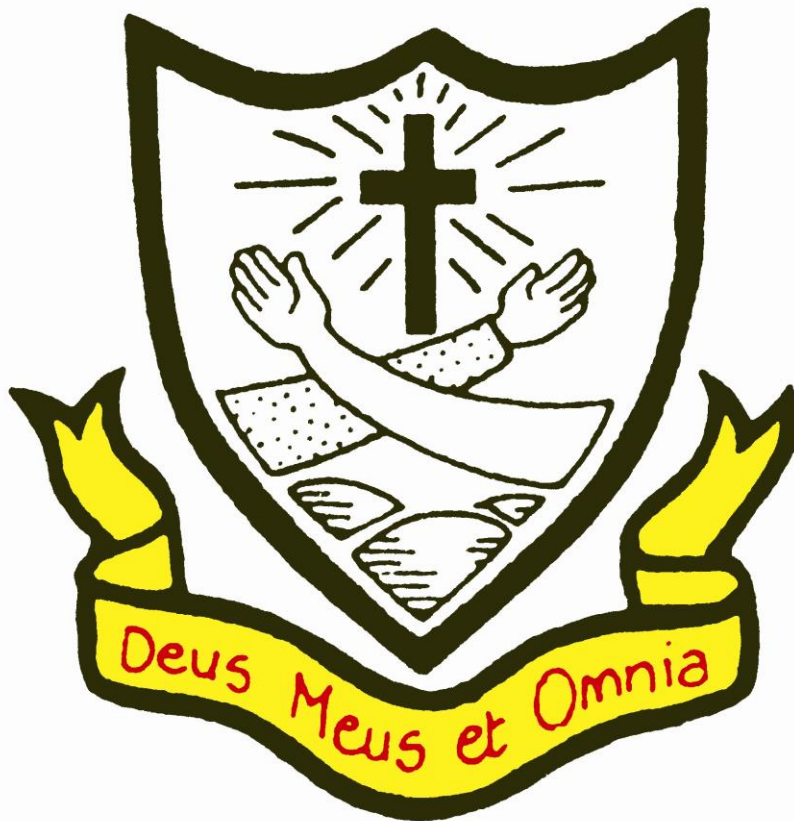


# SPHE POLICY



St. Clare's Primary School  
Harold's Cross  
Dublin 6W

Roll Number 16651H

RCN 20116699

# SPHE Policy St. Clare's Primary School

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## SPHE POLICY

### Introductory Statement

This document is a statement of the aims and objectives, principles and strategies for Social, Personal and Health Education (SPHE) in St. Clare's Primary School, Harold's Cross, Dublin 6W. This plan was formulated following in-service training in 2002. It was drawn up in collaboration between teachers, and Principal. All staff was involved in discussions and consultations as to how the SPHE could be best delivered in St. Clare's. The Board of Management approved the policy on 25th May 2002. This policy was reviewed in consultation with staff during September/October 2010. The staff discussed the content during the monthly collaborative meetings. The revised policy was adopted by the Board of Management on 10<sup>th</sup> November 2010.

### Rationale

The purpose of this policy is to provide an overview of SPHE in our school and to set out our general aims and goals in delivering this subject to the pupils. Our policy provides us with a framework for long and short term planning which will be of benefit to the teaching and learning of SPHE in St. Clare's Primary School, Harold's Cross. Our policy provides information for all teachers, the Board of Management and parents of the approaches and methodologies being used in the teaching of the SPHE, emphasising the key messages of the Primary School Curriculum as outlined in the aims of this policy.

### Vision and Aims

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 encouraged as much as possible.

We endorse the aims and objectives of the Curriculum for SPHE

- To promote the personal development and well-being of the child;
- To foster in the child a sense of care and respect for themselves 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;

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- 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; and
- To enable the child to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world.

In addition, we will endeavour to ensure that the pupils:

- Develop self-confidence and a positive sense of self-esteem.
- Develop a sense of personal responsibility and respect around their sexuality and the process 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 a healthy lifestyle and a willingness to participate in activities that promote and sustain health.
- Develop a sense of safety and an ability to protect themselves 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 how these affect our thoughts and actions.
- Respect the environment and develop a sense of responsibility for its long-term care.
- Develop skills and abilities necessary for participating fully and fairly in groups and in society.
- Become aware of some of the individual and community rights and responsibility that come from living in a democracy.

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- Begin to understand the concepts of personal, local, national and global identity, and appreciate and respect the diversity that exists in society and the positive contributions of different 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.
- Develop a tolerance for others, and a respect for difference, considering the diverse nature of the profile of pupils in St Clare's.
- Depending on the needs of our pupils we may, at certain times, need to emphasise aspects/strand units e.g. at times of bereavement, accidents, community or environmental issues.

## Content of the Plan

### 1. Strands and Strand Units

SPHE is planned in such a way that the child will receive a comprehensive programme in SPHE over a two-year period. Teachers are familiar with the content objectives for their class level and have access to Making the Links and Beyond and 'Strands at a Glance' cards. During the consultation process the class teachers met in groups; Junior and Senior Infants; First and second Classes; Third and Fourth Classes; Fifth and Sixth Classes and agreed on the strand units and lessons to be taught at each class level. They recorded their plan on templates and these form the overview of content over each two-year cycle. (**See below**)

Notes will be added to teachers' Short Term SPHE Plans and Cuntas Miosúla to flag any lessons/topics not covered due to unforeseen circumstances, and these will be covered the following year.

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.

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## OVERVIEW OF CONTENT

<u>Junior Infants</u>	<u>Senior Infants</u>
<p><b><u>Strand: Myself</u></b></p> <ul style="list-style-type: none"> <li>• <i>Self Identity:</i> Sept/Oct: Walk Tall: This Special Person's Name, The Name Game, This is Me, There's No-one Quite Like Me</li> <li>• <i>Taking Care of My Body:</i> Sept/Oct: WT: I taste with my Tongue, Blindfold Walk, The Feely Box, Our Giant Box of Senses</li> <li>• <i>Growing and Changing:</i> Nov/Dec: WT: Caring and Sharing, I Grow, New Life, Feeling Faces, The Big Happy Picture, Things that go Bump in the Night, I'm Lonely, Little Miss Angry</li> <li>• <i>Safety and Protection:</i> Nov/Dec: Things I put on my Body, Miss Polly's Sick Dolly.</li> </ul>	<p><b><u>Strand: Myself</u></b></p> <ul style="list-style-type: none"> <li>• <i>Self Identity:</i> Oct/Nov: Walk Tall: Names I Have, The Face in the Mirror, Faces. Mushka, Name Train, Look What I can Do, Making Decisions</li> <li>• <i>Taking Care of My Body:</i> Apr/May: WT: The Five Senses, Taste Test, What's in the Box?, What do you Smell?, Five Little Children, My Body</li> <li>• <i>Growing and Changing:</i> Dec: Things to be Happy About, Apr/May: I Grow and Change, Caring for New Life.</li> <li>• <i>Safety and Protection:</i> Jan: Anti Bullying Week lessons. Feb/Mar: Stay Safe Programme: Feeling Safe and Unsafe, Bullying, Touches, Secrets and Telling, Strangers, I Can be Safe</li> </ul>
<p><b><u>Strand: Myself and Others</u></b></p> <ul style="list-style-type: none"> <li>• <i>Myself and Other People:</i> Jan/Feb: My Important People, Bear Hugs, Jack's Story, We are Friends</li> <li>• <i>Myself and My Family:</i> Jan/Feb: Who lives inside my Front Door? This is my Family</li> <li>• <i>Relating to Others:</i> April: We are Friends, Jack's Story</li> </ul>	<p><b><u>Strand: Myself and Others</u></b></p> <ul style="list-style-type: none"> <li>• <i>Myself and Other People:</i> Sept: Our Class, Helping Hands Tree, These are my Friends. Dec: Other People Have Feelings too.</li> <li>• <i>Myself and My Family:</i> Jan: This is my Family</li> </ul>
<p><b><u>Myself and the Wider World</u></b></p> <ul style="list-style-type: none"> <li>• <i>Media Education:</i> May/June: Suggest stories, rhymes and songs</li> <li>• <i>Developing Citizenship:</i> May/June: There's no-one quite like me, Bear Hugs</li> <li>• <i>Road Safety:</i> Sept/Oct Safe Cross Code, Be Safe Programme: Street Smart Kids</li> </ul>	<p><b><u>Myself and the Wider World</u></b></p> <ul style="list-style-type: none"> <li>• <i>Media Education:</i> June: Suggested stories and rhymes, Time for a Rhyme, Movement Activities.</li> <li>• <i>Developing Citizenship:</i> May/June: There's no-one quite like me, Bear Hugs</li> <li>• <i>Road Safety:</i> Sept/Oct Safe Cross Code, Be Safe Programme: Street Smart Kids</li> </ul>

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<u>Third Class</u>	<u>Fourth Class</u>
<p><b><u>Strand: Myself</u></b></p> <ul style="list-style-type: none"><li>• <i>Self Identity:</i> Sept- Dec: My name is Special, Classroom Rules, My Strengths, Special Gifts, What's That Feeling?</li><li>• <i>Growing and Changing:</i> Oct/Nov: My Family, As I Grow, Preparing for New Life, I Want, I Need. May/June: Not so Good Feelings, I Feel, I Do, Expelling Feelings, Making Decisions.</li><li>• <i>Safety and Protection:</i> Jan/Feb: Anti-Bullying Week, Stay Safe Programme: Feeling Safe and Unsafe, Bullying, Touches, Secrets and Telling, Strangers</li><li>• <i>Taking Care of my Body:</i> Mar/Apr: Senses, On and Off Balance, Body Balance, What's Good for Me, Smoking, Drinking.</li></ul>	<p><b><u>Strand: Myself</u></b></p> <ul style="list-style-type: none"><li>• <i>Making Decisions:</i> Jan: Decision Making, Practising Decision Making. Feb: Bullying Behaviour, Problem Solving. May-June:</li><li>• <i>Safety and Protection:</i> Jan-Feb: Anti Bullying Week, Stay Safe Programme: Feeling Safe and Unsafe, Touches, Secrets and Telling, Strangers</li></ul>
<p><b><u>Strand: Myself and Others</u></b></p> <ul style="list-style-type: none"><li>• <i>My Friends and Other People:</i> Sept: Listening. Nov: Who Influences Me, Sometimes Friends Fight</li></ul>	<p><b><u>Strand: Myself and Others</u></b></p> <ul style="list-style-type: none"><li>• <i>Myself and my Family:</i> Sept: Groups I Belong To, Taking Time to Listen</li><li>• <i>My Friends and Other People:</i> Oct: Taking Times to Listen (contd.), Viewpoints</li><li>• <i>Relating to Others:</i> Mar-April: Listening For Feelings, Direct Communication, Dealing with Difficult Situations, Conflicts</li></ul>
<p><b><u>Strand: Myself and the Wider World</u></b></p> <ul style="list-style-type: none"><li>• <i>Developing Citizenship:</i> Sept: Rules of the Classroom. Oct: Keeping Safe. Nov: Sometimes Friends Fight</li><li>• Be Safe Programme: Fire Safety Feb</li><li>• <i>Internet Safety:</i> Sept: Rules for using the internet in the school. Web Wise: Surf Wise</li></ul>	<p><b><u>Strand: Myself and the Wider World</u></b></p> <ul style="list-style-type: none"><li>• <i>Media Education:</i> Nov-Dec: I Want, I Need; Who Influences Me; How They Influence Me</li><li>• <i>Road Safety: Be Safe Programme:</i> Sept/Oct</li><li>• <i>Internet Safety:</i> Sept: Rules for using the internet in the school. Web Wise: Surf Wise</li></ul>

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<u>Fifth Class</u>	<u>Sixth Class</u>
<p><b>Strand: Myself</b></p> <ul style="list-style-type: none"> <li>• <i>Self Identity:</i> Sept/Oct: Walk Tall: This is My Life, Me, Interview, You Can't Win all the Time. March: RSE: The Person I Am</li> <li>• <i>Growing and Changing:</i> Nov: WT: How Are You Feeling?, Painting Feelings. April/May: RSE: Feelings and Emotions</li> <li>• <i>Taking Care of my Body:</i> Dec: WT: What Happens When I Feel? May/June: RSE: My Body Grows and Changes, Wonder of New Life, Alcohol</li> <li>• <i>Safety and Protection:</i> Jan/Feb: Anti-Bullying Week Programme. Feb/Mar: Stay Safe Programme, Feeling Safe and Unsafe, Bullying, Touches. April: RSE: Keeping Safe</li> <li>• <i>Making Decisions:</i> May: RSE: Caring for New Life, Making Healthy Decisions. June: WT: Decision Making</li> </ul>	<p><b>Strand: Myself</b></p> <ul style="list-style-type: none"> <li>• <i>Self Identity:</i> October: Walk Tall: Group Building, Handling Criticism, Identity Shields</li> <li>• <i>Taking Care of My Body:</i> September: Healthy Eating</li> <li>• <i>Safety and Protection:</i> December: Walk Tall: Decision Making, Smoking, Let's Do Something, The Bag; Jan/Feb: Stay Safe Programme</li> <li>• <i>Growing and Changing:</i> March: RSE: Different Kinds of Love, Feelings and Emotions, Growing and Changing</li> <li>• <i>Making Decisions:</i> June: Walk Tall: What is a Drug, Making Decision Involving Drugs</li> <li>• <i>Feelings and Emotions:</i> April: RSE: Relationships and New Life, A Baby is a Miracle, Choices and Decision Making</li> </ul>
<p><b>Strand: Myself and Others</b></p> <ul style="list-style-type: none"> <li>• <i>Relating to Others:</i> Dec/Jan: WT: Says Who?, Part of the Gang. Jan/Feb: Anti Bullying Programme March: Stay Safe: Secrets and Telling. RSE: Different Kinds of Friends</li> <li>• <i>Myself and Other People:</i> Dec/Jan: WT: Someone I Admire. Feb/Mar: Stay Safe: Strangers.</li> <li>• <i>Myself and my Family:</i> April: RSE: My Family</li> </ul>	<p><b>Strand: Myself and Others</b></p> <ul style="list-style-type: none"> <li>• <i>Relating to Others:</i> Sept: Walk Tall: Getting to Know Each Other, School and Class Rules, Healthy Eating. Jan/Feb: Anti-Bullying Week, Stay Safe Programme-Secrets and Touches</li> <li>• <i>Resolving Conflict:</i> Jan/Feb: Anti Bullying; Stay Safe Programme - Strangers</li> <li>• <i>Myself and My Family:</i> Nov: Walk Tall: My Roots</li> <li>• <i>Myself and Other People:</i> Nov: Walk Tall: Dealing with Difficult Feelings</li> </ul>
<p><b>Strand: Myself and the Wider World</b></p> <ul style="list-style-type: none"> <li>• <i>Developing Citizenship:</i> Jan: WT: Advertising. March: RSE: Media's View of the Family</li> <li>• <i>Internet Safety:</i> Sept: Revise Rules for safe use of internet as set out in Internet Acceptable Use Policy</li> <li>• <i>Road Safety:</i> Be Safe Programme: Cycling Skills May</li> </ul>	<p><b>Strand: Myself and the Wider World</b></p> <ul style="list-style-type: none"> <li>• <i>Media Education:</i> May: Advertising, Messages and Purposes of Advertising-Link with English (Persuasive Writing).</li> <li>• <i>Internet Safety:</i> Sept: Revise Rules for safe use of internet as set out in Internet Acceptable Use Policy</li> <li>• <i>Road Safety:</i> Be Safe Programme: Interactive Shuttle May</li> </ul>

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<u>AS CLASSES</u>	
<p><b>Strand: Myself</b></p> <ul style="list-style-type: none"><li>• <i>Self Identity:</i> My Name is..; Parts of My Body; Identify Different Feelings; Things I Like to Do</li></ul>	
<p><b>Strand: Myself and Others</b></p> <ul style="list-style-type: none"><li>• <i>Myself and My Family:</i> Who Lives in My House, My Family</li></ul>	
<p><b>Strand: Myself and the Wider World</b></p> <ul style="list-style-type: none"><li>• <i>My Friends and Other People:</i> Children in My Class</li></ul>	

## 2. Contexts for SPHE

SPHE will be taught through a combination of contexts:

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

### Positive School Climate

The staff and the Board of Management of St Clare's Primary School, Harold's Cross are aware of the importance of promoting a positive school climate. We cater for the individual needs of the children, physical, social, emotional, spiritual and intellectual. Through assessment, observation and discussion with parents we strive to identify and meet individual needs.

We provide opportunities to enhance the sense of self worth, responsibility and respect of all members of the school community. The staff is aware that their role in helping children to develop these traits is to create an environment within the school they can be nurtured and, modelled and practised.

We aim to actively value diversity and to prioritise inclusive and respectful language. We believe that children learn to respect themselves and others through experiencing respect in their own lives and through the example of adults and peers around them.

We work at all times to develop an effective communication system with the school and between school and home.



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We support a health-promoting physical environment. Emphasis on healthy lunches, healthy lifestyle, road, water, 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 walking and cycling to school policies, our involvement in the Green Schools programme and through constant review and promotion of behaviour habits required for maintaining a clean environment.

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

Students experience and practice the democratic process by:

- negotiating the class rules at the start of the year
- sharing responsibility
- valuing the opinion of others
- experiencing a sense of belonging to their own class group and the wider school community through co-operation and team effort as well as through participation in team sports.
- developing a sense of commitment to common goals.

We will help students to learn to care for each other through actively building relationships within each class. We will seek to build identity, security and belonging, competence and purpose through

- Discussion, promotion of and valuing difference
- Agreeing ground rules for responsible behaviour and clarifying values on an ongoing basis.
- Caring for and promoting inclusion of others
- Promoting support and co-operation
- Respecting individual strengths
- Supporting individual needs through teacher support and buddy systems
- Creating meaningful differentiated learning opportunities
- Celebrating the wide range of children's strengths at assemblies
- communicating regularly about learning and general development with the home

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## **Discrete time**

SPHE may be timetabled for ½ hour per week, one hour per fortnight or in blocks of 1 – 2 hours per month where feasible or appropriate.

Students who are withdrawn for supplementary teaching must be included in the SPHE programme.

The discrete time is used to develop and practise particular skills dealing with sensitive issues or explore issues that are not addressed in other areas of the curriculum.

Content objectives dealing with RSE, Stay Safe, Anti-Bullying and child protection issues are addressed through discrete time.

## **Integration**

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

## **Approaches and Methodologies**

Teachers understand 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, etc
- Other strategies devised by individual class teachers depending on their gifts, talents, interests.

## **Assessment**

Pupils' progress in SPHE is assessed mainly through teacher observation and through feedback from the pupils themselves, parents and other staff.

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## ***Teacher observation***

- The ability of the child to co-operate and work in groups or to work independently
- The informal interactions between the child and adults and between the child and other children
- Physical and emotional maturity
- The quality of presentation of work
- The participation and interest of the child in a variety of activities.

## ***Teacher-designed test and tasks***

SPHE includes areas of knowledge and understanding that will need to be assessed at regular intervals. Specific task can be used to ascertain a child's ability to apply particular skills in different situations.

## ***Portfolios and projects***

Teachers may decide that pupils will keep personal folders of their work.

## ***Self assessment***

Pupils are encouraged to engage in assessing their own progress in SPHE and to reflect on their learning.

Recording data from these methods of assessment can contribute to the overall picture of a child's development and can be used as a reference for the teacher when planning for SPHE and in communicating with the pupil, parent, other teachers and/or the principal.

## **Children with Special Needs/Additional Needs**

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. Pupils with special needs who attend SET teachers will receive supplementary teaching in the Stay Safe Programme and in aspects of the RSE programme, depending on their needs. These needs will be ascertained through consultation with the child, the parents, the class teacher and the resource teacher.

## **Equality of participation and access**

We view the SPHE programme as playing a key role in ensuring equality of opportunities for all children.

# SPHE Policy St. Clare's Primary School

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

The following policies, programmes and statements are central to this SPHE Policy:

- Anti-Bullying Policy
- Bus Safety Policy
- Child Safeguarding Statement
- Code of Behaviour
- Data Protection Policy
- Educational Trips Policy
- Health Eating Policy
- Internet Acceptable Use Policy (AUP)
- Intimate Care Policy
- Mobile Phone Policy
- Pastoral Care Policy
- RSE Policy
- Road Safety Policy
- Social Media Policy
- Stay Safe Policy
- Supervision Policy
- Swimming Policy

## **RSE and Stay Safe Programme**

RSE and Stay Safe are addressed in the context of SPHE. The content objectives that will be addressed in discrete time from the sensitive areas of the RSE and Stay Safe elements of SPHE are listed in the Appendix of this document and it is agreed that these objectives will be addressed in both classes at a particular level, year two serving to revise the content objectives covered in year one. Each teacher has a list of the content objectives. All of these issues will be dealt with in the context of the development of attitudes and values consistent with the ethos of our school. The following arrangements have been made:

- timetable
- dealing with questions
- confidentiality
- communication between school and home

## **Timetable**

Stay Safe will be taught in each class commencing to coincide with annual anti-bullying week and completed by the end of second term.

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If there is no request for the withdrawal of a pupil from RSE lesson, the work will be spread through the year rather than taught with a concentrated timeframe. This allows the pupils the time to absorb the values within which this knowledge is presented.

Where a pupil is being withdrawn from specific objectives the teacher would need to inform parents of the dates of lessons e.g. consecutive week and to make arrangements with principal for the pupil. Every effort will be made to minimise attention being brought to these pupils.

## **Dealing with Questions**

Teachers establish ground rules covering the limits of the discussion, the level of respect required and the concept of confidentiality. All discussions will remain within the parameters of the planned material. If a matter is divulged to a teacher where either an accusation or a suggestion of a criminal act is made, the matter should be brought to the attention of the DLP who will refer it to the appropriate authorities **refer in accordance with Child Safeguarding Statement.**

## **Communication with Parents – RSE & Stay Safe**

All parents are made aware of the RSE and Stay Safe topics that will be covered each school year and the ethos within which they will be delivered. This will happen at the annual parent teacher meeting in November. All parents should discuss these topics with their child prior to class discussion.

## **Child Protection**

Our school follows the Department of Education Child Protection Guidelines and Procedures. The Board of Management appoints the Designated Liaison Person (DLP) and the Deputy Designated Liaison Person (DDL) annually. Each September the Board of Management informs parents by letter that the school has adopted these guidelines and consequently if there is a matter of concern in relation to abuse of children we are obliged to report this to the local Health Board. Each September all staff are reminded of the school's Child Safeguarding Statement and the procedures to be followed in dealing with incidents related to child protection. Each staff member, Parent Association Committee members and members of the Board of Management have been issued with a copy of our Child Safeguarding Statement and a copy is available to parents. A copy of Child Safeguarding Statement is posted in the foyer at the entrance to the school. A copy of the Child Safeguarding Statement is also published on the website.

## **Homework**

Homework in this subject will usually be informal. However, if prescribed in SPHE homework will reflect the active learning approach and will reinforce information already taught during class, e.g. relevant RSE/Stay Safe /Anti Bullying activities, creative writing, poetry etc used as homework.

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## Resources

### *Programmes, Texts, ICT, etc.*

- SPHE Curriculum, NCCA 1999
- Anti-Bullying Procedures for Primary and Post-Primary Schools, DES: 2013
- Children First: National Guidance for the Protection and Welfare of Children, TUSLA: 2017.
- Child Protection Procedures for Primary and Post-Primary Schools, DES: 2017.
- DES Circular 0081/2017: Publication of new 'Child Protection Procedures for Primary and Post-Primary Schools, DES: December 2017
- DES Circular 0043/2013: Anti Bullying Procedures for Primary and Post Primary Schools, September 2013
- DES Circular 0022/2010: SPHE Best Practice Guidelines for Primary Schools, March 2017
- Inspectorate Evaluation Studies of SPHE in Primary Schools: DES, 2009
- Looking at Our School 2016 – A Quality Framework for Primary Schools, DES: 2016
- Making the Links and Beyond (revised edition), PDST: 2017
- The Stay Safe Programme
- The Walk Tall Programme
- A Guide for the Reporting of Child Protection and Welfare Concerns, TUSLA: 2017
- Best Practice Principles for Organisations in Developing Children First Training Programmes, TUSLA: 2017
- Relationship and Sexuality Education Resource Material
- Schools for Health in Ireland: Framework for Developing a Health Promoting School, HSE: 2015
- Schools for Health in Ireland: Co-ordinator Handbook for Developing a Health Promoting School, HSE: 2015
- School Self-Evaluation Guidelines 2016-2020: Primary, DES: 2016
- SPHE Curriculum, NCCA: 1999

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- Wellbeing in Primary Schools – Guidelines for Mental Health Promotion, DES, NEPS, DOHE: 2015
- Wellbeing in Primary Schools – Resources for Promoting Mental Health in Primary Schools, DES, NEPS, DOHE: 2015

## Websites

- [www.ncte.ie/internetsafety](http://www.ncte.ie/internetsafety)
- [www.education.gov.ie](http://www.education.gov.ie)
- [www.ncca.ie](http://www.ncca.ie)
- [www.pdst.ie](http://www.pdst.ie)
- [www.staysafe.ie](http://www.staysafe.ie)
- [www.webwise.ie](http://www.webwise.ie)
- [www.tusla.ie](http://www.tusla.ie)
- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

## ICT

When using the internet teachers must adhere to school procedures for safe internet usage and to Acceptable Use Policy (AUP).

## Textbooks

At present our school has decided not select a textbook for SPHE. A decision to adopt any future texts will be taken with due regard to the spirit of this policy and general agreements re textbook selection in the school.

## Guest Speakers

It is our aim that all programmes supporting SPHE will be delivered by the class teacher as the teacher is best placed to understand and accommodate the individual needs of the pupils and the class. Guest speakers may, occasionally, be invited to enhance and supplement the SPHE programme, e.g. specialist members of the Gardaí who will speak on aspects of bullying. When a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom. The speaker will be made aware of this school plan and attached policies and work accordingly. Criteria for selecting guest speakers will be in accordance with the recommendations outlined in DES Circular 0022/2010.

## Individual Teachers' Planning and Reporting

This SPHE plan and the curriculum documents will inform and guide teachers in their long and short term planning in SPHE. This planning will be in line with the year grid on page 3 of this plan. Each teacher will keep a Cuntas Míósúil and this will inform

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our progress and needs when evaluating and reviewing our progress in SPHE. Teachers may make observations on children's progress which may be recorded on the child's file.

## **Staff Development**

The staff has received either pre-service and/or in-service in the following areas and this training will support an effective implementation of the SPHE programme:

- training in the Child Protection and the Stay Safe Programme
- training in the Substance Use Programme /Walk Tall
- training in the RSE programme
- participation in behaviour management and conflict resolution workshops

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. It is planned over the next couple of years to upskill teachers in these areas.

## **Parental Involvement**

Parental involvement is considered an integral part to effectively implementing SPHE as we believe that SPHE is a shared responsibility. This plan and the curriculum documents are available for inspection by parents. Parents are encouraged to discuss all aspects of their child's education, particularly when they have concerns. When aspects of the SPHE policy i.e. Substance Use, RSE, Nutrition and Child Protection are reviewed, parent representatives will form part of the review group.

## **Community Links**

St Clare's Primary School, Harold's Cross believes that the local community has a very important role to play in supporting the SPHE programme and endeavour to liaise with the members of the HSE, the medical community, the Gardaí, local sports organisations, etc.

## **Success Criteria**

The success of this plan will be evaluated through:

- Teachers long and short term planning being implemented
- Procedures outlined in the plan are consistently followed
- Reporting in the Cuntas Miosúil reflects the whole school plan
- Feedback from teachers, parents, community
- Inspectorate reports/Whole School Evaluations/recommendations



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It is dependent upon the procedures outlined in this plan having been consistently followed. We will also judge its success if the pupils have been enabled to achieve the aims outlined in this plan.

Other success criteria might be the sense of a positive and happy atmosphere in the school, quality of social interactions, positive changes in behaviours and attitudes of the pupils e.g. harmony in the playground, general appearance and neatness, confidence etc.

## **Implementation**

### **Roles and Responsibilities**

St Clare's Primary School, Harold's Cross 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.

### **Roles and Responsibilities**

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the SPHE curriculum in the school. The SPHE co-ordinator is responsible for co-ordinating this review.

Those involved in the review will include teachers, pupils, parents, post holders/plan co-ordinator, Board of Management, and any parties deemed to be of assistance.

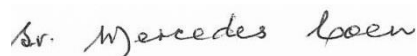
## **Review**

The SPHE policy will be reviewed every two years, in the month of May co-ordinated by the school Principal in consultation with staff members.

## **Ratification and Communication**

This revised policy has been reviewed by the Board of Management on 3<sup>rd</sup> May 2023. Copies of this policy will be circulated and communicated to all members of the staff, parents and guardians.

**Signed:**



**Chairperson, Board of Management**

**Reviewed:**

**03.05.2023**

**Next review: May 2025**

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## **APPENDIX 1**

### **Objectives that cover RSE & Stay Safe Programmes**

The following objectives cover the 'sensitive' areas in the RSE and Stay Safe programme. They will be addressed in both classes at each level, year two serving to revise the content objectives of year one.

#### **Infants**

##### ***Strand unit: Taking care of my body***

###### *Knowing about my body*

- Name the parts of the male and female body, using appropriate anatomical terms

##### ***Stand unit: Safety and protection***

###### *Personal Safety*

- Identify situations and places that are safe and those where personal safety might be at risk.

#### **1st & 2nd classes**

##### ***Strand unit: Taking care of my body***

###### *Knowing about my body*

- Name the parts of the male and female body, using appropriate anatomical terms and identify some of their functions

##### ***Stand unit: Safety and protection***

###### *Personal Safety*

- Recognise and explore situations where children feel safe and those where safety might be at risk.

#### **3rd & 4th classes**

##### ***Strand unit: Taking care of my body***

###### *Knowing about my body*

- realise the importance of caring for and treating his/her own body, and that of others, with dignity and respect.
- Understand the physical changes taking place in both the male and female body.
- Realise that these changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal.

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## **Strand unit: Growing and changing**

### *As I grow I change*

- Recognise and discuss how feelings and emotions are affected by the physical changes that take place at puberty

### *Birth and new life*

- Discuss the stages and sequence of development of the human baby, from conception to birth.

## **Stand unit: Safety and protection**

### *Personal Safety*

- Identify people, places and situations that may threaten personal safety

## **5th & 6th classes**

## **Strand unit: Taking care of my body**

### *Knowing about my body*

- Recognise the importance of treating his/her body and others with dignity and respect.
- Identify and discuss the physical and other 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.
- Become aware of some communicable diseases and explore how diseases and infection spread.

## **Strand unit: Growing and changing**

### *As I grow I change*

- Explore patterns of development and growth, comparing present development with that of earlier stages: physical, social, emotional, intellectual and spiritual.

### *Birth and new life*

- Understand sexual intercourse, conception and birth within a context of a committed, loving relationship.
- Discuss and explore the responsibilities involved in being a parents and the emotional and physical maturity required to be a parent.

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## ***Stand unit: Safety and protection***

### *Personal Safety*

- Identify situations and places that may threaten personal safety

