



Whole School Plan for

SPHE

SPHE

Introductory Statement

This policy was reviewed on 6th November 2023. All the teaching staff were present. SPHE is a lifelong process and as such begins before the child comes to school. At St Daigh's N S we aim to provide a foundation that will inform the child's actions and decisions and provide a basis for further development.

Rationale

In developing this plan, the school seeks:

- ✓ To benefit teaching and learning in our school
- ✓ To conform to principles of teaching and learning outlined in the curriculum
- ✓ To review the existing work in SPHE
- ✓ To establish a formal structure for teaching SPHE.

Vision & Aims

In line with our school ethos, Social, Personal and Health Education will provide opportunities for the individual child to develop a framework of values, attitudes, understanding and skills that will inform her/his decisions and actions now and in the future – enabling her/him to respect and relate to him/herself and others and become an active and responsible citizen in society.

Our school values the uniqueness of all individuals within a caring school community. We recognise that SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school and in the classroom. The programme also encourages children to be aware of their rights as individuals while at the same time accepting responsibility for their actions as members of the school and the wider community. The parents/guardians have the primary role in the social, personal and health education of their children so their role will be encouraged as much as possible.

We endorse the aims and objectives of the Curriculum for SPHE and in addition we emphasise the following:

- ✓ To enable the children to develop an awareness of their responsibilities to others in a caring community
- ✓ To enable the children to take greater control of their personal lives as individuals
- ✓ To foster a sense of wellbeing in every member of the school community ie students, staff, parents etc.
- ✓ To encourage the children to be active in determining their own learning.

Content of the SPHE Plan is prepared so that children receive a comprehensive programme over a two-year cycle (Walk Tall, RSE, Stay Safe and KiVa). Teachers have allocated strand

units from each of the strands to each class. This ensures that the strand units not covered in one year are included in the programme of work for the following year. In some cases, it may be necessary to revise specific objectives from the previous year, especially some strand units covered in the 'Stay Safe' Programme.

As per St Daigh's N S Stay Safe Policy, Stay Safe is taught as part of the SPHE (Social Personal and Health Education) curriculum and, *as per the author's best practice recommendation, going forward, it will be taught on a rolling two-year cycle in the second term of each year (Lonnradh, Junior Infants, First Class, Third Class, Fifth Class). The Stay Safe programme has been taught in each class in St Daigh's N S during the school year 2018 – 2019. The Stay Safe programme will also be augmented by the KiVa Anti Bullying Program.*

The content objectives for some of the more sensitive areas of the RSE elements of SPHE will be addressed in discrete time by an invited and qualified speaker for 5th and 6th classes. Since SPHE is spiral in nature we will cover the following content at each level throughout the school over a two-year period:

Walk Tall, RSE, Stay Safe & KiVa

	Sonas, Sproai, Siamsa, Sugradh, Junior Infants, 1st Class, 3rd Class, 5th Class	Senior Infants, 2nd Class, 4th Class & 6th Class
<i>Sept/Oct</i>	Strand: Myself <i>Strand Unit:</i> Self-identity	Strand: Myself and others <i>Strand Unit:</i> Myself and my family KiVa – 1st Class
<i>Nov/Dec</i>	Strand: Myself and others <i>Strand Unit:</i> My friends and other people	Strand: Myself and others <i>Strand Unit:</i> Relating to others KiVa – 2nd & 4th Class
<i>Jan/Feb</i>	Strand: Myself <i>Strand Unit:</i> Safety and Protection (Stay Safe)	Strand: Myself <i>Strand Unit:</i> Growing and changing KiVa – 2nd & 6th Class
<i>Feb/Easter</i>	Strand: Myself <i>Strand Unit:</i> Making Decisions** This strand unit is for third to sixth only. Infants to second complete the Safety Issues	Strand: Myself <i>Strand Unit:</i> Taking care of my body

	section of Safety and Protection	
<i>Easter/June</i>	Strand: Myself and the wider world <i>Strand Unit:</i> Media Education	Strand: Myself and the wider world <i>Strand Unit:</i> Developing Citizenship KiVa – 4th Class

KiVa Anti Bullying Programme Roll Out in St Daigh's N S

**	KiVa Unit 1		KiVa Unit 2
<i>First Class</i>	Lessons 1 & 2	<i>Fourth Class</i>	Lessons 1,2,3,4,5 & 6
<i>Second Class</i>	Lessons 3,4,5,6,7,8,9 & 10	<i>Fifth Class</i>	
<i>Third Class</i>		<i>Sixth Class</i>	Lessons 7, 8, 9 & 10

St. Daigh's National School has adopted the DES Wellbeing Policy Statement and Framework for Practice and has wellbeing included as part of its Self-Evaluation Report and SSE/SIP 2023-2026

Welcome to Well-Being (Lonnradh, Junior Infants-1st Class) & Weaving into Well-Being (Lonnradh, 2nd-6th Class) Whole School Approach in St. Daigh's NS

**Lonnradh & Junior Infants
Programme: Welcome to Well-Being**

		Strand	Strand Units
September	It's Good to be me	Myself	Self-Identity (developing self-confidence) Growing and Changing (Feelings and Emotions)
October	All feelings are OK	Myself	Growing and Changing (Feelings and Emotions)
		Myself and Others	My friends and other people Relating to others
November	I'm ready for my big feelings	Myself	Self-Identity (Developing self-confidence) Growing and Changing (As I grow I change/ Feelings and Emotions)
December	Spread happiness	Myself	Self-Identity (Developing self-confidence/ Feelings and Emotions)
		Myself and Others	My Friends and Other People
January	It's cool to be calm	Myself	Self-Identity (Self-awareness) Growing and Changing (As I Grow I Change/ Feelings and Emotions)

February	It's OK to feel sad	Myself	Self-Identify (Developing self-confidence) Growing and Changing (As I Grow I Change/ As I Grow I Change)
March	I'm proud of myself	Myself	Self-Identify (Developing self-confidence/ Self-awareness) Growing and Changing (Feelings and Emotions)
April	It's OK to feel angry	Myself	Self-Identify (Developing self-confidence) Developing self-confidence Growing and Changing (Feelings and Emotions)
May	I can be brave	Myself	Self-Identify (Developing self-confidence) Growing and Changing (Feelings and Emotions/ As I Grow)
June	It's good to be me	Myself	Self-Identify (Self-awareness/ Developing self-confidence) Growing and Changing (Feelings and Emotions)

Lonnradh & Senior Infants
Programme: Welcome to Well-Being

		Strand	Strand Units
September	I can be my best self	Myself	Self-identity (Self awareness) Taking care of my body (knowing about my body) Growing and changing (feelings and emotions)
October	I can name my feelings	Myself	Taking care of my body (knowing about my body)
		Myself and Others	My friends and other people Relating to others
November	I can name more feelings	Myself	Growing and changing (feelings and emotions) Taking care of my body (knowing about my body)
		Myself and Others	My friends and other people Relating to others
December	I can tame my feelings	Myself	Self-Identity (Developing self-confidence) Growing and Changing (As I Grow I Change/ Feelings and Emotions) Taking care of my body (knowing about my body)
		Myself and Others	Relating to Others
January	Sprinkle kindness	Myself	Self-identity (Developing self-confidence) Self-identity (Making decisions) Growing and changing (Feelings and Emotions) Taking care of my body (Knowing about my body)
		Myself and Others	My friends and other people
February	I'm ready to relax	Myself	Self-Identity (Self-awareness) Growing and changing (As I grow I change/ Feelings and Emotions)
March	It's OK to feel worried	Myself	Self-Identify (Developing Self-Confidence/ Making Decisions)

			Growing and changing (As I Grow I change/ Feelings and Emotions)
April	Today I'm thankful	Myself	Self-identity (Developing Self-Confidence) Growing and changing (As I grow I change/ feelings and emotions)
May	My friends have feelings too	Myself and Others	My friends and other people Relating to others
June	It's good to be us	Myself	Self-Identify (Self-awareness/ Developing self-confidence) Growing and Changing
		Myself and Others	Relating to others
		Myself and the wider world	Developing citizenship (My School Community)

Lonnradh & 1st Class
Programme: Welcome to Well-Being

		Strand	Strand Units
September	We All Belong	Myself	Self-identity (Self awareness) Growing and changing (feelings and emotions)
		Myself and Others	My Friends and Other People.
		Myself and the Wider World.	Developing Citizenship (My School Community)
October	We Can Name Our Feelings	Myself	Taking care of my body (knowing about my body)
		Myself and Others	Relating to others
November	We Can Express Our Feelings	Myself	Self- Identity Taking care of my body (knowing about my body) Growing and changing (As I Grow I Change/ Feelings and Emotions)
		Myself and Others	My friends and other people Relating to others
December	We Can Feel Our Energy	Myself	Growing and Changing (As I Grow I Change/ Feelings and Emotions) Taking care of my body (knowing about my body)
January	We Can Change Our Energy	Myself	Self-identity (Developing self-confidence/ Making decisions) Growing and changing (Feelings and Emotions) Taking care of my body (Knowing about my body/ Food and Nutrition)
February	We Can Do Hard Things	Myself	Self-Identity (Making Decisions/ Developing Self-Confidence) Growing and changing (As I grow I change/ Feelings and Emotions)

			Taking Care of My Body (Knowing About My Body)
March	We Are Good Enough	Myself	Self-Identify (Developing Self-Confidence/ Making Decisions) Growing and changing (As I Grow I change/ Feelings and Emotions) Taking Care of My Body (Knowing About My Body)
April	We Care and Share	Myself	Self-identity (Making Decisions) Growing and changing (As I grow I change/ Feelings and Emotions) Taking Care of My Body (Knowing About My Body)
		Myself and Others	My Friends and Other People Relating to Others
		Myself and the Wider World	Developing Citizenship (My School Community)
May	My friends have feelings too	Myself	Self-identity (Making Decisions/ Developing Self-Confidence) Growing and changing (As I grow I change/ Feelings and Emotions) Taking Care of My Body (Knowing About My Body)
		Myself and Others	Relating to Others
June	It's good to be us	Myself	Self-Identify (Self-awareness) Growing and Changing (As I grow I change/ Feelings and Emotions) Taking Care of My Body (Knowing About My Body)
		Myself and Others	Mt Friends and Other People
		Myself and the wider world	Developing citizenship (My School Community)

Lonnradh & 2nd Class
Programme: Weaving into Well-Being

		Strand	Strand Units
September	What is Well-being ? Part 1	Myself	Growing and Changing (Feelings and Emotions) Self -identity (Making Decisions)
October	What is Well-being ? Part 2	Myself	Growing and Changing (Feelings and Emotions) Self -identity (Making Decisions)
November	Introduction to character strengths	Myself	Self-Identity (Self-Awareness/Developing Self-Confidence/ Making Decisions) Growing and Changing (Feelings and Emotions)
		Myself and Others	My friends and other people

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December	Understanding strengths 1-4	Myself	Self-Identity (Self-Awareness/Developing Self-Confidence/ Making Decisions) Growing and changing (New Life/ Feelings and Emotions)
		Myself and Others	Myself and my family/ my friends and other people/ relating to others
January	Understanding strengths 5-8	Myself	Self-Identity (Self-awareness) Growing and Changing (As I Grow I Change/ Feelings and Emotions)
		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)
February	Understanding strengths 9-12	Myself	Self-Identity (Self-Awareness/ Making decisions Growing and changing (As I grow I change) Safety and protection (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)
March	Understanding strengths 13-16	Myself	Self-Identity (Self-Awareness/ Developing Self-Confidence/ Making decisions) Growing and Changing (As I grow I change)
		Myself and Others	My friends and other people Relating to others
		Myself and the Wider World	Developing citizenship (Living in the Local Community)
April	Understanding strengths 17-20	Myself	Self-Identity (Self-Awareness/ Making Decisions) Growing and Changing (Feelings and Emotions) Safety and Protection (Safety Issues/ Personal Safety)
May	Understanding strengths 21-24	Myself	Self-identity (Self-Awareness)
		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)
June	Identifying and using my top 5 strengths	Myself	Self-Identity (Self-Awareness/Developing Self-Confidence/ Making Decisions)
		Myself and the Wider World	Developing Citizenship (My School Community)

Lonnradh & 3rd Class
Programme: Weaving into Well-Being

		Strand	Strand Units
September	What is Well-Being?	Myself	Self-Identity (Self-Awareness) Taking Care of My Body (Health & Well-Being) Growing & Changing (As I grow I change/ Feelings & Emotions) Making Decisions
October	Positive Emotions	Myself	Self-Identity (Self-Awareness/ Developing Self Confidence) Taking Care of My Body (Health & Well-Being) Growing & Changing (Feelings & Emotions)
November	Positive Emotion Potion	Myself	Self-Identity (Self-Awareness) Taking Care of My Body (Health & Well-Being) Growing & Changing (As I Grow I Change/ Feelings & Emotions) Making Decisions
December	Attitude of Gratitude	Myself and Others	Myself and My Family Relating to Others
January	Feel-Good-Flow	Myself	Growing and Changing (As I Grow I Change/ Feelings and Emotions)
		Myself and Others	My Friends and Other People
February	Random Acts of Kindness	Myself	Self-Identity (Self-Awareness) Taking Care of My Body (Health & Well-Being) Growing and changing (As I grow I Change/ Feelings and Emotions)
		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)
March	Rainbow Moments	Myself	Self-Identity (Self-Awareness/ Developing Self-Confidence/ Making Decisions) Growing and Changing (As I Grow I Change)
		Myself and Others	My friends and Other People Relating to Others
April	Healthy Body, Happy Mind	Myself	Self-Identity (Self-Awareness) Taking Care of My Body (Health & Well-Being) Growing and Changing (As I Grow I Change)
May	Positive Emotion Potion – Mix and Enjoy	Myself	Self-identity (Developing Self-Confidence) Making Decisions

June	Review	Myself	Making Decisions
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Lonnradh & 4th Class
Programme: Weaving into Well-Being

		Strand	Strand Units
September	The importance of positive relationships	Myself	Taking Care of My Body (Health & Well-Being) Growing & Changing (Feelings & Emotions)
October	Respect	Myself	Growing & Changing (Feelings & Emotions) Taking Care of My Body (Health & Well-Being)
		Myself and Others	Relating to Others
November	Empathy	Myself	Making Decisions Taking Care of My Body (Health & Well-Being) Growing & Changing (As I Grow I Change)
December	Look for win-wins	Myself	Making Decisions Taking Care of My Body (Health & Well-Being) Safety and Protection (Personal Safety)
January	Active Listening	Myself	Growing and Changing (Feelings and Emotions) Taking Care of My Body (Health & Well-Being)
February	Try to Forgive	Myself	Self-Identity (Self-Awareness) Taking Care of My Body (Health & Well-Being)
March	Interest in Others	Myself	Growing and Changing (As I Grow I Change) Taking Care of My Body (Health & Well-Being)
April	No more snap judgements!	Myself	Growing and Changing (As I Grow I Change/ Feelings and Emotions) Taking Care of My Body (Health & Well-Being)
May	Give, give, give!	Myself	Growing and Changing (Feelings and Emotions) Taking Care of My Body (Health & Well-Being)
June	Taking all the steps	Myself	Taking Care of My Body (Health & Well-Being) Growing & Changing (Feelings and Emotions) Making Decisions
		Myself and Others	Myself and My Family Relating to Others

Lonnrath & 5th Class
Programme: Weaving into Well-Being

		Strand	Strand Units
September	The Importance of Positive Relationships	Myself	Self-Identity (Self-Awareness/ Developing Self-Confidence) Growing and Changing (Feelings and Emotions)
		Myself and Others	Myself and My Family My Friends and Other People Relating to Others (Communicating)
October	Respect	Myself	Self-Identity (Self-Awareness/ Developing Self-Confidence)
		Myself and Others	My Friends and Other People Relating to Others (Communicating)
November	Empathy	Myself	Growing and Changing (Feelings and Emotions)
		Myself and Others	Myself and My Family Relating to Others
December	Look for Win-Wins	Myself	Taking Care of My Body (Health & Well-Being) Growing and changing (Feelings and Emotions)
January	Active Listening	Myself and Others	Myself and My Family My Friends and Other People Relating to Others (Communicating/ Resolving Conflict)
February	Try to Forgive	Myself	Self-Identity (Developing Self-Confidence/ making Decisions) Taking Care of My Body (Health & Well-Being)
		Myself and Others	My Friends and Other People Relating to Others (Resolving Conflict)
March	Interest In Others	Myself	Self-Identity (Developing Self-Confidence) Taking Care of My Body (Health & Well-Being) Growing and Changing (As I grow I change)
		Myself and Others	My friends and Other People Relating to others (Communicating)
April	No More Snap Judgements!	Myself	Making Decisions
		Myself and Others	Myself and My Family My Friends and Other People Relating to Others
May	Give, give, Give!	Myself	Taking Care of My Body (Health & Well-Being) Growing and Changing (Feelings and Emotions)
		Myself and Others	Myself and my Family My friends and other people Relating to others (Communicating)

		Myself and the Wider World	Developing Citizenship
June	Taking All the Steps	Myself	Making Decisions

Lonnradh & 6th Class
Programme: Weaving into Well-Being

		Strand	Strand Units
September	What Are Empowering Beliefs	Myself	Self-Identity (Self-Awareness) Growing & Changing (Feelings & Emotions) Making Decisions
October	Belief 1 I Can Choose helpful self-talk	Myself	Self-Identity (Developing Self-Confidence) Growing & Changing (Feelings & Emotions)
November	Belief 2 My Effort is as Important as my Ability	Myself	Self-Identity (Self-Awareness/ developing Self-Confidence) Growing and Changing (Feelings and Emotions) Taking Care of My Body (Health & Well-Being) Making Decisions
December	Belief 3 I Can Recognise Thinking Traps	Myself	Self-Identity (Self-Awareness/ Developing Self-Confidence) Growing and Changing (Feelings and Emotions)
		Myself and Others	My Friends and Other People
January	Belief 4 I Can Act 'As If'	Myself	Self-Identity (Self-Awareness/ Developing Self-Confidence) Growing and Changing (Feelings and Emotions) Making Decisions
February	Belief 5 I Can Choose to Focus on The Positive	Myself	Self-Identity (Self-Awareness) Taking Care of My Body (Health & Well-Being) Making Decisions
March	Belief 6 I Can Accept That I am Just OK as I am	Myself	Self-Identity (Self-Awareness) Growing and Changing (Feelings and Emotions)
		Myself and the Wider World	Media Education
April	Belief 7 I Can Make a Difference	Myself and the Wider World	Developing Citizenship (Living in the Local Community/ Environmental Care)
May	Belief 8 My Actions are Powerful	Myself	Self-Identity (Developing Self-Confidence)
June	Charging My Batteries	Myself	Making Decisions

**The promotion of wellbeing in the school and classroom
(All classes)**

September	Breathing Exercises
October	Mindfulness Meditation (listening)
November	Yoga/ Pilates
December	Gratitude
January	Mindfulness Colouring
February	Guided Imagery
March	Breathing Exercises
April	Yoga
May	Gratitude
June	Mindfulness Meditation

*(*Please refer to Whole School Wellbeing Plan in Appendix*)*

Contexts for SPHE

We aim to teach SPHE in a combination of the following contexts:

- ✓ For a period of 30 minutes each week per fortnight
- ✓ Discrete time will be used to develop and practice particular skills and to deal with sensitive issues or to explore issues that are not addressed in other areas of the curriculum.
- ✓ At each class level, we seek to integrate SPHE with other curricular areas. Many aspects of SPHE can be dealt with in the context of English, Gaeilge, SESE, P.E., Visual Arts and Drama. We have identified the objectives that can be acquired through cross-curricular work. In order to ensure that these are adequately covered, we will make specific provision in our short-term planning and will use the cuntas miosúil as a form of self-assessment for these and other objectives.

Within a positive school climate and atmosphere, the following strategies will be adopted:

- ✓ Introduction of a St. Daigh's Wellbeing Committee
- ✓ Provide children with wellbeing skills to deal with the normal stresses of their life, to take care of their physical wellbeing and have a sense of purpose, connection and belonging to the wider community.
- ✓ Building effective communication within the school and between school and home. Attention will be paid to encouraging everyone to express opinions and concerns and to respond to the opinions and concerns of others as a dimension of classroom work and general school life.
- ✓ Catering for individual needs (individual needs may be social, emotional, spiritual, physical or intellectual. Through assessment, observation and discussion with parents/guardians, we strive to identify and meet individual needs)
- ✓ Creating a health-promoting physical environment (healthy lunches, healthy lifestyle, road, water, farm safety and regular fire drills are some of the areas promoted.)
- ✓ Promoting democratic processes in certain levels of school life while balancing roles, rights and responsibilities. Children experience and practice the democratic processes by sharing responsibilities, by valuing the opinions of others, by experiencing a sense of belonging to one's own class group and the wider school community and by developing a

sense of commitment to common goals. The formation of a Student's Council will significantly enhance this strategy.

✓ Enhancing the self-esteem of all members of the school community. The staff is aware that their role in helping children develop their self-esteem is to create an environment within the school that is as positive as possible for all concerned. The five building blocks of self-esteem as outlined in the curriculum have been adopted as our approach to self-esteem development. They are a *sense of identity*, a *sense of belonging*, a *sense of security*, a *sense of purpose* and a *sense of competence*.

✓ Fostering respect for diversity and prioritising inclusive and respectful language. We will prioritise both racial and gender equality and respect for those with special needs. We believe that children learn to respect themselves and others through experiencing respect in their own lives and through witnessing respect being shown to others.

✓ Developing a school approach to assessment.

✓ Taking responsibility and pride in the school environment by promotion of behaviour and habits required for maintaining a clean environment.

Approaches & Methodologies

We will adopt the following approaches and methodologies (taking into account the school facilities and the children's needs).

✓ Talk and discussion (pairs, small groups, with whole class debates)

✓ Skills through content

✓ Collaborative learning

✓ Problem-solving

✓ Use of the environment

✓ Active learning which includes drama activities, co-operative games, use of pictures, photographs and visual images, written activities, use of media and information technologies and looking at children's work.

Assessment

Children's progress in SPHE is assessed through:

Teacher observation:

The ability of children to cooperate and work in groups or to work independently

The informal interaction between the child and adults and between the child and other children

Physical and emotional maturity

The quality and presentation of work

The participation and interest of the child in a variety of activities.

Teacher-designed task and tests:

SPHE includes areas of knowledge and understanding that will need to be assessed at regular intervals.

Specific tasks can be used to ascertain a child's ability to apply particular skills in different situations.

Self-assessment by children:

Children are encouraged to engage in assessing their behaviour and maturity, and to reflect on their learning.

DES/Outside Assessment

Children with different needs.

In line with the ethos of our school we aim always to be sensitive to and respectful of emotional, physical and academic needs of our pupils. Activities will be used considering the special needs of our pupils. Children who experience bereavement or loss, serious illness or other major personal situations are supported, and consideration is given to meeting their individual needs in the most appropriate manner.

Equality of Participation and Access

Every child has access to every aspect of SPHE taught in every class. Individual sensitivities will be considered when choosing activities. We view the SPHE programme as playing a key-role in ensuring equality of opportunity for all children. The programme at each class level will be flexible so that the learning requirements of all children may be addressed. We provide an equal educational experience for both boys and girls as we recognise that stereotyped expectations of gender roles can inhibit children's educational achievements. Children with special needs will be included in all activities.

Policies and programmes that support SPHE

We will use the Walk Tall, Stay Safe, RSE, KiVa Anti Bullying Program, Welcome to Well-Being, Weaving into Well-Being and Webwise programmes as our main resources and the SPHE curriculum statement and guidelines.

Other resources include N.W.H.B. publications, An Trócaire packs Action for Life, Grow in Love programme, Bóthar resources, Farm Safety presentation, Fire Safety presentation, Garda presentation on safety, nurses' presentation on health, RSA (Road Safety Authority) materials, Swim Ireland resources and others as they become available.

The following organisational policies have been developed by teachers and have been ratified by our B.O.M. They will be reviewed every two years. Parents/guardians are invited to view these documents.

Child Safeguarding Statement & Risk Assessment

Health and Safety Policy

First Aid Policy

Head Injury Protocol

Code of Behaviour

Healthy Eating Policy

Substance Abuse Policy

Supervision Policy

Anti-Bullying Policy

Photography Policy

School Attendance Policy

Mobile Phone Policy

Physical Intervention Policy

Visitor's Policy

Special Education Policy
Swimming Policy
Intimate Care Policy

Dealing with questions/confidentiality

Teachers establish ground rules limiting the discussion to material covered in present or previous lessons and ground rules covering the limits of the discussion, the level of respect required and the concept of confidentiality.

Communication with parents re RSE & Stay Safe matters/Parents'/Guardians' choices

Parents/guardians have the right to choose whether or not their children receive instruction in the areas covered by the RSE/Stay Safe objectives. Parents/guardians may choose to withdraw their children from some or all of these objectives. All parents/guardians will be made aware of the RSE and Stay Safe topics that will be covered each school year and the ethos within which they will be delivered. Any parent/guardian who has concerns should discuss them with the class teacher. A parent/guardian who asks to have his/her child withdrawn from specific objectives should do so *in writing* before the end of September.

Guest Speakers

Suitably qualified guest speakers may be invited to complement the work of the class teachers. They will be briefed on school policy as related to their subject matter. A class teacher will be present at all times.

Child Safeguarding

The school follows the *DES Child Protection Guidelines and Procedures for Primary and Post Primary Schools (Revised 2023)* which are based on Children First, National Guidelines for the Protection and Welfare of Children. Each year at staff meetings, and informally throughout the year, teachers are reminded of the school's *Child Safeguarding Statement* (reviewed at least annually) and the procedures to be followed in dealing with incidents related to child protection. Parents/guardians are also informed of these procedures at least annually.

Each staff member has a copy of the current *St Daigh's N S Child Safeguarding Statement* and a copy has been made available to parents/guardians through *St Daigh's N S Parents Association*. Parents/guardians have been notified of the annual review by text message and a copy of the Child Safeguarding Statement is available upon request from the office. A copy is also published on the school website www.stdaighsns.com

Resources

We will select resources/materials that are:

- ✓ Reflective of our school ethos
- ✓ In line with the principles of the SPHE Curriculum
- ✓ Age appropriate
- ✓ Closely matched to specific objectives
- ✓ Free of bias, racial or sexual stereotyping
- ✓ Produced by a reputable agency.

Specific software, DVDs, online links and textbooks support the SPHE programme. The choice of materials will be reviewed from time to time and may be changed as required. Materials purchased with school funds remain the property of the school.

Programmes

- ✓ ICPCC - Theraplay
- ✓ Desty Programme
- ✓ Relax Kids
- ✓ NEPS Pilate Programme
- ✓ Meitheal
- ✓ School Completion Programme

Individual Teachers' Planning and Reporting

Teachers should base their yearly and short-term plans on the approaches set out in this whole school plan for SPHE. Work covered will be outlined in the Cuntas Miosúil, which will be submitted to the principal.

Staff Development

Teachers are made aware of any opportunities for further professional development through participation in courses available in Education Centres or other venues and are encouraged to attend same. Skills and expertise within the school are shared and developed through input at staff meetings.

The DLP and/or teaching staff have attended or will attend as training becomes available:

Training in the Child Abuse Prevention Programme (Stay Safe)

Training in the Substance Misuse programme (Walk Tall)

Training in the Relationships and Sexuality programme (R.S.E.)

Training in the KiVa Anti-Bullying Program (KiVa)

In-service seminars hosted by the PDST, CAPP, TUSLA, DES, HSE, Patron of the school,

Online Children First Training on the websites www.tusla.ie and www.pdst.ie

Parental Involvement

SPHE is a shared responsibility between family and school. The following list sets out the agreement reached by the teachers and the Board of Management:

- ✓ Copies of the school plan for SPHE are available from the school
- ✓ Parents/guardians of senior pupils will be made aware of content objectives that deal with sensitive issues and will be asked to discuss these issues with their children prior to lessons in school.

Community Links

The school will liaise with the School Completion Programme (SCP), Health Promotion Unit of the local HSE and other agencies including, Garda, clergy, Heritage Council specialists, local environmentalists, trained SPHE presenters and parents/guardians).

Success Criteria

The success of this plan will be measured using the following criteria:

- ✓ Implementation of the SPHE curriculum will be evident in teachers' work
- ✓ Continuity of content and methodology will be evident in teachers' preparation and monthly reports
- ✓ On-going assessment will show that pupils are acquiring an understanding of concepts taught and an ability to engage with others in a manner appropriate to their age and personality.

SPHE is a lifelong process and as such some of the result may not be assessed while the children are still in school, however the school will use the following guidelines when reflecting on SPHE:

- ✓ Happy environment
- ✓ Respect for each other, how does this show?
- ✓ Discipline and bullying, what are our observations?
- ✓ Self-care.

Implementation

(a) Roles and Responsibilities: The Principal and teaching staff believe that SPHE is a shared responsibility between family, school, health professionals and the community and we see ourselves supporting the home (parents/guardians) in this lifelong process and will seek at all times to develop positive relations with all these parties. The whole staff will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report on findings as appropriate.

(b) Timeframe The staff will endeavour to implement the SPHE curriculum comprehensively in a spiral nature before the pupils graduate from this school.

Review

The SPHE plan will be reviewed in November 2024 or earlier if deemed necessary and regularly thereafter.

Ratification

Ratification by Board of Management on:

SÍNIÚ Tomás MacLisdeach Príomhoide

Margaret Carlon Cathaoirleach BOM

DÁTA 10/4/2023