S.P.H.E.

This plan was updated by the staff of Galbally NS following

In school meeting on S.P.H.E. on 24/10/16. We wish to be ready to fully implement the Aims and Objectives of the Revised Curriculum in this area immediately.

# VISION

* S.P.H.E. should enable our children to live a happy fulfilled life as a child and be enabled to cope with potential problems later on in the medium and longer term.
* It should develop in the children a sense of personal responsibility for their health.
* It should foster the personal development, health and well being of the child and help him/her create and maintain supportive relationships.
* It should help the child acquire communication skills, to show respect and consideration for others and to develop a framework of values and attitudes, which will inform their thoughts now and in the future.
* Finally it should make the child feel valued and know his/her opinion count and that they will understand the idea of Community based on shared sense of responsibility.

# **Aims and Objectives**

# 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 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

# Objectives

*The objectives of social, personal and health education 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 processes 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 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 discerning about, the various influences on choices and decisions
* Begins 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.

It is an intention annually to seek parental approval for the more sensitive aspects of the subject that we already are required to do. We will constantly review how

* Children voice their concerns
* How children feel as to whether they are being listened to
* How effective our methods of staff communication are.
* How parents are made welcome and how their fears/worries are listened to
* How visitors are invited and made to feel welcome
* How the atmosphere of the school is relaxed calm, happy and conducive to learning in all that that implies.

## Content

**Year 1 Year 2**

|  |  |  |
| --- | --- | --- |
| STRANDS | STRAND UNITS 2019 - 2020 | STRAND UNITS 2020 - 2021 |
| Myself | Self Indentity |  |
|  | **2019 - 2020**  Taking Care of My Body | **2020 - 2021**  Growing and Changing |
|  | Safety and Protection | 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 |
| \*\*The Stay Safe Programme will be covered in full each year.\*\* | | |

Where there is a split in classes the following will apply:-

* 5th class will come together with 6th class only for growing and changing (except for some aspects)
* 4th & 5th teacher will cover 4th class programme.
* 3rd class teacher covers 3rd class programme with 2nd and 3rd class.
* Seniors and 1st class teacher will cover 1st class programme.
* Infant teacher will cover senior infant programme.

Growing and Changing will be integrated with Religion except when classes split for “changing bodies”. Many of the topics will be covered with SEN pupils where necessary.

# Methodologies

Active Learning strategies will be used wherever and whenever possible i.e.

drama activities, role play, co-operative games, discussion based on pictures, photographs and visual images, discussion, written activities, I.T. activities

* Artwork
* Mind
* Circle Time
* Debating
* Questionnaires
* Group Projects

### Statements

In Galbally N.S. we will develop further the work that is ongoing with a number of years namely

* Sammy Stamp Savings Scheme
* Environmental Projects
* Fundraising for ‘Shoe Box Appeal’
* Fundraising for Trócaire
* Liasing with Tidy Towns Committee as to ways children and the school community can help their work
* Healthy Lunch Policy i.e. No Fizzy drinks, Taytos and Gum.
* Visitors to talk on substance abuse
* Visitors to talk on Role of Police
* Visitors to talk on Fire-brigade
* Visitors from different sports activities
* Visitors will be invited to speak on internet usage
* Integration with Religion
* Integration with I.T. and E Pals
* Care will be taken to ensure that individual children with special needs feel included as far as possible and children who are assigned S.N.A.’s will be accompanied by them at library time, sports time and any other times when they may be at risk.
* Farm and Water Safety videos will be shown annually before Summer holidays
* Dental Hygienist will visit regularly
* Sporting activities will be inclusive of all children regardless of abilities and family circumstance.
* We do the life saving aspects of the aquatics in all classes and 3rd & 4th will go to swimming classes in Term 3.

#### Home School Community links

At Galbally N.S. we welcome guest speakers from the wider Community. Therefore we will continue to encourage visits from:-

* P.E. Coaches
* Environmental experts
* Local Gardaí
* Fire Officers
* Dental Hygienists
* Health Board Nurses/Speakers

#### Links to other relevant policies

* This policy will be linked to all relevant policies in the school including the Child Protection Procedures for Primary and Post-Primary Schools 2017.

#### Evaluation of Plan

Evaluation of Plan will be continuous and ongoing at staff meetings and more frequently if they need arises.

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CHAIRPERSON DATE

BOARD OF MANAGEMENT

#### Assessment

##### Teacher observation

Teacher observation is a particularly suitable and effective technique for assessing this area of the curriculum. It takes place while children are engaged in various activities and/or during the everyday interactions in the class or school. Teachers have always been observing children in the class or school. Teachers have always been observing children in school as part of their daily work and in recording some of the observations. Focusing on specific aspects of SPHE can enhance their usefulness in the learning and teaching cycle in the class.

###### Teacher observation might focus on

* The ability of the child to co-operate and work independently, in pairs, in groups and whole class situations.
* 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, for example shyness, leadership ability, level of self-confidence, the tendency to be anxious, sense of fair play, assertiveness, aggression, readiness 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.

