

Social, Personal and Health Education (SPHE)

2022/2023

2023/2024

Curriculum Planning

Social, Personal and Health Education (SPHE)

Staff Review January 2022

Draft Policy prepared for review January 2022

Ratified by BOM on 7/2/22

Introductory Statement

SPHE provides particular opportunities where children can develop a framework of values, attitudes, understanding and skills that will inform their decisions and actions both now and in the future. SPHE has a moral and spiritual dimension and therefore its development and implementation are influenced significantly by the *ethos* of the school. (*Appendix 1: Mission Statement*)

(b) Rationale

Aspects of SPHE have been taught in our school for many years through various programmes and initiatives such as Stay Safe, R.S.E and Walk Tall. It has also been taught through integration with other subjects such as P.E., Religion, Geography etc. However, we wish to formalise our teaching of SPHE and plan for it on a whole school basis. We acknowledge the revised Stay Safe Programme & revised Walk Tall programme & have updated our plan to reflect this.

In accordance with the DES Child protection procedures for Primary and Post primary schools (2011) and circular 0065/2011, all primary schools must fully implement the Stay Safe programme.

The Walk Tall Programme can support teachers in the implementation of the SPHE Curriculum.

Stay Safe is a personal safety skills programme for primary schools. The overall aim of the programme is to reduce vulnerability to child abuse and bullying by teaching the children skills and strategies for dealing with potentially unsafe, threatening or dangerous situations.

Relationship to Characteristic Spirit of the School (Our Mission statement)

The aim of Scoil Mhuire na Dea Chomhairle is to prepare pupils for life. SPHE affords us the time and structure to address strands that inform and influence children's present and future lives. It helps equip them with knowledge and skills that shape the way they live. Our commitment involves educating our pupils in the fullest sense, so that each one matures spiritually, morally, emotionally, intellectually, physically, socially and culturally.

The atmosphere of the school is based upon respect for the person and aims at developing a system of Christian values – encouraging learning, developing a sense of the dignity of each person and recognising the talents of everyone. School discipline aims at helping the formation of character, a correct attitude towards freedom and responsibility and the nurturing of good relationships.

Our SPHE aims to further develop the wonderfully inviting atmosphere that we are so proud of.

Vision and Aims

Vision

Our school is committed to educating our pupils in the fullest sense. The teaching and learning of SPHE shall support the positive school climate and atmosphere as stated in our mission statement. (Appendix 1)

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*

Broad objectives

When due account is taken of intrinsic abilities and varying circumstances, 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/her 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/herself from danger and abuse*
- *make decisions, solve problems and take appropriate actions in various 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 and 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.*

Shared responsibility

SPHE does not begin or end in school. Children's understanding of the world, their own role and place in society and ways of behaving are significantly influenced by the family and the home environment. While this continues throughout their lives, other factors, such as the media, friends, peers and individual experiences, become increasingly influential.

An SPHE programme is most effective when it is based on a consistency in approach and where the responsibility is shared by parents, teachers, children, board of management, health professionals and relevant members of the community. This partnership approach helps to ensure that children are provided with a consistent experience in SPHE and are able to make connections between life at home, in the school and in the community.

This SPHE plan will be addressed under the following headings

Curriculum planning

- 1. Strands and strand units**
- 2. Contexts for SPHE**
- 3. Approaches and methodologies**
- 4. Assessment**
- 5. Children with different needs**
- 6. Equality of participation and access**

Organisational planning

- 7. Policies and programmes that support SPHE**
 - 7.1 Policies/Programmes**
 - 7.2 Substance Use Policy**
 - 7.3 Relationships and Sexuality Education**
 - 7.4 Stay Safe Programme**
 - 7.5 Child Protection**
- 8. Homework**
- 9. Resources**
 - 9.1 Programmes and other materials**
 - 9.2 Guest speakers**
- 10. Individual teachers' planning and reporting**
- 11. Staff development**
- 12. Parental involvement**
- 13. Community links**

1. Strands and strand units

SPHE in the curriculum

The curriculum is structured in such a way as to treat the social, personal and health dimensions of the child's life in an integrated manner. It provides for the development of a broad range of values, attitudes, skills and understanding relevant to the child's health and wellbeing, to other people, and to the society in which he/she lives. This foundation will inform the child's actions, behaviour and decisions in the many situations that he/she may encounter and have to deal with as part of everyday life and living.

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 as follows:

Myself

- Self-identity
- Taking care of my body
- Growing and changing
- Safety and protection
- Making Decisions

Myself and others

- Myself and my family
- My friends and other people
- Relating to others

Myself and the wider world

- Developing citizenship
- Media education

(Refer to SPHE Curriculum pp. 16 – 66)

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.

SPHE is planned in such a way that the child receives a comprehensive programme in SPHE over a two-year period. Some strand units should be chosen from each of the strands in any one year. The strand units not covered in year one must be included in the teacher's planning for the following year. Please see following as agreed by teaching staff.

(Two month per strand unit, but teacher may decide otherwise)

Strand	Strand Units (Year 2) 2024/2025	Strand Units (Year 1) 2022/23
Myself	<i>Self-identity (Sept.–Oct.)</i>	
	<i>Safety and Protection (Jan-Feb)-Stay Safe</i>	<i>Taking care of my body(Jan-Feb)</i>
	<i>Making Decisions (March-April)</i> <i>*This strand unit is for third to sixth only. Infants to second complete the Safety Issues section of Safety and Protection</i>	<i>Growing and Changing (Mar-April)</i>
Myself and others	<i>My friends and other people (Nov-Dec)</i>	<i>Myself and My Family (Sept-Oct)</i>
		<i>Relating to others (Nov-Dec)</i>
Myself and the wider world	<i>Developing Citizenship (May-June)</i>	<i>Media Education (May-June)</i>

*Sensitive areas in RSE will be taught through the strand units Taking care of my Body & Growing and Changing. Parents are informed when RSE is to be taught. See RSE policy.).

*Stay Safe will be taught through the strand unit Safety & Protection pitched at senior level of class group. Parents are informed before Stay Safe is taught (Notice on board, text-a-parent and/or note/email home to parents, see appendix). If parents withdraw their child from Stay Safe they must give a notice in writing to their class teacher. (9 lessons for Infants, 13-5th/6th). Arrangements will be made to group classes only for the sensitive lessons in Stay Safe & RSE. Junior/Senior Infants, First/Second, Third/Fourth, Fifth/Sixth)

2. 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

Our school adopts and encourages a positive school climate and atmosphere. We foster the health and well-being of all the members of the school community. We believe our school reflects a safe and secure environment where children experience a sense of belonging and know that the concerns and contributions of parents, children and teachers are taken into account. This positive school climate and atmosphere nurtures self-confidence and self-worth and promotes respectful and caring relationships throughout the school. It therefore provides the context in which work carried out in a range of subjects, including SPHE, is lived out and makes sense.

Such an atmosphere contributes to effective teaching and learning and to genuine communication, both within and outside the school.

We endeavour to build on the good practice that already exists.

Appropriate strategies for creating a positive climate and atmosphere include

- building effective communication within the school (informal staff meetings in morning/evening, sharing & planning of work, team teaching, notice boards in staff room etc)
- 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
- equality of participation & access
- developing appropriate communication between home and school (parent's room, web site, parent's notice board, newsletters, homework diaries, text-a-parent, availability of staff members to meet with parents, parent/teacher meetings formal & informal, school events-Masses, Cake Sales, Ceili, Book Fairs, Choir, Shared Reading etc..)
- developing a school approach to assessment (Standardised testing, informal testing and Assessment Folders)

Our school community continues to focus on the values and principles upheld in our school and the ways in which they are put into practice.

✓ Fostering communication within and outside the school

Children and teachers feel valued and respected when they are listened to and when their individual concerns and opinions count. Genuine communication is fostered at all levels.

1. Children feel safe in the knowledge that their concerns and queries are listened to and acted on.
2. Their concerns, parents concerns and/or teachers concerns are communicated to the relevant persons as deemed necessary by teacher.
3. Staff communication is encouraged and facilitated by staff meetings, staff notice board, informal meetings, internal memos, and telephone links to all classrooms.
4. Parents are made welcome and listened to in the school. They send explanatory "notes", phone to speak to staff, attend parent/teacher meetings, make appointments to see staff, have access to parent's room, web site ,notice board and receive school letters relating to school matters.
5. Visitors are invited and welcomed during the school year.

✓ **Catering for the individual needs of the children**

Children come from a variety of backgrounds, beliefs and understanding and can be at many different stages of their personal, social and health development. These factors influence the approaches taken to SPHE in the school. Our school curriculum is adapted by class teacher to suit various needs, interests and concerns and to deal with the specific environment in which the school is placed.

✓ **Creating a health-promoting physical environment**

The physical environment of our school promotes the general health and well-being of both the children and the teachers. It is one where

- the basic physical needs, such as heat, light and adequate ventilation, are met
- appropriate facilities are provided for eating and playing
- the building and its environs are safe, promote a sense of security, and create an atmosphere that fosters living in a healthy way.

Our surroundings encourage children to take pride in their own school and provide a welcome for those who are visiting. Children can also learn how to care for and respect the wider environment as they share the responsibility for taking care of their own immediate physical surroundings. Eg litter collection, responsibility for coats, gear and instruments.

✓ **Developing democratic processes**

Our school tries to reflect a caring community where the welfare of each individual is fostered and the concerns of all are taken into account. Children experience and practice the democratic process where

- rules are negotiated and explained. Eg drawing up classroom rules or drama contract
- responsibility is shared
- the opinions of parents, children and teachers are valued

- they feel a sense of belonging
- a sense of commitment to a common purpose is developed and understood.

Our school assembly (Friday mornings) gives children an experience of community and increases their sense of belonging. It makes them feel valued and their efforts are rewarded. Other strategies to foster democracy include taking part in events on behalf of the school and celebrating individual, class or school achievements. The principal calls to each class regularly to celebrate individual or class achievements, to encourage and praise children's endeavours and to explain any new or review of school procedures. Achievements are regularly photographed and displayed in the school foyer. Children and teachers are given responsibilities both as individuals and as groups.

✓ **Enhancing the self-esteem and well-being of members of the school community**

Self-esteem can be defined as the degree to which people feel worthy, capable, significant and effective. Our school community tries to enhance the self-concept and self-esteem of all its community by including opportunities to foster

- a sense of identity
- a sense of purpose
- a sense of belonging
- a sense of security
- a sense of competence.

Strategies used in our school to foster positive self-esteem include:

- creating structures and approaches within the school that reflect interest in all the children
- providing opportunities for each child to succeed, to develop individual talents and to acquire a realistic picture of his/her own strengths and limitations
- encouraging and affirming each individual
- ensuring that the school expectations of children are positive and realistic
- providing time for individual discussions on progress and exploring ways in which the child can enhance his/her own learning
- providing a welcome for new entrants and their parents to the school
- creating a structure within which children feel secure and have support when upset
- affirming the work of members of the staff and providing whole-school incareer development
- celebrating achievements (School Assembly, Pupils of Week, Pupil's News Board etc)

✓ **Fostering respect for human and cultural diversity**

The children are treated in a fair and just way. Our teachers promote genuine respect for diversity by ensuring that

- groups and seating are regularly changed and do not always consist of the same children
- teams are not always chosen by individual children
- books used are bias-free and gender equity is promoted at all levels
- the strengths of individual children are fostered
- children are encouraged to listen to different points of view.

In learning about the cultures of others and exploring various traditions and practices the children can develop a sense of respect for difference and appreciate the contribution that such difference has to offer. This exploration will be particularly relevant where there is a diversity of cultures within a class. It will help to encourage children to be inclusive in their dealings with others, to challenge prejudice, and to learn how to live in an intercultural society.

✓ **Fostering inclusive and respectful language**

Language reflects values, attitudes, beliefs, prejudices and principles. It not only helps to express a culture but influences and shapes that culture as well. It is essential that children are enabled to use language in a precise and appropriate manner.

The language that we promote in our school is one that nurtures both children and adults as unique and valuable human beings.

Our school ensures that language is used in a positive and affirming way and not to belittle, intimidate or insult others.

✓ **Equality of participation & access**

Teachers endeavour to ensure equality of access and participation of all students in SPHE activities.

✓ **Developing appropriate communication between home and school**

Parents and teachers listen to each other, taking the opinions and concerns of both home and school into account. Examples of strategies that are used are:

- creating structures for individual consultation with parents and with members of the community
- arranging meetings at appropriate times
- ensuring clarity of language in any form of written communication from the school.
- in school access to parent's room/library
- web site
- parent's notice board
- newsletters
- homework diaries
- text-a-parent
- availability of staff members to meet/talk with parents
- parent/teacher meetings formal & informal

- school events-Masses, Cake Sales, Ceili, Book Fairs, Choir, Shared Reading , Sports Day etc
- invitations for input in new school policies

✓ Developing a school approach to assessment

Assessment is as essential to SPHE as it is to any other subject. Please refer to assessment section of this plan.

Discrete time

Discrete SPHE time provides for the teaching of some elements of the programme during designated class periods. This time can be used to develop and practice particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum. To use this time effectively it may be more appropriate for the teacher to organise it in block periods and use it as required rather than confining the time to a set period in each week, this level of planning is decided by class teacher. SPHE is timetabled for ½ hour per week, one hour per fortnight or blocks of 1 – 2 hours where feasible or appropriate. *Discretionary time* may be used for SPHE. Teachers constantly endeavour to ensure that pupils that leave the class for supplementary teaching do not always miss SPHE.

Suggestions for blocking time, Co-operative games for week, RSE Lessons, Safety week to incorporate work on stay safe lessons and eg visit from local guard...

From time to time, as is deemed necessary, we appoint games leaders (informal invitation by teacher on yard or volunteers) in the yard, to encourage and teach new yard games.

Integration

An integrated approach allows for many aspects of SPHE to be dealt with in the context of relevant subject areas. Through a variety of learning experiences across the curriculum children work together, solve problems, make decisions, engage in dialogue and reflect critically. Some subject areas also provide the most appropriate context for exploring particular aspects of SPHE: for example, developing a sense of care and respect for the environment could be fostered through science and history, while safety in water could be appropriately explored through physical education.

At each class level, teachers integrate SPHE with other curricular areas. Many aspects of SPHE can be dealt with in the context of relevant subject areas. (See Teacher Guidelines: SPHE pp. 31 – 33, pp. 38-39)

The SPHE curriculum is designed in such a way that individual issues such as relationships and sexuality, substance misuse, bereavement, racism or child abuse prevention are not treated in isolation. It adopts a comprehensive approach to the social, personal and health development of the child, focusing on a framework of attitudes, values, skills and understanding that children need and that will inform them in a variety of situations. In exploring sensitive issues in multi-grade classes some flexibility is required to take into account the different levels of emotional and physical development of the children. Such

options include inviting speakers to the school or withdrawing class group for individual session.

3. Approaches and methodologies

The methodologies and approaches used in the classroom are crucial to the child's social, personal and health development. As active participants in their own learning, children can make sense of what is being learned, make informed judgements and construct new meanings. It is more likely that children will develop a sense of ownership over what they have learned and be able to transfer it to different situations when they have been actively involved in the learning process. While independent learning is fostered, it is equally essential that children are given opportunities to interact with others and with their environment and to learn to cooperate with their peers.

For active learning to take place, the school provides a supportive and caring environment, in which the child is encouraged to participate in his/her own learning and in which each contribution is valued and appreciated. The role of the teacher is central to the use of effective active learning and teaching techniques in the classroom. He/she needs to structure activities and guide and direct the work in such a way that a child can participate in a real and meaningful way and can develop a sense of responsibility for his/her own learning.

A variety of active learning strategies should be used in implementing SPHE in order to take account of the individual needs and the wide range of objectives in the curriculum.

These strategies could include play, discussion and drama activities, co-operative games, multimedia programmes, accessing the internet and e-mail, exploring television, video extracts or photographs, carrying out surveys or interpreting data. As part of any learning and teaching strategy in SPHE children should be encouraged to critically reflect on their work and explore possibilities for transferring what they have learned to situations in their own lives.

(See Teacher Guidelines: SPHE pp. 54-99)

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 ...

4. Assessment

Assessment is a central part of the everyday learning and teaching process in SPHE. Many of the benefits of SPHE do not emerge or are not evident until long after the child has left primary school. Assessment in SPHE refers to the aspects of the programme that can be realistically assessed during the child's time in school.

Assessment includes teacher-child discussion about progress, difficulties and strengths. A variety of techniques are used in assessing SPHE. This helps the teacher to plan and adapt learning experiences according to individual needs and ensure that the programme in SPHE is meaningful for all.

The tools that are recommended for SPHE assessment are

- teacher observation(Appendix 2 SPHE curriculum pg 73)
- teacher-designed tasks and tests
- Assessment Folders

Much of the assessment in SPHE will occur in everyday teaching and learning in the classroom and while children are at play. This will be an informal type of assessment that is non-intrusive and non-threatening to the child. On some occasions formal tests or tasks designed by the teacher may also be helpful in determining the child's progress in some of the content. These may be placed in child's assessment folders.

5. Children with different needs

Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage the participation of children with special needs. The learning support and resource teachers may supplement the work of the class teachers where necessary. Our school will liaise with trained professionals when dealing with sensitive issues such as bereavement or loss to ensure that the children involved are fully supported.

6. Equality of participation and access

Our school 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 school up to second class, and girls only from third to sixth. We endeavour to challenge traditional stereotypes and ensure that equal opportunities are given to all. Our school is under Roman Catholic Management and we endeavour to provide for members of the Travelling Community, Children with disabilities, families with literacy difficulties, children who are learning English as a second language etc.

7. Policies and programmes that support SPHE

The following policies in our school support SPHE
Child Protection Policy

R.S.E Policy
Substance Use Policy
Code of Behaviour
Enrolment Policy
Health and Safety Statement
Anti Bullying Policy
Homework Policy
Assessment Policy

8. Homework

(Refer to school's Homework Policy)

If homework is prescribed in SPHE in our school it will reflect the work already done in class.

9. Resources

The following resources which support SPHE are available in our school

SPHE Curriculum

Walk Tall....Revised Edition

RSE Dolls

Making the links....Revised Edition

R.S.E. Manuals

Stay Safe programme....Revised Programme

Bí Folláin CD

Action for Life

Be Safe

All around me

The nuts and bolts of co-operative learning

Busy Bodies dvd

Trocaire packs

School Enrichment Programme

Tintean Slán

Busy Breaks

IWB & Internet

Relevant Circulars • 0022/10 (SPHE) • 0065/2011 (Child Protection) • 0045/2013 (Anti-Bullying)

Guest Speakers (to include Past Pupils, Former Staff Members, Members of the Community)

(All speakers must be supervised by class teacher)

10. Individual teachers' planning and reporting

This plan in SPHE and the curriculum documents inform and guide teachers in their long and short term planning in SPHE. Teachers may use Making the Links (Revised Edition) in their planning. Each teacher also keeps a cuntas míosúil and this will inform our needs and progress when evaluating and reviewing our progress in SPHE. It is the responsibility of the class teacher to ensure that their class is divided into the appropriate groupings for the sensitive lessons in both RSE & Stay Safe. (Junior & Senior Infants, First & Second, Third & Forth, Fifth & Sixth). Class teacher must be present during all sensitive Stay Safe & RSE lessons.

11. Staff development

The staff has attended two days in-service on SPHE provided by the Primary Curriculum Support Programme.
The DLP and deputy DLP have attended training on the Child Protection Guidelines
Cuiditheoir Service has been accessed by the school.
Information is given to all staff regarding courses offered in aspects of SPHE.
Staff have received as copy of this policy.
Copy of overview of curriculum content timeframe available in Staff Room and copy provided to each staff member.
Input by all staff in this new revision of SPHE policy.
Staff member attended Stay Safe, Walk Tall PDST seminar.
Summary of PDST course given to all staff.
New Revised programmes in school.

12. Parental involvement

Parental involvement is considered an integral part to effectively implement SPHE as we believe SPHE is a shared responsibility. This plan and the curriculum documents are available for parents to inform them of the programme for SPHE. We value the contribution of our parents. They were invited to review the policy before it was ratified and they too had a valuable input in the RSE policy that was revised in conjunction with this plan.

Appendix 2, Copy of “Stay Safe” letter.

13. Community links

We believe that the local community has a very important role to play in supporting the programme in SPHE, and we endeavour to liaise with members such as the vet, Guards, the dentist, public health nurse, new parent, Former members of teaching staff, past pupils etc.

Success criteria

The success of this plan will be evaluated through teachers planning and preparation. We will also judge if the children have been able to achieve the aims outlined in the plan.

Implementation

(a) Roles and Responsibilities

The teaching staff will implement this plan with the support of the Board, Parents and local community.

(b) Timeframe

This plan will be fully implemented by Sept 2022

This plan was reviewed in January 2022 and will be implemented once ratified.(BOM meeting,07/02/22)

Revised plan includes updated Stay Safe Programme.

Review

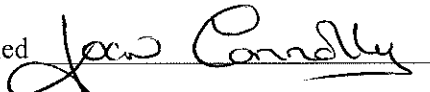
It will be necessary to review this plan on a regular basis to ensure optimum implementation of the SPHE curriculum in the school. Aoife Corbett will co-ordinate this review.

(b) Timeframe

The plan will be reviewed in the 2025/2026 school year or before if necessary.

Ratification and Communication

This plan has been ratified by the Board and is available on file.

Signed 
Date 7-2-22

Reference Section

- Curriculum documents for SPHE
- Primary School Curriculum, Your child's learning, Guidelines for Parents
- NCCA Draft Guidelines for Teachers of Students with General Learning Disabilities, 2002
- Equal Status Act 2000
- Looking at our School, 2003, DES
- Map of SPHE Resources for Primary Schools, North Eastern Health Board
- Relationships and Sexuality Education in Catholic Schools, Veritas
- Relationships and Sexuality Education, A Partnership Between Home and School, DES
- Guidelines for developing a School Substance Use Policy, DES
- Walk Tall, Programme for the Prevention of Substance Misuse
- Bí Folláin, A Programme of Social & Health Education for Primary Schools, Standard Printers
- Primary School Health Education Programme, Health Education Office, Donegal.
- Action for Life, Irish Heart Foundation
- Child Protection Guidelines and Procedures, 2001, DES
- Children First, National Guidelines for the Protection and Welfare of Children, 1999, Dept. of Health and Children
- Our Duty to Care, Dept. of Health and Children
- Stay Safe Programme, Health Promotion Unit, Dept. of Health & Children; CAPP, Cherry Orchard Hospital, Dublin 10
- Be Safe - Road Safety, Fire Safety, Water Safety. National Safety Council
- Stop it! Steps to address bullying, Wexford Education Network
- Responding to Bullying, First Steps for Teachers, The Cool School Programme. NEHB
- Investigating and Resolving Bullying in School, Further Steps for Teachers, NEHB
- INTO Intercultural Guidelines for Schools
- Trócaire – Development Education resources
- Bereavement Counselling for Children, Barnardos

- Video: Childsafe – Be safe on the Farm, Health and Safety Authority, 10 Hogan Place, Dublin
- Children First National Guidance for the Protection and Welfare of Children (2011)
- Child Protection Procedures for Primary and Post Primary Schools (2011)
- Anti-Bullying Procedures for Primary and Post Primary Schools DES (2013)
- Well-Being in Primary Schools – Guidelines for Mental Health Promotion
- Well-Being in Primary Schools - Resources for Promoting Well-Being in Primary Schools
- Department of Education • & Skills Circulars: Circular 0065/2011\ Circular 0045/2013\
Circular 0022/2010\
- National Council for Curriculum & Assessment: SPHE Curriculum (1999)\ SPHE Teacher Guidelines
- TUSLA Annual Report (2015)
- Rape Crisis Network Ireland 2014
- Withholding of Information Act 2012
- Inspectorate Evaluation Studies of SPHE in Primary Schools (2009)

Websites:

PDST	<u>www.pdst.ie</u>
SDPS	<u>www.sdps.ie</u>
NCTE	<u>www.ncte.ie/internetsafety</u>
DES	<u>www.education.ie</u>
NCCA	<u>www.ncca.ie</u>
INTO	<u>www.into.ie</u>
IPPEN	<u>www.ippn.ie</u>
Stay Safe	<u>www.staysafe.ie</u>
Webwise	<u>www.webwise.ie</u>
TUSLA	<u>www.tusla.ie</u>
Think u know	<u>www.thinkuknow.ie</u>

Mission Statement

The aim of Scoil Mhuire na Dea Chomhairle is to prepare pupils for life. Our commitment involves educating our pupils in the fullest sense, so that each one matures spiritually, morally, emotionally, intellectually, physically, socially and culturally.

The atmosphere of the school is based upon respect for the person and aims at developing a system of Christian values – encouraging learning, developing a sense of the dignity of each person and recognising the talents of everyone.

School discipline aims at helping the formation of character, a correct attitude towards freedom and responsibility and the nurturing of good relationships.

Scoil Mhuire na Dea Chomhairle

(Headford, Co. Galway.)

(093) 35377

January

Dear Parents,

We are planning to teach a personal safety education programme called Stay Safe over the next few weeks. In accordance with the DES Child protection procedures for Primary and Post primary schools (2011) and circular 0065/2011, all primary schools must fully implement the Stay Safe programme.

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. It deals initially with common situations which most children will experience at some stage or other, e.g. getting lost or being bullied. The programme also teaches children the safety skills necessary to protect themselves from physical or sexual abuse, and emphasises the importance of telling a trusted adult about any problems they have.

The Stay Safe Programme is part of the Social, Personal and Health Education curriculum which all primary schools are required to implement. Co-operation between parents and teachers is essential to the success of the programme. It is important that parents are aware of the content of the Stay Safe lessons and are able to discuss the lessons with their children. Your child may bring home worksheets which will inform you of the topics being covered in class and how you can reinforce the messages at home.

You can familiarise yourself with the content of the Stay Safe lessons at www.staysafe.ie/teachers/resources.htm. A parent's guide is also downloadable at <http://www.staysafe.ie/PDFs/Parents/Stay-Safe-Parents-Guide.pdf> Please contact the school if you wish to discuss the programme further or if you have any concerns. The programme contains sensitive issues and we advise you to review the content. This programme has been revised and will be taught next week in all classes.

Thank you for your co-operation.

Ms. McNelis (Principal)

Overview of content for SPHE over two years

Strand	Strand Units (Year 1) 2023/24	Strand Units (Year 2) 2022/2023
Myself	<i>Self-identity (Sept.–Oct.)</i>	
	<i>Safety and Protection (Jan-Feb)-Stay Safe</i>	<i>Taking care of my body(Jan-Feb)</i>
	<i>Making Decisions (March-April)</i> <i>*This strand unit is for third to sixth only. Infants to second complete the Safety Issues section of Safety and Protection</i>	<i>Growing and Changing (Mar-April)</i>
Myself and others	<i>My friends and other people (Nov-Dec)</i>	<i>Myself and My Family (Sept-Oct)</i>
		<i>Relating to others (Nov-Dec)</i>
Myself and the wider world	<i>Developing Citizenship (May-June)</i>	<i>Media Education (May-June)</i>

*Stay Safe will be taught through the strand unit Safety & Protection pitched at senior level of class group. Parents are informed before Stay Safe is taught (Notice on board, text-a-parent and note home to parents, see appendix). If parents withdraw their child from Stay Safe they must give a notice in writing to their class teacher. (9 lessons for Infants, 13-5th/6th). Arrangements will be made to group classes only for the sensitive lessons in Stay Safe & RSE. Junior/Senior Infants, First/Second, Third/Fourth, Fifth/Sixth)

The Stay Safe Programme is part of the Social, Personal and Health Education curriculum which all primary schools are required to implement. We will be covering the following Stay Safe Topics in all classes over the next few weeks. You can familiarise yourself with the content of the Stay Safe lessons at www.staysafe.ie/teachers/resources.htm.

Stay Safe Topics

1. Feeling Safe and Unsafe
2. Friendship and Bullying
3. Touches
4. Secrets and Telling
5. Strangers

