

Policy on Social Personal and Health Education.

Introductory Statement.

Social, personal and health education provides particular opportunities to foster the personal development, health and well-being of the individual child, to help him/her to create and maintain supportive relationships and become an active and responsible citizen in society.

The plan was developed initially by the teachers after in service was provided and is reviewed every two years.

Rationale.

An S.P.H.E programme that is planned and consistent throughout the school, will enable children to develop a framework of values, attitudes, understanding and skills that will inform their decisions and actions both now and in their future lives.

Relationship to Characteristic Spirit of the school.

In our school, we aim to foster a sense of respect and care for oneself and others and to respect human and cultural diversity.

Aims.

- ❖ 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 lay a foundation for healthy living in all its aspects.
- ❖ To enable the child to make informed decisions and choices about 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.

Content of the plan.

Overview of Content.

Strand.

Strand units.

Myself.

Self-Identity.
Self awareness.
Developing self confidence.
Making decisions.
Taking care of my body.
Health, well-being.
Knowing about my body.

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Food and nutrition.
 Growing and changing.
 As I grow I change.
 New life.
 Feelings and emotions.
 Safety and protection.
 Personal safety.
 Safety issues.

Making decisions.
 3rd, 4th, 5th, 6th only.

Myself & others.

Myself and my family.
 My friends and other people.
 Relating to others.

Myself and the wider world.

Developing Citizenship.
 My school community.
 Living in the local community.
 National, European and wider communities.
 Environmental care.
 Media Education.

The strand units are divided up into a two year plan as follows:

Strands.	Strand Units (year 1)	Strand Units (year 2)
Myself	Self - Identity. Taking care of my body. Growing and changing.	Safety & Protection. Making decisions
Myself and others.	Myself and my family	Relating to others. My friends & other people.
Myself and the wider world.	Developing Citizenship.	Media Education.

Each teacher covers the strand units around the same time.

Developing Citizenship - Local/National/European Geography & History.
Media Education - English.

Linkage: (within subject) Integration with other subject area. We will link:

Year 1:

- (a) Self - Identity and Myself
and my family.
- (b) Taking care of my body.
Growing and changing.

Year 2

- (a) Relating to others.
My friends and other people.
- (b) Safety & Protection.
Making decisions.

Assessment.

Assessment will reflect the progress of the child in the planned programme. Assessment will also include that of the general approach to the S.P.H.E in the school and of its implementation in the context of the overall school climate and atmosphere.

Assessment tools include:

Teacher Observation.

Teacher - designed tasks and tests.

Portfolios and projects (folder for each child).

Checklist for 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.
- ◆ The quality of presentation of work.
- ◆ Particular interests or aptitudes displayed by the child.
- ◆ The participation and interest of the child in a variety of activities.
- ◆ The level of personal or social responsibility exhibited by the child.
- ◆ The reliability of the child in carrying out established routines.
- ◆ The perseverance of the child in carrying out a task.
- ◆ The child's awareness of the difficulties of others and his/her willingness to help.
- ◆ The questions the child asks and the responses the child makes to questions and suggestions made by the teacher.
- ◆ Various behaviour, eg. shyness, leadership ability, level of self confidence, the tendency to be anxious, sense of fair play, assertiveness, aggression, ready to take risks and meet challenges.
- ◆ Physical and emotional maturity.
- ◆ The ability of the child to engage in assessing his/her progress and reflecting on his/her learning.

Sources and Resources.

The human resources - input of staff and pupils most important.

Links to the community e.g speakers on different topics.

Lesson Plans/Walk tall.

Revised Stay Safe Programme

RSE manuals

Methodologies.

The emphasis in S.P.H.E is on Active Learning.

Active Learning:

- ◆ is a process.
- ◆ can be carried out by individual children or in group situations and by all age groups.
- ◆ engages children at different levels - physical, emotional and cognitive level.
- ◆ promotes action (helps children to relate messages into practice in their own lives).
- ◆ children are at centre of learning process.
- ◆ teacher as a facilitator - guides and directs the work.
- ◆ requires an atmosphere of trust and support.
- ◆ Co-operative group work / Collaborative work.

Strategies.

- ◆ drama activities.
- ◆ co-operative games.
- ◆ pictures, photographs and visual images.
- ◆ discussion (including circle time/debates/interviews etc)
- ◆ written activities (surveys, questionnaires, lists, projects, worksheets)
- ◆ the media and information & information communication technologies.
- ◆ looking at / displaying children's work to whole school and school community.

Success Criteria.

This will largely be measured by observation.

- (1) Quality of interaction: pupil/pupil, pupil/teacher, teacher/teacher, home/school.
- (2) Looking for change in certain behaviour and attitudes e.g Conflict Resolution.
- (3) Looking at language and how we use it (is there an underlying message of respect)

Roles and Responsibilities.

S.P.H.E is a shared responsibility. The teachers and parents have responsibility in the school but professionals and members of the community all have a responsibility for the social, personal and health development of the child

Responsibility for Review.

The responsibility for review is shared among all teachers and will take into account feedback from children and parents.

Ratification and Review

This policy was ratified by the Board of Management on _____ and is implemented forthwith.

Signed: _____

Chairperson, Board of Management

Date _____

Review: May / June 2019

Communication: This policy is available on the school's website. It is also available on request from the Principal / Secretary.