



## **Ballymore National School**

Ballymore, Dunfanaghy,  
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**Under the Patronage of the Church of Ireland Bishop of Derry  
and Raphoe.**

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# **Social, Personal and Health Education Policy**

## **Introductory Statement**

The staff of Ballymore National School formulated this school plan on SPHE, in consultation with our Board of Management and our Parents, as we believe that SPHE is a shared responsibility and their contributions and involvements will be essential to the effective implementation of the SPHE programme in the school. This plan was drafted during an in-school planning day and brought to the attention of the Board of Management and Parents.

## **Rationale**

Aspects of SPHE have been taught in Ballymore National School 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 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**

The Church of Ireland ethos of Ballymore National School prioritises the creation of a school climate of love, trust, respect and tolerance, which recognises the need for the cooperation and involvement of the whole school community, to establish our school as a centre of excellence in the provision of educational opportunities for each pupil. This SPHE Plan is child centred to: foster and enable each pupil to develop a positive sense of self-esteem, enhance their social communication skills and acquire necessary knowledge and ability to lead healthy and well balanced lives as responsible citizens.

## **Aims**

The children of Ballymore National 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 of 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 split into 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.

Ballymore National 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. This is to accommodate multigrade teaching

and learning. Ballymore National School have created this timetable to reflect this approach:

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

### Contexts for SPHE

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

#### Positive School Climate and Atmosphere

Ballymore National 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

### **Discrete time for SPHE**

SPHE is allocated  $\frac{1}{2}$  hour per week on each teacher's timetable in Ballymore National School. However teachers may allocate 1 hour per fortnight to allow for more in depth exploration of a strand unit.

### **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 Healthy Eating Week, Friendship Week, Agri-Awareness, Sleep Week etc. will also be explored.

### **Approaches and Methodologies**

Ballymore National 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

### **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.

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

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

Each child will keep an SPHE copybook (in the junior room SPHE activities are completed in the children's school writing copybook) and this will be used to assess a child's progress in SPHE.

### **Children with Different Needs**

Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by children with additional needs. The learning support and resource teachers will supplement the work of the class teachers where necessary. Ballymore National 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.

### **Equality of Participation and Access:**

Ballymore National 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.

### **Organisation:**

| <b>Policies</b>                       |
|---------------------------------------|
| Child Protection                      |
| Anti-Bullying                         |
| Relationships and Sexuality Education |
| Substance Use                         |
| Code of Behaviour                     |
| Enrolment                             |
| Health and Safety                     |
| Healthy Eating                        |
| Internet Acceptable Usage             |

| <b>Programmes</b>  |
|--------------------|
| Active School Flag |
| RSA                |
| PAWS               |

## Homework

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

## Resources

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

## Programmes and Other Materials

| Books for Pupil | Books for Teacher   | Audio/Visual | Posters                                | Media & ICT |
|-----------------|---|--------------|--|-------------|
| Busy Bodies     | RSE Manuals<br>Walk Tall<br>Stay Safe<br>Bi Folláin<br>Making the Links | Food Dudes   | Various posters throughout the school. |             |

## 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.

## Individual Teachers' Planning and Reporting:

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

## 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.

## Parental Involvement

Ballymore National School is considered an integral part of effectively implementing SPHE as Ballymore National School believe that SPHE is a shared responsibility. This plan and the curriculum document are available to inform them of the programme for SPHE.

## Community Links

Ballymore National 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

Success of this plan will be evaluated through teacher's planning and preparation and if the producers 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:

Ballymore National 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 the Local Community.

## Review

### 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.

Those involved in the review will include: Teachers, Pupils, Board of Management, Department of Education and others.

Signed: W. George Iewm  
Chairperson

Date: 23/01/2020

Signed: Cait Ni-Chuircáin  
Principal

Date: 23/1/2020



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## **RELATIONSHIPS AND SEXUALITY EDUCATION POLICY**

### Rationale:

This Policy will reflect the core values and ethos of our school. It will be a written statement of the aims of the S.P.H.E. programme, its organisation within the school and how the programme will be delivered. As parents are considered to be the primary educators of their children the staff plays a supporting role to that of parents/guardians in delivering the S.P.H.E. Curriculum.

### Characteristic Spirit of the School:

Ballymore National School endeavours to enable the child to develop spiritually, intellectually, physically, emotionally and socially. Great emphasis is placed upon our school ethos, which reflects the values of a safe happy learning environment, self respect, respect for others, self-discipline, caring for others and love of God. We attend to special education needs, we emphasise different forms of intelligence and we promote a respect for children of other denominations.



Guidelines for the management/organisation of RSE in Ballymore National School.

R.S.E. will be taught throughout our primary school from infants to sixth class. The extent to which the content is delivered will be appropriate to the emotional and intellectual maturity of the children.

Rights and Responsibilities:

- Parents will be made aware of the content of lessons involving sensitive issues being taught in senior classes
- Parents/guardians have the right to withdraw their child/children from sensitive issues of the R.S.E. programme should they prefer to address these issues at home.
- Prior consent of parents will always be sought in the event of an outside speaker delivering any part of the R.S.E. programme
- The teacher will respect the child's right to privacy at all times. It is equally important that the teacher shares this right and will not feel obliged to impart information about his/her personal life.
- Sensitive issues will be dealt with in accordance with the ethos of the school and in an age/gender appropriate manner.
- Should a teacher not wish to teach the programme or any specific area of it this will be facilitated. The principal will make alternative arrangements.

Ratified: \_\_\_\_\_

Next Review Date:

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

Chairperson.

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

Principal.