



**Whole School Plan for**

**SPHE**

# Social, Personal and Health Education

## ■ Title

**Social, Personal and Health Education Whole School Plan**

## ■ Introductory Statement and Rationale

### (a) Introductory Statement

The staff of Headfort School formulated this school plan for SPHE, in consultation with our Board 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. It was drafted during a meeting of SPHE teachers, the Headmaster (DLP – Neville Wilkinson) and the Director of Studies (DDL – Mary Kelly & Tracey Maree) and brought to the attention of the Board and Parents.

### (b) Rationale

Aspects of SPHE have been taught in Headfort School for many years through various programmes and initiatives such as Stay Safe, Walk Tall and Relationships and Sexuality Education. It has also been taught through integration with other subject areas such as Physical Education, Religion, Geography, etc. However, we wish to formalise our teaching of SPHE and plan for it on a whole school basis.

## ■ Vision and Aims

### (a) Vision:

Headfort School SPHE teachers aim to develop in each pupil a strong sense of responsibility for his/her own behaviour and actions. SPHE classes promote self-awareness and understanding by helping the pupils to name and manage their feelings, to recognise and appreciate individual abilities and to learn to cope with change of various kinds.

### (b) Aims:

The children of Headfort 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

## Content of Plan

### Curriculum:

#### 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 a number of strand units or topic areas that contain particular objectives.

Headfort 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. Headfort School have created this timetable to reflect this approach:

Strand	Strand Units (Year 1)	Strand Units (Year 2)
<b>Myself</b>	<i>Self-identity (Sept.–Oct.)</i>	<i>Safety and Protection (Jan-Feb)-Stay Safe</i>
	<i>Taking care of my body(Jan-Feb)</i>	<i>Making Decisions (March-April)</i> <i>*This strand unit is for third to sixth only. Infants to second complete the Safety Issues section of Safety and Protection</i>
	<i>Growing and Changing (Mar-April)</i>	
<b>Myself and others</b>	<i>Myself and My Family (Nov.-Dec.)</i>	<i>My friends and other people (May-June)</i>
		<i>Relating to others (Sept-Oct.)</i>
<b>Myself and the wider world</b>	<i>Developing Citizenship (May-June)</i>	<i>Media Education (Nov-Dec.)</i>

#### 2 **Contexts for SPHE:**

SPHE will be taught in Headfort School through a combination of the following contexts:

### **1. Positive School Climate and Atmosphere**

Headfort School 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 ½ hour per week for each Form in Headfort School.

### **3. Integration with other subject areas and Linkage within SPHE**

Teachers will endeavour to 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 Wellbeing Week, Friendship Week, Agri-Awareness, Healthy Heart Week etc. will also be explored.

### **3 Approaches and Methodologies:**

Headfort 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

### **4 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.

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

- *Teacher observation*
- *Teacher-designed tasks and tests*
- *Portfolios and projects*

Each teacher will keep an SPHE folder and this will be used to assess a child's progress in SPHE. Each year the child will be given a teacher-designed task or test related to the strand units taught, and the folder will be added to cumulatively during the child's schooling.

**5 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. Headfort School 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.

**6 Equality of Participation and Access:**

Headfort School recognises and values diversity, and believes all children are entitled to access the services, facilities, or amenities that are available in the school environment. Ours is a mixed sex school and we endeavour to challenge traditional stereotypes and ensure that equal opportunities are given to boys and girls to participate in discussion, debate, presentation, etc. Headfort School is under Non-Denominational school management, and we endeavour to provide for Members of Travelling community, Families with literacy difficulties, Children who are learning English as a second language

**Organisation:**

**7 Policies and Programmes that support SPHE:**

<b>Policies</b>
<ul style="list-style-type: none"><li>• Child Protection</li><li>• Anti-Bullying</li><li>• Relationships and Sexuality Education</li><li>• Substance Use</li><li>• Code of Behaviour</li><li>• Enrolment</li><li>• Health and Safety</li><li>• Healthy Eating</li><li>• Internet Acceptable Useage</li></ul>

<b>Programmes</b>
<ul style="list-style-type: none"><li>• Health Promoting Schools</li><li>• Food Dudes</li><li>• Green Flag</li></ul>

**8 Homework:**

SPHE homework, takes place during class and reflects the active learning approach and reinforces information already taught during class.

**9 Resources:**

- SPHE Curriculum & SPHE Teacher Guidelines
- Stay Safe
- Walk Tall
- Making the Links
- Accord RSE programme

**9.1 Programmes and Other Materials:**

Books for Pupil	Books for Teacher	Audio / Visual	Posters	Media & ICT
	RSE Manuals Walk Tall Stay Safe Making the Links	Busy Bodies Food Dudes	Various posters throughout the school	

**9.2 Guest Speakers:**

When a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom and make the speaker aware of this school plan and attached policies.

**10 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.

**11 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*

DLP and DDLP are to attend SPHE related courses and will share information/skills acquired at these courses with other members of staff during staff meetings.

**12 Parental Involvement:**

Parental involvement is considered an integral part to effectively implementing SPHE as Headfort School 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 invited to various talks by guest speakers throughout the year.

**13 Community Links:**

Headfort 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.

■ **Success Criteria**

The success of this plan will be evaluated through SPHE 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:**

Headfort 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, Parents and the Headfort Community.

**(b) Timeframe:**

The plan will be implemented by 25<sup>th</sup> October 2018.

■ **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. The DDLP is responsible for co-ordinating this review. Those involved in the review will include:

- Headmaster, Neville Wilkinson (DLP)*
- Director of Studies, Mary Kelly (DDLDP)*
- Director of Studies, Junior School, Tracey Maree (DDLDP)*
- Denise Svensson (DDLDP)*
- Rosemarie Shields (SPHE teacher)*
- Mark Archer (SPHE teacher)*
- Geraldine Colley (SPHE teacher)*
- Javier Sepulveda (SPHE teacher)*

**(b) Timeframe:**

This plan will be reviewed in October each year.

■ **Ratification and Communication**

The Board of Headfort School ratified this plan on 25<sup>th</sup> October 2018

Signed \_\_\_\_\_

Date \_\_\_\_\_

This plan is available to view at the school by the parents on request.