

**Social, Personal and Health Education**

***Social, Personal and Health Education Whole School Plan St.Cuana's NS 2023***

**Introductory Statement and Rationale**

**Introductory Statement**

The staff of St.Cuana's N.S. formulated this school plan for SPHE, in consultation with our Board of Management and our Parents, as we believe that SPHE is a shared responsibility and their contributions and involvement will be essential to the effective implementation of the SPHE programme in the school. It was brought to the attention of the Board of Management and Parents.

**Rationale**

Aspects of SPHE have been taught in St. Cuana's NS through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education. It has also been taught through integration with other subject areas such as Physical Education, Religion, Geography, etc. However, we wish to formalise our teaching of SPHE and plan for it on a whole school basis.

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 and Aims**

**Vision:**

We strive to ensure that each child through positive learning experiences will be stimulated to achieve their full potential, face life confidently, find fulfillment and be respectful in an ever changing world. We aim to foster the personal development, health and wellbeing of each individual child. To help him/her create positive supportive relationships and become an active and responsible citizen in society.

**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 his/her decisions and actions now and in the future enabling them to respect and relate to themselves and others and become an active and responsible citizen in society.

## St. Cuana's N.S. Kilcoona, Headford, Co. Galway

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St. Cuana's NS 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 encourage the children to be active in determining their own learning
- The children of St. Cuana's NS should be enabled to achieve the aims outlined in the SPHE curriculum, which include:
  - ❖ 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

# St. Cuana's N.S. Kilcoona, Headford, Co. Galway

## Content of Plan

### Curriculum:

### Strands and Strand Units:

SPHE is planned so that children receive a comprehensive programme over a two-year cycle. 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.

The content objectives for some of the more sensitive areas of the RSE elements of SPHE may be addressed in discrete time by an invited and qualified speaker for 6th classes.

The curriculum is delineated at four levels—infant classes, first and second classes, third and fourth classes, and fifth and sixth classes—and is divided into three strands: Myself, Myself and others, and Myself and the wider world.

Each of these strands is further subdivided into a number of strand units or topic areas that contain particular objectives.

St.Cuana's NS 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. St.Cuana's NS have created this timetable to reflect this approach:

SPHE 2 Year Plan		
Month	Year 1	Year 2
September - October	Self - Identity (Myself)	Myself and My Family
November - December	My Friends and Other People (Myself and Others)	Relating to Others (Myself and Others)
January - February	Safety and Protection (Myself) - Stay Safe	Growing and Changing (Myself) - RSE
March - April	Making Decisions (3rd-6th) (Myself)	Taking Care of My Body (Myself) - RSE
May - June	Media Education (Myself and the Wider World)	Developing Citizenship (Myself & the Wider World)

**Contexts for SPHE:**

SPHE will be taught in St.Cuana's NS through a combination of the following contexts:

- Positive School Climate and Atmosphere

St.Cuana's NS has created a positive atmosphere by:

- building effective communication
- catering for individual needs
- creating a health-promoting physical environment
- developing democratic processes
- enhancing self-esteem
- fostering respect for diversity
- fostering inclusive and respectful language
- developing appropriate communication
- developing a school approach to assessment

- Discrete time for SPHE

SPHE is allocated ½ hour per week on each teacher's timetable in St.Cuana's NS. However teachers may allocate 1 hour per fortnight to allow for more in depth exploration of a strand unit.

- Integration with other subject areas and Linkage within SPHE

Teachers will aim to adopt a thematic approach to SPHE by integrating it with other subject areas such as Language, Geography, History, Religion, Visual Arts, Physical Education, etc.

**Approaches and Methodologies:**

St.Cuana's NS believe that the approaches and methodologies used in SPHE are crucial to the effectiveness of the programme.

- Active learning is the principal learning and teaching approach recommended for SPHE, therefore we will aim to teach SPHE using a variety of strategies which include:
  - ❖ Drama activities
  - ❖ Mindfulness activities
  - ❖ Cooperative games
  - ❖ Use of pictures
  - ❖ Photographs and visual images
  - ❖ Written activities
  - ❖ Use of medi/videos and animations
  - ❖ Information technologies and looking at children's work

**Assessment:**

Assessment is a central part of the everyday learning and teaching process in SPHE. It can provide valuable information on the child's progress and on the effectiveness and suitability of the programme and the teaching methods being used.

St.Cuana's NS use the following recommended informal tools for assessment in SPHE:

Teacher observation

Teacher-designed tasks and tests

Portfolios and projects

**Children with Different Needs:**

Teachers will undertake to adapt and modify activities and methodologies in SPHE to encourage participation by children with special needs. The SET will supplement the work of

the class teachers where necessary. St.Cuana's NS will liaise with trained professionals/appropriate agencies when dealing with sensitive issues such as bereavement or loss to ensure that the children involved are fully supported.

**Equality of Participation and Access:**

St.Cuana's NS recognises and values diversity, and believes all children are entitled to access the services, facilities, or amenities that are available in the school environment. Ours is a mixed-sex school and we aspire to challenge traditional stereotypes and ensure that equal opportunities are given to boys and girls to participate in discussion, debate, presentation, etc. St.Cuana's NS is under Roman Catholic school management, and we set out to provide for Members of Travelling community, Children with disabilities, Families with literacy difficulties, Children who are learning English as a second language.

**Organisation:**

Policies and Programmes that support SPHE:

Policies
Child Protection Anti-Bullying Relationships and Sexuality Education Substance Use Code of Behaviour Enrolment Health and Safety Healthy Eating Internet Acceptable Usage

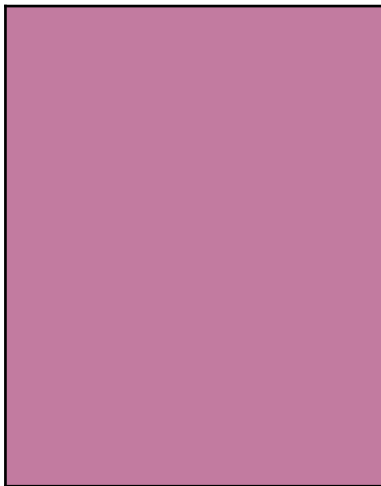
Programmes
Active School Flag Green Flag Anti-Bullying Workshop Zones of Regulation Internet Safety Talks Road Safety Awareness Ann Flanagan - Transition programme for secondary school WISER - RSE 6th class programme Mindfull Matters 3rd to 6th class Stay Safe Programme Smart Moves

**Homework:**

SPHE homework, if prescribed in SPHE, will reflect the active learning approach and will reinforce information already taught during class.

**Resources:**

<p>Books for Teacher</p>	<p>RSE Manuals                  Walk Tall                  Stay Safe                  Busy Bodies - New Edition (2020)                  Making the Links                  Be Safe                  Zones of Regulation                  SPHE Curriculum                  Stop, Think, Do (social skills)                  Jenny Mosley Circle Time resource                  Wellbeing Policy Statement and Framework for Practice- Dept of Education and Skills                  Mindful Matters Teacher Resources</p>
<p>Media/ICT</p>	<p>PDST - <a href="https://www.pdst.ie/wellbeing">https://www.pdst.ie/wellbeing</a>                  Mediawise - <a href="http://www.safefood.eu/Education/Primary-(ROI)/MediaWise.aspx">http://www.safefood.eu/Education/Primary-(ROI)/MediaWise.aspx</a>                  Seatbelt Sherrif - <a href="http://www.seatbeltsheriff.ie/">http://www.seatbeltsheriff.ie/</a>                  Safe Cross Code - <a href="http://www.rsa.ie/RSA/Road-Safety/Campaigns/Current-road-safety-campaigns/Safe-Cross-Code/">http://www.rsa.ie/RSA/Road-Safety/Campaigns/Current-road-safety-campaigns/Safe-Cross-Code/</a>                  Busy Bodies Resource (available from <a href="http://www.healthpromotion.ie">www.healthpromotion.ie</a> ) Booklet and DVD                  Wellbeing Guidelines for Primary Schools (available from <a href="https://www.education.ie/en/Publications/Education-Reports/Well-Being-in-Primary-Schools-Guidelines-for-Mental-Health-Promotion.pdf">https://www.education.ie/en/Publications/Education-Reports/Well-Being-in-Primary-Schools-Guidelines-for-Mental-Health-Promotion.pdf</a> )                  The Right Start (Infants – 2nd) – Amnesty International - <a href="https://www.amnesty.ie/wp-content/uploads/2016/08/The-Right-Start-updated-version.pdf">https://www.amnesty.ie/wp-content/uploads/2016/08/The-Right-Start-updated-version.pdf</a>                  Lift Off (3rd – 4th) – Amnesty International - <a href="https://www.amnesty.ie/wp-content/uploads/2016/08/LIFT-OFF-Resource.pdf">https://www.amnesty.ie/wp-content/uploads/2016/08/LIFT-OFF-Resource.pdf</a></p>



Me You Everyone (5th – 6th) – Amnesty International -

<https://www.amnesty.ie/wp-content/uploads/2016/08/LIFT-OFF-Me-You-Everyone.pdf>

Taste Buds (available from

<http://www.safefood.eu/tastebuds.aspx> )

Webwise <https://www.webwise.ie/>

Myselfie and the Wider World :

<https://www.webwise.ie/myselfie-wider-world/>

### **Guest Speakers:**

When a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom (as per Circular 0042/2018) and make the speaker aware of this school plan and attached policies.

### **Individual Teachers' Planning and Reporting:**

This plan in SPHE and the curriculum documents will inform and guide teachers in their long and short term planning in SPHE. Each teacher will keep a Cuntas Míósúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE.

### **Staff Development:**

Training opportunities will include the following areas and this training will support an effective implementation of the SPHE programme:

- Training in the Child Protection Programme/Stay Safe
- Training in the Substance Misuse programme /Walk Tall
- Training in the Relationships and Sexuality Education programme /R.S.E.
- PDST Advisor support and modelling of lessons as required

Teachers are encouraged to attend SPHE related courses and will share information/skills acquired at these courses with other members of staff during staff meetings.

### **Parental/Guardian Involvement:**

Parental/Guardian involvement is considered an integral part to effectively implementing SPHE as St.Cuana's NS believe that SPHE is a shared responsibility. This plan and the curriculum documents are available for parents to inform them of the programme for SPHE, and they will be informed of the Relationships and Sexuality Education Policy and Substance Use Policy. The Stay safe programme requires school/home links that is evidenced by parental/guardian signature. Booklets are kept in the child's file.

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## **Community Links:**

St.Cuana's NS believe that the local community has a very important role to play in supporting the programme in SPHE and undertake to liaise with the members such as the Dental Hygienist, Health Nurse, Fireman, Vet, New Parent, etc.

## **Success Criteria**

The success of this plan will be evaluated through teacher's planning and preparation, and if the procedures outlined in this plan have been consistently followed. We will also judge its success if the children have been enabled to achieve the aims outlined in this plan.

## **Review**

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the SPHE curriculum in the school. Maria Ryder is responsible for coordinating this review. Those involved in the review will include:

Teachers

Pupils- health promotion committee/green flag committee

Parents-through communication with parents association & health promotion committee

BoM/DES/PDST

## **Timeframe:**

This plan will be reviewed in 3 years or on introduction of the new curriculum framework

## Ratification and Communication

The Board of Management of St.Cuana's NS ratified this plan on *6th July 2023*.

Signed *Tom Callanan - Chairperson - 6th July 2023*

*Sabrina Melvin - Principal - 6th July 2023*

This plan is available to view at the school by the parents on request.



Relationships and Sexuality Education (RSE) Policy

**Introductory Statement & Rationale**

This policy statement is an approved approach to the teaching of RSE in St.Cuana's National School. It was developed to inform teachers and parents as to what material is covered in the RSE programme within SPHE.

**School Philosophy/Ethos**

St.Cuana's is a mixed Catholic school serving a rural area under the trusteeship of the Bishop of Tuam. Our school aims to give the children in our care a sound religious and moral education within the established Catholic ethos of the school and to help them establish a faith in God which will grow and develop. The ethos of St.Cuana's can be seen in the everyday dealings that all those who work in the school have with each other. It is manifested in the respect and consideration shown by teachers to pupils and vice versa. We are proud of the children who are part of our school and hope they go on to become fulfilled adults.

**Definition of RSE**

RSE aims to provide opportunities for children to learn about relationships and sexuality in ways that help them to form values and establish behaviours within a moral, spiritual and social frame work. It is an integral part of the Social, Personal and Health Education and is taught in this context. RSE aims to help children learn, at home and in school, about their own development, about their friendships and relationships with others. This work is based on developing a good self-image and self-esteem and providing them with appropriate information.

**RSE in the context of our SPHE programme**

SPHE is a subject on the school curriculum that provides opportunities for pupils to learn basic personal and social skills which foster integrity, self-confidence and self-esteem while nurturing sensitivity to the feelings and rights of others. It is taught from Junior Infants up to 6th class. RSE forms part of this programme. It is a spiral curriculum which ensures that topics are taught in a developmental manner through the child's primary school years. SPHE aims to develop the child's emotional, moral, social and spiritual growth as well as their intellectual, physical, political, religious and creative development. The content of the school's SPHE programme covers a wide range of topics such as healthy eating, alcohol and drug awareness, environmental issues, safety and social responsibility as well as RSE.

**Including RSE in the Curriculum**

RSE is facilitated in the following ways

- In the context of a positive school climate and atmosphere
- In the context of an effective code of behaviour and anti-bullying policy
- As part of timetabled SPHE
- On an integrated cross curricular basis
- As needs arise within classrooms

#### **Aims of our RSE programme**

- To help young people develop healthy friendships and relationships
- To enhance the personal development, self-esteem and well-being of the child.
- To foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, spiritual and social framework.
- To enable the child to acquire an understanding of, and respect for, human love, sexual intercourse and reproduction.
- To develop and promote in the child a sense of wonder and awe at the process of birth and new life.
- To enable the child to be comfortable with the sexuality of oneself and others while growing and developing.

#### **Guidelines for the Management and Organisation of RSE in our school:**

##### **Content**

We recognise that the parents are the primary educators of their children and that the home is the natural environment in which RSE should take place. The role of the school, therefore, is seen as one of support of the work of the home in this area. The content objectives covered will be taught as laid down by the Department of Education and Skills in the SPHE Curriculum 1999.

- The strands units 'Growing and changing' and 'Taking care of my body' are covered in one year of a 2 year plan
- Lessons containing sensitive material are covered as part of these strand units
- RSE will be delivered to 6th class boys and girls by an external visitor. WISER - Parents of these pupils will be invited to attend a talk on the content of these lessons prior to them being taught
- RSE will be taught in all classes
- RSE curriculum will be taught every second year as part of the two year SPHE cycle and referred to during the stay safe programme.
- Questions arising from lesson content will be answered in an age-appropriate manner.
- All resources used in the teaching of the programme will be in keeping with the ethos of the school and in the spirit of this policy.
- For an outline of the RSE programme - see Appendix I
- For the vocabulary to be taught in the sensitive areas - see Appendix II

### **School Policies and Curricular Plans which support our RSE**

Traditionally, we are a child-centred school. The educational and emotional needs of the children in our care are central to our curricular planning and policy making processes.

- Grow in Love
- SPHE Curriculum
- Stay Safe Programme
- School's Code of Behaviour and Discipline Policy
- Anti -Bullying Policy
- Child Protection Policy
- Enrolment Policy
- ICT and Social Media Expected Use Policy
- Administration of Medicine Policy

In keeping with the sentiment and spirit of these policies, we informally support many of the aims on which RSE is modelled. We encourage good behaviour, open communication, understanding and tolerance of differences and respect for staff and others. We recognise that both pupils and staff have rights and responsibilities in our school. A sense of responsibility is fostered, and attention is paid to the well-being of all the members of the school community.

### **Approaches and Methodologies**

In St.Cuana's NS, we will use the following approaches and methodologies to teach RSE;

- stories and poems
- classroom discussion
- ICT Activities • group work
- game's
- art activities
- reflection • circle time
- external facilitator (Circular 0042/2018)

### **Resources**

Staff may consult any of the following teaching resources when teaching RSE in addition to the DE Relationships and Sexuality Education Programme:

- PDST Health and Wellbeing RSE
  - ★ NCCA SPHE/RSE Toolkit
  - ★ DE Walk Tall Manuals
  - ★ Making the Links and Beyond
  - ★ Stay Safe programme
  - ★ Walk Tall Programme
  - ★ Anatomical Dolls

- ★ HSE publications ([www.healthpromotion.ie](http://www.healthpromotion.ie))
- ★ Busy Bodies Booklet/ Videos/ Workbook (PDST )
- ★ Inclusive picture and story books
- ★ INTO Different Families, Same Love Poster
- ★ INTO Different Families, Same Love Lesson Ideas
- ★ INTO Different Families Same Love Online Presentation JI – 2nd
- ★ INTO Different Families Same Love Online Presentation 3rd – 6th
- ★ RESPECT guidelines
- ★ Gender Equality Matters (GEM)
- ★ All Together Now
- ★ We All Belong
- ★ PDST Education and Transgender Information
- ★ PDST Identity Based Bullying Information
- ★ RSE related educational websites

#### **Timetabling**

One half hour period per week is timetabled for each class for SPHE. RSE will be included in the programme taught during this time. It is envisaged that some aspects of RSE (including the sensitive issues, will be taught through a number of core periods while some material may be taught in a cross curricular manner. The “sensitive issues” of RSE will be taught in each classroom during the Second Term as part of the two year cycle.

#### **Pupils with Special Educational Needs (SEN)**

Consultation with parents of pupils with SEN may be required. At the request of parents of pupils with SEN, the school will facilitate the teaching of the lessons on ‘sensitive issues’ on another occasion individually or in a small group setting. A variety of teaching methodologies may be required for some children. These include social stories, ICT , prompting, use of visuals and videos. Middletown Centre for Autism, PDST RSE, GLD Guidelines and Stay Safe for Children with SEN.

#### **Confidentiality and Child Protection**

Where there is disclosure by a child of abuse, the school will follow the Department of Education and Skills child protection guidelines and guidelines as set out in "Children First".

**Provision for Ongoing Support**

For parents

- Parents are welcome to view the curriculum if they wish
- There will be contact with parents prior to and during the teaching of lessons involving "sensitive issues". Parents of 5th and 6th class pupils will be invited to a briefing on the lessons which will outline the RSE programme for those pupils. Copies of the 'Busy Bodies' booklets will be available to parents at this meeting.

For teachers

- The Board of Management will support in-career development in the area of SPHE/RSE as opportunities arise.

**Implementation**

This policy will be implemented during the school year 2023/2024.

**Review**

This policy will be reviewed on an ongoing basis or sooner should a need arise. Parents and staff will be informed of any amendments made.

**Ratification and Communication**

The Board of Management of St.Cuana's NS ratified this plan on *6th July 2023*.

Signed *Tom Callanan - Chairperson - 6th July 2023*

*Sabrina Melvin - Principal - 6th July 2023*

This plan is available to view at the school by the parents on request.

**Appendix 1 - Outline of the RSE Curriculum**

<b>INFANTS - 2nd CLASS</b>	<b>3rd CLASS - 6th CLASS</b>
<p><b>Strand Unit - Growing and Changing</b></p> <ul style="list-style-type: none"><li>• As I grow I change</li><li>• New life</li><li>• Feelings and emotions</li></ul> <p><b>Strand Unit - Taking care of my body •</b> Knowing about my body</p> <ul style="list-style-type: none"><li>• Food and nutrition</li><li>• Making decisions</li></ul>	<p><b>Strand Unit - Growing and Changing</b></p> <ul style="list-style-type: none"><li>• As I grow I change</li><li>• Birth and new life</li><li>• Feelings and emotions</li></ul> <p><b>Strand Unit - Taking care of my body •</b></p> <ul style="list-style-type: none"><li>• Knowing about my body</li><li>• Food and nutrition</li><li>• Health and wellbeing</li></ul>

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**Appendix 11- Vocabulary to be taught in each class**  
**Click on the link below**

[NEW Sensitive Language Grid 11.18.pdf](#)