St. John Bosco Junior Boys’ School

Social, Personal and Health Education Policy

**Introduction**

The staff of St. John Bosco Junior Boys’ school formulated this school plan for SPHE, in consultation with parents and the Board of Management. We believe that SPHE is a shared responsibility and that their contributions and involvement will be essential in the effective implementation of the SPHE programme in the school. It was drafted by an SPHE Committee comprising representatives from the staff, Board of Management and parents.

**Rationale**

SPHE in our school will enable each child to develop a positive sense of self-esteem, enhance social and communication skills and equip them with the knowledge and ability to lead a healthy life.

The reasons why it was decided to focus on this area for development were to

* Benefit teaching and learning in our school.
* Conform to principles of learning outlined in the Primary school curriculum
* Review the existing plan for S.P.H.E.
* Ensure that the strands and strand units (i.e. topics and sub-topics) are adequately covered within a two year cycle.
* Increase awareness among staff to assist in the delivery of the curriculum.

**Vision**

It is our aim to encourage the full and harmonious development of the children while allowing for individual difference.

Children will be provided with opportunities to enhance their skills in the academic, social and personal spheres of their lives in the secure and nurturing environment of the school. They will also be supported in establishing a clear sense of themselves and a capacity to relate respectfully to others.

SPHE provides particular opportunities to foster the personal development, health and well-being of the child. It also helps them to create and maintain supportive relationships and become an active and responsible citizen in society.

SPHE will be provided in three ways in our school:

* A positive school climate
* Discrete SPHE time
* Through integration with other subjects

Our school values the uniqueness of each child within a caring school community. We firmly recognise the positive role which activities in the area of S.P.H.E. can play in developing the school as a learning 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. Through our SPHE programme we wish to assist children to develop feelings of self-worth and self-confidence while encouraging their ability to relate to others in a positive way. The programme also encourages children to be aware of their rights as individual while at the same time accepting responsibility for their actions as members of the school and the wider community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible and is evident in activities both inside the classroom and elsewhere in the school.

**Aims**

The aims of Social, Personal and Health Education are:

* To promote the personal development and well-being of the child
* To foster in the child a sense of care and respect for himself and others and an appreciation of the dignity of every human being
* To promote the health of the child and provide a foundation for healthy living in all its aspects
* To enable the child to make informed decisions and choices about the social,

personal and health dimensions of life both now and in the future

* To develop in the child a sense of social responsibility, a commitment to active and participative citizenship and an appreciation of the democratic way of life
* To enable the child to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world.

**Objectives**

When due account is taken of intrinsic abilities and varying circumstances, it is envisaged that the SPHE curriculum should enable the child to:

* Be self-confident and have a positive sense of self-esteem
* Develop a sense of personal responsibility and come to understand his sexuality and the processes of growth, development and reproduction
* Develop and enhance the social skills of communication, co-operation

and conflict resolution

* Create and maintain supportive relationships both now and in the future
* Develop an understanding of healthy living, an ability to implement healthy behaviour and a willingness to participate in activities that promote and sustain health
* Develop a sense of safety and an ability to protect himself from danger and

abuse

* Make decisions, solve problems and take appropriate actions in personal, social and health contexts
* Become aware of, and discerning about, the various influences on choices and

decisions

* Begin to identify, review and evaluate the values and attitudes that are held by

individuals and society and to recognise that these affect thoughts and actions

* Respect the environment and develop a sense of responsibility for its long-term care
* Develop some of the skills and abilities necessary for participating fully in groups and in society
* Become aware of some of the individual, community rights and responsibilities

that come from living in a democracy

* Begin to understand the concepts of personal, local, national, European and global identity
* Appreciate and respect the diversity that exists in society and the positive

contributions of various cultural, religious and social groups

* Promote the values of a just and caring society in an age-appropriate manner and understand the importance of seeking truth and peace.

**The key characteristics of the SPHE curriculum:**

SPHEis a

* A long life process
* Is a shared responsibility
* Is a generic approach
* Is based on the need of the child
* Is spiral in nature
* Is developed in a contexts for learning
* Requires children to be engaged in activity based learning

**SPHE and self-esteem**

One of the key tasks of any SPHE programme is the enhancement of the children’s self-esteem. All children hold an inner picture of themselves, of their strengths and limitations. This self-picture has been, and is, contributed to both by the positive and negative responses they receive from people who are important to them. Their self-image and the value they attribute to it then influences the way we respond to all life’s challenges and choices. Self-esteem may be considered the personal evaluation between the self-image and the ideal self. That is the difference between how we see ourselves and how we would like ourselves to be. High self-esteem is not to be confused with over confidence. Individuals with high self-esteem do not need to tell people constantly about their attributes. They are able to admit mistakes and to listen sensitively to the needs of others. In order to help children develop into mature, autonomous adults, SPHE in our school concerns itself with giving children opportunities to enhance their self-esteem.

Self-esteem can affect many aspects of the individual child’s life. Pupils who feel good about themselves will have positive attitudes to work and will be more likely to be confident in social situations and enthusiastic when tackling new ideas in school. Such children will have a positive experience of schooling. A child with high self-esteem will confident in his ability to eventually succeed. Furthermore sound self-esteem enables people to learn from criticism and to view failures in a balanced and realistic way.

**Content**

The content of the SPHE curriculum is presented in three strands as identified in The Primary School curriculum. SPHE is planned in such a way that the child will receive a comprehensive programme in SPHE over a two year period. Teachers are familiar with the content objectives for their class level. The strand units not covered in year one must be included in the teacher’s planning for the following year. In some cases it may be necessary to revise specific objectives from the previous year. Active learning is the principal teaching and learning approach recommended for SPHE.

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

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| **Strand and strand units** | **Junior and senior infants** | **First class** |
| **Strand: Myself**  **Strand Unit: Self-identity** | **Self-awareness**   * Discuss and appreciate all the features that make a person special and unique * Begin to understand, appreciate and respect personal abilities, skills and talents * Recognise and record personal preferences * Become aware of his immediate world through the senses   **Developing self-confidence**   * Express own views, opinions and preferences * Become more self-reliant and independent * Begin to learn how to cope with various changes as they occur   **Making decisions**   * Identify some everyday choices made by himself and those that are made by others * Begin to develop some awareness of factors that may influence decisions or   choices taken | **Self-awareness**   * Develop an appreciation of and talk about personal strengths, abilities and characteristics * Recognise and appreciate the similarities and differences between people * Identify and talk about personal preferences, dreams for the future and hopes * Become aware of his immediate world through the senses   **Developing self-confidence**   * Become more independent and self-reliant * Explore different ways of coping with change * Express personal opinions and preferences and acknowledge those of others and comment on them   **Making Decisions**   * Recognise and reflect on choices that are made every day * Discuss the factors that may influence personal decisions or choices * Realise that being involved in decision-making demands more personal   responsibility |

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| **Strand Unit: Taking care of my body** | **Knowing about my body**   * Appreciate the need, and understand how to care for his own body in order to keep it healthy and well * Respect his own body and that of others * Name parts of the male and female body using appropriate anatomical terms * Explore and discuss the different things a body can do * Recognise and practise basic hygiene skills * Realise that each individual has some responsibility for taking care of himself   **Food and nutrition**   * Become aware of the importance of food for growth and development * Explore food preferences and their role in a balanced diet * Discuss and explore some qualities and categories of food * Realise the importance of good hygiene when preparing food to eat | **Knowing about my body**   * Appreciate the need and understand how to care for the body in order to keep it strong and healthy * Recognise the importance of treating the body with respect and dignity * Explore the various things the body can do * Name parts of the male and female body using appropriate anatomical terms, and identify some of their functions * Develop and practise basic hygiene skills * Realise that each individual has some responsibility for self-care * Become aware of how infection spreads easily and the importance of adhering to a code of hygiene * Recognise and examine some of the substances that are taken into the body and the purpose and function of each one   **Food and nutrition**   * To explore the importance of food for promoting growth, keeping healthy and providing energy * Appreciate that balance, regularity and moderation are necessary in the diet * Identify some of the foods that that are derived from plant and animal sources * Recognise and practise good hygiene when dealing with food |
| **Strand Unit: Growing and changing** | **As I grow I change**   * Identify some of the factors that promote growth * Realise that growth and change are part of the process of life and are unique to each individual * Recognise that the ability to take responsibility for himself and others increases as he grows older   **New life**   * Become aware of new life and birth in the world * Develop an awareness of human birth * Identify what babies need to help them grow and develop   **Feelings and emotions**   * Name a variety of feelings and talk about situations where these may be experienced * Explore the variety of ways in which feelings are expressed and coped with * Begin to be sensitive the feelings of others and to realise that the actions of one individual can affect the feelings of another * Explore and discuss occasions that can promote positive feelings in himself | **As I grow I change**   * Begin to recognise the physical, emotional, social and spiritual factors that promote growth * Realise that growth takes place in many different ways and is unique to each individual * Realise that growing up brings increased responsibility for himself and others   **New life**   * Begin to understand that reproduction, birth, life growth and death are all part of a life cycle * Appreciate what is necessary in order to provide and care for new-born babies in both the animal and human world * Realise the various roles parents and other family members have in providing for new-born babies   **Feelings and emotions**   * Name and identify a wide range of feelings and talk about and explore feelings in different situations * Realise and explore the various ways feelings can be expressed and dealt with and choose which are the most appropriate and acceptable * Identify people with whom he can discuss feelings and emotions * Become aware of and be able to choose healthy ways of feeling good about himself * Explore the various feelings that change as one grows * Recognise that individual actions can affect the feelings of others |
| **Strand unit: Safety and protection** | **Personal safety**   * Explore appropriate safety strategies * Identify situations and places that are safe and those where personal safety might be at risk * Realise how other people can persuade him to engage in unsafe behaviour   **Safety issues**   * Identify people who are responsible of safety in the community and learn and practise safety strategies for crossing the road, using the bus or being a pedestrian * Realise and understand that rules are necessary in order to protect people and keep them safe * Explore how accidents might be prevented at home, in school, on the farm, or in the water * Realise that many substances used at home or in school are dangerous and that permission should be sought before exploring the contents * Identify some of the substances or things that are put onto the body and their associated functions * Explore occasions when medicines, injections or pills are needed and the safety rules that apply when taking medicine | **Personal safety**   * Recognise and explore situations where children feel safe and those where safety might be at risk * Discuss and practise appropriate strategies for dealing with these situations * Explore how other people can persuade him to engage in unsafe behaviour and how this may be counteracted * Identify risky behaviour and examine its positive and negative consequences   **Safety issues**   * Develop and practise strategies for keeping safe when travelling * Become familiar with and understand the need to adhere to safety rules that apply in school, at home, on the farm, in water, for his own safety and that of others * Recognise how accidents may be caused and what can be done in order to prevent accidents happening * Recognise and explore occasions when medicines are needed * Distinguish between substances in the home or school that are safe and those that are dangerous and seek permission before exploring them |
| **Strand: Myself and others**  **Strand Unit: Myself and my family** | * Identify the name of the people who constitute a family and appreciate that all family units are not the same * Realise that he belongs to a family and that each person has a place and role within a family * Explore the things that families do together * Realise how families take care of, support and love each other * Explore and acknowledge many of the things that can be learned at home | * Identify and talk about those who live at home and recognise that homes and families can vary * Recognise his role and place in the family unit and the contribution made by each member to the family * Appreciate his own family and identify ways in which members of families can help, support and care for each other * Explore many of the things that are learned in families, both practical and otherwise |
| **Strand unit: My friends and other people** | * Identify, discuss and appreciate his own friends * Discuss and examine different aspects of friendship * Identify and appreciate friends at school and how they can help and care for each other * Discuss and appreciate all those considered special, both within and outside the family circle * Recognise and appreciate differences in people and know how to treat others with dignity and respect * Recognise and explore bullying behaviour, who is involved and the effects on different people * Know that bullying is always wrong and know what should be done if one is being bullied or sees it happening to someone else | * Discuss personal friends and why he enjoys being with them * Identify, explore and discuss qualities and skills associated with friendship * Explore how friends can influence personal actions and decisions * Know how to treat people with dignity and respect * Recognise and explore bullying behaviour, who is involved and the effects on different people * Know that bullying is always wrong and know what should be done if one is being bullied or sees it happening to someone else |
| **Strand Unit: Relating to others** | * Listen to and respond to the opinions and the views of others * Use verbal and non-verbal behaviour to perform social functions * Practise care and consideration, courtesy and good manners when interacting with others * Resolve conflicts with others | * Distinguish between verbal and non-verbal behaviour and know how they are used in performing social functions * Listen, hear and respond to what is being said by others * Express and record experiences, opinions, feelings and emotions in a variety of ways * Explore and practise how to handle conflict without being aggressive |
| **Strand: Myself and the wider world**  **Strand Unit: Developing citizenship** | **My school community**   * Recognise the name of his own school and the people who contribute to the life of the school * Realise that each person is important and has a unique and valuable contribution to make to the class * Recognise the importance of sharing and co-operating and being fair in all activities in the class and school * Realise and understand the necessity for adhering to the class and school rules * Explore and respect the diversity of children in the class and school   **Living in the local community**   * Recognise and appreciate people or groups who serve the local community and how their contribution enhances the quality of life of others * Recognise and become familiar with the rules within a group or a wider community, those who safeguard these rules and the importance of obeying the rules in order to keep people safe * Suggest ways of helping other people at home, in school and in the local community * Recognise that each person has an important contribution to make to the life of the community * Begin to become aware of local identity and to participate in and enjoying celebrating local events   **Environmental care**   * Appreciate the environment and realise that each individual has a community and individual has a community and individual responsibility for protecting and caring for the environment | **My school community**   * Explore what it means to belong and recognise some of the different groups to which he can belong * Recognise and write the name and location of his own school and identify those who constitute the school community * Discuss and appreciate how the positive contributions of each person can make the class or school a better place for everyone * Be involved in making the classroom rules and recognise the importance to adhering to these rules for the safety of all. * Engage in group activities in the class and learn how to share, co-operate listen to work and play together   **Living in the local community**   * Begin to appreciate how many people depend on each other in many aspects of life * Develop a sense of belonging to his local community * Be aware of and appreciate the diversity of cultures and people in the local community, recognise their contributions and be aware of how differences can enrich his experiences * Develop an awareness of people in other places * Identify those who have special responsibilities for looking after people in the community and the importance of the contribution of each individual to community life   **Environmental care**   * Appreciate the environment and realise that there is a community and individual responsibility in caring for and protecting the environment |
| **Strand Unit: Media Education** | **Media Education**   * Realise that he receives information from many different sources * Identify favourite television programmes, videos and video games and indicate reasons for preference * Explore popular stories, books and rhymes and discuss some of the characters and their appealing traits * Begin to use and explore the various kinds of information technology available | **Media Education**   * Become aware of and learn about the different ways in which information can be communicated * Begin to distinguish between fact and fiction in stories or situations in different media forms * Discuss and explore advertising that is specifically aimed at children |

**Teaching/Learning contexts** **for SPHE**

SPHE will be taught through a combination of contexts

* Positive school climate and atmosphere
* Discrete time
* Integration with other subject areas

**Positive school climate and atmosphere**

Teachers are aware of the importance of promoting a positive school climate.

Our [key](http://www.conventprimaryroscommon.ie/pageDetail.php?entid=126&pageid=14) messages are:

* We cater for the individual needs of the children. Individual needs may be social, emotional, spiritual, physical or intellectual. Through assessment, observation and discussion with parents we strive to identify and meet individual needs.
* We provide opportunities to enhance the self-esteem of all members of the school community. All staff members are aware that their role in helping children to develop their self-esteem is to create an environment within the school that is as positive as possible for all concerned.
* We aim to actively [value](http://www.conventprimaryroscommon.ie/pageDetail.php?entid=126&pageid=14) diversity and to prioritise inclusive and respectful language. 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.
* We work to develop an effective communication system with the school and between school and home.
* We support a health-promoting physical environment. Emphasis on healthy eating, healthy lifestyle, road safety, water safety and regular fire drills are some of the areas promoted. Taking responsibility and pride in the school environment is encouraged through promotion of behaviour habits required for maintaining a clean environment.
* We promote democratic processes in all levels of school life while balancing roles, rights and responsibilities. Children experience and practice the democratic process by:

1. Negotiating the class rules at the start of the year
2. Sharing responsibility
3. Valuing the opinion of others
4. Experiencing a sense of belonging to their own class group and the wider school community
5. Developing a sense of commitment to common goals.

**Discrete time**

SPHE is timetabled for half hour per week. Children who are withdrawn for supplementary teaching must be included for as much of the SPHE programme as possible. The discrete time is used to develop and practise particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum. Content objectives dealing with RSE and child protection are addressed through discrete time.

**Integration**

At each class level, teachers should seek to integrate SPHE with other curricular areas. Many aspects of SPHE can be dealt with in the context of Religion, English, Gaeilge, SESE, Visual Arts and Drama.

**Approaches and Methodologies**

Active learning is a key principle of the overall curriculum and is the principal learning and teaching and approach recommended for S.P.H.E.

The more the child is directly engaged in the learning process, cognitively, physically, emotionally and creatively, the more he or she is enabled to internalise what is learned.

The following active learning strategies will be promoted in the school.

* Drama activities.
* Co-operative games.
* Picture, photographs and visual images.
* Discussion; in pairs, small groups and with whole class.
* Written activities; surveys, questionnaires, lists, checklists, projects and worksheets.
* Media studies.
* Information and communication technologies.
* Looking at children’s work; portfolios and projects.
* Other strategies as devised by the class teacher

The following approaches and methodologies will be used effectively for S.P.H.E.

* Talk and discussion.
* Skills through content.
* Collaborative learning.
* Problem solving.
* Use of the environment.

**Assessment**

Assessment provides the teacher with information on how what children are learning through the planned programme in S.P.H.E. This knowledge will inform decisions regarding future learning experiences and give directions for planning, designing and adapting materials in S.P.H.E. and for adopting certain teaching approaches in the classroom. The school can assess the child’s progress in S.P.H.E. mostly by teacher observation. Children’s progress in SPHE is assessed through teacher-designed tasks, portfolios and in particular teacher observation.

The teacher will observe the following:

* The ability of the child to co-operate and work in groups or to work independently
* The informal interactions between the child and adults and between the child and other children
* Physical and emotional maturity
* The quality of presentation of work
* The participation and interest of the child in various activities

Information regarding the child’s abilities, strengths and overall progress in S.P.H.E. is shared with the parents at the parent teacher meetings

**Children with different needs**

We support and ensure the participation of children with special needs. The requirements of children with special needs will be taken into consideration when planning class lessons and related activities

All children are enabled and encouraged to make an important contribution

We will adapt and modify activities so that all children in the class can participate fully in class. 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.

**Individual Teacher’s Planning and Reporting**

The whole school plan and the curriculum documents for S.P.H.E. will provide information and guidance to individual teachers for their long and short term planning. Work completed is recorded in the Cuntas Miosuil. These are kept on the Naz Drive.This ensures that concepts and skills are developed from year to year and that the looking and responding activities are not repetitive for the children. Children’s progress is recorded in the individual school report cards.

**Policies and programmes that support SPHE**

SPHE links with other policies and programmes that are used in the school such as RSE, Walk Tall, Stay Safe, Child Protection, Positive Behaviour Policy, Anti Bullying and the Health and Safety statement. Teachers are expected to be familiar with these policies and programmes and ensure that the schools agreed policy is followed when addressing these issues.

**Relationships and Sexuality in Education**

RSE is a life-long process of acquiring knowledge and understanding and of developing attitudes, beliefs and values about sexual identity, relationships and intimacy. In a school situation RSE, provides structured opportunities for pupils to acquire a knowledge and understanding of human relationships and sexuality through processes which enable them to form values and to establish behaviours within a moral, spiritual and social framework, appropriate to their age. RSE will be taught in accordance with the School Policy and Department’s directives and within the Catholic ethos of the school. The teaching methods used in the school are child centred and reflect the age and stage of development of each child. Sensitive issues will be dealt with appropriately.

Aspects of RSE are taught during SPHE, Religion and SESE. An integrated approach towards RSE ensures that the children encounter RSE in a holistic manner rather than in isolation.

Stay Safe Progamme

The aim of the Stay Safe Programme is to teach children personal safety skills so they can look after themselves in situations which could be upsetting or dangerous.

The lessons cover the following areas:

* Feeling Safe and Unsafe
* Friendship and Bullying
* Touches
* Secrets and Telling
* Strangers

Children participating in this programme will learn:

* To distinguish between safe and unsafe feelings
* What to do if lost
* What to do if the phone or doorbell rings when they are alone in the house
* The importance of friends in children’s lives
* What to do if bullied
* Stay Safe Rules: Say No/ Get Away/ Tell
* Why not to bully others
* Appreciating normal, appropriate touches
* That unsafe touches should never be kept secret
* How to respond to inappropriate touches (Stay Safe Rules)
* Good and bad secrets
* That some secrets should not be kept
* Who and how to tell if in trouble
* About strangers and safety strategies

Child Protection

The school follows the DES Child Protection Guidelines and Procedures, which are based on Children First, national Guidelines for the Protection and Welfare of Children. The principal is the designated liaison person (DLP). Each teacher has a copy of our policy on Child Protection and a copy is available to parents, through the secretary, if they request one.

**Parental Involvement**

Parents are informed of the school’s programme for S.P.H.E. when they enrol in our school. Parents can contribute to the development of S.P.H.E. in the school by checking homework, encouraging friendships and co-operating with the policies in place in our school.

The Principal will outline the SPHE programme at the incoming Junior Infant information meeting.

SPHE is a shared responsibility between family and school. Copies of the school plan for SPHE are available from the office. Parents will be made aware of the content objectives that deal with sensitive issues before teachers cover these in class and will be given the opportunity to discuss these issues with their child prior to the lessons in school.

**Community links**

Members of the local community have a role to play in supporting the S.P.H.E. programme e.g. Public Health Nurse, Garda Siochana, the Parish Priest and our Lollipop ladies. The Health Promotion Unit of the H.S.E. plays a role in making themselves available as guest speakers or in the provision of information booklets.

**Implementation and Review**

The Principal is responsible for the implementation of the SPHE programme within St. John Bosco Junior Boys’ School and class teachers are responsible for the implementation of the SPHE programme for their own classes.

It will be necessary to review this policy on a regular basis to ensure optimum implementation of the SPHE curriculum in our school. Any amendments will be noted and acted upon. This review will be carried out by all teaching staff.

**Ratification and Communication**

This policy was ratified by the Board of Management in June 2014

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson BOM

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