**SPHE- Social, Personal and Health Education**

**Introduction:** Following a staff meeting in September 2010 it was decided to redraft the school plan for SPHE.  Its purpose is to guide the teachers in adopting a consistent and coherent approach to the teaching and learning of SPHE in our school. It is intended to guide teachers in their individual planning for SPHE to ensure appropriate coverage of all aspects of the curriculum from Infants to Sixth Class.

The programme also encourages children to be aware of their rights as individual while at the same time accepting responsibility for their actions as members of the school and the wider community. Parents have the primary role in the social, personal and health education of their children so their involvement in the redrafting of this plan is encouraged.

**Aims:**
1. To promote the personal development and well being of the child.
2. To foster in the child a sense of care and respect for himself and others.
3. To promote the health of the child and provide a foundation for healthy living.
4. To enable the child to make informed decisions and choices.
5. To develop in the child a sense of social responsibility and an appreciation of democracy.
6. To enable the child to respect human diversity and to appreciate the interdependent nature of the world.

**Objectives**:
Our main objectives are to 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 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.
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 responsibility 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.

**Content:**

**Infants, 1st and 2nd classes:**

| *Strands* | *Strand units* |
| --- | --- |
| **Myself** | * Self-identity*Self-awarenessDeveloping self-confidenceMaking decisions*
* Taking care of my body*Knowing about my bodyFood and nutrition*
* Growing and changing*As I grow I changeNew lifeFeelings and emotions*
* Safety and protection*Personal safetySafety 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 communityLiving in the local communityEnvironmental care*
* Media education
 |

**3rd,4th,5th and 6th classes:**

| *Strands* | *Strand Units* |
| --- | --- |
| **Myself** | * Self-identity*Self-awarenessDeveloping self-confidence*
* Taking care of my body*Health and well-beingKnowing about my bodyFood and nutrition*
* Growing and changing*As I grow I changeNew life* ***(birth and new life 5th and 6th)****Feelings and emotions*
* Safety and protection*Personal safetySafety issues*
* Making decisions
 |
| **Myself and others** | * Myself and my family
* My friends and other people
* Relating to others*CommunicatingResolving conflict*
 |
| **Myself and the wider world** | * Developing citizenship*Living in the local communityNational, European and wider communitiesEnvironmental care*
* Media education
 |

**Methodologies:**

The following methodologies will be used in the teaching of SPHE;

Talk and Discussion, Active Learning, Collaborative Learning, Problem Solving, Skills Through Content, Using The Environment, Pictures, Photos and Visual Imagery, Drama Activities, Cooperative Games, Circle Time and Use of ICT.

**Differentiation:**

Teachers will use some or all of the following strategies to enable pupils with diverse learning characteristics to participate in the SPHE programme;

Grouping, Support, Use of Resources, Different Teaching Styles, Differentiation by Pace, Task or Outcome.

**Assessment:**

SPHE lessons will be assessed by Teacher Observation, Designated Teacher Tasks, Work Samples, Observation of Copybooks, Pupil Feedback, Parental Feedback.

**Linkage and Integration:**

Many strands and strand units of the SPHE programme are inter-linked and are presented as such by teachers. SPHE lessons are integrated with Religion, Drama( Role play), SESE (Science), English (poetry), Maths(Data), PE, Art, Music and use of ICT. The SPHE policy is linked with the school policies on

* Health and Safety
* Relationships and Sexuality Education
* Code of Behaviour
* Enrolment
* Anti-Bullying
* Child-Protection
* Walk Tall
* Stay Safe

**Resources:**

The Board of Management has provided an adequate range of resources to successfully implement this programme in the school.

**Implementation and Ratification and Review:**

This plan was distributed to parents in draft form in October 2010. It will be presented to the Board of Management for ratification at its meeting in the spring term of 2011. It will be introduced throughout the school in September 2011. The plan will be reviewed in June 2013.

This plan was ratified by the board of management at its meeting on 18th January 2011.