

Scoil Cnoc Mhuire Senior S.P.H.E. POLICY

Introduction and Rationale

This plan was formulated by the teaching staff of Scoil Cnoc Mhuire Senior. As teachers, we acknowledge the importance of S.P.H.E. in our school in fostering a positive learning environment, productive staff and happy, confident pupils. This policy reflects that view and not only conforms to principles of learning outlined in the Primary School Curriculum, but reflects the ethos of Restorative Justice we use throughout the school.

Ours is a Restorative School therefore we empower children to problem solve, give them a voice and use circles regularly to allow communication between all in the school community. Circles provide opportunities to communicate, solve problems and share ideas.

Vision

We seek to foster the social and personal development, health and well being of each child in the school. We encourage mindfulness and an atmosphere of respect. With the use of Restorative Practice (RP) we prepare pupils to contribute to and play a meaningful role in their communities now and in the future.

Aims

. We endorse the aims of the Primary School Curriculum for SPHE

- 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

Positive School Climate and Atmosphere

Teachers in this school endeavour to maintain a positive school atmosphere by:

- Using effective communication (especially in circles) within the school
- Catering for individual needs of the children
- Creating a health-promoting physical environment
- Sustaining the democratic processes with the use of RP
- Enhancing self-esteem in a number of ways
- Fostering respect for diversity
- Fostering inclusive and respectful language

- Developing appropriate communication between home and school

Content of Plan

- The Walk Tall Programme
- The Stay Safe Programme
- Relationships and Sexuality Education
- Restorative Practice
- Anti-bullying Campaign

Curriculum Planning

- Strands and Strand Units

The Strands and Strand Units for each class level are outlined in our Whole School Plan for SPHE. The Plan is cyclical, with all 10 strand units covered in 3rd and 4th and revisited in 5th and 6th class.

- Discrete Time

- This 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.
- Timetabled ½ hour per week and may include restorative circles
- Lessons are timetabled by the staff at each individual class level.
- Discretionary time is used for SPHE as required
- Teachers ensure that pupils who are withdrawn for supplementary teaching will be included for as much of the SPHE programme as possible.

- Integration

- At each class level, staff seek to integrate SPHE with other curricular areas.
- Content objectives are addressed through meaningful integration with other subjects
- Integration is reflected in the school's planning in both long term and short term plans.

Approaches and Methodologies

Active learning is a key principle of the overall curriculum and is the principal learning and teaching approach recommended for SPHE. 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 are promoted in the school

- Drama activities
- Co-operative games
- Pictures, photographs and visual images
- Discussion: in pairs, small groups, with whole class
- Written activities: surveys, questionnaires, lists, check-lists, projects, worksheets
- Media Studies
- Information and communication technologies
- Looking at children's work: portfolios, projects ...

Policies which support SPHE

Health & Safety Policy

Healthy Eating Policy

Anti-bullying Policy,

Child Protection Policy

Code of behaviour

Parental Involvement Policy

SEN Policy

Agencies & Community Links which Support SPHE

Killinarden Drug Prevention Scheme

School Completion Programme (Compass Group, Health & Hygiene groups)

Accord Catholic Marriage Agency

Gardaí

Killinarden Community School

Counselling Service

Food Dudes

South Dublin County Council

Care Team

HSE

CDI

HSCL

ISPC

Staff development

- Staff regularly participate in courses, meetings, conferences and workshops relating to SPHE.
- Staff are encouraged to share the expertise acquired at these events
- Time is allocated at staff meetings, if required, to discuss aspects of the SPHE programme
- Staff avail of internal and/or external expertise to inform and up skill the school community, as necessary.

Assessment

Teachers assess informally throughout the school year. Assessment tools are used as follows:

- Teacher observation
- Teacher-designed tasks
- Work samples, portfolios, projects
- Teachers share information with each other, with parents, with children, with other professionals either informally, or formally through school reports at the end of the school year.
- Any issues which arise with a child relating to SPHE are discussed with the Principal, DLP, Care Team or any other members of staff. The child is supported in their social, interpersonal and health education in our school. We have a strong history of responding to the needs of each child and supporting or helping them ourselves, or directing them towards various outside agencies which can help.

Children with Different Needs

- Teachers support and ensure the participation of children with SEN
- All children are enabled to make an important contribution regardless of academic achievement
- Groups to enhance social skills are in place for children with ASD

Equality of Participation and Access

- Equal opportunities are given to all children to participate in SPHE in our school regardless of gender, race, colour, religion, ability etc.
- All children have equal access to and opportunities to experience all strands of the SPHE curriculum
- All children have access to services, facilities, or amenities in the school environment
- All children participate in restorative circles

Resources

ICT

Resources relating to the Walk Tall programme

Resources provided for the Stay Safe Programme

Resources provided for the RSE programme

Library books

SCP courses for children

Posters

Displays

Art materials

Parental Involvement

- Parents are informed of the school's programme for SPHE at yearly class meetings, by written communications from the school and through text a parent.
- There a school information booklet and reference is made to RP and how it is used within the school.
- Parents are present in the school and participate in events which enhance the atmosphere in the school.

- There is open communication between Parents and staff, fostered by the HSCL teacher.

This Policy has been compiled by the staff of Scoil Cnoc Mhuire Senior. It will be reviewed every 4 years or as deemed necessary by the Principal.

Ratified in December 2015