



RCN No:20113285

Dunderrow National School

Roll No: 169400

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Principal: Triona Hannon

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Social, Personal and Health Education Policy

Introduction:

The staff of Dunderrow National School drafted this plan through collaboration and discussion. This plan will form the basis of each teacher's long and short term planning in SPHE.

Rationale:

We in Dunderrow National School understand that the nature and purpose of SPHE is to foster the personal development, health and well-being of each child and to help him/her to create and maintain supportive relationships and to become an active and responsible citizen in society.

SPHE is also a lifelong process and begins before the child comes to school. The Board of Management, principal and staff, believe that our role is one of supporting the home in this process.

In Dunderrow National School, we teach many elements of SPHE through a positive school climate and atmosphere, through integration with different curricular areas such as Religion, Physical Education, Gaeilge, English and in existing programmes such as The Mindful Matters Programme, Stay Safe, Walk Tall, and Relationships and Sexuality Education (R.S.E).

Vision:

In order to foster the personal development, health and well being of the individual child SPHE in our school will

- Provide opportunities to foster the personal development of the child to recognise, understand and accept themselves as unique individuals who feel valued and loved.
- Provide a caring, supportive and secure environment where each child can develop their self-worth, self confidence and social skills.
- Provide opportunities for each child to develop a framework of values, attitudes, understanding and skills that will inform her/his decisions and actions now and in the future

Enable each child to respect him/herself and others, to relate to him/herself and others and to become an active citizen in society

Aims:

The aims of the Social, Personal and Health Education curriculum 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:

When due account is taken of intrinsic abilities and varying circumstances, the SPHE curriculum 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, cooperation 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 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.

Strands and Strand Units:

The SPHE programme reflects a spiral approach, where similar aspects are revisited in different ways according to the age, stage of development and readiness of the child. SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school and in the classroom. Since SPHE is spiral in nature, topics that are covered in one year are revisited in

more detail and depth as the child progresses through the school. As a staff, we have decided to adopt the Mindful Matters SPHE Programme from CJ Fallon.

Each teacher is familiar with the strands and strand units from the SPHE curriculum, content objectives for his/her class level and indeed, for other class levels. This is to ensure a coherent programme throughout the school

The strands of the SPHE curriculum are:

1. Myself
2. Myself and Others
3. Myself and the Wider World

From time to time, we may need to emphasise specific aspects/strand units, depending on the changing needs of our school, e.g. Food Dudes Programme, winning an award, bereavement, environmental issues. Teachers are allowed the freedom to pick and choose from the different strands and strand units to facilitate these changing needs.

The S.P.H.E Program is taught over a 2 year Cycle

Dunderrow 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. Dunderrow National School has decided to use the Mindful Matters framework to cover these strands and strand units.

Please see appendix 2 of the SPHE School Plan for junior infants- sixth yearly plan covered in Mindful Matters. We also implement the Stay Safe and RSE programmes during the school year, every second year (following on from below)

2022 - Year 1 Term 2 - Stay Safe

2023 - Year 2 - Term 2 - RSE

Contexts for SPHE:

SPHE will be taught through a combination of contexts, including:

1. Positive school climate and atmosphere
2. Discrete time
3. Integration with other subject areas

1. A positive school atmosphere and climate

In creating a **positive school climate and atmosphere**, we will reflect on how we deal with the following issues on a whole school basis:

Building effective communication within the school

In-school:

- E-mail/teacher share/intercom in classrooms
- Notice Boards – Staff Rooms
- Important information communicated to staff

- Children are involved in in-class decisions
- Children report bullying to class teacher/yard duty teacher
- Setting up a Student's Council to encourage children to voice their opinions

Parents:

Regular Newsletter/school app/website/info@dunderrowns.ie

- Notes i.e. homework journal
- Parent/Teacher Meetings – By appointment meetings also.
- Coffee/Tea sessions after religious/sacramental events/school events.
- Parent's Association in the school.
- Parent's Association periodically organises talks for parents/courses etc. fundraising etc.

Visitors/Substitute Staff:

- Visitors are greeted upon arrival/offered tea/coffee
- Facilities/room provided for visitors.
- Substitute/temporary staff are informed about school operations by scanning the QR code and gaining access to the Padlet for this information. During the school day, staff are more than helpful and supportive to new staff.

Catering for individual needs

- Individual reward system in every class e.g. student of the week.
- Zones of Regulation system in place for children who would benefit. The Zones will also be used at a whole school level through lessons as part of our Wellbeing Wednesday initiative. The zones of regulation will be displayed in the classrooms as well as a whole school display. There is a particular emphasis on the zones in the Special education setting.
- Announcements made at assembly.
- School music group/sports teams/quizzes/school concert/debating etc.
- Timetabling is very fair for withdrawal.
- A Motus learning workshop takes place in 6th class every year. The main focus of the programme is to teach the students the 7 steps to emotional intelligence and how to take care of their mental health.
- We use a variety of teaching styles & activities – Activity based learning.
- General positive school climate with regard to reinforcing positive behaviour.
- Support teachers supporting classroom teachers to meet the needs of individual children.
- In-class support for Maths/English/Aistear/or whenever required.
- Social skills training/sensory training/ sensory breaks and sensory circuits are all in place, etc.

Creating a health-promoting physical environment

- Beautifully decorated & well maintained school.
- School staff room/GPR Kitchenette.
- Playground markings for yard time activities.
- Children's work on display throughout school.
- School garden.
- Litter management by Rang 1 "Picker Pals".
- Recycling in classrooms.
- Newsletter/Assembly / GPR notice boards mentions achievements.
- Active Parent's Association re. decision – surveyed for opinions.

Developing democratic processes

- Pupils involved in drawing up class rules.
- Code of Behaviour is widely publicised.
- Children bring home their own rubbish.
- Reading buddies/recycling campaign/school garden.
- Job allocations in classrooms.
- Involvement in school activities i) on own time ii) with materials
- Children represent the school in a wide variety of activities e.g. sports, music, art, writing competitions etc.
- Monthly assembly.
- Student Council

Enhancing the self-esteem and well-being of members of the school community.

- Reward systems in place classes/displaying children's work.
- Openness to change/photographs on display of winners/successes/a special visit/play in our school yard.
- New pupils – appointed 'buddies' to look after them.
- Folder for new staff members on policy & procedures/social night.
- Involvement in committees.
- School promotes reading/swimming/science/sport/I.T participates in outside competitions.
- By organising/attending/training courses.
- Availing of DES support.
- Regular appraisal of staff efforts.
- Inclusion in newsletter/school app/website etc.
- Wellbeing Wednesday has been adopted by the school whereby children receive a piece of Wellbeing /Mindfulness homework in lieu of a written piece of homework every Wednesday.

Fostering respect for diversity

- Anti-bullying policy exists and is practised by all staff members.
- Communicating school policies and practices to all parents and children.
- Children are included in teams, concerts, photo opportunities etc.
- Resources are in place to cater for the needs of all pupils but especially for those with additional needs.
- Integration of different social groups through organised games, activities, cooking etc.
- Teachers run sensory circuits twice weekly
- Social skills groups in action to help children who display anti-social behaviour or lack of personal discipline.

Fostering inclusive and respectful language

- Refer to children by Christian name.
- Praise, encourage and affirm.
- Zero tolerance of racist/ offensive language.
- Awareness e.g. children go to Support teachers/SNA's when appropriate etc.
- Promote minority cultures in a positive light.
- Being conscious of different family structures and units, respect them and refer to them in whole class situations.
- Staff took part in a webinar on Restorative Practice in schools with Marian Flanagan during the school year 2020/2021.
- Posters fostering dignity, unity and respect are in place throughout the school and staffroom.

Developing appropriate communication between home and school

- An Open Night for parents and new entrant children is held through Zoom with representatives from school present i.e. Principal, SET, Sherpa. Information Packs are distributed on enrolment. The school promotes ongoing interaction between staff members, children and parents. Samples of children's work and photographs of their achievements are displayed throughout the school, on the school website and school app.
- Regular newsletters, notice boards, posters, school website/app
- PT meetings. Notes in homework journals or through the App (when appropriate)
- Parents Association
- Collaboration for S.E.N children for assessment (Pupil Personal Plan/Support Plan Plus) etc.
- Policy statement on ICT – see internet usage policy
- Draft policies are sent to the Parents Association for their perusal and input.

Developing a school approach to assessment

- Teacher and SNA observations (ongoing)
- Monthly reminder on staff notice board regarding Assessment.
- Discussion with children formally/informally
- Open forum in Circle time and Social Skills group
- Teacher designated Tasks and Tests
- Portfolios
- Communication with parents – when appropriate.

Wellbeing:

We define Wellbeing as care of the individual in the school to ensure they are content, healthy and successful. Our priority is the wellbeing and contentment of our pupils. We endeavour to foster an atmosphere of mutual respect, empathy and building positive relationships. We implement the principles of Restorative Practice, while constantly aware of the underlying values of;

- respect
- interconnectedness
- fairness
- personal accountability
- honesty
- collaboration
- problem-solving

Restorative Practice:

An important part of our school's approach to behaviour is the concept of 'Restorative Practices'. Pupils are expected firstly to respect themselves and then to treat each other and staff members with respect. Teachers and staff members are expected to treat children and each other with respect. Restorative Practice is a process to involve, to the extent possible, those who have a stake in a specific offence and to collectively identify and address harms, needs and obligations, in order to heal and put things as right as possible .

Key Skills of Restorative Discipline are:

- Active listening
- Facilitating dialogue and problem-solving
- Listening to and expressing emotion
- Supporting others in taking ownership of problems

An important element in Restorative Practice is Fair Process.

Expectations - everyone knows what is expected of them

Engagement - involves individuals in decisions/listens to views

Explanation - clarify how decisions are reached

Motus Learning:

Motus Learning is a programme used in the Senior end of the school to give everyone the language to understand and manage their mental health. Children are directly taught about how to deal with difficult life situations and to indirectly eliminate the stigma surrounding children talking about their emotions.

By learning these skills from qualified experts, children will have a far greater opportunity to develop healthy emotion regulation strategies, therefore mitigating the likelihood of developing unhealthy strategies such as repression and self-harm. Through education, we prevent mental health problems before they happen.

Discrete time:

30 minutes of discrete SPHE time is time-tabled per week, with the option of using blocks of 1 hour per fortnight, where feasible to allow for more indepth exploration of a strand unit.

. This time is used to develop and practise particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum. Teachers also make use of discretionary time in their teaching of SHE and work to ensure that any pupils who avail of supplementary teaching are included in the SPHE programme as much as possible.

Integration with other subject areas:

SPHE is a subject that lends itself very easily to integration with other curricular areas. A wide range of our SPHE teaching is done on an incidental basis in other subject areas, e.g. relating to others and children becoming confident in expressing themselves. SPHE can be easily integrated with Gaeilge, English, Maths, Geography, Visual Arts, Music, Drama, Science and Physical Education. In using integration, we can use themes such as Stay Safe, Healthy Eating, Fire Safety, Water Safety, Road Safety, Anti – Bullying, Celebrations etc.

Approaches and Methodologies:

Active learning is a key principal of the overall curriculum and is the principal learning and teaching approach recommended for SPHE. The more the child is directly engaged in the learning process, cognitively, physically, emotionally and creatively, the more he or she is enabled to internalise what is learned.

To this end we will use:

- drama activities
- cooperative games
- circle –time
- pictures, photographs and visual images
- discussion in pairs, small groups, with whole class
- written activities: surveys, questionnaires, lists, check-lists, projects, worksheets
- use of media
- information and communication technologies
- looking at children’s work: copies, worksheets, projects

- use of the local environment
- Wellbeing Wednesday has been adopted as a whole school approach to Wellbeing. Children receive a piece of Wellbeing homework every Wednesday in lieu of a written piece of homework.
- A Wellbeing folder has been created in our shared drive where ideas and recommendations can be shared.
- There is a different area of Wellbeing focused on each month; Meditation, Breathing, Yoga, Understanding Emotions, Mindfulness, Restorative Practice, etc.

We plan to use the key methodologies of the Primary Curriculum in the teaching of SPHE, through whole-class work, small groups work and individual work.

- Problem solving
- Developing skills through content
- Talk and discussion
- Co-operative learning
- Use of the environment

Assessment:

In this school, assessment will provide information on (a) the child's progress and (b) the effectiveness and suitability of the programme and the teaching methods used.

Formative assessment will include the child's ability to assess his/her own progress and to set and achieve goals and targets for self.

Diagnostic assessment will be used to identify areas of difficulty, such as mastery of social skills that may be encountered by the child. Formal behavioural tests may be carried out for some children in conjunction with psychologists or other professionals.

Summative assessment will be used by individual teachers to present an overall picture of the child's progress in SPHE. This will involve formal recording of information gathered through

- teacher observation
- teacher-designed tasks and tests
- collections of children's work in folders and/or copies, worksheets and projects

Evaluative assessment will entail reflecting as a staff on

- the SPHE programme, its suitability for each class and the effectiveness of teaching methodologies, approaches and resources
- the extent to which the content objectives have been achieved
- the learning process and the active engagement of the children
- the general climate and atmosphere in the school.

Differentiation:

All children with special needs are included and participate in SPHE with their own classes. Teachers will adapt and modify activities so that all children can participate. The support teachers will supplement the work of the class teachers where necessary. Where feasible, the special needs assistant (SNA) will support the child in taking part in group activities and in the learning process.

From time to time, we may deal with specific sensitive issues such as bereavement or loss, disability, racism, relationships and sexuality, substance misuse, child abuse prevention or illness. In these incidents, we will endeavour to support the person involved as much as possible. This may also entail supporting other children in the school community.

Equality of Participation and Access:

We celebrate diversity in the Dunderrow school community. We believe that we all have the same basic needs but different ways of getting our needs met. All children have access to services, facilities or amenities in the school environment.

While our school is under Roman Catholic school management, we facilitate non-religious children and children of other religions.

Dunderrow NS is a mixed sex school. We use inclusive language at all times and both male and female roles and viewpoints are included as much as possible. With regard to RSE the changes at puberty for both boys and girls are taught as per our RSE policy.

Policies and Programmes that support SPHE:

The following policies related to SPHE issues have been drawn up in consultation with parents, the Board of Management and other interested parties in the local community:

- RSE
- Anti -Bullying
- Code of Discipline
- Enrolment
- Health Promoting School
- Health and Safety Statement
- Substance Use
- Child Safeguarding Statement and Risk Assessment
- Policy Statement of Safety, Health and Welfare at work

(see policies in Organisational Planning Folder)

Homework:

SPHE homework, if prescribed, will reflect the active learning approach as described in the curriculum. Children will be given tasks that involve seeking information or reinforcement of class based learning. (Wellbeing Wednesday). Stay Safe/RSE worksheets will be sent home to be signed by parents.

Resources and ICT:

SPHE resources are available for all classes in our school and we conduct an annual review of resources in relation to suitability where necessary.

We will also enlist the support of members of the local community such as the Garda, vet, Health Services Executive (HSE), local school nurse, dental hygienist, Coast Guard, Red Cross etc and follow the criteria as in SPHE Teacher Guidelines p.32 where invited speakers visit the school. The class teacher will remain with her/his class when a guest speaker is invited to the school.

We will also observe the national days that focus on particular topics such as Water Safety, Fire Safety, Heritage Week, National Tree Week, Farm Safety Week, Healthy Eating Week, Road Safety.

Individual Teachers' Planning and Reporting:

Individual teachers use the school plan for S.P.H.E and the curriculum books as a basis for forming their own long and short term plans. The teachers detail contents, skills, resources, methodologies, records of work and assessment in their short term planning.

The Cúntais Míósúil assists in evaluating progress in SPHE and informs future teaching.

Parents are informed of their child's progress in SPHE at parent teacher meetings and through end of year reports.

Staff Development:

In order to successfully implement this plan some teaching staff have attended SPHE in-service. All staff have completed E-Learning for Child Protection and Safeguarding Procedures as well as Webinars on Restorative Practice.

Individual teachers have attended:

- Training in the Child Protection and Safeguarding Procedures
- Stay Safe programme
- Training in the Substance Misuse programme /Walk Tall
- Training in the Relationships and Sexuality programme /R.S.E.
- Training in Circle work
- First Aid Course
- PDST Advisor support and modelling of lessons
- Friends for Life
- Zones of Regulation
- Zippy's Friend

We will audit our Staff training needs on an annual basis Notices of upcoming courses are circulated to each staff member. Teachers will be encouraged and supported in order to attend SPHE related courses. Staff members who have attended courses are given opportunities to report back to other staff members during time allocated at staff meetings or a staff development day.

Parental Involvement:

We welcome the contributions of parents in the development and implementation of SPHE in this school. Parents are informed of the school's programme for SPHE through the policy section which can be found on our school website www.dunderowns.ie . The SPHE curriculum documents are available for inspection in school. Parents are involved in drafting and reviewing school policies such as Relationships and Sexuality Education. (RSE)

Community Links:

We are aware of the vast amount of expertise and skills in our local community and welcome the support of members at all times. The Health Promotion unit of the HSE (Health Executive Service) are supporting our Health Promoting Schools initiative and the community Garda /Junior Liaison officer and other community members e.g Cork Mental Health, KYSS, supports our stance on anti-bullying, mental health and substance use.

Success Criteria:

The success of this plan can be monitored by;

- teachers' preparation, planning and teaching
- procedures outlined in the plan being consistently followed

We will know it has achieved its aims if the pupils:

- have increased knowledge, understanding and skills,
- are more aware of their attitudes and values
- are more respectful of themselves and others,
- relate to others in a positive way
- are more actively involved in the school and possibly local community

Implementation:

This plan has been drawn up by the staff, Board of Management and the whole school community of Dunderrow National School.

The implementation of this plan will be supported as follows:

Roles	Person(s) Responsible
Development of schemes of work	Class Teacher
Assessment	Class Teacher/Support Teacher
Co-ordination of School/Class Resources	Class Teacher/Principal
Purchasing of Resources	Ms. Aideen Caulfield
Parental Involvement	Class Teacher/Support Teacher/ Principal
Co-ordination of monitoring and evaluation of plan	Board of Management/Principal

Review:

All teachers endeavour to implement this programme during the school year. As a whole staff, we will systematically develop SPHE in our school. The staff will review this plan, with members of the Board of Management and the school community so as to meet the needs of the school. This plan was reviewed in 2019.

Ratification and Communication:

This plan was ratified by the Board of Management of Dunderrow at its meeting on 4th April 2022.

Parents may view a copy of this plan at the school on Policy section on School Website www.dunderrows.ie

Signed:



Chairperson B.O.M



Principal

Date: 4th April 2022