**Rahealty N.S.**

**SPHE Policy**

**Introductory Statement and Rationale**

1. **Introductory Statement**

The staff of Rahalty N.S. 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. It was drafted by the school principal and staff and brought to the attention of the Board of Management and Parents.

1. **Rationale**

Aspects of SPHE have been taught in Rahealty N.S. for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education. 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.

**Vision and Aims**

1. **Vision:**

SPHE in Rahealty N.S. aims to 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.

1. **Aims:**

The children 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 healthdimensions 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

**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 andothers, 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 of SPHE over a two year period.

We have created this timetable to reflect this approach:

|  |  |  |
| --- | --- | --- |
| **Strands** | **Strand Units (Year 1)** | **Strand Units (Year 2)** |
| **Myself** | *Self-identity (Sept.–Oct.)* |  |
|  | *Taking care of my body(Jan.-Feb.)* | *Taking Care of My Body (Review)* |
|  | *Growing and Changing (March-April)* | *Growing & Changing (Review)* |
|  |  | *Making Decision (March-April)**\*3rd-6th only**Infants -2nd-Be Safe Programme-Road, Water and Fire Safety* |
|  |  | *Safety and Protection-(May-June)*  |
| **Myself and others** | *Myself and My Family (Nov.-Dec.)* |  |
|  |  | *My friends and other people (Jan.-Feb.)* |
|  |  | *Relating to others (Sept.-Oct.)* |
| **Myself and the wider world** | *Developing Citizenship (May-June)**Revision of Be Safe Programme with all classes* |  |
|  |  | *Media Education (Nov-Dec)* |

**2. Contexts for SPHE:**

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

1. Positive School Climate and Atmosphere

Rahealty has created a positive atmosphere by:

* building effective communication, regular lettes to parents, meetings with parents association representatives, welcoming atmosphere to parents, regular staff meetings, staff meetings, notice board in staff room and respecting children’s views and opinions. Children are encouraged to use respectful language at all times
* We aim to provide for the individual needs of all the children enrolled in our school and who will enrol in the school. Learning support and resource hours are provided for children with learning difficulties and those children who are extremely able.
* Creating a health-promoting physical environment
* The school has a healthy eating policy. There is a strong emphasis on a variety of sporting activities catering for all abilities.
* Developing democratic processes
* Staff, parents and pupils are welcome to contribute in all areas of school life.
* Enhancing self-esteem
* Promotion of positive behaviour is emphasised, and reward for positive behaviour. We have student of the week in each class with emphasis on choosing a child who tries their best and achieve not just in curricular areas.
* Fostering respect for diversity
* It is important that all children are aware of and appreciate children from other cultures and backgrounds. We encourage childre to share their experience of lives in different countries.
1. **Discrete time for SPHE**
* SPHE is allocated ½ hour per week on each teacher’s timetable in Rahealty NS. However teachers may allocate extra time to allow for more indepth exploration of a strand unit if needed.
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, Geography, History, Religion, Visual Arts, Physical Education, Themes/Projects etc.

**3. Approaches and Methodologies:**

We 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 endeavor to teach SPHE using a variety of strategies which include:

* drama activities
* co-operative games
* use of pictures
* talk and discussion (circle time)
* photographs and visual images
* written activities
* use of media
* information technologies and looking at children’s work
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.

We use the following recommended informal tools for assessment in SPHE:

* Teacher observation
* Teacher-designed tasks and tests
* 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. We 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.

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. Ours is a *mixed-sex only* 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. Rahealty N.S. 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.*

1. **Organisation:**

**Policies and Programmes that support SPHE:**

|  |  |
| --- | --- |
| * Code of Behaviour
* Enrolment Policy
* Health and Safety Policy
 | * Anti-bullying Policy
* Healthy Eating Policy
 |

* Substance Use Policy
* Relationships and Sexuality Education Policy
* Child Protection Statement
1. **Homework:**

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

1. **Resources:**

**Programmes and Other Materials:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Books for Pupil** | **Books for Teacher** | **Audio Tapes** | **Posters** | **Media & ICT** |
|  | RSE ManualsWalk TallStay SafeBi FollainMaking the Links | Busy Bodies | Various posters throughout the school |  |

**Guest Speakers:**

When a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom and make the speaker aware of this school plan and attached policies.

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. Each teacher will keep a Cuntas Míosúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE.

1. **Staff Development:**

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.

1. **Parental Involvement:**

Parental involvement is considered an integral part to effectively implement SPHE as we believe that SPHE is a shared responsibilty. 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.

**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. Feedback from parents and children is very welcome and informative.

**Implementation**

1. Roles and Responsibilities:

Rahealty 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.

1. **Timeframe:**

The plan will be implemented in Spring 2018.

**Review**

1. **Roles and Responsibilities:**

Those involved in the review will include: *Teachers,Pupils,Parents & BOM*

1. **Timeframe:**

This plan will be reviewed as necessary.

**Ratification and Review**

This policy was reviewed and ratified by the Board of Management.

**Approved by**

**Chairperson:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Principal:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_**