

A Home Away From Home



SPHE

Whole School Plan

September 2022 – November 2027

Social, Personal and Health Education

Social, Personal and Health Education Whole School Plan Moyderwell Mercy Primary School.

■ Introductory Statement and Rationale

(a) Introductory Statement

The SPHE working group of Moyderwell Mercy Primary School formulated this school plan for SPHE, in consultation with our Board of Management and our Parents, as we believe that SPHE is a shared responsibility and their contributions and involvement will be essential to the effective implementation of the SPHE programme in the school. The PDST curriculum support team also advised on this document (March 2022).

(b) Rationale

Aspects of SPHE have been taught in Moyderwell Mercy primary school for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education, Friends for Life, Fun Friends and the Incredible Years. SPHE has also been taught through integration with other subject areas such as Physical Education, Religion, SESE, etc. However, we wish to formalise our teaching of SPHE and plan for it on a whole school basis as part of the Wellbeing Framework. Covid also prompted an increased awareness of the holistic needs of the child and the need for a structured support system around emotional and social needs.

■ Vision and Aims

(a) Vision:

SPHE in the school will:

- Provide opportunities for each child to develop a framework of values, attitudes, understanding and skills that will inform her/his decisions and actions now and in the future.
- Enable each child to respect him/herself and others, to relate to him/herself and others and to become an active citizen in society.
- It will provide particular opportunities to foster the personal development, health and wellbeing of the child and to help him/her create and maintain supportive relationships.

(b) Aims:

The children of Moyderwell Primary School should be enabled to achieve the aims outlined in the SPHE curriculum, which include:

- 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:

1 Strands and Strand Units:

The curriculum is delineated at four levels—infant classes, first and second classes, third and fourth classes, and fifth and sixth classes—and is divided into three strands:

- **Myself**
- **Myself and others**
- **Myself and the wider world.**

Each of these strands is further subdivided into a number of strand units or topic areas that contain particular objectives.

Staff of Moyderwell Mercy Primary school participated in a mentimeter survey in May 2022 to ascertain whether the Stay Safe and RSE programme would be taught every year or on alternate years. 52% voted in favour of teaching Stay Safe and RSE on alternate years .

Moyderwell Primary school will teach aspects of all three major strand units each year and strand units will be chosen in such a way that the child will receive a comprehensive programme in SPHE over a two year period. However this does not preclude a teacher from selecting a strand already taught the previous year should the need arise because of a particular incident or event.

| | YEAR ONE | YEAR TWO |
|--------------------|--|---|
| | | |
| Sept/Oct | Self-identity (Myself) | Myself and my family (Myself and Others) |
| Nov/Dec | My friends and Other people (Myself and Others) | Relating to Others (Myself and Others) |
| Jan/Feb | Safety and Protection : Stay Safe (Myself) <i>Media Education (Myself and the wider world)</i> Internet Safety Day, Feb | Growing and Changing (Myself) RSE <i>Media Education (Myself and the wider world)</i> Internet Safety Day, Feb |
| March/April | Making Decisions * (Myself) (3 rd - 6 th only) | Taking Care of my Body (Myself) |
| May/June | Media Education (Myself and the wider world) | Developing Citizenship (Myself and the wider world) |

As part of two-year SPHE planning, the sensitive objectives in RSE are taught in the opposite year to Safety and protection and the Stay Safe programme.

**Making decisions is only a strand unit from 3rd - 6th.*

Juniors - 2nd may complete the Safety Issues section of Safety and protection at this time. Due to the increased amount of lessons in the Stay Safe Programme from 3rd to 6th class, placing the strand unit Making decisions after the Safety and protection in a standard two year plan will enable the teacher to achieve some of the content objectives of Making decisions through the Stay Safe Programme.(Making the Links p9)

Contexts for SPHE:

SPHE will be taught in Moyderwell Primary school through a combination of the following contexts:

1. Positive School Climate and Atmosphere

Moyderwell Primary has created a positive atmosphere by

- building effective communication
- catering for individual needs
- creating a health-promoting physical environment
- developing democratic processes
- enhancing self-esteem
- fostering respect for diversity
- fostering inclusive and respectful language
- developing appropriate communication
- developing a school approach to assessment

2. Discrete time for SPHE

SPHE is allocated 30 minutes per week on each teacher's timetable. However teachers may allocate 1-1.5 hrs per fortnight to allow for more in depth exploration of a strand unit.

In accordance with Circular 0081/2017, "All primary schools must fully implement the Stay Safe programme."

Stay Safe is a mandatory SPHE programme that will be taught in alternate years, throughout the school in January and February. (Decision made by whole staff 2022, Mentimeter vote). The class teacher, principal and Chairperson will sign a Stay Safe sheet once all lessons have been taught. This will be kept in child's file. (See Appendix 1 for an example). Sign-In sheets will be distributed to relevant classes in January each year.

3. Integration with other subject areas and Linkage within SPHE

Teachers may adopt a thematic approach to SPHE by integrating it with other subject areas such as Language, Geography, History, Religion, Visual Arts, Physical Education, etc. Themes/Projects such as Healthy Eating Week, Friendship Week, Active Week, Mindfulness, Gratitude journals, Acts of Kindness, Green Flag, 6th class transition programme, may also be explored.

Approaches and Methodologies:

Moyderwell Primary school believe that the approaches and methodologies used in SPHE are crucial to the effectiveness of the programme. Active learning is the principal learning and teaching approach recommended for SPHE, therefore we will endeavour to teach SPHE using a variety of strategies which include:

- drama activities
- co-operative games
- use of pictures
- photographs and visual images
- written activities
- use of media
- information technologies and looking at children's work

2 *Assessment:*

Assessment is a central part of the everyday learning and teaching process in SPHE. It can provide valuable information on the child's progress and on the effectiveness and suitability of the programme and the teaching methods being used.

Moyderwell Primary School uses the following recommended informal tools for assessment in SPHE:

Teacher observation

- The ability of the child to cooperate 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 or presentation of work
- The participation or interest of the child in a variety of activities
- Formal behavioural tests may be carried out for some children in conjunction with psychologists or other professionals where teachers have a concern over the child's overall development

Teacher-designed tasks and tests

- SPHE includes areas of knowledge and understanding that will need to be assessed at regular intervals. Specific tasks can be

used at regular intervals to ascertain a child's ability and understanding for example, SPHE Booklets, a gratitude journal, reflective journals, well being diaries, SPHE copies etc.

Portfolios and projects

Teachers may decide to keep or display children's work or children will keep personal folders of their work

3 Children with Different Needs:

Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by children with special needs. The learning support and resource teachers will supplement the work of the class teachers where necessary. (SEN Stay Safe Programme see <http://www.staysafe.ie/admncapp.htm>).

Moyderwell Mercy will liaise with trained professionals/appropriate agencies when dealing with sensitive issues such as bereavement or loss to ensure that the children involved are fully supported.

In Moyderwell Primary school, play therapy, Art therapy, small group Dina Schools and Relax Kids may be considered for individual children.

4 Equality of Participation and Access:

In Moyderwell diversity is celebrated in the school community. All children have access to services, facilities or amenities in the school environment. The school is a coeducational school and is under Roman Catholic management. The children with Special Educational Needs will be included in all activities (members of the Travelling community, children with disabilities, families with literacy difficulties, children who are learning English as a second language).

"You matter here. You belong here. You can succeed here". - Weaving Well-Being Programme.

Organisation:

5 Policies and Programmes that support SPHE:

| Policies |
|--|
| <ul style="list-style-type: none">● Child Protection● Anti-Bullying● Relationships and Sexuality Education● Waste Management (Green School)● Code of Behaviour |

- Enrolment
- Health and Safety
- Healthy Eating
- Internet Acceptable Usage

Programmes

- Active School Flag
- Health Promoting Schools
- Food Dudes
- Green Flag
- Blue Flag
- The Incredible Years Programme
- Friends for Life
- Fun Friends
- Stay Safe
- Walk Tall
- Zippys Friends /Friends For Life
- Incredible Edibles
- 6th class transition to secondary programme
- Relax Kids
- Braincalm

6. Homework:

SPHE homework, if prescribed in SPHE, will reflect the active learning approach and will reinforce information already taught during class.

'Acts of Kindness', 'Practicing Gratitude' and 'Mindfulness' may be given as part of homework at designated time of year. SPHE child's booklet may be sent home with children at various times during the year at teacher's discretion.

7. Resources:

(The PDST have developed a resource list, which is available on the SPHE page at www.pdst.ie. New resources are added to this from time to time.)

| Books for Pupil : | Books for Teacher | Posters | Media & ICT |
|--|--|---------------------------------------|------------------------|
| Infants : Welcome to Wellbeing | SEE -APPENDIX 3 and APPENDIX 3 (A). | Various posters throughout the school | pdst.ie |

| | | | |
|--|--|--|--|
| <p>2nd : Zippys Friends</p> <p>3rd -6th : Mindful Matters</p> <p>STORYBOOKS FOR WELLBEING: APPENDIX 2</p> | | | |
|--|--|--|--|

6 **Individual Teachers' Planning and Reporting:**

This plan in SPHE and the curriculum documents will inform and guide teachers in their long and short term planning in SPHE. Each teacher will keep a Cuntas Míósúil and this will inform progress and needs when evaluating and reviewing SPHE.

7 **Staff Development:**

Training opportunities will include the following areas and this training will support an effective implementation of the SPHE programme:

- *training in the Child Abuse Prevention Programme/ Stay Safe*
- *training in the Substance Misuse programme /Walk Tall*
- *training in the Relationships and Sexuality Education programme /R.S.E.*
- *PDST Advisor support and modelling of lessons*
- *other*

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.

8 **Parental Involvement:**

Parental involvement is considered an integral part to effectively implementing SPHE as Moyderwell Primary believe that SPHE is a shared responsibility. This plan and the curriculum documents are available for parents to inform them of the programme for SPHE and they are consulted on the Relationships and Sexuality Education Policy. They are also welcomed as committee members of the Health Promoting Schools initiative.

9 **Community Links:**

Moyderwell Primary School believe that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liaise with the members such as the Dental Hygienist, Health Nurse, Fireman, Vet, New Parent, etc.

9.1 **Guest Speakers:**

When a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom (as per Circular 22/2010) and make the speaker aware of this school plan and attached policies.

Success Criteria

The success of this plan will be evaluated through teacher's planning and preparation, and if the procedures outlined in this plan have been consistently followed. We will also judge its success if the children have been enabled to achieve the aims outlined in this plan.

■ Implementation

(a) Roles and Responsibilities:

Moyderwell Primary School 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 Local Community. SPHE is a key component of the Wellbeing Framework.

(b) Timeframe:

The plan will be implemented by September 2022.

■ Review

(a) 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. Oonagh O'Rahilly and the SPHE Team are responsible for co-ordinating this review.

Those involved in the review will include:

- *Teachers*
- *Pupils*
- *Parents*
- *Post holders/plan co-ordinator*
- *BoM/DES/Others*

(b) Timeframe:

This plan will be reviewed in November 2027.

■ Ratification and Communication

The Board of Management of Moyderwell Primary School ratified this plan on

Date : _____

Signed : _____

This plan is available to view at the school by the parents on request. It is also available online on our school website.

APPENDIX 1: Sign-In Sheet

Stay Safe

First and Second Class

| Topic | Lesson | Signature |
|-------------------------|----------------------------------|-----------|
| Feeling Safe and Unsafe | Feelings | |
| Feeling Safe and Unsafe | Feeling Safe and Unsafe | |
| Feeling Safe and Unsafe | Feeling Safe and Unsafe | |
| Friendship and Bullying | Friendship | |
| Friendship and Bullying | What is Bullying? | |
| Friendship and Bullying | What can we do to Stop Bullying? | |
| Touches | Touches | |
| Touches | Never Keep a Touch Secret | |
| Secrets and Telling | Secrets and Telling | |
| Strangers | Strangers | |
| | | |
| Total Lessons | 10 | |

Principal Signature: _____

Chairperson's Signature: _____

Date: _____

APPENDIX 2 : SPHE/Wellbeing Teacher Library

LOCATION : STAFFROOM

| Name of Book | Author |
|--|--|
| Desty Mentor Workbook | Stephanie O'Malley |
| Helping Your Anxious Child | Heidi Lyneham et al |
| Social Skills Training | Jed E. Baker |
| 101 Games for Social Skills | Jenny Mosley and Helen Sonnet |
| Talkabout For children (3 books) <ul style="list-style-type: none"> - Developing Self-Awareness and Self esteem - Developing Social Skills - Developing Friendship Skills | Alex Kelly |
| Cool, Calm and Confident | Lisa M. Schab, LCSW |
| Developing a Positive Sense of Self <ul style="list-style-type: none"> - Understanding Myself - Understanding My relationship with others | Peter M. Clutterbuck |
| Retracking ; A photocopiable resource pack aimed at promoting student effectiveness | Devon County Council |
| The sleep programme | |
| When Something Terrible Happens Children can learn to cope with grief | Marge Heegaard |
| After A Suicide Death | The Dougy Center |
| After A Parent's Suicide ; helping Children Heal | Margo Requarth, M.A, M.F.T |
| Self-esteem, Skills to build Self-worth | Prim Ed, Amelia Ruscoe |
| Nurture Groups, Theory and Practice | |
| Boxall Profile Handbook | Marion Bennathan and Majorie Boxall |
| Walk Tall Programme | |

Behaviour Matters, Our Emotions & Behaviour Collection

LOCATION : STAFFROOM

| Name of Book | Author |
|--------------------------------------|-------------------|
| Elephant Learns To Share | Sue Graves |
| Hippo Owns Up | Sue Graves |
| Monkey Needs To Listen | Sue Graves |
| Tiger Has A Tantrum | Sue Graves |
| Giraffe is Left Out | Sue Graves |
| Lion's In A Flap | Sue Graves |
| Rhino Learns To Be Polite | Sue Graves |
| Turtle Comes Out Of Her Shell | Sue Graves |
| Croc Needs To Wait | Sue Graves |
| Cheetah Learns to Play Nicely | Sue Graves |
| Llama Stops Teasing | Sue Graves |
| Sloth Gets Busy | Sue Graves |
| Flamingo Is Brave | Sue Graves |
| Koala Makes The Right Choice | Sue Graves |
| I Want To Win | Sue Graves |
| Take A Deep Breath | Sue Graves |
| But What If? | Sue Graves |
| I Don't Want to Wait | Sue Graves |
| Who Feels Scared? | Sue Graves |
| I Don't Want To Play Nicely | Sue Graves |
| Why Should I? | Sue Graves |
| I'm Not Happy | Sue Graves |
| I Hate Everything | Sue Graves |

| | |
|-----------------------------|-------------------|
| But Why Can't I? | Sue Graves |
| No Fair, Won't Share | Sue Graves |
| I Didn't Do It! | Sue Graves |

APPENDIX 3: Teacher Books in class 2022

| Class | SPHE Books | Location |
|----------------|---|--------------------------|
| Junior Infants | Walk Tall Stay safe Relationship and sexuality Education Welcome to Well-being-Meet Mo and Ko! Be Safe | Junior Infant classrooms |
| Senior Infants | Be Safe Stay Safe Walk Tall | Senior Infant classrooms |
| First class | Stay Safe 1st Class RSE Zippys Friends Walk Tall 1 Be Safe | 1st class classrooms |
| Second class | Stay Safe 2nd Class RSE Walk Tall 2 Zippys Friends The Incredible Years Programme Teachers Manual and Resource Book Be Safe | 2nd class classrooms |
| Third class | Mindful Matters 3 and 4 Teachers Book Mindful Matters 3 Workbook Stay Safe Programme 3 rd and 4th | |
| Fourth class | Stay safe Walk Tall RSE Mindful Matters 4th | |

| | | |
|---------------------------|--|----------------------------------|
| | class teacher book & workbook | |
| Fifth class | Mindful Matters Stay Safe/RSE: Puberty and your body (Wayland) Busy Bodies (HSE) How to Promote Children's Social and Emotional Competence (Carolyn Webster Stratton) | 5 th class classroom |
| Sixth Class | Mindful Matters Stay Safe/RSE: Puberty and your body (Wayland) Busy Bodies (HSE) How to Promote Children's Social and Emotional Competence (Carolyn Webster Stratton) | 6 th class classrooms |
| Speech and Language Class | Fun Friends Incredible Years Friends For Life Story books | Speech and Language Class |
| Resource Room | <ul style="list-style-type: none"> ● SEN STAY SAFE PROGRAMME ● <u>Talkabout for Children</u> Developing Self-Awareness and Self-esteem ● <u>Ultimate</u> ● <u>Mindfulness Activity Book</u> ● <u>The Incredible 5 point Scale</u> ● <u>A World of Wellbeing, Reflective Journal</u> | Room 28 Room 28 contd. |

Story-books , Sample Workbooks and Teacher Resource Books relating to SPHE/Wellbeing are located in the staffroom in SPHE section.

Wellbeing Resources available in shared folder on Google Drive under 'Wellbeing'