

# Scoil Náisiúnta Chaisleáin Uí Liatháin

## ■ Introduction

This policy was originally formulated in 2003 and was reviewed by the teaching staff in 2009, 2013, 2018 and now again in April / May 2021 as part of our Croke Park Hours' Schedule and in consultation with the Board of Management.

### **Rationale:**

SPHE in our school will enable each child and the entire school community to :

- Develop a sense of self-esteem;
- Enhance social and communication skills;
- Equip children and adults with the knowledge and ability to lead a healthy life;
- To recognise that positive mental health is part of our overall health and is intrinsically linked with our well-being.

## **Vision and Aims**

**Vision:** Social, Personal and Health Education in Scoil Náisiúnta Chaisleáin Uí Liatháin is the programme through which we promote and develop, within the whole school community, a sense of self-worth, respect and care for self and others.

**Aims:** The aims of social, personal and health education are:

- To promote the personal development and well-being of all;
- To promote positive mental health awareness;
- To foster a sense of care and respect for oneself and others and an appreciation of the dignity of every human being;
- To promote health 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 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.

**Objectives:** When due account is taken of intrinsic abilities and varying circumstances, the SPHE curriculum should enable the child to:

- Be self-confident and have a positive sense of self-esteem;
- Promote positive mental health values amongst themselves & others & understand its importance in their lives;
- Develop a sense of personal responsibility and come to understand his/her sexuality and the processes of growth, development and reproduction;
- Develop and enhance the social skills of communication, co-operation and conflict resolution;
- Create and maintain supportive relationships both now and in the future;
- Develop an understanding of healthy living, an ability to implement healthy behaviour and a willingness to participate in activities that promote and sustain health;
- Develop a sense of safety and ability to protect himself /herself from danger and abuse;
- Make decisions, solve problems and take appropriate actions in various personal, social and health contexts;
- Become aware of, and discerning about, the various influences on choices and decisions;
- Begin to identify, review and evaluate the values and attitudes that are held by individuals and society and to recognise that these affect thoughts and actions;
- Respect the environment and develop a sense of responsibility for its long-term care;
- Develop some of the skills and abilities necessary for participating fully in groups and in society;
- Become aware of some of the individual and community rights and responsibilities that come from living in a democracy;
- Begin to understand the concepts of personal, local, national, European and global identity;
- Appreciate and respect the diversity that exists in society and the positive contributions of various cultural, religious and social groups;
- Promote the values of a just and caring society in an age-appropriate manner and understand the importance of seeking truth and peace.

- **Content of Plan**

**Curriculum:** The strands and strand units of the SPHE Curriculum are covered in the school's Whole School Programme for SPHE over a two year period. (See: **Appendix 1, Appendix 2, Appendix 3 and also, "Making the Links", for other SPHE resources – PDST website**)

**Methodologies: SPHE may be taught in a variety of methods including:**

- a) Talk and discussion
- b) Drama activities
- c) Active learning
- d) Co-operative games
- e) Collaborative learning
- f) Pictures, photographs and visual images
- g) Problem solving
- h) Discussion
- i) Skills through content
- j) Written activities
- k) Use of environment
- l) Media and ICT
- m) Looking at children's work
- n) Circle Time
- o) REAL (**R**ecognise, **E**ncourage, **A**ctively Listen, **L**et someone know – **See: Appendix 4**)

d) **Differing Needs**

Through teacher observation we will seek to identify the varying needs of the children, respect the diversity of those needs and endeavour to cater for the varying needs through a whole school approach to the SPHE programme.

- e) **Linkage and Integration:** The SPHE programme, by its very nature, lends itself to linkage and integration with other areas of the curriculum, (e.g. Religious ed., SESE, PE, etc).
- f) **Assessment:** The progress of the SPHE programme will be assessed:
- g) through teacher observation of the children's interaction with others;
- h) through parental and pupil feedback.
- i) **Time:** While 30 minutes per week discreet time has been allocated officially to the SPHE curriculum, it is envisaged that more time than this will be devoted informally to the subject through integration.
- j) **Home/School/Community Links:** This school is endeavouring to develop effective strategies for dialogue between teachers, parents and the wider community.

Examples of strategies, among others, include:

- k) Annual Parent / Teacher meetings;
- l) Individual Parent / Teacher meetings, as necessary;
- m) Monthly Nuachtlitir;
- n) Communication through homework diaries / Aladdin / email / Seesaw, etc.;
- o) Guest speakers from local community on relevant topics, (e.g. Tidy Towns etc.);

- p) Guest speakers from outside the local community arranged from time to time on various topics, (e.g. Green Schools etc);
- q) Fundraising for charities / school resources;
- r) Parents' Association;
- s) Sacrament meetings;
- t) Involvement of school in community activities;
- u) Sporting activities;
- v) Celebration of school achievements;
- w) Annual Christmas Carol Service;
- x) School tours etc.

### **Wellbeing:**

Definition – “Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life” (WHO - 2001).

The wellbeing of our pupils and staff is of paramount importance to all members of Castlelyons NS community. We endeavour to provide the best quality and most appropriate education to our pupils and promote the wellbeing of both our pupils and staff at all times.

See: Wellbeing Policy (in the process of being developed) and also links to Wellbeing resources in Appendix 1.

### **Policies and Programmes that support SPHE**

- Child Safeguarding Statement / Child Protection and Welfare Policy
- Flourish – CPSMA Primary RSE Programme
- Grow in Love Religion Programme
- Relationships and Sexuality Education (RSE) Policy.
- Code of Behaviour and Discipline
- Substance Use Policy
- Internet Acceptable Use Policy (AUP)

- Wellbeing Policy (in the process of being developed) (currently in the process of being developed).
- Safety Statement
- Be Safe Programme (Fire Safety / Water Safety / Road Safety)
- Stay Safe Programme.
- Walk Tall Programme.
- Zippy Friends Programme ( Jnr / Snr / Rang 1).
- Friends for Life (Rang 5 / 6) (**See : Appendix 5 & Appendix 6**)
- Friendship Week
- Buddy Benches
- Webwise website (Internet Safety)
- First Aid for Youths (R. 5 / 6)
- Community Garda visit.

In accordance with the requirements of Children First: National Guidance for the Protection and Welfare of Children 2017, we have adopted and fully implement the Department of Education Child Protection Procedures for Primary and Post Primary Schools 2017.

### ■ Success Criteria

#### Self-Assessment for teachers

- Have I covered the agreed strands?
- What do I/we need to change?

#### Pupil Assessment

- Teacher observation.
- Teacher designed tasks and tests.
- Projects and Portfolios
- Self-assessment.

### Roles and Responsibilities:

- **BoM** – Review and ratify the plan and support its implementation.
- **Parents** - Be aware of content of this plan & support SPHE through involvement in homework.
- **Principal** - oversees implementation & supports staff.
- **Teachers** - Follow the Whole School Plan for SPHE and implement it accordingly.
- **Pupils** – Co-operate & participate in class lessons.
- **Other staff** - Be aware of contents of this plan and follow procedures that may apply.

**Timeframe for Implementation / Review:**

(a) This policy will be implemented in full by the teaching staff of the school. It will be reviewed again, as part of the school's "3 Year Policy Development / Review Plan", in 2023 / 2024 or prior to that if it is deemed necessary.

■ **Ratification and Communication**

This Whole-School Plan for SPHE was reviewed by the teaching staff as part of our Croke Park Hours' Schedule in April 2021, in collaboration with the Board of Management and was ratified by the Board of Management in May 2021. Parents will be informed, through the school's Nuachtlitir, that this plan has been reviewed and is available for viewing in the school, on request.

## Scoil Náisiúnta Chaisleáin Uí Liatháin

### Whole School Programme – SPHE

#### Appendix 1

2020/2021	Year 1
2021/2022	Year 2
2022/2023	Year 1
2023/2024	Year 2
2024/2025	Year 1
2025/2026	Year 2

Annual Lessons	
September	(i) Internet Safety (ii) Girls in Rang 4, 5 & 6 receive an SE Talk re. Puberty, Menstruation etc.
October	Halloween / Fire Safety
December	Christmas / Fire Safety
February	Language of RSE taught throughout the school (See: Appendix 7 & Appendix 8)
May	Road Safety
June	(i) Water Safety / Farm Safety (ii) RSE Talk for Rang 5 / 6 – External facilitator

**N.B.** The Stay Safe Programme will be taught during Term 1, every *second* year, in Year 1 of each two year cycle.

### **Links to SPHE (Well-being) Resources**

<https://padlet.com/cquillinan/94j872bilc56nxd9>

<https://www.pdst.ie/primary/healthwellbeing/distancelearning>

# Scoil Náisiúnta Chaisleáin Uí Liatháin

## Whole School Programme SPHE - Year 1

### Appendix 2

#### Annual Lessons:

- **September:** (i) Internet Safety (ii) Girls in Rang 4, 5 & 6 will receive an SE talk re. Puberty, Menstruation etc.
- **October / December:** Halloween & Christmas Safety
- **February:** RSE Lesson (The language of *Growing & Changing & Taking Care of My Body* will be taught throughout the school. **See: Appendix 7 & Appendix 8).**
- **May:** Road Safety
- **June:** (i) Water & Farm Safety (ii) RSE Talk for Rang 5 / 6 - External facilitator.

**N.B.** The Stay Safe Programme will be taught during Term 1, every *second* year, in Year 1 of each two year cycle.

<u>Strand</u>	<u>Strand Unit</u>
Myself	Self-identity * Self-awareness. * Developing self-confidence
Myself	Safety & Protection (Stay Safe - <a href="http://www.staysafe.ie">www.staysafe.ie</a> ) * Personal Safety * Safety Issues
Myself	Making Decisions (Rang 3 – 6)*
Myself & Others	My Friends & Other People
Myself & the Wider World	Media Education

\* Making Decisions is a strand unit from Rang 3 - 6 only.  
Juniors – Rang 2 may complete the Safety Issues section of *Safety & Protection* at this time.

(See: “Making the Links” resource – PDST website)

# Scoil Náisiúnta Chaisleáin Uí Liatháin

## Whole School Programme SPHE - Year 2

### Appendix 3

#### Annual Lessons:

- **September:** (i) Internet Safety (ii) Girls in Rang 4, 5 & 6 will receive an SE talk re. Puberty, Menstruation etc.
- **October / December:** Halloween & Christmas Safety,
- **February:** RSE Lesson \* (The language of *Growing & Changing & Taking Care of My Body* will be taught throughout the school. **See: Appendix 7 & Appendix 8**).
- **May:** Road Safety
- **June:** (i) Water & Farm Safety (ii) RSE Talk for Rang 5 / 6 - External facilitator.

<u>Strand</u>	<u>Strand Unit</u>
Myself & Others	Myself & My Family
Myself & Others	Relating to Others * Communicating (Rang 3 - 6) * Resolving Conflict (Rang 3 - 6)
Myself	Growing & Changing (RSE) <ul style="list-style-type: none"><li>• As I Grow I Change.</li><li>• New Life (Infants – Rang 4)</li><li>• Birth &amp; New Life (Rang 5 / 6)</li><li>• Feelings &amp; Emotions.</li></ul>
Myself	Taking Care of my Body (RSE) <ul style="list-style-type: none"><li>• Food &amp; Nutrition</li><li>• Making Decisions (Rang 3 – 6)</li><li>• Knowing about my Body.</li><li>• Health and Well-being (Rang 3 – 6)</li></ul>
Myself & the Wider World	Developing Citizenship. * Living In the Local Community * Environmental Care. * My School Community (Infants - Rang 4) * Local & Wider Communities (Rang 3 / 4) * National, European & Wider Communities (Rang 5 / 6).

(See: “Making the Links” resource – PDST website)

# Scoil Náisiúnta Chaisleáin Uí Liatháin

## Whole School Programme – SPHE

### Appendix 4

#### REAL

**RECOGNISE**  
**ENCOURAGE**  
**ACTIVELY LISTEN**  
**LET SOMEONE KNOW**

**Recognise** when a young person is struggling with their mental health. The earlier this is noticed the better. Teachers are often the first to notice a change in a student's mental health, (their thinking, their mood, their interactions, their behaviours), given we spend so much time with them and are used to a typical pattern of behaviour, (their baseline).

**Encourage** students to engage in activities that protect and promote their mental health. This can be achieved through SPHE and other practical ways through the 5-a-day activities (Connect, Be Active, Take Notice, Get Involved, Give).

**Actively Listen** is the one thing that young people tell us over and over that is so important to them. We often assume we are good at this but actively listening is a skill that is learned. Being a good listener involves listening more than talking, giving the young person time, not judging, paying attention and providing feedback.

**Let someone know** may be crucial for a student who requires more support than can be offered within the remit of a teacher, so it's important to pass concerns on to the appropriate person when this happen.

# **Scoil Náisiúnta Chaisleáin Uí Liatháin**

## **Friends for Life Programme – Yearly Outline**

### **Appendix 5**

#### **Rang 5**

- 1) Session 1: Understanding Feelings in Ourselves & Others
- 2) Session 2: Introduction to Feelings
- 3) Session 3: Introduction to Body Clues & Relaxation
- 4) Session 4: Paying Careful Attention - Helpful (Green) / Unhelpful (Red)
- 5) Session 5: Changing Unhelpful Thoughts into Helpful Thoughts.
- 6) Session 6: Introduction to Coping Step Plans

#### **Rang 6**

- 1) Session 6: Introduction to Coping Step Plans (Revision)
- 2) Session 7: Learning from our Role Models / Building Support Teams
- 3) Session 8: Using a Problem Solving Plan
- 4) Session 9: Using the FRIENDS Skills to Help Ourselves / Others
- 5) Session 10: Review and Party!

# Scoil Náisiúnta Chaisleáin Uí Liatháin

## Friends for Life Programme (Rang 5 / 6) – Summary

### Appendix 6

- How to reduce anxiety in young children in 8 - 11 yr. olds
- Modelling a positive approach to problem solving
- Giving coping plans for real life eventualities (e.g. spelling tests, swimming lessons etc.)
- When we develop a REALISTIC coping skill within a child, we can alleviate anxiety.
- Involve parents (& grandparents as sometimes, grandparents can give more time & have more patience & wisdom)
- Remind children that all emotions are okay, it's how we react to them.
- Friends for Life happens over a 5 / 6 week period – 1 x 1½ hrs / 2 x 45mins a week
- Two booster sessions, one month apart
- Minimum of two adults present
- In a group/class format
- Each child has a workbook
- Fun activities bonding with family members
- Each week children need to practice the skill learnt
- Every session begins with sharing a Happy Thought
- Processing Red Negative Thoughts into Green Happy Thoughts.

## SPHE - Language of SE Lessons - (Appendix 7)

Class	Strand /Strand Unit	Sensitive Content Objectives <i>consult curriculum – for complete objectives in Growing/ Changing and Taking Care of my Body</i>	Language	Pages in RSE Manuals for <u>sensitive objectives</u>	Pages in Walk Tall for <u>sensitive objectives</u>	Supplementary resources
Junior /Senior Infants	Myself ✍ Growing and changing ✍ Taking care of my body	Growing and changing ✍ Become aware of new life and birth in the word ✍ Develop an awareness of human birth Taking care of my body ✍ Name parts of the male and female body using anatomical terms	Womb, Breast-feeding Penis Vagina	New Life p68 My Body p147 Caring for New Life p137	Senior Infants Our Amazing Bodies p94	*Anatomically correct dolls * Picture books of new baby * Visit of baby to class
First/ Second Class	Myself ✍ Growing and changing ✍ Taking care of my body	Growing and changing ✍ Begin to understand that reproduction, birth, growth and death are all part of new life cycles Taking care of my body ✍ Name the parts of the male and female body using appropriate anatomical terms and identify some of their functions	Penis, Vagina, vulva, womb, breast -feeding, <i>Urethra</i>	The Wonder of new Life p59 /151 How my Body Works p67/ 161 Growing Means Changing p77/171	Second Class Our Amazing Bodies p37	* Picture books of going to the doctors * Books / activities on Life cycles * Birth and new life in nature
Third/ Fourth Class	Myself ✍ Growing and changing ✍ Taking care of my body	Growing and changing • Understand the physical changes taking place in both the male and female body • Realise that changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal Taking care of my body • Recognize and discuss how feelings and emotions are affected by the physical changes that take place during puberty • Discuss the stages and sequence of development of human baby from conception to birth	Revise above. Umbilical cord Changes in Puberty (4 <sup>th</sup> class)	Preparing for New Life p69 The wonder of new life p169 As I Grow and Change p93 Growing and Changing p195	Third Class as I Grow I Change p175 Fourth Class Seven Changing and Growing p140	Body Systems Picture books Growing and Changing Body Systems Picture books on Growing and Changing
Fifth/ Sixth Class	Myself ✍ Growing and changing ✍ Taking care of my body	Growing and changing ✍ Understand sexual intercourse, conception and birth within the context of a loving committed relationship Taking care of my body ✍ Identify and discuss the physical changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone ✍ Understand the reproductive system of both male and female adults	Revise above Wet dreams <u>Busy Bodies language</u> Semen Sexual intercourse Periods	My Body Grows and Changes p81 The Wonder of New Life p92 Caring for New Life p103 Different Kinds of Love p141		Busy Bodies PowerPoint recap Question Box Puberty Quizzes Busy Bodies DVDs Power points recap Question Box Puberty Quizzes

## **Scoil Náisiúnta Chaisleáin Uí Liatháin**

### **Flourish - CPSMA RSE Primary Programme Links**

#### **Appendix 8**

##### **Links to Flourish – CPSMA Primary RSE Resources**

[https://www.cpsma.ie/wp-content/uploads/2021/04/RSE\\_Catholic-RSE-in-Primary-FINAL.pdf](https://www.cpsma.ie/wp-content/uploads/2021/04/RSE_Catholic-RSE-in-Primary-FINAL.pdf)

[https://www.cpsma.ie/wp-content/uploads/2021/04/RSE\\_StrandsThemes-FINAL.pdf](https://www.cpsma.ie/wp-content/uploads/2021/04/RSE_StrandsThemes-FINAL.pdf)

<https://www.cpsma.ie/wp-content/uploads/2021/04/Cross-Curricular-Links-and-Integration-.pdf>

<https://www.cpsma.ie/wp-content/uploads/2021/04/RSE-by-Class.pdf>

<https://www.cpsma.ie/wp-content/uploads/2021/04/RSE-Prayerful-Reflection.pdf>