



Roll No.	19266T
Principal Teacher	Glenda McKeown
Policy	SPHE
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Date reviewed	
Approved by	<i>Richard Gleeson</i>
	Chairperson, Board of Management
Date for review	April 2026



# S.P.H.E.

## • **Introductory Statement and Rationale**

- a) **Introductory Statement:** A review of this policy took place in 2018 and this amended policy was created in 2019 to provide a practical framework to support the class teacher and ensure continuity and a common approach in teaching S.P.H.E throughout the whole school.
- b) Following more recent curriculum updates to SPHE and changes within the school it was decided to draw up a whole school plan for SPHE and RSE. All teachers were involved in the development of this plan as part of a Curriculum Day for SPHE/Wellbeing on Friday December 1<sup>st</sup>, 2023.
- c) **Rationale:** This plan is a record of whole school decisions in relation to SPHE in line with the Primary School Curriculum 1999 and the Junior/Senior Cycle S.P.H.E. Programme including the Junior Certificate Level Two which was introduced to the school in 2014. The purpose of this policy is to guide the teachers in adopting a consistent and coherent approach to the teaching and learning of SPHE in our school. It is intended to guide teachers in their individual planning for SPHE and to ensure appropriate coverage of all aspects of the curriculum from Junior Primary to PP6.

## • **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 students 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 students 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.

The students of Our Lady of Fatima School should be enabled to achieve the aims outlined in the SPHE Primary 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.

The aims of the SPHE short course at Junior Cycle seek to further reinforce and develop the knowledge, understanding, skills and competencies acquired at primary level. This course aims to build students' self-awareness and positive self-worth; to develop the knowledge, understanding, skills, dispositions and values that will support them to lead fulfilling and healthy lives; empower them to create, nurture and maintain respectful and loving relationships with self and others; and enhance their capacity to contribute positively to society.

In addition, we emphasise the following:

- To enable the students to develop an awareness of their responsibilities to others in a caring community.
- To enable the students to take greater control of their personal lives as individuals.
- To encourage the students to be active in determining their own learning.
- Ours is a Christian Ethos which commits to the values of care, compassion, hospitality, trust, dignity, respect and diversity.

• **Content of the Plan – Primary Classes – Junor Primary – Preparation Class**

**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, and Myself and the wider world.

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

Our Lady of Fatima 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. The staff have created this timetable to reflect this approach:

Month	Year 1 – 2023/2024	Year 2 – 2024/2025
Sept/Oct	Strand: Myself Strand Unit: Self Identity	Strand: Myself and Others Strand Unit: Myself and My Family
Nov/Dec	Strand: Myself and Others Strand Unit: Relating to Others	Strand: Myself and the Wider World Strand Unit: Media Education
Jan/Feb	Strand: Myself Strand Unit: Taking care of my body (full content objectives) <b>RSE</b>	Strand: Myself Strand Unit: Safety and Protection <b>Stay Safe Programme in full</b>
Mar/Apr	Strand: Myself Strand Unit: Growing and Changing (full content objectives) <b>RSE</b>	Strand: Myself Strand Unit: Making decisions (M1-M4) (J1-J4) Safety Issues from Safety and Protection
May/June	Strand: Myself and the wider world Strand Unit: Developing Citizenship	Strand: Myself and Others Strand Unit: My Friends and Other people <b>RSE – Sensitive lessons</b> from Growing and Changing and Taking care of my body

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All classes from Junior Primary to Preparation Class will be teaching the same strand unit at the same time of each year – content objectives will differ depending on the class level being taught and the specific needs of the students. The content objectives will be specified in the teacher’s own yearly, termly and fortnightly planning notes.

Junior Primary – Junior/senior Infants

Middle Primary – 1st and 2<sup>nd</sup> class.

Senior Primary – 3<sup>rd</sup> and 4<sup>th</sup> class.

Preparation Class – 5<sup>th</sup> and 6<sup>th</sup> class.

February – **Safer Internet Day (first Tuesday of February)** – Media Education will be integrated here.

**Anti-bullying campaign** – January/February – Anti-bullying/cyber-safety will be integrated here.

**Cinéaltas: Action Plan on Bullying – Kindness Week** will be organized in Term2/3 as part of this process.

### **SPHE Implementation in the Post-Primary Classes – PP1 – PP4**

These classes will cover the Junior Cycle SPHE Short Course (2023 Specification) which has 4 stands and 49 learning outcomes. The Junior Cycle SPHE Short Course strands are:

**Strand 1** – Understanding Myself and Others

**Strand 2** – Making Healthy Choices

**Strand 3** – Relationships and Sexuality

**Strand 4** – My Emotional Wellbeing

The short course learning outcomes will be distributed between PP1 – PP4 each covering specific learning outcomes per year. (See post-primary plan for this)

### **SPHE Implementation in the Senior Cycle Social, Personal and Health Education (VT ) Classes –**

#### **SPHE and RSE (Senior Cycle Year 1)**

##### **Strand 1**

###### Health and Wellbeing

Unit 1: Factors that influence health and wellbeing generally

Unit 2: Fostering positive mental health

##### **Stand 2**

###### Relationships and sexuality

Unit 1: Healthy Relationships

Unit 2: Gender

##### **Strand 3**

###### Into Adulthood

Unit 1: Self – management and self-care skills

Unit 2: Rights and responsibilities before the law

#### **SPHE and RSE (Senior Cycle Year 2)**

##### **Strand 1**

###### Health and Wellbeing

Unit 1: Coping with emotional or mental health challenges

Unit 2: Staying safe when out socially

## **Stand 2**

### Relationships and sexuality

Unit 1: Abusive and violent relationships

Unit 2: Sexual health

## **Strand 3**

### Into Adulthood

Unit 1: Ways to advocate for and create greater equality and inclusion

## **SPHE Implementation in the Leaving Certificate Applied (LCA) Classes – PP5, PP6**

### **SPHE and RSE PP5 (LCA Year 1)**

#### **MODULE 1**

#### **SOCIAL AND HEALTH EDUCATION**

Unit 1: Self and Others

Unit 2: Taking Care of Yourself

Unit 3: Relationships and Sexuality

#### **Module 2**

#### **MY COMMUNITY**

Unit 1: Research Skills

Unit 2: My Own Place

Unit 3: My Family in the Local Area

Unit 4: My Own Place in the Past

Unit 5: Community Amenities/Resources

Unit 6: Planning in My Own Place

#### **Module 3**

#### **CONTEMPORARY ISSUES 1**

Unit 1: Social Context of Contemporary Issues

Unit 2: Forces/Interests

Unit 3: Making Links

Unit 4: Contemporary Issues and Human Rights

Unit 5: Making Connections

Unit 6: Understanding Concepts

### **PP6 (LCA Year 2)**

#### **Module 4: Social and Health Education**

Unit 1: Communication

Unit 2: Relationships

Unit 3: Coping with problems.

#### **Module 5: Contemporary Issues 2**

Unit 1: Influences on Contemporary Issues: Media

Unit 2: Influences on Contemporary Issues: Interest Groups

Unit 3: Democratic Institutions

Unit 4 a: Active Citizenship: Voting Or b: Active Citizenship:

Unit 5: Civil Rights and Responsibilities

Unit 6: The Wider Picture

### **Module 6: Taking Charge**

Unit 1: A Place of my Own

Unit 2: Making Ends Meet

Unit 3: Account Options

Unit 4: Saving and Borrowing

Unit 5: Buying My Own Home

Unit 6: Understanding Insurance

## **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 and atmosphere:**

In this school we use the following strategies to create a **positive climate and atmosphere**:

- Foster communication within the school
- Foster communication with parents, the local community and outside agencies
- Cater for the individual needs of children.
- Create a health-promoting physical environment.
- Develop democratic processes.
- Enhance self-esteem and well-being of pupils, staff and parents.
- Foster respect for human and cultural diversity
- Foster inclusive and respectful language
- Promote respectful and caring relationships throughout the school.

Teachers foster a **positive climate and atmosphere** in their classroom by:

- Encouraging and affirming each student
- Ensuring that their expectations of the children are positive and realistic
- Materials used are bias-free and gender equity is promoted.
- Children are encouraged to listen to and appreciate different points of view.
- Seeking opportunities to negotiate class rules and involve children in decision-making.
- Use and encourage the use of respectful and inclusive language.
- Creating a pleasant teaching and learning environment
- Providing a variety of ways for the children to work and interact positively together.
- Developing appropriate strategies for resolving conflict and rewarding children

At the first staff meeting of the year all members of the school community are reminded of the importance of promoting a positive school climate. These key messages dealing with school climate and atmosphere are also during the year through newsletters, meetings with parents, at assembly and on a regular basis in classes.

- o We cater for the individual needs of the students. Individual needs may be social, emotional, spiritual, physical or intellectual. Through assessment, observation and discussion with parents we strive to identify and meet individual needs.
- o We provide opportunities to enhance the self-esteem of all members of the school community. The staff are aware that their role in helping students to develop their self-esteem is to create an environment within the school that is as positive as possible for all concerned. The five building blocks of self-esteem as outlined in the curriculum have been adopted as our approach to self-esteem development. They are:
  - A sense of identity
  - A sense of belonging
  - A sense of security
  - A sense of purpose
  - A sense of competence.
- o We aim to actively value diversity and to prioritise inclusive and respectful language. We will prioritise both racial and gender equality and respect for those with special needs. We believe that children learn to respect themselves and others through experiencing respect in their own lives and through witnessing respect being shown to others.
- o We work to develop an effective communication system within the school and between school and home. Attention will be paid to encouraging everyone to express opinions and concerns and to respond to the opinions and concerns of others as a dimension of classroom work and general school life.
- o We support a health-promoting physical environment. Through our Health and Safety policy and the health education section of our PE programme we have set out how we will promote health and safety awareness and how we intend to deal with unsatisfactory aspects of our environment. Emphasis on healthy lunches, healthy lifestyle, road, water, farm safety and regular fire drills are some of the areas promoted. Taking responsibility and pride in the school environment is through constant review and promotion of behaviour and habits required for maintaining a clean environment.
- o 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 opinions of others
  - Experiencing a sense of belonging to their own class group and the wider school community
  - Developing a sense of commitment to common goals.

We have agreed that we will prioritise care in our own behaviour as adults and in our expectations of students. 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 inclusive and respectful language
- Promoting support and co-operation



- Respecting individual strengths
- Supporting individual needs through teacher support and prefect's system
- Creating meaningful differentiated learning opportunities
- Celebrating the wide range of student's strengths at various times
- Communicating regularly about learning and general development with the home.

### **Time Allocation**

Wellbeing at primary level incorporates SPHE and PE in the new Primary Curriculum Framework. Wellbeing is timetabled weekly for 2 hours 30 minutes in stage 1 (Junior Primary) and 3 hours for Middle Primary – Preparation Class. Children who are withdrawn for supplementary teaching must be included for as much of the SPHE programme as possible. Wellbeing time allocation is used to develop and practise skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum. It has been agreed that content objectives dealing with RSE, and child protection are addressed through discrete time in term three of each year. At the Junior Cycle level, S.P.H.E. will be timetabled for one period per week.

### **Integration**

At each class level, teachers should seek to integrate SPHE with other curricular areas. Many aspects of SPHE can be dealt with in the context of English, SESE, Visual Arts, Drama, CSPE, Home Economics, and P.E. SPHE will be integrated with the priority learning units of the Junior Certificate Level Two which is taught in PP1 – PP3. The priority learning units of Personal Care, living in a Community and Preparing for Work as well as the level 2 short courses are closely linked to the content objectives and learning outcomes of the SPHE curriculum both at primary level and Junior Cycle level. Teachers have identified the objectives that can be acquired through cross-curricular work. To ensure that these are being adequately covered, teachers will make specific provision in their short-term planning and will use the monthly report document as a form of self-assessment for these and other objectives.

## **3. Approaches and Methodologies**

Teachers agree that active learning is the principal learning and teaching approach used in the SPHE programme. The following active learning strategies are promoted for SPHE:

- o Drama activities
- o Co-operative games
- o Collaborative Learning
- o Skills through content
- o Use of environment
- o Problem solving
- o Pictures, photographs and visual images
- o Discussion: in pairs, small groups, with whole class
- o Written activities: surveys, questionnaires, lists, checklists, projects, worksheets
- o Media Studies
- o Information and communication technologies
- o Looking at children's work: portfolios, projects ...
- o Other strategies as devised by the class teacher.

## **4. Assessment**

Student's progress in SPHE is assessed through:

(a) **Teacher observation:** (recorded in teacher's notes)

- o The ability of a student to co-operate and work in groups or to work independently.

- o The informal interactions between the student and adults and between the student and other student
- o Physical and emotional maturity
- o The quality of presentation of work
- o The participation and interest of the student in a variety of activities.

**(b) Teacher-designed tasks:**

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

**(c) Work samples, Portfolios and projects:**

Teachers have decided that students will keep personal folders of their work (updated termly).

**(d) Student Self assessment / Peer Assessment:**

Students are encouraged to engage in assessing their own progress in SPHE and to reflect on their learning through being involved in selecting work for portfolios/work samples.

**(e) Programme Evaluation** – this is completed informally & formally at staff meetings or planning days. It will also be reviewed when S.P.H.E. is reviewed on a 2-year basis.

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

**5. Students with different needs**

The SPHE programme aims to meet the needs of all students in the school. This will be achieved by teachers varying the pace, content and methodologies to ensure learning for all pupils. Evidence of this differentiated approach will be recorded in teacher's own planning. Our student's requirements are met using class lessons, individual discussions and other related activities. The SNA supports students or groups as directed by the class teacher. Students 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. As part of our S.P.H.E. programme, a self-advocacy is run in the school to facilitate self-awareness and social skills. The ASD support teacher and resource teacher will supplement the work of the class teacher where necessary.

**Samples of differentiation used in our school:**

**Short-term goals:** setting more easily attainable goals within the lesson will help to ensure progress.

**Presentation:** varying the style of mode of presentation of content (greater use of visual aids, using real materials, providing experiential learning).

**Instructions:** clarifying, shortening and repeating instructions often necessary. Having peers repeat or paraphrase for partners.

**Questioning:** Asking many questions and asking questions that build confidence is important. Open-ended questioning allows more students to respond.

**Wait Time:** when questioning allow a few seconds longer for responses for certain students, prompting when necessary.

**Core plus extension:** activities covering the core content are supplemented with resources and activities for extension work and for additional examples and practice items especially for exceptionally able pupils.

**Revision:** more frequent reviews and revision essential for some students.

**Practice:** e.g. more practice items requiring more responses in the time available, extra time for guided practice within the lesson or time outside the lesson for further practice/homework.

**Assistance:** more direct assistance and frequent feedback for some students during guided practice-being proactive by anticipating which students will need support.

**Work output:** realistic to expect different quantity and quality of work from different students, while important to work towards and increase in both over time for all students.

**Activities:** provision of a wide range of activities.

**Texts and resources:** different levels of complexity within textbooks used in our school.

**Response mode:** teachers allow for different pupils to respond in appropriate ways.

**Seating:** frequent use of group and partner activities.

**Peer mediation or peer assistance:** we have an established classroom climate where students' assisting each other with their work is encouraged and facilitated.

**Student-teacher interaction:** teachers interact more frequently and positively with some students.

**Personal Interests:** when possible, draw on personal interests and knowledge of students to provide curriculum content or points for discussion.

**Praising:** for some students, it is necessary to use more frequent and more descriptive praise.

**Rewards:** some students respond well to external rewards, and it is useful to increase incentives for some students by using reward systems and charting of progress. Finding out what different student's value as rewards is important.

## **6. Equality of participation and access**

We view the SPHE programme as playing a key role in ensuring equality of opportunities for all students. The programme at each class level will be flexible so that the learning requirements of all students may be addressed. We provide an equal educational experience for both boys and girls as we recognise that stereotyped expectations of gender roles can inhibit children's educational achievements. Students from other cultures/ethnic backgrounds will be included in all activities.

## **7. Policies and programmes that support SPHE**

SPHE links with other policies/programmes used in the school – **Substance Use, Stay Safe, Child Protection, Child Safeguarding Statement, Enrolment, Code of Behaviour, Anti Bullying, Health and Safety Statement, Healthy Eating, R.S.E.** Teachers are expected to be familiar with these policies and ensure that the school's agreed policy is followed when addressing these issues.

### **RSE Programme**

RSE is addressed in the context of SPHE. The content objectives that will be addressed in discrete time from the sensitive areas of the RSE are listed in Appendix 1 and it is agreed that these objectives will be addressed in all class levels, year two serving to revise the content objectives covered in year one. Each teacher has a list of the content objectives. All 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 in collaboration with parents, Board of Management and teachers:

- Timetable
- Dealing with Questions
- Confidentiality
- Communications between school and home/parents' choices

- Teachers' choices
- Guest Speakers

### **Timetable and Implementation of RSE**

Teachers have decided that RSE be covered in term three of each year. The full content objectives of RSE will be covered in year one (2023/2024) with the sensitive content objectives being revised in year two (2024/2025) and this cycle will continue as set out in the two-year plan in Junior Primary to Preparation Class.

The **Junior Cycle classes** will cover RSE in the SPHE short course strand 3 Relationships and Sexuality in Term three of each year. PP1-PP3 will also cover RSE learning outcomes in the Junior Certificate Level 2 Priority learning unit – Personal Care Element- Becoming aware of one's sexuality.

All classes follow the Busy Bodies RSE Programme and from the 2023/2024 school year have decided to implement the Flourish Primary RSE Programme for Catholic Schools to supplement the teaching of RSE in Junior Primary – Preparation Class.

**LCA Classes** cover RSE in the Social and Health Education Module – Unit 3 RSE, Unit 2 – Relationships

**Vocational Training Class** will follow the Junior Cycle Short Course specification for strand 3 RSE and the Busy Bodies Programme.

From September 2024 the Senior Cycle RSE Programme will be implemented for the LCA classes and Vocational training class.

**Dealing with Questions:** Teachers establish ground rules limiting the discussion to material covered in present or previous lessons. Teachers will use discretion based on the content or spirit of this plan to decide whether the question should be discussed in the classroom context or referred to parents. For teachers who have opted not to teach the RSE lessons, questions can be referred to the principal.

**Confidentiality:** 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 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 principal, the Designated Liaison Person, who will refer it to the proper authorities. (See Children First Guidelines and our school's Child Protection Policy). In these matters a teacher should never agree to keep a secret for a child.

**Communications with parents re RSE matters / Parents' choices:** All parents will be made aware of the RSE topics that will be covered each school year and the ethos within which they will be delivered. All parents should discuss these topics with their students prior to class discussion. Teachers will send home a letter to inform parents/guardians of the content objectives to be covered with an information booklet that can be used at home.

**Information booklets** – Junior classes – Talking to Your Young Child about Relationships, Sexuality and Growing Up.

PP1 – PP6– - Busy Bodies Parental Booklet/B4U Decide Junior Cycle Resource

Any parent who has concerns should discuss them with the class teacher. A parent who asks to have his/her student withdrawn from specific objectives should do so in writing before the end of September. Parents may only request to withdraw their child from RSE on religious grounds and must do so in writing in a letter which will be kept on file.

While teachers will normally check with the previous teacher whether any children were withdrawn from specific objectives it will not always be possible to do so. Parents will be expected to make their wishes known each year to the new class teacher.

Where parents choose to withdraw their children from specific objectives, they will be withdrawn from formal lessons covering these matters. Teachers will then avoid addressing these issues formally in the context of other class discussions. Teachers cannot be held responsible for language used necessarily in school life or by students.

### **Guest Speakers**

While the class teacher is best placed to teach RSE the principal and the class teacher involved will consult with Accord or other suitable agencies should guest speakers be required to deal with RSE issues. The following guidelines will then apply:

- The teacher/teachers concerned will make the guest speaker aware of the objectives to be covered and the policy and ethos within which they will be discussed.
- The class teacher or another class teacher will remain with the class group while the guest speaker is present as per circular 22/2010.

### **Child Protection**

This school follows the Department of Education and Science Child Protection Guidelines and Procedures, which are based on Children First, National Guidelines for the Protection and Welfare of Children. The principal is the designated liaison person (DLP). Each September teachers are reminded of the school's Child Protection Policy and the procedures to be followed in dealing with incidents related to child protection. Each teacher has a copy of our policy on Child Protection and a copy is available to parents in the principal's office.

### **Stay Safe**

Stay Safe is implemented across from Junior Primary Class to PP3 as it is a mandatory programme for students aged between 4 years and 14 years.

## **8. Homework**

SPHE homework, if prescribed will reflect the active and collaborative leaning approach to SPHE as described in this plan. Parents are encouraged to become active participants and engage, as appropriate, with their students in assigned homework.

## **9. Resources (See Appendix 2)**

We will select resources / materials that are:

- Reflective of the school ethos
- In line with the principles of the SPHE Curriculum
- Age appropriate
- Closely matched to specific objectives
- Free of bias, racial or sexual stereotyping
- Produced by reputable agency.
- Resources are stored centrally in the staff room or in classrooms and an inventory is provided to each teacher.

Materials purchased with school funds remain the property of the school.

### **ICT**

Our software inventory, distributed to each teacher, contains a list of programmes that support SPHE (See Appendix 2). When using the internet teachers must adhere to school procedures for safe internet usage.

### **Videos/DVDs/Digital Content**

Suitable videos/DVDs/Digital content are stored in the teachers' resource area (See Appendix 2).

## **10. Individual Teachers' Planning and Reporting**

Teachers should base their long term and short-term plans on the approaches set out in this whole school plan for SPHE. Work covered will be outlined and will be submitted to the principal. Each teacher will record a monthly report, and this will inform the progress and needs when evaluating and reviewing our progress in SPHE.

## **11. Staff Development**

Teachers are made aware of any opportunities for further professional development through participation in courses available in Education Centres or other venues. Skills and expertise within the school are shared and developed through inputs at staff meetings.

### **Relevant Staff Training to date:**

**PDST Introduction to SPHE** – J. Harpur and N. Bridge 05/02/2019 and 06/02/2019

**PDST Junior Cycle RSE** – J. Harpur and N. Bridges 13/02/2019 and 14/02/2019

OIDE Junior Cycle SPHE – J. Harpur and N. Bridges – 21/09/2023 and 28/09/2023

OIDE Wellbeing in Primary Education – J. Harpur and N. Bridges – 29/11/2023

Flourish Webinar – J. Harpur – 20/09/2023

OIDE Junior Cycle RSE – N. Bridges

OIDE Senior Cycle RSE – N. Bridges

## **12. Parental Involvement**

SPHE is a shared responsibility between family and school. The following list sets out the agreement reached by the teachers, the Parents' Association and the Board of Management:

- Copies of the school plan for SPHE are available from the office.
- Key elements of the SPHE plan will be outlined in the school's information booklet given to all families on enrolment.
- The SPHE programme for each level will be outlined, and an information sheet provided, at the class meetings in September. Opportunities for shared involvement between home and school will be explored at this meeting.
- Parents will be made aware of content objectives that deal with 'sensitive' issues and will be asked to discuss these issues with their child prior to the lessons in school.
- When aspects of the SPHE plan (Substance Use, Child Protection, Relationships and Sexuality Education (RSE), Nutrition) are reviewed parent representatives will form part of the review group.

## **13. Community Links**

The school will liaise with the Health Promotion Unit of the local Health Board and other agencies to assist, as appropriate, the school's programme for SPHE.

### **■ Success Criteria**

The success of this plan will be measured using the following criteria:

- Implementation of the SPHE curriculum will be evident in teacher's work.
- Continuity of content and methodology will be evident in teachers' preparation and planning reports.
- On going assessment will show that pupils are acquiring an understanding of concepts taught and an ability to engage with others in a manner appropriate to their age and personality.

### **■ Implementation**

**(a) Roles and Responsibilities:** Class teachers are responsible for the implementation of the SPHE programme for their own classes. The principal has overall responsibility for coordinating SPHE. in the school with the support of the Wellbeing and SPHE co-ordinator.

**(b) Timeframe:** From September 2024 onwards.

## ■ **Review**

Progress made during the school year will be formally reviewed at the end of the year and policy updated on a 2-year basis.

## ■ **Ratification and Communication**

Ratified by the Board of Management on \_\_\_\_\_26<sup>th</sup> March 2019\_\_\_\_\_

Signed: \_\_\_\_\_

## **Appendix 1**

### **Objectives that cover RSE programme**

The following objectives cover the ‘sensitive’ areas in the RSE programme. They will be addressed in classes at each level, year two serving to revise the content objectives covered in year one.

#### **Junior Primary:**

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

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

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

##### ***Strand unit: Safety and protection:***

###### ***Personal Safety***

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

#### **Middle Primary:**

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

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

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

### ***Strand unit: Safety and protection:***

#### ***Personal Safety***

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

### **Senior Primary**

#### ***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.

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

#### ***As I grow, I change.***

- Recognise and discuss how feeling 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.

#### ***Strand unit: Safety and protection:***

#### ***Personal Safety***

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

### **Preparation Class**

#### ***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 disease and explore how disease and infections 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 parent and the emotional and physical maturity required to be a parent.

#### ***Strand unit: Safety and protection:***

#### ***Personal Safety***

- Identify situations and places that may threaten personal safety.



## **Personal care**

### **Learning Outcomes:**

PCF1• Identify the standard names of sexual organs, e.g. using the body board or other appropriate.

visual aids

PCF2• Describe the functions of the sexual parts of the body, e.g. using the body board or other appropriate.

visual aids

PCF3• Recognise the physical and emotional changes which occur in girls and boys during adolescence.

PCF4• Recognise the difference between appropriate and inappropriate ways of expressing feelings.

PCF5• Recognise the difference between a friendship and a more intimate relationship.

### **RSE is completed in strand 3 of the Junior Cycle SPHE short course. The learning outcomes are –**

3.1 reflects on the values, behaviors and skills that help to make, sustain and end relationships respectfully with friends, family and romantic/intimate relationships.

3.2 examine benefits and difficulties experienced by young people in a range of relationships - friendships, family relationships, and romantic/intimate relationships.

3.3 identify signs of healthy, unhealthy and abusive relationships.

3.4 appreciate the importance of setting healthy boundaries in relationships and consider how to show respect for the boundaries of others.

3.5 consider the importance of taking care of their reproductive health.

3.6 appreciate the breadth of what constitutes human sexuality, and how sexual orientation and gender identity are experienced and expressed in diverse ways.

3.7 explore the pressures to become sexually intimate and discuss ways to show respect for people's choices.

3.8 appreciate the importance of seeking, giving and receiving consent in sexual relationships, from the perspective of building caring relationships and from a legal perspective.

3.9 explain the importance of safer sexual activity with reference to methods of contraception and protection against sexually transmitted infections (STIs)

3.10 discuss the influence of popular culture and the online world, particularly the influence of pornography, on young people's understanding, expectations and social norms in relation to sexual expression.

3.11 demonstrate how to access and appraise appropriate and trustworthy advice, support and services related to relationships and sexual health.

## **Senior Cycle Classes – Leaving Certificate Applied**

PP5 and PP6 will complete the LCA Module Social and Health Education which covers RSE in term 3 of each year. These classes will implement the new Senior Cycle RSE curriculum from September 2024 onwards.

## **Appendix 2: Resources**

All Classes – PDST Making the Links, Webwise and PDST online Wellbeing/SPHE Toolkit

### **Junior Primary:**

- Stay Safe
- Be safe.
- Walk Tall – Junior Infants
- RSE – Junior & Senior Infants
- Earthlinks – Junior / Senior / First Class
- Bully awareness pack (school pack)

### **Middle Primary**

- Resource Material for Relationships & Sexuality Education –
  - Junior/Senior infants
  - First/Second Class
- Walk Tall S.P.H.E. Programme for the prevention of substance misuse –
  - Senior infants
  - First Class
- Be Safe: An activity-based resource from the National Safety Council.
- All around me – Senior infants.

- Earthlink: Senior infants/First class.
- 101 Games for self-esteem. Jenny Mosley

### **Senior Primary:**

- Textbooks:
  - 1. Walk Tall – Book 1 & 2.
  - 2. R.S.E. – First & Second class.
  - 3. Stay safe.
  - 4. Earth Link 1, 2.

Stay Safe Programme (First & Second class).

### **Preparation Class:**

- RSE – 1st & 3rd Class.
- Stay Safe.
- Walk Talk Programme
- Earthlink – 3<sup>rd</sup> Class

### **PP1:**

- Relationships and Sexuality teachers book on Social & Personal Health Education for 3<sup>rd</sup> & 4<sup>th</sup> class.
- Busy Bodies
- B4U Decide
- My Wellbeing Journey 1

### **PP2:**

- My Wellbeing Journey 2
- RSE programme 5<sup>th</sup> & 6<sup>th</sup> class.
- Stay Safe
- The Feelings Art book.
- Keep Cool.
- Exploring feelings.
- Webwise
- Lockers

- UP2US
- JCL 2
- PLUs (LIC, PC, PW)
- Wellbeing Indicators
- Busy Bodies
- B4UDecide

### **PP3:**

- Junior Certificate Level 2 Priority Learning Units – Personal Care, living in a Community, Numeracy, Communicating and Literacy, Preparing for Work,
- Personal Care folders
- Stay Safe – 5<sup>th</sup> and 6<sup>th</sup> class.
- My Life – 1<sup>st</sup> Year SPHE – Folens
- Talkabout for Teenagers Developing Social and Emotional Communication Skills – Alex Kelly and Brian Sains
- Talkabout for Children – Alex Kelly and Brian Sains
- Keep Cool – Paula Gale
- Cool Kids – Paula Gale
- PDST – Up2Us Antibullying Kit
- PDST – Webwise Resource
- PDST – My Selfie – Internet safety resource
- B4U Decide
- My Wellbeing Journey book 2/3
- Antibullying pack – middle school developed pack each year
- Educoot – health related booklet, personal care booklet
- Eat Smart, Move More – HSE
- Weaving Wellbeing – Positive Activity Book
- Busy Bodies
- B4Udecide

### **PP4:**

- SPHE 1 (Junior Certificate) Educational Company

- My Wellbeing Journey 3
- Grow Up (Junior Cycle SPHE) Folens
- Healthy Living 1<sup>st</sup> year. Teachers Book N.W.H.B.
- Essentials for living (Junior Certificate Home Economics).
- Healthy Lifestyles 1. SPHE for 1<sup>st</sup> year students. Edel O'Brien.
- B4UDecide
- Busy Bodies

#### **PP5:**

1. Health 7: Developing Awareness of Physical, Social, Emotional and Sexual Health (Prim Ed.).
2. Grow Up: Junior Cycle SPHE (Stephanie Mangan, Folens).
3. Healthy Living: First Year Teacher's Book (Brian McAuley).
4. Resource Materials for Relationships and Sexuality Education – Post Primary Junior Cycle (Department of Education & Skills).
5. Facts about Drug Abuse in Ireland (Dept. of Education & Skills).
6. Healthy Living: First year workbook (Health Service Executive, Northwestern area).
7. Healthy Lifestyles: SPHE activities for Third year students.
8. B4UDecide

#### **VT:**

- Making the Links.
- Grow Up (Folens).
- Learning for Life (G & M).
- Be Safe.
- R & S (Senior Cycle).
- Healthy Times (N.W.H.B.)
- Social Skills Activities (Darlene Mannix).
- Switch Off, Get Active (H.S.E.)
- Earth Links (3, 4 & 5).
- FETAC Food and cookery.
- SPHE Personal Folder.

- Health Book – Prim Ed.