



Kilcornan N.S.,
Kilcornan,
Co. Limerick.

Kilcornan National School

S.P.H.E Plan

Introductory Statement and Rationale

This plan was formulated by the staff of Kilcornan National School following in service. It was reviewed following the updated publication of Walk Tall and in line with the recommended two year SPHE whole school plan. This plan has been made available to parents for viewing and subsequently to the Board of Management for ratification.

This plan is a record of whole school decisions in relation to SPHE in line with the Primary Curriculum, 1999. Its purpose is to guide the teachers in adapting a coherent and consistent approach to the teaching and learning of SPHE in the school. It is intended to guide teachers in their individual planning for SPHE to ensure appropriate coverage of all aspects of the curriculum from Infants to Sixth Class.

Relationship to School Ethos

Our school values the uniqueness of all individuals within a caring school community. We recognise that SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school and in the classroom. Through our SPHE programme we wish to assist children to develop feelings of self-worth and self-confidence while encouraging their ability to relate to others in a positive way. The programme also encourages children to be aware of their rights as individuals while at the same time accepting responsibility for their actions as members of the school and the wider community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encourage as much as possible.

Aims:

We endorse the aims of the S.P.H.E. Curriculum which 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

Curriculum Planning

● Strands and Strand Units

SPHE is planned so that children receive a comprehensive programme over a two-year cycle. Teachers have allocated strand units from each of the strands to each class. This ensures that the strand units not covered in year one are included in the programme of work for the following year. In some cases it may be necessary to revise specific objectives from the previous year.

The content objectives for the sensitive areas in RSE will be addressed every second year by a qualified professional to the classes of 5th & 6th.

The manner in which strands and strand units are covered at each class level can be seen at the back of this plan.

Contexts for SPHE

SPHE will be taught through the following contexts:

- Positive school climate and atmosphere
- Discrete time
- Integration with other subject areas

Positive school climate and atmosphere

The school community endeavours to promote a positive school climate. We are a Health Promoting School and we endorse the principles of a Health Promoting School. These key messages dealing with school climate and atmosphere are also included in the booklet for new families enrolling their children in the school and are referred to, as appropriate, during the year through newsletters, meetings with parents, at assembly and on a regular basis in classes. The school adapts the following strategies to promote a positive school climate and atmosphere:

Building effective communication within the school

In-School

- Notice boards around the school
- Regular staff meetings
- Children are involved in in-class decisions
- Children are involved in various committees in the school e.g. Green Schools, School liturgy Group, School Choir etc...
- Children report bullying to class teacher/yard duty teacher

Parents

- Regular newsletter
- Notes from the school
- Notes in homework journals
- Parent teacher meetings
- Meetings by appointment

- Open Days
- Coffee/Tea sessions after religious/sacramental events
- Parents Association in the school
- Parents Association organise talks for the parents
- Other events such as fundraising etc
- School noticeboard (outside school gate)
- Emails and texts

Visitors

- Visitors are greeted on arrival and offered tea/coffee at break time
- They are invited to the staff room for breaks

B. Catering for Needs of Children

We cater for the needs of the children. These needs may be social, emotional, spiritual, physical or intellectual. Through assessment, observation and discussion with parents we strive to identify and meet these needs.

- A reward system in each class
- School assemblies
- Children news announced regularly
- School choir, sports teams, quizzes, school concert, art exhibitions
- Inclusive Special Educational teaching with Special Ed Team
- We use a variety of teaching styles and activities
- General positive school climate with regard to reinforcing positive behaviour
- Library visits
- School garden
- Broad and balanced PE programme

Enhancing the self-esteem and well-being of Members of the School Community

We provide opportunities to enhance the self-esteem of all members of the school community. The staff are aware that their role in helping children to develop their self-esteem is to create an environment within the school that is as positive as possible for all concerned. The five building blocks of self-esteem as outlined in the curriculum have been adopted as our approach to self-esteem development. They are:

- A sense of identity
- A sense of belonging
- A sense of security
- A sense of purpose
- A sense of competence

The following strategies are used for enhancing self esteem:

- Reward systems in place classes/displaying children's work
- Openness to having photographs on display of winners/successes/a special visit/play in our school yard
- Infants taken on tour of the school as well as all new parents

- Yard Leaders appointed to assist younger pupils in class during wet days
- Involvement in committees including Green Schools
- Children taken to new school library to promote reading
- Broad and balanced PE programme caters for all sporting needs
- Access to iPads
- Participation in competitions
- Staff attend training courses
- Availing of DES/HSE support
- Regular appraisal of staff efforts
- Inclusion in newsletter, newspapers , parish newsletter, community council website

Fostering Respect for Diversity

We aim to actively value diversity and to prioritise inclusive and respectful language. We will prioritise both racial and gender equality and respect for those with special needs. We believe that children learn to respect themselves and others through experiencing respect in their own lives and through witnessing respect being shown to others.

The following strategies are used to foster respect for diversity:

- An anti-bullying policy exists and is practised by all staff members. This policy is communicated to all parents through the school welcome pack and school website.
- All children are included in teams, choirs, concerts, photo opportunities etc
- Resources are in place to cater for the needs of minorities e.g. SEN team, Wheelchair facilities
- Children are taught about other cultures and different religion

Creating a Health-Promoting Physical Environment

We support a health-promoting physical environment. Through our Health and Safety policy, we have set out how we will promote health and safety awareness. Emphasis on healthy lunches, healthy lifestyles, mindfulness, road, water, farm safety and regular fire drills are some of the areas promoted. Taking responsibility and pride in the school environment is encouraged through our litter prevention programme, our involvement with An Taisce, the Green Schools programme and through constant review and promotion of behaviour and habits required for maintaining a clean environment.

Other strategies for creating a health-promoting physical environment include:

- Beautifully decorated & well maintained school
- Playground markings for yard time activities
- Children's work on display throughout the school
- School garden
- Litter management by senior pupils and Green Schools committee
- Recycling in classrooms
- Newsletter/Assembly/website mentions/achievements
- Active Parent's Association regarding decisions/surveyed for opinions

Develop Democratic Processes

We promote democratic processes in all levels of school life while balancing roles, rights and responsibilities.

The following strategies for developing democratic processes include:

- Code of behaviour in each classroom
- Children take part in school committees
- Job allocations in classrooms
- Involvement in school activities (i) on own time (ii) with materials
- Children have activities each evening and take responsibility re. same
- Children represent the school in a wide variety of activities e.g. sports, music, art, quizzes etc
- Assemblies

Fostering inclusive and respectful language

The following strategies are used to foster inclusiveness:

- We refer to the children by their Christian names
- We praise, encourage and affirm
- Zero tolerance of racist or offensive language
- Inclusive Special Ed provision
- Promote minority cultures in a positive light
- Being conscious of different family structures and units, respect them and refer to them in whole class situations

Discrete Time

SPHE may be timetabled for a half hour per week, one hour per fortnight or blocks of 1-2 hours per month where feasible or appropriate. Children who are withdrawn for supplementary teaching must be included for as much of the SPHE programme as possible. This discrete time is used to develop and practise particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum. The content objectives for the sensitive area of RSE will be dealt with in a block of 1-2 hours by a qualified practitioner in 5th or 6th Class.

Integration

At each class level, teachers should seek to integrate SPHE with other curricular areas. Many aspects of SPHE can be dealt with in the context of English, Gaeilge, SESE, Visual Arts, Drama, PE and Music.

Approaches and Methodologies

Teachers are in agreement that active learning is the principal learning and teaching approach used in the SPHE programme. The following active learning strategies are promoted for SPHE:

- Drama activities
- Co-operative games
- Pictures, photographs and visual images
- Discussion: in pairs, small groups, with whole class
- Written activities: surveys, questionnaires, lists, check-lists, projects, worksheets
- Media studies
- Information and Communication technologies
- Looking at children's work: portfolios, projects
- Circle time
- Use of the environment
- Other strategies as devised by the class teacher

Assessment

Children's progress in SPHE is assessed through:

- Teacher observation
- Teacher-designed tests and tasks

- Portfolios and Projects/SALF
- Self assessment by children
- Communication with parents

Children with Different Needs

The SPHE programme aims to meet the needs of all children in the school. This will be achieved by teachers varying the pace, content and methodologies to ensure learning for all pupils. The requirements of children with special needs will be taken into consideration when planning class lessons and related activities. Children who experience bereavement or loss, serious illness or other major personal situations are supported and consideration is given to meeting their individual needs in the most appropriate manner.

Equality of Participation and Access

We view the SPHE programme as playing a key role in ensuring equality of opportunities for all children. The programme at each class level will be flexible so that the learning requirements of all children may be addressed. We provide an equal educational experience for girls as we recognise that stereotyped expectations of gender roles can inhibit children's educational achievements. Children with special needs will be included in all activities.

Policies and Programmes that support SPHE

The following policies relating to SPHE issues have been drawn up in consultation with parents and the Board of Management.

- Anti-bullying Policy
- Code of Behaviour
- Admissions Policy
- RSE Policy
- Child Protection Policy
- Health & Safety Policy
- Substance Use Policy
- PE Plan
- Attendance Policy

RSE and Stay Safe Programme

RSE and Stay Safe are addressed in the context of SPHE. The Stay Safe Programme is addressed during discrete time at all class levels.

Timetable: The RSE Programme will be taught from Junior Infants to 6th Class. We are following the PDST recommended 2 year whole school plan (making the links p.9). Parents have the right to withdraw their children from these classes if they wish. This will be on the basis of prior written agreement between the parent and the Principal. Provision will be made for children whose parents do not wish them to receive instruction in this area of the RSE programme.

Dealing with Questions: The teacher will answer factual questions within the programme as appropriate to the age group involved. If it is felt that any question is genuine, the teacher may advise the child to ask at home or may ask for permission to contact parents so that they may answer the child's question. It is our policy not to answer personal questions about ourselves.

Guest Speakers: The following guidelines will apply with guest speakers:

- The teacher/teachers concerned will make the guest speaker aware of the objectives to be covered and the policy and ethos within which they will be discussed
- The class teacher or another class teacher will remain with the class group while the guest speaker is present

Child Protection: The school follows the Department of Education and Science Child Protection Guidelines and Procedures. The principal is the designated liaison person (DLP). Each teacher has a copy of the Child Protection Policy on file and a copy is also available to parents in the principal's office.

Homework

Homework will reflect the active learning approach to SPHE as described in this plan. Parents are encouraged to become active participants and engage, as appropriate, with their child in assigned homework.

Resources

We will select resources/materials that are:

- Reflective of our schools ethos
- In line with the principles of the SPHE curriculum
- Age appropriate
- Closely matched to specific objectives
- Free of bias, racial or sexual stereotyping
- Produced by a reputable agency

Resources are stored in teachers' classrooms. Resources used include:

- Walk Tall Programme
- Stay Safe Programme
- RSE Programme
- SPHE Curriculum books
- Grow In Love Programme
- Guest Speakers

Suitable resources are stored in the teacher's resource area in the staffroom. At present our school has decided not to select a textbook for SPHE, although SPHE is covered in some of the SESE textbooks. A decision to adopt any future texts will be taken with due regard to the spirit of this plan and general agreements re textbook selection in the school. If any suitable software is developed the school will invest in it.

Individual Teacher's Planning and Reporting

Teachers should base their yearly and short term plans on the approaches set out in this whole school plan for SPHE. Work covered will be outlined in the Cúntas Míósúil which will be submitted to the principal.

Staff Development

Teachers are made aware of any opportunities for further professional development through participation in courses available in Education Centres or other venues. Skills and expertise within the school are shared and developed through inputs at staff meetings.

Parental Involvement

SPHE is a shared responsibility between family and school. The following list sets out the agreement reached by the teachers, the Parent's Association and the Board of Management:

- Copies of the school plan for SPHE are available from the office
- Key elements of the SPHE plan will be outlined in the school's information booklet given to all families on enrolment
- The SPHE plan will be available to view on the school website

13. Community Links

- Annual Christmas show in community hall
- Involved in church singing
- Carol singing for Christmas
- Involved in Community initiatives/C. na mBunscoil/Inter-school competitions
- Involved in Green Schools Initiative, Cois Sionna Credit Union quizzes, Living in Limerick Initiative
- Visits from local Historian/Garda/Health Workers/Internet Safety Speakers
- HSE – Provide health checks/talks to parents/children around SPHE issues

SUCCESS CRITERIA

The success of this plan will be measured using the following criteria:

- Implementation of the SPHE curriculum will be evident in teacher's work
- Continuity of content and methodology will be evident in teachers' preparation and monthly reports
- On going observation will show that pupils are acquiring an understanding of concepts taught and an ability to engage with others in a manner appropriate to their age and personality

Review and updating of policy

November 2017

REVIEW

This plan will be reviewed when new resources/department circulars deem it necessary

RATIFICATION AND COMMUNICATION

This plan was reviewed by Board of Management on 21st March 2018

Signed: _____

In registering children in Kilcornan National School parents are expected to support teachers in following the policies and procedures of the school. A copy of all policies and procedures is available for view by all parents. Parents are informed at the start of every school year that they may view all policies and procedures if they so wish by appointment. Some policies are also available to view on the school website.