
School development in regards assessment	<p>Mist and Drumcondra are carried out within the school year.</p> <ul style="list-style-type: none"> • This is done unofficially. • Teachers are continuously correcting and assessing school work. • Learning support/resource teacher will carry out tests on children with reading difficulties. 	

Time table & 2 year Plan :

On the timetable SPHE is allotted a ½ hour a week or one hour every two weeks.

Month	Year 1	Year 2
September / October	Self-identity (Myself)	Myself and my family (Myself and others)
November / December	My friends and other people (Myself and others)	Relating to others (Myself and others)
January / February	Safety and protection (Myself)	Growing and changing (Myself)
March / April	Making decisions * (Myself)	Taking Care of my Body (Myself)
May / June	Media education (Myself and the wider world)	Developing citizenship (Myself and the wider world)

*Making decisions is only a strand unit from 3rd – 6th, Juniors – 2nd may complete the Safety Issues section of Safety and protection at this time. Due to the increased amount of lessons in the Stay Safe Programme from 3rd to 6th class, placing the strand unit Making decisions after the Safety and protection in a standard two year plan will enable the teacher to achieve some of the content objectives of Making decisions through the Stay Safe Programme.

Intergration:

In every class, teachers will try to intergrate with other subjects of the curriculum. The objectives of the SPHE curriculum can be covered in other areas. SPHE can be taught unofficially in other curriculum areas e.g. English, History, Gaeilge e.t.c.

- (See Teacher Guidelines: SPHE pp. 31 – 33, pp. 38-39)

3. Approaches and methodologies

(Teacher guidelines: SPHE Pg 56-102)

The methodologies and approaches used in the classroom are crucial to the child's social, personal and health development. As active participants in their own learning, children can make sense of what is being learned, make informed judgements and construct new meanings. It is more likely that children will develop a sense of ownership over what they have learned and be able to transfer it to different situations when they have been actively involved in the learning process. While independent learning is fostered, it is equally essential that children are given opportunities to interact with others and with their environment and to learn to cooperate with their peers.

For active learning to take place, the school should provide a supportive and caring environment, in which the child is encouraged to participate in his/her own learning and in which each contribution is valued and appreciated. The role of the teacher will be central to the use of effective active learning and teaching techniques in the classroom.

These methodologies will be used in our school:

- Drama activities
- Co-operative games
- Pictiúir, grianghraif, agus amharcíomhanna Pictures, photographs and
- Debates
- Written activities: surveys, questionnaires, lists, projects, work sheets.
- Media studies
- accessing the internet and e-mail
- observing other childrens work: projects ...
- co-operative learning
- problem solving
- using the environment

4. Assessment

(SPHE Curriculum Pg70-77)

Assessment in SPHE guides the teacher in improving the learning experiences for the child and in continually refining and developing the programme to suit individual needs, interests and abilities. It can be particularly helpful in enabling children to see how they are progressing and to recognise and appreciate their own achievements. As many of the benefits or outcomes of SPHE do not emerge or become evident until long after the child has left primary school, the assessment relates to that which can be effectively assessed during his/her time in school.

SPHE can be assessed in the following way;

Teacher observation, tests and teacher designed tasks, projects and self-evaluation by the child.

5. Children with special needs

Teachers will ensure that children with special needs participate in and benefit from the full range of experiences offered in SPHE. All children will be given the opportunity to obtain maximum benefit from the programme.

- Every child will participate in the SPHE class and this participation is vital for the social developmental of the child.
- Activities will be designed to suit the level of the class so the children can fully participate in the SPHE class.
- Class teachers/resources teachers/learning support are responsible for supporting SPHE in our school;preparing the child for life, social development of the child,focusing on social skills for some children.
- ICT resources will be made available to children if recommended by the pschycolgist.

6.Equality of participation and access

- There are gender issues that need to be considered in relation to SPHE for example dealing with relationship and sexuality in the senior classes.
- Equal opportunities are given to boys and girls to participate in discussion, debate, presentation.
- Diversity within the school community is recognised and valued if necessary.
- All children have access to services, facilities, and amenities in the school environment.
- Identify provision required, where necessary, for the following
 - Members of the Traveller community
 - Children experiencing any form of disadvantage
 - Children with disabilities
 - Families with literacy problems
 - Families for whom English is not the first language
 - If parents relationship circumstances change,they would inform the other party of any school information regarding their child e.g.date for parent teacher meetings, christmas concert e.t.c.

7. Policies and programmes that support SPHE:

7.1 Policies:

- The SPHE policy integrates with our policies and best practices of Derryquay National School- substance abuse policy, Be safe policy, enrolment policy, Discipline policy, Bullying policy, Safety statement, Healthy Eating policy, children manners, school rules, directions for teachers and e.t.c.

7.2 Policy on Substance abuse:

The National Drugs Strategy, 'Building on Experience', requires schools to have a drugs policy in place (*Action 43, Ireland's National Drugs Strategy 2001-2008*)

- There are specific issues that need to be addressed in SPHE in line with the school's Substance Use policy.
- The school list the content objectives covering substance use that will be addressed in discrete time
- The Substance Use policy adhere to recommendations in the school's Health & Safety policy

7.3 Relationship and sexuality education (RSE)

Introductory Statement:

The school has a responsibility to put in place an RSE policy as part of the wider social, personal and health education strand of the curriculum.

Rationale:

The need for this policy arises from our schools obligation to provide for all the needs of the student body and respond appropriately to sensitive and emotive issues relating to emerging sexuality.

Aims:

- To enhance the personal development, well being and self-esteem of each child
- To enable each child to gain an understanding of and respect for human love, reproduction and sexual activity in a sensitive and measured way
- To enable the child develop healthy friendships and relationships

Relationships to School Ethos:

The school ethos affirms and supports close links between school and home. To this end parents were encouraged to play a meaningful role in the RSE policy formation, through a series of meetings, full representation on the steering committee and the ratification of the finished product. Parents also have the right to withhold their children from participating in RSE classes.

School Provision

Strand Units:

Myself - Self identity, taking care of my body, growing and changing, safety and protection

Myself and Others - Myself and family, friends and relating to other people

Taking Care of My Body – Naming parts of the male and female body using appropriate terminology (Junior and Lower Middle classes). Identifying physical changes, understanding puberty and the reproductive system (Senior Classes)

Growing and Changing – The stages of development of a baby from conception to birth (Middle Classes). Understanding sexual relations within the context of a committed loving relationship (Senior Classes).

Teachers do not cover topics such as contraception and same sex friendships. Children who ask questions in class on content outside the curriculum are talked to individually and discreetly. Parents are usually informed and asked to talk to their child.

Methodology

Circle time is used extensively in Junior Classes to build confidence and address fears. Boys and girls are taught together in all classes. Senior pupils are treated in a mature way and are encouraged to discuss issues that arise with their parents.

The Stay Safe and Walk Tall programmes:

The Stay Safe programme is taught every two years to all classes. Aspects of the programme such as bullying are revised in all classes. Guest speakers from HSE deliver a full day programme to senior classes every second year, where issues such as physical and emotional development, bodily changes and sexual awakening are explored. The cost of the lectures is borne by the BoM.

Topics covered up to 2nd class include;

- Keeping safe
- Naming bodily parts using correct terminology
- Bodily changes during growth and development
- Making and keeping friends
- Making age appropriate choices
- Appreciating family life
- Recognizing and expressing feelings
- Self care, hygiene, diet, exercise and sleep (link with P.E. Healthy Eating Policy and S.P.H.E.)
- Expressing opinions and listening to others

Topics covered from 3rd to 6th Classes include;

- Bodily changes
- Healthy eating, personal hygiene, exercise
- Keeping safe
- Expressing feelings
- Family relationships
- Making healthy and responsible decisions
- Forming friendships
- Reproduction, conception (5th and 6th Classes)

Guidelines for Management:

Parents have the primary responsibility for educating their children in sexual matters. The school R.S.E. programme acts as a support only to parents, and parents retain the right to withdraw their children from classes. The programme is taught within the ethos of the school and contemporary issues/topics are dealt with by the teacher at a level appropriate to the age and stage of development of pupils within a moral and spiritual framework. Teachers are present at all times when guest speakers are visiting a class.

Child Protection:

The school follows the DES child protection guidelines and has a Child Protection Policy with the Principal as Designated Liaison Person. In cases of disclosure; the DLP will follow the procedures as set out in Children First.

Teacher Choice/Staff Development:

The teacher's right to choose is enshrined in the policy and if teachers do not wish to teach specific aspects of the programme or require additional resources, a suitable speaker will be employed by the BoM. The teacher may need to plan the specific material to be covered and should be present during the talk.

The staff have availed of training in;

- The Child House Prevention Programme (Stay Safe)
- Relationships and Sexuality Programme (RSE)
- Walk Tall Programme (SMPP)

The PCSP whole school plan is available in the school. Each teacher is responsible for his/her long term and short term planning, comprising of a yearly and fortnightly scheme of work. A Cuntas Miosuil is retained in the school.

School/Community Links:

The school is involved in;

- Cumann na mBunscoil – football, soccer
- Choir for First Communion and choir for Confirmation every third year
- Annual School Concert
- Credit Union Quiz

Evaluation:

- Teacher observation
- Inventory of what needs to be changed
- Ensuring all strands are covered
- Teacher designed tasks and tests and self-evaluation
- Community feedback

Roles and Responsibilities:

The school community of BoM, staff, pupils and parents play a key role in the formulation and implementation of the plan.

7.4 The Programme “Stay Safe ”

(See SPHE curriculum documents, Stay Safe Programme, Child Protection Guidelines and Procedures, 2001, DES)

- The Stay Safe programme is part of SPHE in Derryquay National School.
- The school records objectives that are discussed in discrete time on sensitive topics of Be Safe.
- There is a mutual understanding with the objectives of the Stay Safe programme (see ethos of the school)
- If a child is to be withdrawn from a class they must attend another classroom.

Dealing with Questions

- The class teacher will be responding to questions at school likewise parents will deal with questions that will arise at home.

Privacy

- The children will be aware that when private questions are being processed if the teacher is concerned for the child's welfare then they are obliged to inform the principal, parent or Health Board of this statement.

Parents responsibility

- If any parent has a query on any aspects of the Stay Safe Programme, they are welcome to discuss these matters with the class teacher or principal at an arranged time that suits both parties.

8. Homework

Homework will be assigned in SPHE occasionally. The methodology of active learning will be exercised as mentioned in the new curriculum.

9. Resources

Here is a list of resources available in the school, classroom or the staff room;

- Stay Safe
- R.S.E.
- Bí Folláin
- NWHB Health Education Programme
- Walk Tall
- Action for Life
- Be Safe
- World in the Classroom
- Relationships and sexuality
- Child protection – The Department of Education
- Understanding substances and substance use.
- The internet (New book on safety).

9.2 Talkers

- The Gardaí
- The south Kerry life education mobile classroom.
- HSE speaker
- Fire Officer

10. Individual teachers' planning and reporting

- The class teacher has a yearly plan which she follows.

- Fornightly schemes and cúntaisí míosúla are compiled.

11. Parental involvement

- We view parental involvement as essential and helpful in delivering an effective SPHE programme.

12. Community involvement

See Teacher Guidelines: SPHE p. 30 and also Guidelines for Parents - Your child's learning (Primary School Curriculum)

- Different speakers visit our school, HSE speaker, Kerry life education mobile, gargaí, fire officer and e.t.c.

Success criteria

With a SPHE policy implemented in our school we are confident that a spiral curriculum will be in place.

- **We will know if the plan is being implemented if;**
 - *Teachers' preparation based on this plan*
 - *Procedures outlined in this plan consistently followed*
 - *Progress will be obvious from the Cúnta míosúil*
 - *A development in the school atmosphere for the progress of SPHE programme*
- **How will we know that the plan has achieved its aims? What are the indicators?**
 - *Feedback from teachers/parents/pupils/community*
 - *Recommendations/reports from Inspectors*
 - *Behaviour of the pupils of the school, manners, conduct and e.t.c.*
 - *Feedback from secondary school*
- **How has the plan enhanced pupil learning?**

Every one who is involved in the child's life, has a responsibility to support the child to be confident, honest, have respect for others and themselves. Help them to be good class members and this will continue on into the future.

Implementation

a. Roles and responsibilities

- Teachers, principal, the Health Board, the Board of Management and the parents will support the SPHE plan.
- These members will also contribute to the development and efficient delivery of this plan.

- The principal will receive feedback with regards to the development of the SPHE plan ,she will present this information to other staff members and members of the Board of Management.
- Results will be provided by teachers and parents.
- Teachers will assess formally through questioning and observation of classroom activities.
- Assessment will be carried out informally every day through observation of the children, throughout their school day.

(b) Time Frame

The time frame that we have for completion of our SPHE Programme is September 2010 to June 2014.

Review

This policy will be reviewed on a regular basis to deliver an efficient SPHE programme in Derryquay National School. A review will occur every two years.

(a) Roles and responsibility

These are the people who will be involved in reviewing the SPHE programme.

- *Teaching staff of Derryquay National School*
- *Students of Derryquay National School*
- *Parents*
- *Board of management/DES/others*

(b)Time Frame

Review in September 2014 or before if required.

Ratification and communication

The Board of Management will ratify this policy. Compiled by the teaching staff of Derryquay National School with the help of the parents council.

Review:

This policy was reviewed in October 2019 and will be reviewed in September 2021 or before, if the need arises.

Signed:

Chairperson BOM

Reference Section

- Curriculum documents for SPHE
- Primary School Curriculum, Your child's learning, Guidelines for Parents
- NCCA Draft Guidelines for Teachers of Students with General Learning Disabilities, 2002
- Equal Status Act 2000
- Looking at our School, 2003, DES
- Map of SPHE Resources for Primary Schools, North Eastern Health Board
- Relationships and Sexuality Education in Catholic Schools, Veritas
- Relationships and Sexuality Education, A Partnership Between Home and School, DES
- Guidelines for developing a School Substance Use Policy, DES
- Walk Tall, Programme for the Prevention of Substance Misuse
- Bí Folláin, A Programme of Social & Health Education for Primary Schools, Standard Printers
- Primary School Health Education Programme, Health Education Office, Donegal.
- Action for Life, Irish Heart Foundation
- Child Protection Guidelines and Procedures, 2001, DES
- Children First, National Guidelines for the Protection and Welfare of Children, 1999, Dept. of Health and Children
- Our Duty to Care, Dept. of Health and Children
- Stay Safe Programme, Health Promotion Unit, Dept. of Health & Children; CAPP, Cherry Orchard Hospital, Dublin 10
- Be Safe - Road Safety, Fire Safety, Water Safety. National Safety Council
- Stop it! Steps to address bullying, Wexford Education Network
- Responding to Bullying, First Steps for Teachers, The Cool School Programme. NEHB
- Investigating and Resolving Bullying in School, Further Steps for Teachers, NEHB
- INTO Intercultural Guidelines for Schools
- Trócaire – Development Education resources
- Bereavement Counselling for Children, Barnardos

Video: Childsafe – Be safe on the Farm, Health and Safety Authority, 10 Hogan Place, Dublin 2

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Some useful sources for SPHE

Child Abuse Prevention Programme,
Cherry Orchard Hospital, Clondalkin,
Dublin 10.

Dental Health Foundation, Richview,
Clonskeagh Road, Dublin 4.

Education centres
see listing in telephone directory

Health and Safety Authority,
Hogan Place, Dublin 2.

Health Promoting Schools Network,
Marino Institute of Education,
Griffith Avenue, Dublin

Health-Promotion Unit,
Department of Health and Children,
Hawkins House,
Dublin 1.

National Children's Resource Centre,
Christ Church Square,
Dublin 8.

National Parents' Council—Primary
16/20 Cumberland Street South,
Dublin 2.

Regional Health Authorities
see listing in telephone directory

RSE Support Service,
St Patrick's College of Education,
Drumcondra,
Dublin 9.

Pavee Point Traveller Centre,
46, North Great Charles St.
Dublin 1

Substance Misuse Prevention Project,
Primary,

West Dublin Teacher Centre,
Monastery Road,
Clondalkin,
Dublin 22.

Useful internet sites:

SDPS	<u>www.sdps.ie</u>
NCTE	<u>www.ncte.ie/internetsafety</u>
DES	<u>www.education.ie</u>
NCCA	<u>www.ncca.ie</u>
INTO	<u>www.into.ie</u>
IPPN	<u>www.ippn.ie</u>
NPC	<u>www.npc.ie</u>