



Ait do pháistí
A place for children

SCOIL BHRÍDE, ÁTH GARBHÁIN
ST. BRIGID'S SCHOOL, ATHGARVAN

Áth Garbháin, An Currach, Co. Chill Dara
Athgarvan, The Curragh, Co. Kildare

Social, Personal and Health Education (SPHE) Policy

Introductory Statement and Rationale

(a) Introductory Statement

The policy was formulated with Board of Management, senior management, teachers, parents, and ancillary staff. It was reviewed in November 2021.

(b) Rationale

This revised plan will inform the whole school and ensure compliance with DES guidelines. The purpose of this policy is to provide practical guidance for teachers, parents and other relevant persons on the provision of the effective teaching of SPHE in our school.

Vision and Aims

(a) Vision

Scoil Bhríde endeavours to facilitate the development of her pupils in all aspects – academic, social, emotional, physical, moral and spiritual through close communications between all parties involved i.e. teachers, parents, B.O.M. and ancillary staff. Our vision is to relate the plan to the school's individual child.



Ait do pháistí
A place for children

SCOIL BHRÍDE, ÁTH GARBHÁIN
ST. BRIGID'S SCHOOL, ATHGARVAN

Áth Garbháin, An Currach, Co. Chill Dara
Athgarvan, The Currach, Co. Kildare

Aims

Scoil Bhríde ideally hopes to achieve the following aims by introducing this plan.

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

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



Ait do pháistí
A place for children

SCOIL BHRÍDE, ÁTH GARBHÁIN
ST. BRIGID'S SCHOOL, ATHGARVAN

Áth Garbháin, An Currach, Co. Chill Dara
Athgarvan, The Currach, Co. Kildare

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.

This SPHE plan will be addressed under the following headings

Curriculum planning



Áit do pháistí
A place for children

SCOIL BHRÍDE, ÁTH GARBHÁIN
ST. BRIGID'S SCHOOL, ATHGARVAN

Áth Garbháin, An Currach, Co. Chill Dara
Athgarvan, The Curragh, Co. Kildare

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

Policies and programmes that support SPHE

- Child Safeguarding Statement and Risk Assessment Policy
- Code of Behaviour
- Special Educational Needs Policy
- Anti-bullying Policy
- Health and Safety Policy
- Admissions Policy
- Relationships and Sexuality Education
- Stay Safe Programme
- Substance Use Policy
- Internet Acceptable Use Policy
- Students Council

Curriculum Planning

In engaging in curriculum planning, Scoil Bhríde will be mindful of the need to

- adopt a pace of curriculum development which is both challenging and realistic and which takes cognisance of the particular circumstances of the school



Ait do pháistí
A place for children

SCOIL BHRÍDE, ÁTH GARBHÁIN
ST. BRIGID'S SCHOOL, ATHGARVAN

Áth Garbháin, An Currach, Co. Chill Dara
Athgarvan, The Currach, Co. Kildare

- take account of the national plan for the implementation of the Primary School Curriculum
- achieve a balance in developing all the curricular areas while giving priority to the achievement of targets in literacy and numeracy
- address both maintenance and development as essential components of the process - this approach will ensure that gains made in one curricular area are maintained when another curricular area is being developed
- ensure that the whole-school planning process links with and influences teaching and learning in individual classrooms
- monitor the implementation of the plan and, in particular, the achievement of targets in terms of learning outcomes for pupils, and communicate progress to the Board of Management and parents.

Strands and strand units

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 will receive a comprehensive programme in SPHE over a two-year period. The strand units not covered in year are included in the teacher's planning for the following year to ensure a broad and balanced curriculum. It is essential that a balance is achieved between skill development, the fostering of values and attitudes and the acquisition of information.



Ait do pháistí
A place for children

SCOIL BHRÍDE, ÁTH GARBHÁIN
ST. BRIGID'S SCHOOL, ATHGARVAN

Áth Garbháin, An Currach, Co. Chill Dara
Athgarvan, The Curragh, Co. Kildare

Overview of content for SPHE over two years: (as in Making the Links Planning Book,

P.9) Year 1 (including 'Stay Safe'): (S.I., 2nd, 3rd, 5th) Year 2: (J.I., 1st, 4th,)

5th and 6th Class Pupils will be taught both Stay Safe and RSE in both years.

Month	Senior Infants, Second Class, Third Class, Fifth Class	Junior Infants, First Class, Forth Class, Sixth Class
September/October	Self-Identity (Myself)	Myself and my Family (Myself and Others)
November/ December	My Friends and Other People (Myself and Others)	Relating to others (Myself and Others)
January/ February	Safety & Protection (Myself)	Growing and Changing (Myself)
March/April	Making Decisions (Myself)	Taking Care of my Body (Myself)
May/ June	Media Education (Myself and the Wider World)	Developing Citizenship (Myself and the Wider World)



Áit do pháistí
A place for children

SCOIL BHRÍDE, ÁTH GARBHÁIN
ST. BRIGID'S SCHOOL, ATHGARVAN

Áth Garbháin, An Currach, Co. Chill Dara
Athgarvan, The Curragh, Co. Kildare

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

- Building effective communication within the school
- Catering for individual needs of the children
- Creating a health-promoting physical environment
- Developing democratic processes
- Enhancing self-esteem
- Fostering respect for diversity
- Fostering inclusive and respectful language
- Developing appropriate communication between home and school (*See Parental involvement section of this plan*)
- Developing a school approach to assessment (*See Assessment section of this plan*)

Discrete time

- Time to be used to develop and practise particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum.



Áit do pháistí
A place for children

SCOIL BHRÍDE, ÁTH GARBHÁIN
ST. BRIGID'S SCHOOL, ATHGARVAN

Áth Garbháin, An Currach, Co. Chill Dara
Athgarvan, The Curragh, Co. Kildare

- **Timetabled ½ hour per week, one hour per fortnight or blocks of 1 – 2 hours where feasible or appropriate.**

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 relevant subject areas.

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 ...
- Other relevant activities

A broad range of approaches and methodologies will be used to realise the aim of involving



Áit do pháistí
A place for children

SCOIL BHRÍDE, ÁTH GARBHÁIN
ST. BRIGID'S SCHOOL, ATHGARVAN

Áth Garbháin, An Currach, Co. Chill Dara
Athgarvan, The Curragh, Co. Kildare

children in their own learning.

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

2. Assessment

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

- Teacher observation,
- Teacher designed tests and tasks
- Portfolios and projects, self-assessment by pupils.

3. Children with different needs

- Teachers will support and ensure the participation of children with special needs
- All children will be enabled to make an important contribution regardless of academic achievement
- Adapt and modify activities so that all children in the class can participate with assistance from class/learning-support/resource teachers and special needs assistant (SNA).
- Specific or sensitive issues which need to be considered in meeting the individual



Áit do pháistí
A place for children

SCOIL BHRÍDE, ÁTH GARBHÁIN
ST. BRIGID'S SCHOOL, ATHGARVAN

Áth Garbháin, An Currach, Co. Chill Dara
Athgarvan, The Curragh, Co. Kildare

needs of children *e.g. bereavement or loss, disability, illness...*

4. Equality of participation and access

We recognise and value diversity and believe all children are entitled to access the services, facilities and amenities that are available in the school environment. Our school is a co-educational school and we endeavour to ensure equal opportunities are given to boys and girls to participate in all activities. Scoil Bhríde is a Catholic school and we promote a Catholic ethos.

5. Policies and programmes that support SPHE

Stay Safe Programme

(Refer to SPHE curriculum documents, Stay Safe Programme, Child Protection Guidelines and Procedures, DES)

Child Safeguarding Statement & Risk Assessment

- This school follows the Department of Education and Science Child Protection Guidelines and Procedures which are based on Children First, National Guidelines for the Protection and Welfare of Children. (*Reference: Child Protection Guidelines and Procedures, 2001, DES and Children First: National Guidance for the Protection and Welfare of Children, 2011*).
- The Board of Management designated a senior member of staff to have specific responsibility for child protection. The Principal Mrs. Marion Sherlock is the Designated Liaison Person (DLP) for the school and the Deputy Designated Liaison Person (Deputy DLP) is the Deputy Principal Margaret Ryan.



Áit do pháistí
A place for children

SCOIL BHRÍDE, ÁTH GARBHÁIN
ST. BRIGID'S SCHOOL, ATHGARVAN

Áth Garbháin, An Currach, Co. Chill Dara
Athgarvan, The Curragh, Co. Kildare

6. Homework

(Refer to school's Homework Policy)

- SPHE homework, if prescribed, reflects the active learning approach as described in the curriculum.

7. Resources

- SPHE Teacher Guidelines:
- SPHE Curriculum
- PCSP website
- Webwise
- Information and Communications Technology (ICT) in the Primary School Curriculum: Guidelines for Teachers,
- Making the Links Book,
- Stay Safe Programme,
- RSE Programme,
- Wall Tall Programmes,
- Interactive Whiteboard, iPads, ICT and Internet,
- DVDs and CDs,
- Textbooks,
- Supplementary Materials

9.2 Guest speakers



Áit do pháistí
A place for children

SCOIL BHRÍDE, ÁTH GARBHÁIN
ST. BRIGID'S SCHOOL, ATHGARVAN

Áth Garbháin, An Currach, Co. Chill Dara
Athgarvan, The Currach, Co. Kildare

- The class teacher is responsible for his / her class and should remain with the class at all times
- Parents will be made aware of all presentations and invited to some of these presentations

8. Staff development

- Teachers will have access to current research, reference books, resource materials, websites dealing with SPHE. The Principal and/or senior management takes responsibility for monitoring developments. All staff have attended training in the Children First: National Guidance for the Protection and Welfare of Children, 2011.
- Time is allocated at staff meetings to discuss issues related to SPHE as necessary.

9. Parental involvement

- Parents will have the opportunity to contribute to the development and implementation of SPHE in the school and to give feedback at draft policy stage.
- The parents are made aware of the content of the SPHE programme for their child through the different policies of Substance Use, Child Safeguarding Statement and Risk Assessment and Relationships and Sexuality Education (RSE). They are available on the school website.

10. Community links

- Members of the local community play a role in supporting the SPHE programme including the local fire safety and Gardai.



Áit do pháistí
A place for children

SCOIL BHRÍDE, ÁTH GARBHÁIN
ST. BRIGID'S SCHOOL, ATHGARVAN

Áth Garbháin, An Currach, Co. Chill Dara
Athgarvan, The Currach, Co. Kildare

11. Success criteria

- **How will we know that the plan has been implemented?**
 - Teachers' written preparation (yearly schemes / fortnightly plans / monthly plans should have explicit reference to SPHE learning objectives and outcomes) based on this plan
 - Procedures outlined in this plan consistently followed
 - Self assessment for teachers; "Have I covered the agreed strand units?"

- **How will we know that the plan has achieved its aims? What are the indicators?**
 - Feedback from teachers/parents/pupils/community
 - Inspectors' suggestions/report

- **How has the plan enhanced pupil learning?**
 - Feedback from teachers, parents and children

Implementation

(a) Roles and Responsibilities

The Principal and Management Team will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings.



Áit do pháistí
A place for children

SCOIL BHRÍDE, ÁTH GARBHÁIN
ST. BRIGID'S SCHOOL, ATHGARVAN

Áth Garbháin, An Currach, Co. Chill Dara
Athgarvan, The Currach, Co. Kildare

(b) Timeframe

Yearly, this provides the planning co-ordinators/school with the opportunity to report on findings and to take feedback from staff.

Review

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

Roles and Responsibilities

Those involved in the review

- BOM / Senior Management
- Teachers and staff
- Pupils
- Parents

(c) Timeframe

Date for the review of this plan: every 2 years or as the need arises

Ratification and Communication

The SPHE policy and plan was revised and amended by BOM / Senior Management,



Áit do pháistí
A place for children

SCOIL BHRÍDE, ÁTH GARBHÁIN
ST. BRIGID'S SCHOOL, ATHGARVAN

Áth Garbháin, An Currach, Co. Chill Dara
Athgarvan, The Currach, Co. Kildare

S.P.H.E teachers and staff, parents and pupils.

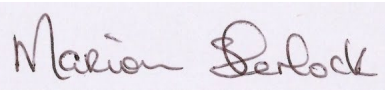
It was reviewed and ratified by the Board of Management on 7th

December 2021.

Signed: 

Chairperson, Board of Management

Date: 7th December 2021

Signed: 

Principal

Date: 7th December 2021



Áit do pháistí
A place for children

SCOIL BHRÍDE, ÁTH GARBHÁIN
ST. BRIGID'S SCHOOL, ATHGARVAN

Áth Garbháin, An Currach, Co. Chill Dara
Athgarvan, The Curragh, Co. Kildare

Appendix 1 – Stay Safe Grids

Stay Safe Senior Infants

Topic	
Feeling Safe and Unsafe	TR1 – Listening Song TR2 – Feeling faces WS1 – Draw a feeling WS2 – Feeling safe & unsafe TR4 – Tom's Story WS3 – Tom's Story TR5 – What if WS4 – Tell 5 TR6 – Stay safe song
Friendship and bullying	TR 7 – Friendship TR8 – What would you do if.. WS5 – I show friendship when TR9 – Bella and George storyboard TR2 – Feeling faces TR10 – What is bullying WS6 – Bella and George TR11 – Our Friends (Poem) WS7 – Stay safe rules
Touches	TR12 – Video Link (5 senses song) WS8 – Touches WS9 – Touches TR14 – What if... TR15 – The Tickling Game story
Secrets and Telling	TR16 – What if.. WS10 – Secrets and telling
Strangers	TR17 – Maria's Story WS11 – The playground



Áit do pháistí
A place for children

SCOIL BHRÍDE, ÁTH GARBHÁIN
ST. BRIGID'S SCHOOL, ATHGARVAN

Áth Garbháin, An Currach, Co. Chill Dara
Athgarvan, The Curragh, Co. Kildare

Stay Safe 2nd Class

Topic	
Feeling Safe and Unsafe	<ul style="list-style-type: none"> • TR 1 – Feelings Faces • TR 2 – Sammy's Story • WS 2 – I Feel Safe When • WS 3 – Sammy's Story • WS 4 - Making Choices • WS 5- My Personal Safety Passport • TR 3 - Safe/Unsafe Music Clips • TR 4 – The Stay Safe Song
Friendship and bullying	<ul style="list-style-type: none"> • TR 5 – Video Link – Friendship • WS 6 – Interview a Classmate • WS 7 – ‘In this class we show kindness and respect to everyone by’ • WS 8 – Bullying • TR 6 – Basketball Storyboard • TR 7 – What is bullying? • TR 8 – Bullying Hurts in Three Ways • TR 9 – Video (An Unhappy Day for Molly) • TR 10 – The Tell Song • TR 11 – Tell • TR 12 – Video (A Happier Day for Molly) • TR 13 – Tripping/Excluding • TR 14 - Safety Tips • TR 15 – Good Things to Say • WS 9 – Class Agreement
Touches	<ul style="list-style-type: none"> • TR 16 – The Senses • TR 17 – Touches I like • WS 10 – Touch ...What if • WS 11 – Stay Safe Rules • TR 18 – Public/Private • TR 18 – Public/Private • TR 19 – Video Link – Body Ownership • TR 20 – The Birthday Party Story • WS 12 – Beach
Secrets and Telling	<ul style="list-style-type: none"> • WS 13 – Good secret/Bad secret/Don't Know • TR 21 – Martin's Secret



Áit do pháistí
A place for children

Strangers	<ul style="list-style-type: none"> • WS 14 – The Stranger Quiz • WS 15 - Strangers, What If... • TR 22 – Lee and Kim Video Clip • TR 23 – Video Link Stay Safe Online
-----------	---

Stay Safe 3rd Class

Topic	
Feelings 3 rd – Lesson 1 & 2 4 th – Lesson 2 & 3	<ul style="list-style-type: none"> • TR 1 – ‘Feelings’ Loop Game • WS 1 – Me and My Feelings • TR 2 – Olivia’s Story • TR 3 – Luca’s Story • WS/ HSL 2 – Feeling Safe and Unsafe • WS/ HSL 3 - Tell 5
Friendship and bullying 3 rd – Lesson 1, 2 & 3 4 th – Lesson 4, 5 & 6	<ul style="list-style-type: none"> • WS 4/ HSL – Friend Poem • TR4 – Do you wanna be on my team? Part 1 (Video) • TR5 – Do you wanna be on my team? Part 2 (Video) • TR 6 – Physical Bullying • TR 7 – Verbal Bullying • TR 8 – Emotional Bullying • WS5/ HSL – Bullying Definition • WS6 – What do I know about bullying? • TR9 – Video Link – Cyberbullying • TR10 – Stop, Block, Tell Video • WS7/ HSL – Stop, Block, Tell • TR11 – First Line Improv worksheet • TR12 – Safety Tips • TR13 – Good things to say • WS8/ HSL – Our Class Agreement • WS9 – Keeping our Agreement
Touches 3 rd – Lesson 1 4 th – Lesson 2 (May be appropriate to teach both lessons each year)	<ul style="list-style-type: none"> • TR 14 – Video Link – Body Ownership • WS 10 – What if • WS 11/ HSL – Touch I Like/ Touches I don’t like • TR 15 – Ali’ Story • TR16 – Rachel’s Story • TR 17 – Video Link – UNICEF Good Touch, Bad Touch • WS 12/ HSL – Never keep a touch secret



Áit do pháistí

A place for children

Secrets and Telling 3 rd – Lesson 1 4 th – Lesson 1	<ul style="list-style-type: none"> • TR18 – James's Story • WS13/ HSL – Good or Bad Secrets
Strangers 3 rd – Lesson 1 4 th – Lesson 1	<ul style="list-style-type: none"> • TR19 – Spot the Stranger • TR20 – Ciara's Story • WS14 – What would You Do? • WS15/ HSL – Stranger rules

Stay Safe 5th 6th

Topic	
Feelings	<ul style="list-style-type: none"> • TR 1: Same Story - Different Feelings • WS 1: Feelings • TR 2: Feeling Safe and Unsafe. • TR 3: I Feel Safe When... • TR 4: Link to Children's Rights alliance animation about the UN Convention on the Rights of the Child. • WS 2: A Child's Right to Be Safe.
Friendship and Bullying	<ul style="list-style-type: none"> • WS 3: A Good Friend is someone who... • TR 5: What Would You Do? • TR 6: Bullying is.... • WS 4: What do I know about bullying? • TR 7: Different Types of Bullying. • TR 8: John Bullies Mark. • TR 9: Name Calling. • TR 10: New Runners • TR 11: Video: Let's fight it together. • TR 12: Rap: Stop, Block, Tell. • TR 13 Audio: Protect yourself from Cyberbullying. • WS 5/HSL: Protect yourself from Cyberbullying. • Extension activity: going Viral from Webwise: My Selfie.



SCOIL BHRÍDE, ÁTH GARBHÁIN
ST. BRIGID'S SCHOOL, ATHGARVAN

Áth Garbháin, An Currach, Co. Chill Dara
Athgarvan, The Curragh, Co. Kildare

Áit do pháistí
A place for children

	<ul style="list-style-type: none"> • TR 8/9/10: John bullies Mark; Name calling; New runners (from Lesson 3) • TR 14: Good body language. • TR 15: Safety Tips. • TR 9: Name Calling. • TR 10: New Runners. • TR 16; What Kind of Bystander. • WS 6/HSL: Class Agreement.
Touches	<ul style="list-style-type: none"> • TR 17: Airport Arrivals. • TR 18: Emma's Dilemma. • WS 7/HSL: Stay Safe Safety Rules. • TR 18: Emma's Dilemma. • WS 7/HSL: Stay Safe Safety Rules.
Secrets and Telling	<ul style="list-style-type: none"> • TR 19: Colm's Story. • TR 20: Parallel Talking Lines. • WS/HSL: Secrets and Telling.
Strangers	<ul style="list-style-type: none"> • TR 21: Strangers – What would you do? • TR 22: Tony's Story. • TR 23: Strangers on the Internet. • TR 24: Stand up/ Sit Down. • WS 9/HSL: Safe Use of the Internet.