



Queen of the Universe N.S.

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S.P.H.E. POLICY

Title

Social, Personal and Health Education Whole School Plan

Introductory Statement and Rationale

The staff of Queen of the Universe N.S. formulated this school plan for S.P.H.E. in consultation with our B.O.M. and parents

Rationale

S.P.H.E. has been taught in Queen of the Universe N.S. for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education and through our involvement in the Health Promoting Schools Initiative. It has also been taught through integration with other subjects such as Physical Education, Religion, Geography, etc.

Visions and Aims

S.P.H.E. in our school should be a process whereby each child is helped to become a happy, confident individual, with good social and personal skills which help to create and maintain supportive relationships. It should also help the child to become an active and responsible citizen who will make a positive contribution to society.

Aims

The aims of social, personal and health education are:

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

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

- be self-confident and have a positive sense of self-esteem

- develop a sense of personal responsibility and come to understand his/her 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 and understanding of healthy living, an ability to implement healthy behaviour and a willingness to participate in activities that promote and sustain health
- develop a sense of safety and an ability to protect himself/herself from danger and abuse
- make decisions, solve problems and take appropriate actions in various personal, social and health contexts
- become aware of, and be discerning about, the various influences on choices and decisions
- begin to identify, review and evaluate the values and attitudes that are held by individuals and society and to recognise that these affect thoughts and actions
- respect the environment and develop a sense of responsibility for its long-term care
- develop some of the skills and abilities necessary for participating fully in groups and in society
- become aware of some of the individual and community rights and responsibilities that come from living in a democracy
- begin to understand the concepts of personal, local, national ,European and global identity
- appreciate and respect the diversity that exists in society and the positive contributions of various cultural, religious and social groups
- promote the values of a just and caring society in an age-appropriate manner and understand the importance of seeking truth and peace

Resources

Walk Tall Programme, Stay Safe Programme, Relationships and Sexuality, Be Safe, Fun Friends, Bí Folláin, Action for Life, Stop Think Do, Grow In Love religion programme, Food Dudes, Resource materials published by the Dept of Education and Science, Home/School/Community Links

We at Queen of the Universe N.S. promote dialogue between Management, Staff and Parents by organising

- Parent/Teacher meetings
- Production of School Newsletter
- Discussing issues with Parents, Council/Board of Management
- Written communication between home and school (ensuring clarity of learning)

Content of Plan

Curriculum

1. Strand and Strand Units

The curriculum is delineated at four levels – Infant Classes, 1st and 2nd Classes, 3rd and 4th Classes, 5th and 6th Classes – and is divided into three strands: Myself, Myself and Others, Myself and the Wider World Each of these three strands is further subdivided into a number of strand units or topic areas that contain particular objectives.

Queen of the Universe N.S. will teach aspects of all three strand units each year and strand units will be chosen in such a way that the child will receive a comprehensive programme in S.P.H.E. over a two year period. We have created this timetable to reflect this approach.

2. Contexts for S.P.H.E.

S.P.H.E. will be taught through a combination of the following three contexts:

2.1 Positive School Climate and Atmosphere:

Queen of the Universe N.S. 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

2.2 Discrete time for S.P.H.E.

S.P.H.E. is allocated ½ hour per week in each teacher's timetable in Queen of the Universe N.S. however teachers may allocate 1 hour per fortnight to allow for more indepth exploration of a strand unit.

2.3 Integration with other subject areas and linkage within S.P.H.E.

Teachers will endeavour to adopt a thematic approach to S.P.H.E. by integrating it with other subject areas such as Geography, History, Religion, Visual Arts, Physical Education, etc

3. Approaches and Methodologies:

Active learning is the principle learning and teaching approach. Therefore we will adopt the following strategies

- Co-operative games
- Drama activities
- Talk and discussion
- Written activities
- The media and information and communication technologies
- Use of pictures and photographs
- Looking at children's work

4. Assessment:

Queen of the Universe N.S. uses the following for assessment in S.P.H.E.

- Teacher observation
- Teacher designed tasks and tests
- Portfolios

5. Children with different needs:

Teachers will endeavour to adapt and modify activities and methodologies in S.P.H.E. to encourage participation by children with special needs. The Learning Support and Resource teachers will

supplement the work of class teachers where necessary. Queen of the Universe N.S. will liaise with trained professionals/appropriate agencies when dealing with sensitive issues such as bereavement and loss to ensure the children are fully supported.

6. Equality of Participation and Access:

Queen of the Universe N.S. recognises and values diversity, and believes all children are entitled to access the services, facilities and amenities that are available in the school environment. Ours is a mixed school and we endeavour to challenge traditional stereotypes and ensure equal opportunities are given to boys and girls to participate in discussion, debate, presentation, etc. Queen of the Universe N.S. is under Roman Catholic school management, and we endeavour to provide for children with disabilities, families with learning difficulties, members of the travelling community and children who are learning English as a second language.

Organisation:

7. Policies and Programmes that support S.P.H.E.

7.1 Policies/programmes

- Code of Behaviour
- Enrolment Policy
- Health and Safety Policy
- Anti-bullying Policy
- Healthy Eating Policy
- R.S.E. Policy

7.2 Substance Misuse Policy

The programme set out in the Walk Tall Programme is followed in each class.

7.3 Relationships and Sexuality Education

The Walk Tall Programme and Relationship and Sexuality Programme are followed in each class with supplementary materials from the Dept of Education and Science (see Resources)

7.4 Stay Safe Programme

The Stay Safe Programme is taught in all classes every year

7.5 Child Protection

The Dept. of Education and Science has issued guidelines and procedures for all schools in relation to Child Protection and Welfare. These guidelines promote the welfare of all children. The Board of Management of Queen of the Universe N.S. has adopted these guidelines as school policy. All teachers have done the recommended course in this area and know that they are mandated and obliged to report any disclosures and concerns. Consequently if there is a matter of concern in relation to the abuse or neglect of children we are obliged to report this to Tusla who will assess the case and provide the necessary support for the child concerned. (See policy)

7.6 Health Education Programme

The Health Education Programme which incorporates a school Healthy Eating Policy is taught in each class.

8. Homework

S.P.H.E. homework, if prescribed in S.P.H.E., will reflect the active learning approach and will reinforce information already taught in class.

9. Resources

See list

9.1 Guest Speakers:

When a guest speaker addresses the children in S.P.H.E., the class teacher will remain in the classroom and the speaker will be made aware of this school plan and attached policies.

10. Individual Teachers' Planning and Reporting

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

11. Staff Development

Staff have completed TUSLA and Department of Education Child Protection Courses and all teachers are mandated to report any child protection concerns to the DLP and to TUSLA. Non teaching staff members must report child protection concerns to the DLP (Mr. Cathal Cole). Teachers are encouraged to attend new S.P.H.E courses and will share information and skills with other members of staff during staff meetings.

12. Parental Involvement

Parental involvement is considered an integral part to effectively implementing S.P.H.E. and is a shared responsibility. This plan and the curriculum documents are available for parents to inform themselves about the S.P.H.E. programme. Letter will also be sent home at the beginning of the RSE programme to allow parents to discuss the topic with their children.

13. Community Links

Queen of the Universe N.S. believe that the local community has a very important role to play in supporting the programme in S.P.H.E. and endeavour to liaise with members such as the Fire Service, Gardaí, Vet, Health Nurse, Dental Hygienist, etc

Success Criteria

The success of this plan will be evaluated through teacher 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

Queen of the Universe N.S. believes that the school community must be involved to successfully implement S.P.H.E. Therefore the teaching staff will implement this plan with the support of the Board of Management, parents and the local community.

Review

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the S.P.H.E. curriculum in the school.

This plan will be reviewed every two years

Ratification and Communication

The Board of Management of Queen of the Universe N.S. has ratified this plan.

It is available to parents to view at the school.

Signed _____ Chairperson

Date _____

Content

Junior and Senior Infants

Strands	Strand Units Year 1 (Junior Infants)	Strand Units Year 2 (Senior Infants)
Myself	Self-Identity: Self-awareness	Self-Identity: Developing of self-confidence Making decisions
	Taking care of my body Knowing my body	Taking care of my body Food and nutrition
	Growing and changing As I grow I change New life	Growing and changing New life Feelings and emotions
	Safety and protection Personal safety Be Safe – fire, water, farm Safe Safe Programme	Safety and protection Personal safety Safety issues Be Safe – fire, water, farm Stay Safe Programme
Myself and others	Myself and my family	My friends and other people
	Relating to others	Relating to others
Myself and the wider world	Developing citizenship My school community Environmental care	Developing citizenship Living in the local community Environmental care
	Media education	Media education

First and Second Class

Strands	Strand Units Year 1 (1st Class)	Strand Units Year 2 (2nd Class)
Myself	Self-Identity: Myself Self-Confidence Making decisions	Self-Identity Walk Tall Programme Year 2
	Taking care of my body: Knowing about my body Food and nutrition	Growing and changing Physical, emotional, social and spiritual factors that promote growth
	Safety and Protection: Stay Safe Programme Be Safe – fire, water, farm	Safety and Protection: Stay Safe Programme Be Safe – fire, water, farm
Myself and Others	Myself and my family Identify and talk about those who live at home and recognise that homes and families can vary Recognise his/her role or place in the family	My friends and other people -qualities of friends, how friends influence you, treating friends well
	Relating to others – Communication	Relating to others – Communication
Myself and the wider world	Developing citizenship My school community Environmental care	Developing citizenship Living in the local community Environmental care
		Media Education – print, radio, internet, TV -advertising impact

Third and Fourth Class

Strands	Strand Units Year 1 (3rd Class)	Strand Units Year 2 (4th Class)
Myself	Self-Identity	Growing and Changing
	Taking care of my body	Making decisions
	Safety and protection Stay Safe Programme	Safety and protection Stay Safe Programme
Myself and Others	Myself and my family	My friends and other people
		Relating to others
Myself and the wider world	Developing citizenship	Media education

Fifth and Sixth Class

Strands	Strand Units Year 1 (5th Class)	Strand Units Year 2 (6th Class)
Myself	Self-Identity	Growing and Changing Visiting speaker
	Safety and protection Stay Safe Programme	Safety and protection Stay Safe Programme
	Taking care of my body	Making decisions
Myself and Others	Myself and my family	My friends and other people
	Relating to others	
Myself and the wider world	Developing citizenship	Media education