

## Scoil Mhuire agus Eoin

### Social, Personal & Health Education



S.P.H.E. in our school will promote a sense of belonging, through enhancing children's awareness of themselves and others. Children will be aware of their needs and mindful of their responsibilities.

In a pleasant and nurturing environment, reflecting the characteristic spirit/ethos, The S.P.H.E. Programme will aid the development of self-esteem and highlight the knowledge and strategies necessary for each child to live a productive and happy life.

At Scoil Mhuire agus Eoin our S.P.H.E programme will promote the personal development and well-being of each child. It will endeavour to foster in the child a sense of care and respect for him/herself and others and an appreciation and understanding of the dignity of each human being.

Each child will be encouraged and supported in making informed decisions through S.P.H.E. lessons, regarding their own lives now and in the future. Social Responsibility, Active Citizenship and an understanding of a Democratic Society will be dealt with in practical ways during their school life. e.g. Green School's committee, Health Promoting School activities.

We are pro-active in creating and nurturing a positive school ethos which values and celebrates each voice in our school community within a safe and secure environment. Also included in our S.P.H.E. policy are themed weeks which focus in particular on Health and Safety concerns.

We will have "**Themed Weeks**" to raise awareness and develop good practice regarding issues which are prioritized by the school community. These will be reviewed regularly.

The Themed Week activities will encompass experiences such as Art & Craft, Creative Writing, Oral Language i.e. public speaking, games, circle time, competitions and prize giving. They may also include talks from visiting speakers.

Themed Weeks undertaken annually:

Attendance Week

Road Safety Week

Maths Week

Science Week

Health Promotion Week (encompassing – Nutrition; Friendship & Courtesy; Physical Activity; Safer Internet Day ; Wellbeing /Mindfulness )

Literacy Week

Seachtain na Gaeilge (Céilí Mor).

Creativity Week.

Sun Safety, Fire Safety & Water Safety.

These weeks are sometimes linked with local or national initiatives. They may also arise from parental and staff concerns.

## Values

Scoil Mhuire agus Eoin places a great emphasis on promoting respectful relationships. As part of this we recognize the value of developing and encouraging positive social interaction. We aim to instill an understanding and appreciation of appropriate social behaviour i.e. showing consideration for other people. This will be encouraged in all aspects of school life.

- In the Classroom
- On the corridors, stairs
- While delivering a message
- In the yard
- Addressing peers, staff members, visitors etc.

Respect for the individual, both adult and child is the cornerstone of all practice at Scoil Mhuire agus Eoin.

## Child appropriate Code of Behaviour.

The essence of the Code of Behaviour has been encapsulated in **3 simple rules** which all children including S.E.N children can understand. All children are expected to adhere to these rules in the classroom, in the yard and during all school related activities. Visuals depicting these three rules are on display in each classroom.

<b>Kind Words</b>
<b>Kind Faces</b>
<b>Hands to Myself</b>

## WHOLE SCHOOL PLANNING S.P.H.E.

### **Aims of S.P.H.E.**

Aims as per Primary Curriculum Pg. 9

The following is an outline of our whole school planning for S.P.H.E. It outlines what strand units will be covered in each class see (Primary School Curriculum) and the different programmes/books that will be used as resources.

### **BOOKS AND PROGRAMMES:**

**Walk Tall**

**Stay Safe – to be taught in term 2 each year.**

**Be Safe**

**R.S.E. – Relationships and Sexuality Education**

**Aistear**

**Small World (used from Junior Infants to Second class as S.E.S.E. books but with some lessons linked to S.P.H.E. lessons).**

A variety of teaching methodologies will be used and the children will be involved in activity based learning. As part of a holistic whole school approach the following policies / practices support our S.P.H.E.

- a) School Food Policy
- b) Support Teacher Policy – Including Care checklists
- c) Anti- Bullying Policy
- d) Child Protection Policy
- e) Merit Award ceremonies
- f) Children engage in public speaking when welcoming visitors to our school,
- g) Code of Behaviour
- h) Health and Safety policy
- i) Input on relevant social topics from invited speakers.
- j) Additional experiences that promote awareness and self- development
- k) Outside speaker for 6<sup>th</sup> class and their parents on the topic of Sex Education.
- l) Acceptable Use Policy (internet safety awareness)

**All class teachers are requested to teach the Stay Safe programme each year in all classes in term 2. Resource teachers are requested to support SEN pupils with same as necessary. If any parent requests that their child opt out , teachers should please bring this to the attention of the Principal or Deputy Principal. It is our policy to inform parents of the more sensitive areas of the R.S.E. programme e.g. Touches, in advance.**

Parents who request additional information on these programmes will be referred to [www.ncca.ie](http://www.ncca.ie)

### **Merit Awards**

The aim of the Merit Awards is to affirm and encourage academic excellence and affirm and encourage good behaviour. It is held in high esteem by the whole school community. It helps to nurture a caring and positive environment for all.

Merit Award ceremonies take place on the last Friday of each month in the school

hall. There is a ceremony for Junior classes (Junior Infants to second class,) and a ceremony for Senior classes (2nd to 6<sup>th</sup>).

Classes assemble in the hall. Each month a designated class performs a prepared song/poem or conducts a science experiment. Every class has the opportunity to do this at least twice in the school year.

Merit Award certificates are awarded to one or two children from each class. The children are affirmed for academic work/improvement and non- curricular e.g. good behaviour, kindness to others etc. It is our intention that each child will receive a certificate at least once every two years.

We also commend children who have achieved full attendance for the month. Class teachers' call out the names of these children, they stand up and are applauded.

It is an opportunity for the Principal to address the children on commendable behaviours and further reinforce positive behaviour.

Additional S.P.H.E. support:

Our S.P.H.E. Programme is also supported on a daily basis by input from the Support Teacher. Individual children, identified as having particular social and personal needs, undertake programmes with the Support Teacher which address their particular needs at that time.

The School Completion Programme Project Worker is involved with all classes supporting social and personal issues which may arise and are identified by the Class Teacher. Circle Time and Role Play are the usual methodologies employed.

Nurture Room- children identified as needing specific nurture support to help enable them to begin to engage purposefully in their own class setting, attend the nurture room either individually or as part of a small group on a daily basis for nurture support.

**Strands          Junior Infants          Strand Units**

Myself	Self – Identity Taking Care Of my body Growing & Changing Safety & protection
Myself & Others	Myself & My family My Friends & Other people Relating to others
Myself & the Wider World	Developing Citizenship Media Education

## Junior Infants

	<b>Walk Tall</b>	<b>R.S.E.</b>	<b>SMALL WORLD</b>	<b>Be Safe</b>	<b>Stay Safe</b>
<b>Myself-</b>	Unit 1 Lessons 2 +3 (I'm unique)	Theme 1 P.20			
<b>Self - Awareness</b>	Unit 2 Lessons 1-6 P.54-75 (5 senses)				
<b>Making decisions</b>		Theme 9 P.86 (Making choices)			
<b>Taking care of my body</b>	Unit 4 P.43 (Personal hygiene)		Pg.31,32,33 (keeping healthy)		
<b>Growing &amp; Changing</b>	Unit 5 Lessons 1-6 P.109-134 (feelings & emotions)	Theme 6 P.59 Theme 7 P.67 Theme 8 P.77 (feelings & emotions)			
<b>Safety &amp; Protection</b>	Unit 4 Lessons 1-3 P.92	Theme 5 P.51		Road Safety P.5-11 Water Safety P.86- 89 Fire Safety P.46-53	p. 7 (feeling safe and unsafe) p.15 (touches) p.18 secrets/telling p.21 (strangers)

**J.I. (continued)**

<b>Strand/ Strand Unit</b>	<b>Walk Tall</b>	<b>R.S.E</b>	<b>Small World</b>	<b>Be Safe</b>	<b>Stay Safe</b>
<b>Myself &amp; others-</b>					
<b>Myself &amp; my family</b>	Unit 3. Lesson 1 P.81	Theme 4 P.43	Pg.2,5,6 (all about Me)		
<b>My friends &amp; other people</b>	Unit 1. Lesson 5 (aspects of friendship) Unit 5 Lesson 4,6 Unit 3. Lesson 2	Theme 3	Pg.41(people who help us)		p.11 (Bullying)
<b>Relating to others</b>					
<b>Strand - Myself &amp; the Wider World</b>			Pg.45 (travel)		
<b>Developing Citizenship</b>	Unit 1 Lesson 6 P.48				
<b>Media Education</b>					

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<b>Strands</b>	<b>Senior Infants</b>	<b>Strand Units</b>
<b>Myself</b>		<b>Self Identity</b> <b>Taking care of my body</b> <b>Growing &amp; Changing</b> <b>Safety &amp; protection</b>
<b>Myself &amp; Others</b>		<b>Myself &amp; My family</b> <b>My Friends &amp; Other people</b> <b>Relating to others</b>
<b>Myself &amp; the wider world</b>		<b>Developing citizenship</b> <b>Media Education</b>

### Senior Infants

	<b>Walk Tall</b>	<b>Small World</b>	<b>R.S.E</b>	<b>Stay Safe</b>	<b>Be Safe</b>
<b>Myself: Self-Identity</b>	Unit 1 P.29 -52 Unit 2. P.53-74	Pg.6,7 (myself)	P. 169 – 177		
<b>Taking care of my body</b>	Unit 4 P.87	Pg.35,51,52, 59 (healthy habits)	P.147 – 156		
<b>Growing &amp; Changing</b>	Unit 5 P.99 - 110	Pg.9(human life cycle)	P.157 – 168 P.137 – 146		
<b>Safety &amp; Protection</b>			P.123 - 129	All Stay Safe	Road Safety P.5 – 12 Fire Safety P.45 – 54 Water Safety P. 85 - 90

	<b>Walk Tall</b>	<b>Small World</b>	<b>R.S.E</b>	<b>Stay Safe</b>	<b>Be Safe</b>
<b>Myself &amp; Others-</b>					
<b>Myself &amp; my family</b>	Unit 3 Lesson 1 P.77	Pg.7(my family)	P.115 - 123		

<b>My friends &amp; other people</b>	Unit 3 Lesson 2 P. 79		P.107 - 115	P.12 – 14 Bullying	
<b>Relating to others</b>	Unit 3 Lesson 3 P.83		P.129 - 136		

	<b>Walk Tall</b>	<b>Small World</b>	<b>R.S.E</b>	<b>Stay Safe</b>
<b>Myself &amp; the Wider World-</b>				
<b>Developing Citizenship</b>		<b>Pg.31,32,33</b> (care of the environment)		
<b>Media Education</b>				

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Strands	First& Second	Strand Units
Myself		Self Identity Taking care of my body Growing & Changing Safety & Protection
Myself& Others		Myself & My family My Friends & Other people Relating to others
Myself & the wider world		Developing citizenship Media education

### 1<sup>st</sup> and 2<sup>nd</sup>

	Walk Tall	R.S.E	Be Safe	Stay Safe
Myself Self-identity	1 <sup>st</sup> Unit 1: I'm unique (My name) (Alike & different) (I have talents) (Our favourite things) Unit 9 Decisions and Consequences	1 <sup>st</sup> Theme 7 How my body works – our senses Theme 1 Things I like to do		(Myself & the Wider World) Media Education *Online Safety: Smartie the Penguin lesson (Childnet.com) (Friendship & Bullying)
Taking care of my body	2 <sup>nd</sup> Unit 1: Do I want to smoke? Unit 2: My body	1 <sup>st</sup> Theme 6 The Wonder of New Life How my Body Works 2 <sup>nd</sup> Theme 7 When my body needs special care		

<p><b>Growing &amp; Changing</b></p>	<p><b>1<sup>st</sup></b> <b>Unit 3:</b> I have feelings</p> <p><b>2<sup>nd</sup></b> <b>Unit 1:</b> Changes &amp; choices As I grow I change</p>	<p><b>1<sup>st</sup></b> <b>Themes 8:</b> Growing &amp; changing</p> <p><b>2<sup>nd</sup></b> <b>Theme 5:</b> Coping with our feelings</p> <p><b>Theme 8:</b> Growing &amp; changing</p>		
<p><b>Safety &amp; Protection</b></p>	<p><b>1<sup>st</sup></b> <b>Unit 4</b> (Our Classroom Rules) (Rules Have Reasons)</p>	<p><b>1<sup>st</sup></b> <b>Theme 4</b> Keeping safe</p> <p><b>2<sup>nd</sup></b> <b>Theme 4</b> Keeping safe</p>	<p>Road Safety Water Safety (PAWS resource) Fire Safety</p>	<p><b>1<sup>st</sup> &amp; 2<sup>nd</sup></b> (Feeling Safe and Unsafe) (Touches) (Secrets and Telling) (Strangers)</p>



**Strands**

**3rd & 4<sup>th</sup>**

**Strand Units**

<b>Myself</b>	<b>Self-Identity Taking Care of my body Growing &amp; Changing Safety &amp; protection</b>
<b>Myself &amp; others</b>	Myself and my family My friends and other people Relating to others
<b>Myself &amp; the wider world</b>	Developing citizenship Media education

**3<sup>rd</sup> and 4<sup>th</sup> Class**

	<b>Walk Tall</b>	<b>R.S.E</b>	<b>Be Safe</b>	<b>Stay Safe</b>
<b>Self- Identity</b>	<b>3<sup>rd</sup></b> Valuing self & others <b>4<sup>th</sup></b> Who am I?			
<b>Taking care of my body</b>	<b>3<sup>rd</sup></b> My body in & out of balance <b>4<sup>th</sup></b> Substances	<b>4<sup>th</sup></b> Being clean, keeping healthy		<b>3<sup>rd</sup> &amp; 4<sup>th</sup></b> Touches
<b>Growing &amp; Changing</b>	<b>3<sup>rd</sup></b> My body in & out of balance <b>4<sup>th</sup></b> Standing up for myself	<b>3<sup>rd</sup></b> As I grow, I change <b>4<sup>th</sup></b> Growing & changing		
<b>Safety &amp; Protection</b>		<b>3<sup>rd</sup></b> Keeping Safe <b>4<sup>th</sup></b> Reasons for Rules	<b>3<sup>rd</sup> &amp; 4<sup>th</sup></b> Rd Safety Water Safety Fire Safety	<b>3<sup>rd</sup> &amp; 4<sup>th</sup></b> Feeling safe & unsafe Bullying Secrets & Telling Strangers
<b>Making Decisions</b>	<b>3<sup>rd</sup></b> Choices <b>4<sup>th</sup></b> Standing up for myself	<b>3<sup>rd</sup></b> Making decisions <b>4<sup>th</sup></b> Problem solving		<b>3<sup>rd</sup> &amp; 4<sup>th</sup></b> Learning checks
<b>Myself &amp; my family</b>	<b>3<sup>rd</sup></b> Valuing self & others	<b>3<sup>rd</sup> &amp; 4<sup>th</sup></b> My Family		

<b>My friends &amp; other people</b>		<b>3<sup>rd</sup></b> Sometimes friends fight <b>4<sup>th</sup></b> Myself & others		
<b>Relating to others</b>	<b>3<sup>rd</sup></b> I have feelings <b>4<sup>th</sup></b> Feelings	<b>3<sup>rd</sup></b> Expressing feelings <b>4<sup>th</sup></b> Feelings & emotions Bullying behaviour		

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**Strands 5<sup>th</sup> & 6<sup>th</sup> Strand Units**

<b>Myself</b>	<b>Self-Identity</b> <b>Taking Care of My Body</b> <b>Growing and Changing</b> <b>Safety and Protection</b> <b>Making Decisions</b>
<b>Myself &amp; others</b>	<b>Myself and My Family</b> <b>Different Kinds of Friends</b> <b>Making Decisions</b>
<b>Myself &amp; The wider world</b>	<b>Developing Citizenship</b>

**5<sup>th</sup> Class: S.P.H.E.**

<b>Lesson</b>	<b>R.S.E</b>	<b>Walk Tall</b>	<b>Stay Safe</b>
<b>1</b>	<b>The person I am</b> <b>Different kinds of friends</b> <b>My family</b>	<b>Me and Others</b>	
<b>2</b>	<b>Feelings and Emotions</b>	<b>Feelings: Unit 2</b>	
<b>3</b>			<b>Feeling safe/unsafe</b>
<b>4</b>	<b>Influences</b> <b>Decision making</b>		<b>Road, Fire and Water Safety</b>
<b>5</b>	<b>Girl/Boy puberty &amp; New Life</b>		<b>Bullying</b>
<b>6</b>			<b>Touches</b>
<b>7</b>			<b>Secrets &amp; Telling</b>
<b>8</b>			<b>Strangers</b>

**6<sup>th</sup> Class: S.P.H.E.**

<b>Lesson</b>	<b>R.S.E</b>	<b>Walk Tall</b>	<b>Stay Safe</b>
<b>1</b>	<b>Me &amp; My Aspirations</b>	<b>Ways of seeing</b>	
<b>2</b>			
<b>3</b>	<b>Families</b>	<b>Decision Making</b>	
<b>5</b>	<b>Feelings &amp; Emotions</b>		<b>Feeling Safe and Unsafe</b>
<b>6</b>	<b>Growing &amp; Changing</b>		<b>Bullying</b>
<b>7</b>	<b>Relationships &amp; New Life</b>		<b>Touches</b>
<b>8</b>	<b>A Baby is a miracle</b>		
<b>9</b>	<b>Choices &amp; Decision Making</b>		<b>Road Fire and Water Safety</b>

**During Term 2** an invited speaker (nurse) delivers a session on relationships and sexuality to 6<sup>th</sup> class pupils and their parents.

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