



Bunscoil Gleann Sidheáin



S.P.H.E. Plan

Introductory Statement and Rationale

Introductory statement and rationale: All teachers were involved in the development of this plan and the principal and post holder responsible for curriculum development for SPHE took responsibility for this project. A representative committee of parents, teachers and Board of Management members, chaired by the principal, was formed to devise an agreed approach to the RSE elements of the plan.

The Staff of Bunscoil Gleann Sidheáin formulated this school plan, 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 drafted during and in school planning day with the assistance of a local cuiditheoir from the Primary Curriculum support programme and brought to the attention of the Board of Management and parents.

Rationale: This plan is a record of whole school decisions in relation to SPHE in line with the Primary Curriculum 1999. It's purpose is to guide the teachers in adopting a consistent and coherent approach to the teaching and learning of SPHE in our school. It is intended to guide teachers in their individual planning for SPHE to ensure appropriate coverage of all aspects of the curriculum from Infants to Sixth class.

Aspects of SPHE have been taught in Bunscoil Gleann Sidheáin for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education. It has also been taught through integration with other subjects 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.

Vision and Aims

Vision: Our school 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. 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 individuals 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.

Aims: We endorse the aims and objectives of the Curriculum of 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 children to take a greater control of their personal lives as individuals
- To encourage the children to be active in determining their own learning

Curriculum Planning

Strands and Strand Units

SPHE is planned so that children receive a comprehensive programme over a two year cycle. Teachers have allocated units from each of the strand to each class.

The content objectives of the sensitive area of the RSE and Stay Safe elements for SPHE will be addressed in discrete time in both classes at a particular level.

Teachers identified materials and resources to support each strand unit. These resources are listed in the layout of the teaching of SPHE at each class level.

There are nine strand units for classes from Junior Infants to Second Class and ten strand units for all classes from third onwards.

Every class from Junior Infants to Sixth Class will cover the same strand units every year with the exception being that the strand unit Making Decisions is not covered in Junior and Senior Infants and First and Second Class.

- This the layout of Strands and Strand Units as per our two year plan. The plan is starting on Year 1 for the school year starting September 2018/19.

Year 1		
Month(s)	Strand(s)	Strand Units
Sept/Oct	Myself	Self-Identity
Nov/Dec	Myself and Others	My friends and other people
Jan/Feb/Mar	Myself	Safety and Protection
Apr	Myself	Making Decisions
May	Myself	Safety and Protection-Safety Issues
June	Myself and the Wider World	Media Education

Year 2		
Month(s)	Strand(s)	Strand Units
Sept/Oct	Myself and Others	Myself and My Family
Nov	Myself and Others	Relating to Others
Dec	Myself and the Wider World	Developing Citizenship
Jan/Feb/Mar	Myself	Growing and changing
Apr/May/June	Myself	Taking Care of My Body

Junior and Senior Infants

Year 1			
Month	Strands	Strand Unit	Resources
Sept/Oct	Myself	<u>J.I.:</u> Self-Identity <ul style="list-style-type: none"> • Self-awareness • Developing self-confidence • Growing and Changing 	Walk Tall Junior Infants (Unit 1)
		<u>S.I.:</u> Self-Identity <ul style="list-style-type: none"> • Self-awareness • Growing and Changing 	Walk Tall Senior Infants (Unit 1)
Nov/Dec	Myself and Others	<u>J.I.:</u> <ul style="list-style-type: none"> • Myself and my family • My friends and other people • Relating to others 	Walk Tall Junior Infants (Unit 3)
		<u>S.I.:</u> <ul style="list-style-type: none"> • Myself and my family • Relating to others • My friends and other People 	Walk Tall Senior Infants (Unit 3)
Jan/Feb/Mar	Myself	<ul style="list-style-type: none"> • Safety and Protection Personal Safety 	Stay Safe Programme

		(Topics 1-5)	for Junior Infants & Senior Infants
April	Myself	<p><u>J.I.:</u></p> <ul style="list-style-type: none"> • Taking Care of my Body Food/nutrition/senses <p><u>S.I.:</u></p> <ul style="list-style-type: none"> • Taking Care of my Body Food/nutrition/senses 	<p>Walk Tall Junior Infants (Unit 2)</p> <p>Walk Tall Senior Infants (Unit 2)</p>
May	Myself	<ul style="list-style-type: none"> • Safety and Protection Safety Issues -Fire Safety -Road Safety -Water Safety -Farm Safety 	Be Safe programme for Junior Infants & Senior Infants
June	Myself and the Wider World	<p>Developing Citizenship</p> <ul style="list-style-type: none"> • <i>My school community</i> • <i>Living in the local</i> 	Walk Tall Junior Infants & Senior Infants S.E.S.E Resources

Year 2			
Month		Strand Unit	Resources
Sept/Oct	Myself	<u>J.I.:</u> Self-Identity <ul style="list-style-type: none"> • Self-awareness • Developing self-confidence • Growing and Changing <u>S.I.:</u> Self-Identity <ul style="list-style-type: none"> • Self-awareness • Growing and Changing 	Walk Tall Junior Infants (Unit 1) Walk Tall Senior Infants (Unit 1)
Nov	Myself and Others	<u>J.I.:</u> <ul style="list-style-type: none"> • Myself and my family • My friends and other people • Relating to others <u>S.I.:</u> <ul style="list-style-type: none"> • Myself and my family • Relating to others • My friends and other People 	Walk Tall Junior Infants (Unit 3) Walk Tall Senior Infants (Unit 3)
Dec	Myself and the wider world	<u>J.I. & S.I.:</u> Developing citizenship <ul style="list-style-type: none"> • <i>Community</i> • <i>Environmental care</i> 	Walk Tall Junior Infants Walk Tall Senior Infants (Unit 6)
Jan/Feb/March	Myself	<ul style="list-style-type: none"> • Growing and Changing – Feelings & emotions 	Relationships and Sexuality Programme

		<p>Particular focus on the following lessons:</p> <p>J.I.: Lessons</p> <ol style="list-style-type: none"> 1. New Life 2. I Grow <p>S.I.: Lessons</p> <ol style="list-style-type: none"> 1. My Body 2. I Grow and Change <ul style="list-style-type: none"> • Growing and changing – feelings & emotions 	<p>Junior Infants & Senior Infants</p> <p>Walk Tall Junior Infants (Unit 5)</p> <p>Walk Tall Senior Infants (Unit 5)</p>
April/May	Myself	<ul style="list-style-type: none"> • Taking care of my body 	<p>Walk Tall Junior Infants (Unit 4)</p> <p>Walk Tall Senior Infants (Unit 4)</p>
June	Myself	<p>J.I.: Self-Identity</p> <ul style="list-style-type: none"> • Developing Self Confidence <p>S.I.: Self-Identity</p> <ul style="list-style-type: none"> • Self-awareness 	<p>Walk Tall Junior Infants (Unit 6)</p> <p>Walk Tall Senior Infants (Unit 6)</p>

Units and lessons may vary, only to be used as a guide.

First and Second Class

Year 1			
Month	Strands	Strand Unit	Resources
Sept/Oct	Myself	1st: Self-Identity <ul style="list-style-type: none"> • Self-awareness • Developing self-confidence • Growing and Changing 2nd: Self-Identity <ul style="list-style-type: none"> • Me and my decisions 	Walk Tall 1 st class (Unit 1) Walk Tall 2 nd class (Unit 1)
Nov/Dec	Myself and Others	1st: <ul style="list-style-type: none"> • Myself and my family • My friends and other people • Relating to others 2nd: <ul style="list-style-type: none"> • Myself and my family • Relating to others • My friends and other People 	Walk Tall 1 st class (Unit 5) Walk Tall 2 nd class (Unit 4)
Jan/Feb/Mar	Myself	<ul style="list-style-type: none"> • Safety and Protection Personal Safety (Topics 1-5) 	Stay Safe Programme for 1 st & 2 nd class
April	Myself	1st: <ul style="list-style-type: none"> • Taking Care of my Body Food/nutrition/senses 2nd: <ul style="list-style-type: none"> • Taking Care of my Body Food/nutrition/senses 	Walk Tall 1 st class (Unit 2) Walk Tall 2 nd class (Unit 2)

May	Myself	<ul style="list-style-type: none"> • Safety and Protection Safety Issues -Fire Safety -Road Safety -Water Safety -Farm Safety 	Be Safe programme for 1 st & 2 nd class
June	Myself and the Wider World	<ul style="list-style-type: none"> • Developing Citizenship 	Walk Tall1 st class Walk Tall 2 nd class (Unit 5) S.E.S.E Resources
Year 2			

Month		Strand Unit	Resources
Sept/Oct	Myself	<p>1st: Self-Identity</p> <ul style="list-style-type: none"> • Self-awareness • Developing self-confidence • Growing and Changing <p>2nd: Self-Identity</p> <ul style="list-style-type: none"> • Self-awareness • Growing and Changing 	<p>Walk Tall 1st class (Unit 1/3)</p> <p>Walk Tall 2nd class (Unit 1/3)</p>
Nov	Myself and Others	<p>1st:</p> <ul style="list-style-type: none"> • Myself and my family • My friends and other people • Relating to others <p>2nd:</p> <ul style="list-style-type: none"> • Myself and my family • Relating to others • My friends and other People 	<p>Walk Tall 1st class (Unit 5)</p> <p>Walk Tall 2nd class (Unit 4)</p>
Dec	Myself and the wider world	<p>1st& 2nd class</p> <ul style="list-style-type: none"> • Media Education 	<p>Walk Tall 1st class (Unit 6)</p> <p>Walk Tall 2nd class (Unit 6)</p>
Jan/Feb/March	Myself	<ul style="list-style-type: none"> • Growing and Changing – Feelings & emotions • Growing and changing – feelings & emotions 	<p>Relationships and Sexuality Programme 1st& 2nd class</p>

			Walk Tall 1 st class Walk Tall 2 nd class
April/May/June	Myself	<ul style="list-style-type: none"> • Taking care of my body 	Walk Tall 1 st class Walk Tall 2 nd class

Units and lessons may vary, only to be used as a guide.

Third and Fourth Class

<u>Year 1</u>			
Month	Strand	Strand Unit(s)	Resources
Sept/Oct	Myself	Self-Identity <ul style="list-style-type: none"> • Self Awareness • Developing self-confidence 	Walk Tall 3&4
Nov/Dec	Myself and Others	<ul style="list-style-type: none"> • My friends and other people 	Walk Tall 3 & 4
Jan/Feb/Mar	Myself	<ul style="list-style-type: none"> • Safety and Protection Personal Safety	Stay Safe Programme 3 rd and 4 th
April	Myself	Making Decisions	Walk Tall 3 & 4
May	Myself	<ul style="list-style-type: none"> • Safety and Protection Safety Issues -Fire Safety -Road Safety -Water Safety -Farm Safety	Be Safe 3 rd & 4 th

June	Myself and the Wider World	Media Education	Walk Tall 3 & 4

Year 2			
Month	Strand	Strand Unit(s)	Resources
Sept/Oct	Myself and Others	Myself and my Family	Walk Tall 3&4
Nov	Myself and Others	<ul style="list-style-type: none"> • Relating to Others • Communicating • Resolving conflict 	Walk Tall 3 & 4
Dec	Myself and the Wider World	<ul style="list-style-type: none"> • Developing citizenship • Living in the local community National, European and wider communities Environmental care 	Walk Tall S.E.S.E Resources
Jan/Feb/Mar	Myself	<ul style="list-style-type: none"> • Growing and changing As I grow I change Birth and new life Feelings and emotions 	Relationships and Sexuality 3 rd and 4 th Class Walk Tall 3 & 4
Apr/May/June	Myself	<ul style="list-style-type: none"> • Taking care of my body Health and well-being Knowing about my 	3 rd & 4 th

		body Food and nutrition	
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Fifth and Sixth Class

Year 1			
Month	Strands	Strand Unit	Resources
Sept/Oct	Myself	Self-Identity <ul style="list-style-type: none"> • Self Awareness • Developing self-confidence 	Walk Tall 5&6
Nov/Dec	Myself and Others	My friends and other people	Walk Tall 5&6
Jan/Feb/Mar	Myself	<ul style="list-style-type: none"> • Safety and Protection Personal Safety 	Stay Safe Programme 5 th and 6 th
April	Myself	<ul style="list-style-type: none"> • Making Decisions 	Walk Tall 5&6
May	Myself	<ul style="list-style-type: none"> • Safety and Protection Safety Issues -Fire Safety -Road Safety -Water Safety -Farm Safety 	Be Safe 5 th and 6 th Class

June	Myself and the Wider World	<ul style="list-style-type: none"> Media Education 	Walk Tall 5 & 6 S.E.S.E Resources
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Year 2

Month		Strand Unit	Resources
Sept/Oct	Myself and others	<ul style="list-style-type: none"> Myself and my Family 	Walk Tall 5&6
Nov	Myself and Others	<ul style="list-style-type: none"> Relating to Others Communicating Resolving conflict 	Walk Tall 5 & 6
Dec	Myself and the wider world	<ul style="list-style-type: none"> Developing citizenship Living in the local community National, European and wider communities Environmental care 	Walk Tall 5&6 S.E.S.E. Resources
Jan/Feb/March	Myself	<ul style="list-style-type: none"> Growing and changing As I grow I change 	Relationships and Sexuality

		Birth and new life Feelings and emotions	5 th and 6 th Class Walk Tall 5 and 6
April/May/ June	Myself	<ul style="list-style-type: none"> • Taking care of my body Health and well-being Knowing about my body Food and nutrition 	Walk Tall 5&6

Context for SPHE

SPHE will be taught through a combination of contexts:

- Positive school climate and atmosphere
- Discrete time
- Integration with other subjects

Positive school climate and atmosphere:

At the first staff meeting of the year all members of the school community are reminded of the importance of promoting a positive school climate. The key messages dealing with school climate and atmosphere are also included in the booklet for new families enrolling their children in the school and are referred to, as appropriate, during the school year through newsletters, meetings with parents, at assembly and on a regular basis in classes.

Our key messages are:

- We cater for the individual needs of 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. The staff are aware of their role in helping children to develop their self-esteem is to create an environment that is as positive as possible for all concerned. The five building blocks of self-esteem as outlined in the curriculum have been adopted as our approach to self-esteem development. These are: A sense of identity, a sense of belonging, a sense of security, a sense of purpose and a sense of competence.
- We aim to actively value diversity and to prioritise inclusive and respectful language. We will prioritise both racial and gender equality and respect for those with special

needs. 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 within the school and between school and home. Attention will be paid to encouraging everyone to express their opinions and concerns and to respond to the opinions and concerns of others as a dimension of classroom work and general school life.
- We support a health promoting physical environment. Through our health and safety policy and the health education section of our PE programme we have set out how we will promote health and safety awareness and how we intend to deal with unsatisfactory aspects of our environment. Emphasis on healthy lunches, healthy lifestyle, road, water and farm safety and regular fire drills are some of the areas promoted. Taking responsibility and pride in our school environment is encouraged through our litter prevention programme and through constant review and promotion of behaviour and 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:
 - Negotiating the class rules at the beginning of the school year
 - Sharing responsibilities
 - Valuing the opinions of others
 - Experiencing a sense of belonging to their own class group and the wider school community
 - Developing a sense of commitment to common goals

We have agreed that we will prioritise care in our own behaviour as adults and in our expectation of children. We will help children to care for each other through actively building relationships within the class. We will seek to build identity security and belonging, competence and purpose through:

- Discussion, promotion of and valuing difference
- Agreeing ground rules for responsible behaviour and clarifying values on an ongoing basis
- Caring for and promoting inclusion of others
- Promoting inclusive and respectful language
- Promoting support and co-operation
- Respecting individual strengths
- Supporting individual needs through teacher support and buddy systems
- Creating meaningful differentiated learning opportunities
- Celebrating the wide range of children's strengths at assemblies
- Communication regularly about learning and general development with the home

Discrete Time

SPHE will be timetabled for half an hour per week, one hour per fortnight or blocks or 1-2 hours per month where feasible or appropriate. Children who are withdrawn for supplementary teaching must be included for as much of the SPHE programme as possible. This discrete time is used to develop and practice particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum. It has been agreed that content objectives dealing with RSE and child protection are addressed through discrete time. (Appendix 1)

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 English, Gaeilge, SESE, Visual Arts and Drama. Teachers have identified the objectives that can be acquired through cross-curricular work. In order to ensure that these are being adequately covered, teachers will make specific provision in their short term planning and will use the cuntas míosúil as a form of self-assessment for these and other objectives.

Approaches and Methodologies

Teachers are in agreement that active learning is the principal learning and teaching approach used in the SPHE programme. The following active learning strategies are promoted in SPHE:

- 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
- Other strategies as devised by the class teacher.

Assessment

Children's progress in SPHE is assessed through:

- (a) Teacher's observation:
 - The ability of children to co-operate and work in groups or to work independently

- The informal interaction 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 a variety of activities
- (b) Teacher designed tests and tasks
- SPHE includes areas of knowledge and understanding that will need to be assessed at regular intervals. Specific tasks can be used to ascertain a child's ability to apply particular skills in different situations
- (c) Portfolios and projects
- Teachers may decide that children will keep folders/copybooks of their personal work
- (d) Self-assessment by children
- Children are encouraged to engage in assessing their own progress in SPHE and to reflect on their learning
 - Recording data from these methods of assessment can contribute to the overall picture of a child's development and can be used as a reference for the teacher when planning for SPHE and in communication with the child, parents, other teachers or the principal.

Differentiation

The SPHE programme aims to meet the needs of all children in the school. This will be achieved by the teachers varying the pace, content and methodologies to ensure learning for all pupils. Evidence of this differentiated approach will be recorded in the teacher's weekly scheme. The requirements of children with special needs will also be taken into consideration when planning class lessons and related activities. The SNA supports particular children or groups as directed by the class teacher. Children who have experienced bereavement of loss, serious illness or other major personal situations are supported and consideration is given to meeting their individual needs in the appropriate manner.

Equality of participation and access

We view the SPHE programme as playing a key role in ensuring equality of opportunities for all children. The programme at each class level will be flexible so that the learning requirements of all children may be addressed. We provide equal educational experiences for both boys and girls as we recognise that stereotyped expectations of gender roles can inhibit children's educational achievements. Children with special needs will be included in all activities.

Policies and programmes that support SPHE

SPHE links with other policies/programmes used in the school – Substance Use, Stay Safe, Child Protection, Enrolment, Code of Behaviour, Anti-Bullying, Health and Safety Statement, Healthy Eating, Care of the Environment. Teachers are expected to be familiar with these policies and ensure that the schools agreed policy is followed when addressing these issues.

(a) RSE and Stay Safe Programme

RSE and Stay Safe are addressed in the context of SPHE. The content objectives that will be addressed in discrete time for the sensitive areas of the RSE and Stay Safe elements of SPHE are listed in Appendix 1 and it is agreed that these objectives will be addressed in both classes at a particular level, year two serving to revise the content objectives covered in year one. Each teacher has a list of the content objectives. All of these issues will be dealt with in the context of the development of attitudes and values consistent with the ethos of our school. The following arrangements have been made in collaboration with parents, Board of Management and teachers:

- Timetable
- Dealing with questions
- Confidentiality
- Communications between school and home/Parents' choices
- Teachers' choices
- Guest Speakers

Timetable: Teachers will decide the timetabling of RSE/Stay Safe lessons. If there is no request for the withdrawal of a child from this work the lessons should be spread through the year rather than taught within a concentrated timeframe. This allows the children the time to absorb the values within which this knowledge is presented.

Where a child is being withdrawn from specific objectives the teacher would need to inform parents of the dates of lessons e.g. several consecutive weeks, and to make arrangements with the principal for the child/children to be supervised elsewhere. Every effort will be made to minimise attention being brought to these children.

Dealing with questions: Teachers establish ground rules limiting the discussion to material covered in present or previous lessons. Teachers will use discretion based on the content or spirit of this plan to decide whether the question should be discussed in the classroom context or referred to parents. For teachers who have opted not to teach the RSE lessons, questions can be referred to the principal.

Confidentiality: Teachers establish ground rules covering the limits of the discussion, the level of respect required and the concept of confidentiality. All discussions will remain within the parameters of planned material. If a matter is divulged to a teacher where either an accusation or a suggestion of a criminal act is made, the matter should be brought to the attention of the principal, the Designated Liaison Person, who will refer it to the proper authorities. (See Children First Guidelines and our schools' Child Protection Policy). In these matters a teacher should never agree to keep a secret for a child.

Communication with parents re RSE & Stay Safe matter/Parents' choices:

Parents have a right to choose whether or not their child receives instruction in the areas covered by the RSE/Stay Safe objectives. Parents may choose to withdraw their child from some or all of these objectives.

All parents are made aware of the RSE/ Stay Safe topics that will be covered each year and the ethos within which they will be delivered. This will happen at the class meeting for parents for parents in November. All parents should discuss these topics with their child prior to class discussion. This should be done as early as possible after the meeting.

Any parent who has concerns should discuss them with the class teacher. A parent who asks to have their child withdrawn from specific objectives should do so in writing before the end of November. Only parents who have done this will be contacted about the actual date of specific lessons and arrangements made for supervision for that child.

While teachers will normally check with previous teachers whether any children were withdrawn from specific objectives it will not always be possible to do so. Parents will be expected to make their wishes known each year to the new class teacher.

Where parents choose to withdraw their children from specific objectives they may be withdrawn from formal lessons covering these matters. Teachers will then avoid addressing these issues formally in the context of other class discussions. Teachers cannot be held responsible for language used necessarily in school life or by other children.

Teachers' choice:

Teachers have a right to choose whether or not to give instruction in the areas covered by the RSE objectives. Where a teacher decides not to give instructions in these lessons the following guidelines will apply

- Another staff member may teach this material
- A guest speaker may be invited to deal with this issue
- Teachers who choose not to deal with aspects of the SPHE programme must bring this to the attention of the principal at the earliest possible opportunity to enable alternative arrangements to be put into place.

Guest speakers:

The principal and the class involved will consult with Accord or other suitable agencies should guest speakers be required to deal with RSE issues. The following agencies will then apply:

- The teacher/s concerned will make the guest speaker aware of the objectives to be covered and the policy and ethos within which they will be discussed
- The class teacher or another teacher will remain with the class group while the guest speaker is present.

(b) Child Protection

Bunscoil Gleann Sidheáin follows the Department of Education and Science Child Protection Guidelines and procedures which are based on the Children First, National Guideline for the Protection and Welfare of Children. The principal is the designated liaison person (DLP). Each September teachers are reminded of the school's Child Protection policy and the procedures to be followed in dealing with incidents in relation to child protection. Parents are also informed of these procedures through the school newsletter. Each teacher has a copy of the Child Protection policy and a copy is available to parents in the Principal's office.

Homework

Homework will reflect the active learning approach to SPHE as described in this plan. Parents are encouraged to become active participants and engage, as appropriate with their child in assigned homework.

Resources

Bunscoil Gleann Sidheáin will select resources/materials that are:

- Reflective of our school ethos
- In line with the principles of the SPHE Curriculum
- Age Appropriate
- Closely matched to specific objectives
- Free of bias, racial, or sexual stereotyping
- Produced from a reputable agency

Resources are stored centrally in the office and an inventory is provided to each teacher. Materials must be signed for and returned following use. A designated teacher will collect and re-distribute school owned SPHE resources annually and review new materials in

consultation with the staff. Materials purchased with school funds remain the property of the school.

ICT

Our software inventory distributed to each teacher contains a list of programmes that support SPHE. The teachers have allocated specific programmes from this list to each class level. Teachers should not use other computer programmes or internet sites for SPHE without consulting the principal. When using the internet teachers must adhere to school procedures for safe internet usage.

Videos/DVDs

Suitable videos/DVDs are stored in the teachers' resource area. They are listed under subject headings with the guidelines about content and class level. Teachers should not use other videos/DVDs or TV programmes for SPHE without consulting the principal. A video agreed with parents' Association is used when teaching lessons on reproduction. The choice of the video will be reviewed from time to time and may be changed with the agreement of the parents and BOM. The current videos and any further choices will be available to parents and board members.

Textbooks

At present our school has not decided to select a textbook for SPHE. A decision to adopt any further texts will be taken with due regard to the spirit of this plan and general agreements re textbooks selection in this school.

The following is a list of resources which are at present in use in our school to support SPHE:

- Walk Tall Programme
- Out and About- Northern Western Health Board
- R.S.E- (D.E.S.)
- Making the links (D.E.S.)
- Action for life
- Stay Safe Programme

Individual teachers' planning and reporting

Teachers should base their yearly and term plans on the approaches set out in this whole school plan for SPHE. Work covered will be outlined in the CuntasMiosúil which will be submitted to the principal.

Staff Development

Teachers are made aware of any opportunities for further professional development through participation in courses available in education centres or other venues. Skills and expertise within the school are shared and developed through inputs at staff meetings.

Parental Involvement

SPHE is a shared responsibility between family and school. The following list sets out the agreements reached by the teachers, the Parents' Association and the BOM:

- Copies of the school plan for SPHE are available from the office
- Key elements of the SPHE plan will be outlined in the school's information booklet given to all families on enrolment
- Parents will be made aware of content objectives that deal with 'sensitive' issues and will be asked to discuss these issues with their child prior to these lessons
- When aspects of the SPHE plan are reviewed parents representatives will form part of the review group.

Community Links

The school will liaise with the Health Promotion Unit of the Local Health Board and other agencies to assist, as appropriate, the school's programme for SPHE.

Success Criteria

The success of this plan will be measured using the following criteria:

- Implementation of the SPHE curriculum will be evident in the teachers' work
- Continuity of content and methodologies will be evident in teachers' planning and monthly reports
- Ongoing assessment will show that pupils are acquiring an understanding of concepts taught and an ability to engage with others in a manner appropriate to their age and personality.

Implementation

- a) Roles and Responsibilities: Class teachers are responsible for the implementation of the SPHE programme for their own classes. A designated teacher supports the implementation of the SPHE programme and is responsible for distribution and monitoring of resources.
- b) Timeframe: School years

Review

Progress made during ____ will be reviewed at the ____ staff meeting