



Social, Personal, Health Education

Social, Personal and Health Education. (SPHE) as part of the curriculum in our school, aims to support the personal development, health and well-being of the individual child. It aims to help them create and maintain supportive relationships and become active and responsible citizens in society. The children will learn significantly through experiencing a positive school climate and atmosphere where all can develop self-esteem, self-worth, self-confidence and to also feel a sense of belonging to the school community. The SPHE curriculum also aims to develop confidence within each child to deal with the opportunities and challenges that present themselves in everyday life.

This policy was developed in 2004 by the two teachers in Lisnafunchin National School, following SPHE in-service training. It was reviewed in the school year 2010-2011. It was further reviewed and developed in 2017 to take into account work done as part of the School Self-Evaluation and School Improvement Plan.

Mrs Histon has attended courses in the delivery of the FRIENDS FOR LIFE – Emotional Awareness and Resilience Building programme for 1st to 6th Class pupils and the FUN FRIENDS version for Infants. The programmes are an integral part of the SPHE programme in our school. This programme is delivered in 8 to 12 * 45 minute sessions bi-annually for 1st to 6th Class and Junior/Sen Infants, on alternate years.

The school is interested in developing a Mindfulness programme for our pupils.

The revised STAY SAFE programme is being used from 2016-2017 school year onwards, following CPD in-service for our teachers. The full STAY SAFE programme will be delivered to the pupils every year.

The revised Walk Tall and the dept of Education RSE resources will assist in the delivery of the SPHE curriculum.

Aims and Objectives

The aims of Social Personal and Health Education in Lisnafunchin N.S. are:

To promote the personal development and well-being of the child

To foster in the child a sense of care and respect for herself/himself 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.

To assist children to succeed in their early schooling and will support them in becoming emotionally and socially competent in their interactions with peers teachers and family.

Broad Objectives

When due account has been taken of basic abilities and varying circumstances, the SPHE curriculum should enable the child to:

To assist children in developing life skills to effectively cope with difficult and/or anxiety provoking situations.

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

Develop a sense of personal responsibility and come to understand her/his 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 herself/himself 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

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.

SPHE Curriculum Content*

*See document in School Policy file which outlines how the content will be covered over a two year cycle.

Infant Classes:

Strands

Strand Units

Myself	Self-identity: <ul style="list-style-type: none">• Self-awareness• Developing self-confidence• Making Decisions
	Taking care of my body: <ul style="list-style-type: none">• Knowing about my body• Food and Nutrition
	Growing and Changing <ul style="list-style-type: none">• As I grow I change• New life• Feelings and emotions
	Safety and Protection <ul style="list-style-type: none">• Personal safety• Safety Issues
2. Myself and others	<ul style="list-style-type: none">• Myself and my family• My friends and other people• Relating to others
3. Myself and the wider world	Developing Citizenship <ul style="list-style-type: none">• My school community• Media education• Living in the local community• Environmental care

1st and 2nd Classes

Strands	Strand Units
1. Myself	Self-identity: <ul style="list-style-type: none"> • Self-awareness • Developing self-confidence • Making Decisions
	Taking care of my body <ul style="list-style-type: none"> • Knowing about my body • Food and nutrition
	Growing and Changing <ul style="list-style-type: none"> • As I grow I change • New life • Feelings and emotions
	Safety and Protection <ul style="list-style-type: none"> • Personal safety • Safety Issues
2. Myself and others	<ul style="list-style-type: none"> • Myself and my family • My friends and other people • Relating to others
3. Myself and the wider world	Developing Citizenship <ul style="list-style-type: none"> • My school community • Living in the local community • Environmental care • Media education

3rd and 4th Classes:

Strands	Strand Units
1. Myself	Self-identity: <ul style="list-style-type: none">• Self-awareness• Developing self-confidence
	Taking care of my body: <ul style="list-style-type: none">• Health and well-being• Knowing about my body• Food and nutrition
	Growing and Changing <ul style="list-style-type: none">• As I grow I change• New life• Feelings and emotions
	Safe and Protection <ul style="list-style-type: none">• Personal safety• Safety issues
	Making Decisions
2. Myself and others	<ul style="list-style-type: none">• Myself and my family• My friends and other people• Relating to others• Communicating
3. Myself and the wider world	Developing Citizenship <ul style="list-style-type: none">• My school! community• Environmental care• Media Education

5th and 6th Class:

Strands	Strand Units
1. Myself	Self-identity: <ul style="list-style-type: none"> • Self-awareness • Developing self-confidence
	Taking care of my body : <ul style="list-style-type: none"> • Health and well-being • Knowing about my body • Food and nutrition
	Growing and Changing As I grow I change Birth and New Life Feelings and Emotions
	Safety Issues <ul style="list-style-type: none"> • Personal safety • Safety issues
	Making Decisions
2. Myself and others	My friends and other people Making Decisions Myself and my family Relating to others <ul style="list-style-type: none"> • Communicating • Resolving Conflict
3. Myself and the wider world	Developing Citizenship <ul style="list-style-type: none"> • Living in the local community • National, European and wider communities • Environmental care • Media education

Methodologies

A defining feature of the SPHE curriculum is that it accords equal importance to what the child learns and to the process by which he or she learns it. While some of the objectives of the curriculum can be achieved through direct teaching, the emphasis in SPHE is on active learning. Consequently the six central methodologies used in the teaching of SPHE in our school are:

Talk and discussion

Active learning

Collaborative learning

Problem solving

Skills through content

Use of the local environment

We also are mindful to incorporate the principles of early learning and development as outlined in the Aistear curriculum framework.

Each child is engaged in the learning process through the use of the following:

Information and Communication Technology

Drama

Cooperative Games

Use of Pictures Images Photographs

Discussion

Written Activities

Stories

Music

Differing Needs

We are aware that each individual child in our school has differing needs. SPHE promotes interpersonal development by helping each child to recognise, understand and accept themselves as unique individuals who feel valued and loved. It provides particular opportunities to nurture self-worth and self-confidence, helping each child to set and assess his/her own goals and to be able to manage his/her own behaviour. SPHE enables the child to build a sense of self-efficacy, which, in turn, can increase his/her sense of personal control, promote self-awareness and enable self-directed learning. The SPHE programme also aims to contribute to the development of personal attributes and skills, such as learning how to manage feelings, how to resolve conflicts and how to cope with new and demanding situations.

Aistear

Children of a young age learn best through active and hands on materials; discovery and self-exploration are central to this method. It is beneficial to the children, to establish social norms through experience and interacting with their peers and adults. The Aistear play methodology and play hour encourages children to use and develop problem solving and social skills. As a result the emphasis is placed on the holistic development of the child.

Internet Safety

We regularly organise parent information nights and pupil information days facilitated by an outside speaker to promote internet safety awareness. Webwise the national internet safety programme is utilised in the senior classroom also.

Linkage and Integration

Many of the incidental happenings in school life have an SPHE perspective. However, while the school climate and atmosphere is a key context for learning, SPHE also takes place through discrete time and an integrated approach across relevant subject areas. These subject areas include Geography and Science within Social, Environmental and Scientific Education (SESE), Physical Education, Maths, Drama, Visual Arts and Language. Periodically, national campaigns for example Mental Health week and Internet Safety Day are incorporated into the teaching of SPHE.

Time

Through participating in the SPHE programme each child will encounter a wide range of issues through a variety of learning experiences. They will learn through exploring aspects of the curriculum through relevant subject areas (in a cross-curricular way), the Aistear approach and in the discrete time provided on the timetable. The time allocated specifically for teaching some elements of the SPHE programme will be thirty minutes each week, or one hour per fortnight.

Assessment

Many of the benefits of SPHE do not emerge or are not evident until long after the child has left primary school. However, we are aware that assessment is as essential to SPHE as it is to any other subject area. A variety of techniques are used in assessing SPHE in order to take account of the styles of learning and the range of intelligences that are evident in the classroom and to genuinely reflect the children's progress. These techniques include:

Teacher observation

Teacher-designed tasks and tests

Portfolios and projects

Much of the assessment in SPHE will occur in everyday teaching and learning in the classroom and while children are at play. This will be an informal type of assessment that is non-intrusive and non-threatening to the child.

Resources

A number of resources are used in the teaching of SPHE. The main teaching resource for the discrete lessons are:

Social, Personal, Health Education/RSE teachers manuals from the Dept. of Education

STAY SAFE programme

Walk Tall programme

FRIENDS FOR LIFE and FUN FRIENDS – Emotional Awareness and Resilience Building programme.

Mindfulness for 3rd to 6th Class.

Action for Life


Trocaire resources

Aistear Framework in the Junior Classroom

Home/School/Community Links

SPHE is a shared responsibility and the involvement of parents is essential for its effectiveness. We aim to create links between the school, the home and the community by:
giving children worksheets to take home and to discuss with their parents
by keeping parents informed about what is being taught in SPHE
by inviting health professionals, when appropriate, into the school to talk to the children.

See also Relationships and Sexual Education policy.

Signed:  **on behalf of the board of Management**

Date: 27/09/2018

Date of Review : 2022

Strands/Strand Units Year 1

Strand	Strand Unit	Lessons
Myself	Self-identity	Self awareness
		Developing self-confidence
	Taking care of my body	Health and wellbeing
		Knowing about my body
		Food and nutrition
	Growing and changing	As I grow I change
		Birth and new life
		Feelings and emotions
	Safety and protection	Personal safety
		Safety issues
	Making decisions	
Myself and Others	Myself and my family	
	My friends and other people	
	Relating to others	Communicating
		Resolving conflict
Myself and the Wider World	Developing citizenship	Living in the local community
		National, European and wider communities
		Environmental care

Strands/Strand Units Year 2

Strand	Strand Unit	Lessons
Myself	Self-identity	Self awareness
		Developing self-confidence
		Making decisions
	Taking care of my body	Knowing about my body
		Food and nutrition
	Growing and changing	As I grow I change
		New life
		Feelings and emotions
	Safety and protection	Personal safety
		Safety issues
Myself and Others	Myself and my family	
	My friends and other people	
	Relating to others	
Myself and the Wider World	Developing citizenship	My school community
		Living in the local community
		Environmental care
	Media education	