



Ballygiblin National School

SPHE Policy incorporating Relationships & Sexuality Education and Stay Safe

1. Purpose

At Ballygiblin National School, we believe that wellbeing is the foundation for effective learning, healthy relationships and personal growth.

This policy is grounded in our school ethos:

Mol an Óige agus Tiocfaidh Sí – Praise the Young and They Will Flourish.

In Ballygiblin NS, wellbeing means that pupils feel:

- safe
- valued
- included
- connected
- engaged in school life

Wellbeing is understood not only as curriculum content, but as the **lived experience of pupils**, shaped by relationships, participation, pupil voice and the overall school environment.

This policy outlines how wellbeing, relationships and behaviour operate as a **coherent whole-school system**.

This policy should be read in conjunction with:

- Physical Education Policy
 - SPHE, RSE and Stay Safe Policy
 - Code of Behaviour
 - Anti-Bullying Policy
 - Child Safeguarding Statement
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2. Objectives

We aim to:

- foster a whole-school approach to wellbeing across culture, curriculum and relationships
 - promote positive mental health, resilience and belonging
 - equip pupils with skills to manage and support wellbeing
 - support staff wellbeing and professional growth
 - deliver a structured, developmentally progressive wellbeing curriculum
 - enable pupils to actively participate in, reflect on and take increasing ownership of their wellbeing
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3. Definition and Dimensions of Wellbeing

Wellbeing in Ballygiblin NS encompasses four interconnected dimensions:

Physical Wellbeing

Movement competence, physical health and enjoyment of activity

Psychological Wellbeing

Emotional awareness, resilience, confidence and regulation

Social Wellbeing

Relationships, inclusion, cooperation and belonging

Spiritual Wellbeing

Values, reflection, identity and sense of meaning

These dimensions are developed through:

- structured curriculum provision
 - consistent relational practice
 - a predictable and supportive school environment
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4. Weekly Time Allocation

A minimum of **3 hours per week** is allocated to wellbeing:

Physical Education – 120 minutes

SPHE – 60 minutes

This 2:1 ratio is maintained across all classes.

Wellbeing time is **visible and protected** on all timetables.

Targeted interventions (e.g. Braincalm) are **not included** within this allocation.

5. Ballygiblin's Integrated Wellbeing & Relational Model

Wellbeing in Ballygiblin NS operates across three integrated tiers:

Tier 1 – Universal Curriculum Provision

Structured teaching through Physical Education and SPHE

Tier 2 – Whole-School Relational Culture

Consistent adult modelling, routines, belonging and relationships

Tier 3 – Targeted Regulation Supports

Additional structured support for pupils requiring it

This model reflects key principles:

- relationships are central to wellbeing
- behaviour is understood as communication
- regulation is proactively supported
- responses are graduated and responsive

Pupils are supported to **actively participate in, reflect on and take ownership of their wellbeing** as they progress through the school.

6. Universal Curriculum Provision

Wellbeing Curriculum Strands

Wellbeing learning is organised through four strands:

Movement Competence (*developed through Physical Education*)

Movement skills, movement concepts, movement strategies and movement awareness

Emotional and Relational Education (*developed through SPHE*)

Identity, emotional awareness, relationships, resilience and decision-making

Health Education (*developed through SPHE*)

Healthy living, substances, human development, safety and digital wellbeing

Community and Belonging (*developed through SPHE*)

Belonging, family, rights and fairness, citizenship

Physical Education and SPHE are planned together to ensure **balanced and progressive coverage** across these strands.

Physical Education – 120 Minutes Weekly

Physical Education is the primary means through which the strand **Movement Competence** is developed.

PE is delivered in accordance with the school's PE Policy and includes:

- Athletics
- Dance
- Games
- Gymnastics
- Outdoor & Adventure
- Aquatics

A structured **two-year whole-school cycle (Year A / Year B)** ensures progression across multi-grade classes.

SPHE – 60 Minutes Weekly

SPHE is the primary means through which the strands:

- Emotional and Relational Education
- Health Education
- Community and Belonging

are developed.

SPHE is delivered in accordance with the SPHE, RSE and Stay Safe Policy.

SPHE is organised using a **structured two-year cycle** to ensure full strand coverage in multi-grade classes.

Whole School SPHE Plan

Strand	Year A	Year B
Emotional and Relational Education	Identity Emotional Awareness & Expression Making Choices	Relationships Resilience
Health Education	Healthy Living Human Development (RSE)	Substances Safety (Stay Safe) Media & Digital Wellbeing
Community and Belonging	Sense of Belonging Family	Rights & Fairness Citizenship

7. Developmental Progression

Progression in wellbeing is developmental and occurs across all four wellbeing strands.

It is reflected in increasing:

- independence
- emotional regulation
- participation
- agency
- leadership

Infants

- identify and name feelings
 - develop fundamental movement skills
 - participate in routines and play
-

1st–2nd

- apply basic regulation strategies
 - demonstrate cooperation and turn-taking
-

3rd–4th

- demonstrate perspective-taking
 - show increasing independence in regulation
-

5th–6th

- take leadership roles (assemblies, buddy system)
 - demonstrate independent regulation strategies
 - reflect on personal wellbeing and growth
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8. Whole-School Relational Culture

Ballygiblin NS prioritises:

- strong adult–pupil relationships
- predictable routines and consistency
- co-regulation and modelling
- restorative approaches to behaviour

Wellbeing is reinforced daily through:

- morning welcome routines
- monthly assemblies
- Sixth Class buddy system
- Student Council and pupil voice structures
- house system and recognition

- Wellbeing & Active Week
- supportive physical environments
- staff wellbeing initiatives

Assemblies reinforce wellbeing themes but **do not replace curriculum time**.

The Student Council plays an active role in promoting wellbeing through leadership, communication and initiative planning.

9. Targeted Regulation Supports

Braincalm Intervention

- daily targeted regulation support
 - delivered by trained staff
 - for identified pupils
 - part of the school's graduated response
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Sensory Space

- structured regulation environment
- used as part of individual support plans
- not a whole-class teaching space

These supports are **additional to curriculum provision**.

10. Assessment

Assessment of wellbeing is **formative** and focuses on:

- participation and engagement
- movement competence (PE)
- emotional and social development (SPHE)
- leadership and agency
- regulation and independence

There is **no standardised testing in wellbeing**.

11. School Self-Evaluation (SSE)

Wellbeing is part of the School Self-Evaluation process.

Monitoring includes:

- timetable review
- planning review
- observation of classroom climate
- pupil and staff feedback
- review of leadership opportunities

Annual priorities may be identified as part of the School Improvement Plan.

12. Roles and Responsibilities

Board of Management

Supports and ratifies policy

Principal / Deputy Principal

Lead and monitor implementation

Teachers and SNAs

Deliver curriculum and model relational practice

Student Council Coordinator

Supports pupil voice and leadership

Pupils

Participate and contribute positively

Parents/Guardians

Support wellbeing in partnership with the school

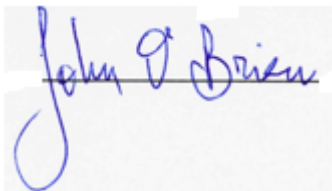
13. External Supports

The school may engage with external agencies where appropriate to support pupil wellbeing.

14. Review

This policy will be reviewed every **three years**, or earlier if required.

Signatures

	
<i>John O'Brien</i>	<i>David Hyland</i>
<i>Chairperson BOM</i>	<i>Principal</i>
<i>Date: 9-9-25</i>	<i>Date: 9-9-25</i>

Year A

September – October
Myself: Self-Identity & Emotional Regulation



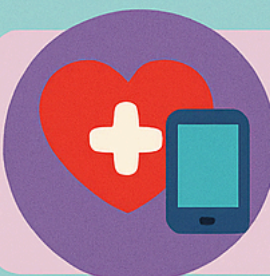
October – November
Myself: Myself and My Family

November
Anti-Bullying Awareness (National Week)



November – December
Myself: Growing and Changing

January – April
Stay Safe Programme (mandatory)



May – June

Myself: Taking Care of My Body + Internet Safety

YEAR B

**September –
October**

**Myself: Relating
to Others**



**Myself: My Friends
and Other People**

**November
December**

**Anti-Bullying
Awareness
(National Week)**

**January –
February**

**Myself: Safety
and Protection**

**February –
April**

RSE Programme

**May –
June**

**Media Education +
Internet Safety**

Appendix A – Stay Safe Letters

Stay Safe – Junior & Senior Infants

Dear Parent/Guardian,

I hope this note finds you well.

Over the coming weeks, we will be teaching the Stay Safe Programme in your child's class. This is a *mandatory personal safety programme* taught in all primary schools in Ireland.

Why is Stay Safe important?

The lessons help children:

- Recognise unsafe situations
- Learn how to keep themselves safe
- Understand that their body belongs to them
- Know that it is always okay to talk to an adult they trust

Topics include feelings of safety and unsafety, appropriate and inappropriate touches, and what to do if something ever worries them.

You can find more information about the Stay Safe programme at www.staysafe.ie.

If you have any questions or would like to talk through the content, please feel free to contact me or the school principal.

Thank you for your support in helping us keep every child safe and confident.

Le meas,

David Hyland

Stay Safe – 1st & 2nd Class

Dear Parent/Guardian,

I hope you are well.

In the weeks ahead, we will begin teaching the Stay Safe Programme, which is an important and mandatory part of the primary curriculum.

Why do we teach Stay Safe?

The lessons empower children to:

- Recognise when something feels unsafe
- Say no in uncomfortable situations
- Talk to trusted adults about any worries

Topics will include:

- Friendship and bullying
- Safe and unsafe touches
- Secrets and telling
- Safety around strangers

You can view the lesson content at www.staysafe.ie.

If you would like to discuss any aspect of the programme or have questions, please don't hesitate to get in touch.

Thank you for your partnership in keeping children safe.

Le meas,

David Hyland

Stay Safe – 3rd & 4th Class

Dear Parent/Guardian,

I hope you and your family are keeping well.

This term, we will deliver the Stay Safe Programme, a required part of the SPHE curriculum.

What will your child learn?

Children will build skills to:

- Recognise potentially unsafe situations
- Respond confidently and assertively
- Know who they can turn to for help

Topics include:

- Recognising and resisting bullying
- Safe and unsafe touches
- Online and internet safety (Webwise resources)
- Secrets and telling

The lessons are taught in an age-appropriate and sensitive way. You can learn more at www.staysafe.ie and www.webwise.ie.

If you have any questions or concerns, please let us know.

Warm regards and thank you for your support.

Le meas,

David Hyland

Stay Safe – 5th & 6th Class

Dear Parent/Guardian,

I hope this letter finds you well.

Your child's class will soon begin the Stay Safe Programme, which is a vital part of our curriculum to protect children from harm.

Why is this important?

Stay Safe helps children:

- Recognise unsafe or inappropriate behaviour
- Understand their rights to safety and respect
- Build skills to stay safe in person and online

Topics will include:

- Bullying and peer pressure
- Personal boundaries and privacy
- Online safety and digital citizenship
- Stranger awareness

We will use resources from Webwise alongside Stay Safe to cover internet safety.

You are always welcome to review lesson materials or speak with us about any part of the programme.

Thank you for working with us to help your child feel safe, confident and informed.

Le meas,

David Hyland

Appendix B – RSE Letters

RSE – Junior & Senior Infants

Dear Parent/Guardian,

I hope you and your family are well.

Over the next few weeks, we will be teaching Relationships and Sexuality Education (RSE). This is an important part of SPHE and helps children learn about their bodies, feelings, and relationships in a positive and age-appropriate way.

What will we cover?

- Naming body parts correctly and confidently
- Understanding that our bodies are private
- Learning about different kinds of families
- Exploring feelings and friendship

These lessons help children build self-respect and know how to keep themselves safe.

If you would like to talk about the content or see the materials, please contact me or the principal.

If you prefer to withdraw your child from RSE, please send a written note to the principal before lessons begin. We encourage you to discuss any concerns so we can answer your questions.

Thank you for your support.

Le meas,

David Hyland

RSE – 1st & 2nd Class

Dear Parent/Guardian,

I hope you are well.

This term, your child will take part in RSE lessons, which help children learn about themselves and others in a respectful and caring way.

Topics include:

- Growing and changing
- Respect for our bodies and privacy
- Understanding families and friendships
- Naming parts of the body using the correct words

These lessons promote confidence, respect, and understanding.

If you have questions or wish to discuss the content, please feel free to contact us.

If you would like to withdraw your child from RSE, please send a written note to the principal. Your child will be supervised in another classroom during this time.

Thank you for working with us to support your child's wellbeing.

Le meas,
David Hyland

RSE – 3rd & 4th Class

Dear Parent/Guardian,

I hope you and your family are keeping well.

Soon, we will begin Relationships and Sexuality Education (RSE) lessons. These lessons are designed to help children grow in understanding and respect for themselves and others.

Topics include:

- Changes that happen as we grow
- Developing friendships and respect
- Making healthy choices
- Introduction to how new life begins (4th class)

The lessons are taught with care, sensitivity and age-appropriate language.

If you wish to see lesson materials or have any questions, please let us know.

Should you prefer to withdraw your child, written notice to the principal is required. The child will be supervised in another class during RSE lessons.

Thank you for your partnership.

Le meas,
David Hyland

RSE – 5th & 6th Class

Dear Parent/Guardian,

I hope this note finds you well.

In the coming weeks, we will begin RSE lessons to support children as they grow and prepare for adolescence.

Topics include:

- Bodily changes during puberty
- Reproduction and birth (6th class)
- Respectful relationships and making good decisions
- Personal safety and privacy

The lessons will be taught in a safe, respectful, and supportive way.

If you have any questions or would like to discuss the material, please feel welcome to contact us.

Should you wish to withdraw your child from RSE, please send a written note to the principal. The child will be supervised in another class during the lessons.

Thank you for working together with us to help children learn and grow confidently.

Le meas,

David Hyland