

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.

Kind Words
Kind Faces
Hands to Myself

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 6th 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

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 6th).

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

	Walk Tall	R.S.E.	SMALL WORLD	Be Safe	Stay Safe
Myself-	Unit 1 Lessons 2 +3 (I'm unique)	Theme 1 P.20			
Self - Awareness	Unit 2 Lessons 1-6 P.54-75 (5 senses)				
Making decisions		Theme 9 P.86 (Making choices)			
Taking care of my body	Unit 4 P.43 (Personal hygiene)		Pg.31,32,33 (keeping healthy)		
Growing & Changing	Unit 5 Lessons 1-6 P.109-134 (feelings & emotions)	Theme 6 P.59 Theme 7 P.67 Theme 8 P.77 (feelings & emotions)			
Safety & Protection	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)

Strand/ Strand Unit	Walk Tall	R.S.E	Small World	Be Safe	Stay Safe
Myself & others-					
Myself & my family	Unit 3. Lesson 1 P.81	Theme 4 P.43	Pg.2,5,6 (all about Me)		
My friends & other people	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)
Relating to others					
Strand - Myself & the Wider World			Pg.45 (travel)		
Developing Citizenship	Unit 1 Lesson 6 P.48				
Media Education					

Strands	Senior 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

Senior Infants

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

	Walk Tall	Small World	R.S.E	Stay Safe	Be Safe
Myself & Others-					
Myself & my family	Unit 3 Lesson 1 P.77	Pg.7(my family)	P.115 - 123		
My friends & other people	Unit 3 Lesson 2 P. 79		P.107 - 115	P.12 – 14 Bullying	

Relating to others	Unit 3 Lesson 3 P.83		P.129 - 136		

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

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

1st and 2nd

	Walk Tall	R.S.E	Be Safe	Stay Safe
Myself Self-identity	1 st Unit 1: I'm unique (My name) (Alike & different) (I have talents) (Our favourite things) Unit 9 Decisions and Consequences	1 st 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 nd Unit 1: Do I want to smoke? Unit 2: My body	1 st Theme 6 The Wonder of New Life How my Body Works 2 nd Theme 7 When my body needs special care		

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



Strands

3rd & 4th

Strand Units

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

3rd and 4th Class

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

My friends & other people		3rd Sometimes friends fight 4th Myself & others		
Relating to others	3rd I have feelings 4th Feelings	3rd Expressing feelings 4th Feelings & emotions Bullying behaviour		

Strands 5th & 6th Strand Units

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

5th Class SPHE

	Walk Tall	R.S.E	Be Safe	Stay Safe
Self- Identity	This is My Life Realistic Goals & Targets I like me just the way I am Being an effective listener Managing Risky Situations Preventing Accidents	Getting to know you and me If I were... I statements About choices we make Responsibilities About Tasks Decisions, Decisions		Feeling Safe & Unsafe Secrets & Telling
Taking care of my body	Influences & Choices My Amazing Body Body Care & Physical Activity Differing Abilities Wise Food Choices	Healthy Habits Puberty Relationships & New Life Health & Hygiene in Puberty Healthy Choices Plan a Well Balanced Meal A Recipe for Good Health		Feeling Safe & Unsafe Touches
Growing & Changing	Changing Families Talking about Feelings Being Positive about Myself	Potential Challenges Relationships & A context for New Life It could be any day now How I handle my strong feelings All Kinds of Love Self Portrait		Feeling Safe & Unsafe
Safety & Protection	Keeping Safe Managing Risky Situations	What can you Do Now? Responsibilities About Tasks	Water Safety Road Safety Sun Safety Fire Safety	Feeling Safe & Unsafe Friendship & Bullying Touches Secrets & Telling Strangers

Making Decisions	Fact & Opinions Ways of Deciding Responsibilities & Choices	About Choices we Make Decisions, Decisions Time to myself What Age must I Be To..?		Secrets & Telling Strangers Feeling Safe & Unsafe Touches Secrets & Telling Strangers
Myself & my family	Changing Families My Family Different Kinds of Families	Family Scenarios Feelings & Actions Families Conflict Scenarios		
My friends & other people	Friendships Part of the Group Bullying	Qualities of a True Friend Same Situation/ Different Feelings Friendship Collage Who is Close to you? About Friendship About Choices we Make		Friendship & Bullying Strangers
Relating to others	Name Calling Sources of Conflict Managing Conflict Part of the Group We Live in Our Community Save our Surroundings Working Together to Learn about our Community Our Community: Our World	Getting to know you and me How Actions Affect Feelings		Friendship & Bullying Secrets & Telling Strangers
Myself & the Wider World	Recreation			Strangers Friendship & Bullying

6th Class SPHE				
	Walk Tall	R.S.E	Be Safe	Stay Safe
Self- Identity	A Kaleidoscope of Families	Getting to know you and me If I were... I statements About choices we make Responsibilities About Tasks Decisions, Decisions		Feeling Safe & Unsafe Secrets & Telling
Taking care of my body	Healthy & Unhealthy Behaviour Help and the Community Infections & Body Protection A Problem with Food?	Healthy Habits Puberty Relationships & New Life Health & Hygiene in Puberty Healthy Choices Plan a Well Balanced Meal A Recipe for Good Health		Feeling Safe & Unsafe Touches
Growing & Changing	Rights & Responsibilities in Families Privileges & Responsibilities Identifying & Exploring Feelings All you need is Love	Potential Challenges Relationships & A context for New Life It could be any day now How I handle my strong feelings All Kinds of Love Self Portrait		Feeling Safe & Unsafe
Safety & Protection	Preventing Accidents Care with Substances Medicines	What can you Do Now? Responsibilities About Tasks Making a Resolution	Water Safety Road Safety Sun Safety Fire Safety	Feeling Safe & Unsafe Friendship & Bullying Touches Secrets & Telling Strangers
Making Decisions	Making Informed Decisions Decisions Have Consequences	About Choices we Make Decisions, Decisions Time to myself What Age must I Be To..?		Secrets & Telling Strangers Feeling Safe & Unsafe Touches Secrets & Telling Strangers

Myself & my family	A Kaleidoscope of Families	Family Scenarios Feelings & Actions Families Conflict Scenarios Families on T.V.		
My friends & other people	Changing Friends Groups & Me Bullying	Qualities of a True Friend Same Situation/ Different Feelings Friendship Collage Who is Close to you? About Friendship About Choices we Make		Friendship & Bullying Strangers
Relating to others	Name Calling Listening Communication Assertive Communication	Getting to know you and me How Actions Affect Feelings		Friendship & Bullying Secrets & Telling Strangers
Myself & the Wider World	Paper Bag Game Bridging the Gap Our Rights, Our Responsibilities My World, Our World Print Media: Newspapers Media			Strangers Friendship & Bullying

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

Ratification and Communication

This policy was ratified by Staff and Scoil Mhuire Board of Management on April 5th 2022. Staff can access this policy on Aladdin.

This policy will be reviewed as and when the need arises but no later than April 2025.

Signed on Behalf of the Board of Management:

Chairperson: *Rosella Sheehan*

Date: 5/4/22