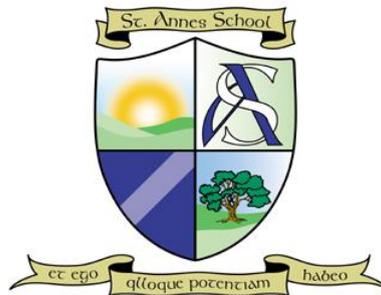


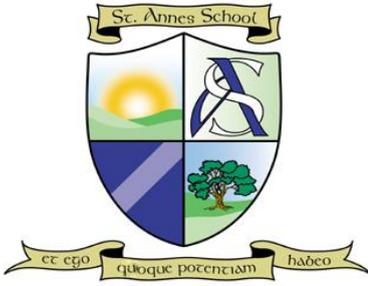
St Anne's School



SPHE & Stay Safe

School Plan

June 2022



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Social, Personal and Health Education

Social, Personal and Health Education Whole School Plan St Anne's Special National School.

■ Introductory Statement and Rationale

(a) Introductory Statement

St. Anne's Special National School formulated this school plan for SPHE, 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.

Rationale

Aspects of SPHE have been taught in St Anne's for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education. SPHE has also been taught through integration with other subject areas such as Physical Education, Religion, SESE, etc. However, we wish to formalise our teaching of SPHE and plan for it on a whole school basis as part of the Wellbeing Framework. Covid also prompted an increased awareness of the holistic needs of the child and the need for a structured support system around emotional and social needs.

■ Vision and Aims

(a) Vision:

We acknowledge the importance of SPHE in our school and its central role in education of our students to:

- Provide opportunities for each child to develop a framework of values, attitudes, understanding and skills that will inform her/his decisions and actions now and in the future.
- Enable each child to respect him/herself and others, to relate to him/herself and others and to become an active citizen in society.
- Provide particular opportunities to foster the personal development, health and wellbeing of the child and to help him/her create and

maintain supportive relationships.

(b) Aims:

The children of St Anne's should be enabled to achieve the aims outlined in the SPHE curriculum, which include:

- 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

Curriculum Planning:

1 Strands and Strand Units:

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**
- **Myself and the wider world.**

Each of these strands is further subdivided into a number of strand units or topic areas that contain particular objectives.

We will teach aspects of all three major strand units each year and strand units will be chosen in such a way that the child will receive a comprehensive programme in SPHE over a two year period. However this does not preclude a teacher from selecting a strand already taught the previous year should the need arise because of a particular incident or event.

Stand	Strand Unit (YEAR 1)	Strand Unit (YEAR 2)
Myself	Self-identity	Taking Care of My Body
	Making Decisions	Growing and Changing (RSE)
	Stay Safe	
Myself and Others	Myself and my family	My Friends and Other People
		Relating to Others
Myself and the wider world	Developing citizenship	Media Education

As part of two-year SPHE planning, the sensitive objectives in RSE are taught in the opposite year to Safety and protection and the Stay Safe programme.

2. Contexts for SPHE:

SPHE will be taught in St Anne's school through a combination of the following contexts:

a) Positive School Climate and Atmosphere

St Anne's has created a positive atmosphere by:

- building effective communication
- 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
- developing appropriate communication
- developing a school approach to assessment

b) Discrete time for SPHE

SPHE is allocated 30 minutes per week on each teacher's timetable. However teachers may allocate 1-1.5 hrs per fortnight to allow for more in depth exploration of a strand unit.

In accordance with Circular 0081/2017, "All primary schools must fully implement the Stay Safe programme."

Stay Safe is a mandatory SPHE programme that will be taught in alternate years, throughout the school.

c) Integration with other subject areas and Linkage within SPHE

Teachers may adopt a thematic approach to SPHE by integrating it with other subject areas such as Language, Geography, History, Religion, Visual Arts, Physical Education, etc. Themes/Projects .

Approaches and Methodologies:

St Anne's school believe that the approaches and methodologies used in SPHE are crucial to the effectiveness of the programme. Active learning is the principal learning and teaching approach recommended for SPHE, therefore we will endeavour to teach SPHE using a variety of strategies which include:

- drama activities
- co-operative games
- use of pictures
- photographs and visual images
- written activities
- use of media
- information technologies and looking at children's work

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.

Moyderwell Primary School uses the following recommended informal tools for assessment in SPHE:

Teacher observation

Teacher-designed tasks and tests

3 *Differentiation:*

Teachers will endeavor to adapt and modify activities and methodologies in SPHE to encourage participation by children with special needs. The learning support and resource teachers will supplement the work of the class teachers where necessary. (SEN Stay Safe Programme see <http://www.staysafe.ie/admincapp.htm>) .

St Anne's will liaise with trained professionals/appropriate agencies when dealing with sensitive issues such as bereavement or loss to ensure that the children involved are fully supported.

Organisation:

4 *Policies and Programmes that support SPHE:*

<i>Policies</i>
<ul style="list-style-type: none">● Child Protection● Anti-Bullying● Relationships and Sexuality Education● Code of Behaviour

- Enrolment
- Health and Safety
- Healthy Eating
- Internet Acceptable Usage

Programmes

- Food Dudes
- Stay Safe
- Walk Tall
- Moodle
- Daily Mile

6. Resources:

(The PDST have developed a resource list, which is available on the SPHE page at www.pdst.ie. New resources are added to this from time to time.)

5 Individual Teachers' Planning and Reporting:

This plan in SPHE and the curriculum documents will inform and guide teachers in their long and short term planning in SPHE. Each teacher will keep a Cuntas Míósúil and this will inform progress and needs when evaluating and reviewing SPHE.

6 Staff Development:

Training opportunities will include the following areas and this training will support an effective implementation of the SPHE programme:

- *training in the Child Abuse Prevention Programme/ Stay Safe*
- *training in the Substance Misuse programme /Walk Tall*
- *training in the Relationships and Sexuality Education programme /R.S.E.*
- *PDST Advisor support and modelling of lessons*
- *other*

Teachers are encouraged to attend SPHE related courses and will share information/skills acquired at these courses with other members of staff during staff meetings.

7 Parental Involvement:

Parental involvement is considered an integral part to effectively implementing SPHE as believe that SPHE St Anne's is a shared responsibility. This plan and the curriculum documents are available for parents to inform them of the programme for SPHE and they are consulted on the Relationships and Sexuality Education Policy.

8 Community Links:

St Anne's believe that the local community has a very important role to play in supporting the programme in SPHE and endeavor to liaise with the members such as the Dental Hygienist, Health Nurse, Fireman, Vet, New Parent, etc.

Success Criteria

The success of this plan will be evaluated through teacher's planning and preparation, and if the procedures outlined in this plan have been consistently followed. We will also judge its success if the children have been enabled to achieve the aims outlined in this plan.

■ **Implementation**

(a) Roles and Responsibilities:

St Anne's School believes that the school community must be involved to successfully implement SPHE. Therefore the teaching staff will implement this plan with the support of the Board of Management, Parents and Local Community. SPHE is a key component of the Wellbeing Framework.

(b) Timeframe:

The plan will be implemented by November 2023.

■ **Review**

(a) Roles and Responsibilities:

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

Those involved in the review will include:

- *Teachers*
- *Pupils*
- *Parents*
- *Post holders/plan co-ordinator*
- *BoM/DES/Others*

(b) Timeframe:

This plan will be reviewed in November 2025.

APPENDIX 1: Activities that we engage in to teach SPHE through a cross curricular approach

STAY SAFE

Feeling safe and unsafe

- Adhering to health and safety rules at school e.g. no absconding
- Adhering to health and safety rules while out in the community e.g. correct procedures for crossing the road
- Identifying how different students communicate when they feel unsafe e.g. crying when they feel scared
- Sorting items that are safe and unsafe e.g. matches, knives, toys
- Sorting photos of places where they feel safe and unsafe e.g. home, the park, a dark street
- Identifying feelings in books
- Identifying feelings in photos of themselves
- Participating in mindfulness activities
- Participating in teacher led drama and role play scenarios
- Creating a collage of situations that make them feel safe/unsafe.
- Listening to songs about safety.
- Identifying public signs- exit, toilets, help desk, information desk, wet surface, danger etc.
- Using AAC to identify and communicate feelings.
- Communicating yes and no

Bullying

- Using kind words and kind hands as per the school rules
- Participating in turn taking games
- Respond to scenarios whereby students must share toys and resources
- Adhering to the class rules – being kind to your friends
- Reading/ listening to books about friendship.

- Listening to songs about friendship.
- Participating in teacher led drama and role play scenarios about appropriate and inappropriate behaviour towards others
- Discussing and participating in teacher led drama and role play scenarios about the safety rules- Say No, Get Away, Tell.
- Create artwork based on the theme of friendship

Touches

- Participating in activities regarding the senses e.g. smelling bottles, tasting, I spy, identifying sounds, tasting, mystery texture bag
- Creating a collage of the 5 senses.
- Listening to songs about the 5 senses.
- Participating in sensory activities e.g. TacPac, body awareness activities and songs
- Discussing good touches: ‘Nice hands, Nice Feet, Nice Mouth’ during circle time daily.
- Sorting public and private places and behaviours
- Developing an understanding that school in general is a public space for public behaviours only.
- Encouraging parents to label the rooms in their homes as public or private to aid understanding surrounding public or private spaces.
- Creating a collage of touches they like/dislike.
- Naming/labelling/identifying body parts using ability appropriate language
- Identifies ‘private’ parts
- Identifying appropriate and inappropriate touches with others using stories

Telling secrets

- Participate in adult led drama activities e.g. the SNA’s sneak treats to the children and make a big deal telling them not to tell the teacher. The teacher then makes a big happy fuss getting the child to show/tell you what they got.
- Reading/ listening to books on telling secrets.

Strangers

- Sorting strangers and safe strangers using visuals

- Identify strangers and safe strangers in stories
- Discussing the roles of safe strangers in our community
- Participating in community helpers themed roll play e.g. dressing up as a doctor and pretending to give injections, take temperatures etc. gives students an understanding that they are safe when at the doctors surgery
- Meeting and communicating with local safe strangers
- Creating personal books of friends and family.
- Reading/ listening to books about people that help us.
- Listening to songs about people who help us.

RSE

Myself

- Discussing their strengths and abilities – students are praised when they do well and are encouraged to persevere and try their best when they find things difficult
- Participating in mindfulness activities
- Identifying new skills acquired – look at and feel pride in work displayed on the walls
- Creating a portfolio of work completed/photographs of activities throughout the year
- Using good manners – Please, thank you and kind words
- Identifying physical similarities and differences between the students using photographs

My friends

- Treating people with dignity and respect – adhering to the class rules
- Forming relationships with students – playing and communicating together, finding common interests
- Forming relationships with staff – playing and communicating together, finding common interests.
- Staff and students work to develop a mutual respect. In order to do this all staff in the room must strictly follow the same rules and procedures, especially regarding behaviours, to ensure that all students clearly understand what is expected of them. Clear expectations will result in mutual respect and good classroom relations between staff and students.
- Working cooperatively with others e.g. turn taking games, team games

- Tolerating adult instruction
- Respond to scenarios whereby students must share toys and resources

My Family

- Identifying members of their family using photographs.
- Labelling/naming members of their family
- Creating books about their families using photographs and text

Feelings and emotions

- Recognising that their actions can affect the feelings of others – students are encouraged to apologise
- Communicating empathy when others are upset – hold their hand, ask if they are ok.
- Identifying how they feel using visuals at circle time
- Identifying how characters feel in stories and scenarios
- Imitating facial expressions in a mirror

New life

- Watching videos and reading/listening to stories about animal life cycles
- Sequencing animal life cycles
- Sequencing images of human life cycles
- Practicing caring for a new born baby using a doll
- Participating in nature walks in order to identify new life

Growing and changing

- Developing Independent Living Skills
- Participate in personal Care Programmes emphasising puberty when necessary
- Recognising physical growth using photographs of the students as babies
- Recognising physical growth using baby clothes
- Measuring physical height/shoe sizes –ordering themselves according to their heights
- Participating in toileting routines and procedures

- Participating in menstrual care routines, procedures and practical activities where necessary e.g. how to use a sanitary towel, when to change it etc.
- Naming/labelling/identifying the parts of the body using ability appropriate language
- Sorting public and private places/behaviours addressing masturbation where necessary
- Developing an understanding that school in general is a public space for public behaviours only.
- Encouraging parents to label the rooms in their homes as public or private to aid understanding surrounding public or private spaces.

Decision making

- Making choices regularly e.g. choosing what you they would like to eat from a selection
- Identifying good decisions and bad decisions – behavioural star charts used daily. If a student does not follow the class rules they do not earn their star for that activity – star charts are used to reflect on good/bad decisions
- Making personal choices regarding activities using choice boards
- Developing an understanding that decisions are based on certain factors e.g. we are not going outside at playtime because it is raining.
- Identifying preferences e.g. sorting food I like and foods I don't like
- Resolving conflicts – apologising

Keeping safe

- Sorting pictures of places where you feel safe and places where you don't feel safe e.g. at home, at the park, on a dark road
- Sorting safe and unsafe scenarios behaviours using flashcards.

Junior Cycle L1LP

Personal Care and Wellbeing

Self Awareness

- participating in body awareness activities and songs. TacPac, Holistic Music for Children.
- Naming/labelling/identifying body parts.
- Participating in self-awareness activities- All about me, personal books, communication passports etc

- Creating a things I can do/ things I am good at collage
- Participating in mindfulness activities

Personal Care and Hygiene

- Participating in personal care routines daily
- Communicating choices related to personal care through means appropriate to each child
- Listening to personal care songs
- Practicing personal care routines on dolls- brushing hair, wiping face etc

Food and Nutrition

- Exploring different types of food using the 5 senses in cookery
- Communicating preferences for foods
- Communicating hunger, thirst, more and no during snack/lunch/cookery using whatever means is suitable to the individual child
- Practicing using utensils at snack/lunch/cookery
- Practicing hand washing
- Listening to songs about washing hands
- Practicing preparing food in cookery
- Making healthy snacks in cookery
- Creating a collage of healthy food and food that should be eaten in moderation
- Following Health and Safety rules around using kitchen equipment

Emotional Wellbeing

- Expressing feelings
- Listening to songs about feelings
- Reading/listening to books relating to feelings
- Participating in mindfulness activities

Physical wellbeing

- Participating in P.E

- Participating in games/ activities that encourage movement
- Participating in Holistic Music Programmes- Body Awareness and Moving Sounds

Personal Safety

- Expressing likes and dislikes
- Making choices throughout the school day
- Communicating feelings
- Identifying signage throughout the school- toilet, exit, do not enter, wash hands etc
- Naming/labelling/identifying body parts, participate in body awareness activities.
- Adhering to school/classroom rules- nice hands, nice feet etc.

Being Part of a Community

Relating to others

- Expressing feelings
- Communicating preferences- likes and dislikes
- Participating in personal care routines
- Participating in daily life skills
- Indicating/choosing a preferred companions for different activities
- Creating personal books of friends and family

Using local facilities

- Participating in using different areas/rooms within the school appropriately eg: removing shoes to enter the sensory room.
- Demonstrating knowledge of where familiar items are stored/ located in the classroom eg: where their lunch/ drink is stored.
- Communicating choices

Transitioning between environments

- Co-operating in transitions
- Showing recognition of familiar places in the school- the sensory room, the yard etc.

- Responding to cues to locate familiar places (visual, verbal, gesture, sound) eg: when the classroom bell rings the children will start making their way to the yard or recognise that it is playtime
- Indicating preferences- likes and dislikes

Being safe in the community

- Communicating 'No'
- Gaining attention from an adult
- Discussing classroom rules and safety
- Reading/listening to books and songs about community helpers

Contributing to the community

- Adhering to the class rules
- Listening to stories where actions have consequences
- Participating in the care of the immediate environment eg: help to clean up after eating with support from an adult
- Engaging in a task or job in the classroom eg: ringing the bell to indicate that it is playtime

QQI Level 1:

M1H14: Personal Care

- PC1: List routines in daily personal care practices
- PC2: Practice essential skills that promote personal hygiene.
- PC3: Identify a range of personal care products.

M1H15: Personal Safety

- PS1: Recognise symbols related to personal safety in a given location.
- PS2: Name situations at home/ in the community/ in the work place that put personal safety at risk.
- PS3: Demonstrate safe practice for frequently encountered potential risk situations in the daily environment.
- PS4: Identify people with responsibility for safety in everyday situations.

M1H21: Relaxation Techniques

RT1: Identify some ways to relax

RT2: Describe feeling relaxed

RT3: Identify a preferred relaxation method

RT4: Identify appropriate places to use the preferred relaxation method

M1L12: Personal Decision Making

PDM1: Name recent personal decisions

PDM2: Identify the stages in a recent personal short term decision

PDM3: List some personal every day choices involved in decision making

PDM4: Identify influences and choices involved in decision making

M1L13: Setting Learning Goals

SLG1: Identify some recent personal learning achievements

SLG2: Identify a small range of short medium term learning aspirations

SLG3: Name, with support, some steps needed to achieve a personal learning goal within a specified time period

SLG4: Perform steps required to achieve the plan

SLG5: Describe feelings/opinions on the plan at the end of a specified time

M1N09: Problem Solving

PS1: Organise information in relation to an everyday simple problem

PS2: Identify options and consequences in relation to a problem

PS3: Solve a problem with support

M1S24: Life Science

LS1: Sort familiar objects and life forms into live/animate, dead/inanimate groups

LS2: Sort familiar objects and life forms into plant or animal kingdoms

LS3: Identify some plant and animal life forms in a familiar local habitat

LS4: Use language appropriate to young and mature life forms, e.g. seed, seedling, plant, or pup and dog, kitten and cat, child and adult

LS5: Name the parts of own body and that of a familiar animal

LS6: Identify some essential factors for healthy growth and development of plant or animal forms

QQI Level 2:

M2H14: Personal Care

PC1: List essential daily personal care practices

PC2: Identify some benefits and consequences of good personal care

PC3: Explain the benefits of a range of daily personal care products

PC4: Maintain an agreed personal care plan

PC5: List reasons to care for personal belongings

PC6: Identify appropriate clothing for a range of routine activities at home, at work and in the community

M2H15: Personal Safety

PS1: Identify essential rights and responsibilities in relation to personal safety in a specified location, e.g. workplaces/at home/in the community

PS2: List key safety risks in the workplace/home/community

PS3: Recognise when his/her own safety is threatened

PS4: Name daily practices that promote personal safety, e.g. using pedestrian crossings, disconnecting electrical goods at night, pouring hot liquids in after cold, wearing protective clothes/gloves, seeking advice/help, preventing stranger danger

PS5: Name the appropriate response when a risk is identified

M2H21: Relaxation Techniques

RT1: Identify benefits of relaxation to personal and interpersonal life

RT2: Demonstrate a variety of relaxation techniques

RT3: Practice a range of relaxation techniques in real life circumstances

RT4: Identify a range of situations in which ability to relax has been helpful

RT5: Evaluate success in using relaxation techniques in different contexts

M2L12: Personal Decision Making

PDM1: Explore possible influences on decision making

PDM2: Consider different ways of making decisions, e.g. impetuous, considered, passive

PDM3: Identify situations where decisions have been made using different strategies

PDM4: Explore consequences of decisions made, both while implementing and on conclusion

PDM5: Identify the choices and consequences involved in an imminent short term decision

M2L13: Setting Learning Goals

SLG1: Identify elements of a personal profile, e.g. some personal skills, attitudes, strengths and weaknesses

SLG2: Discuss different ways of learning

SLG3: Consider personal learning successes

SLG4: Identify elements of the preferred personal learning style

SLG5: Consider a learning plan, e.g. setting a target, looking at resources and necessary steps, time frame

SLG6: Implementing the plan

SLG7: Express opinions on how performance could be improved

M2N09: Quantitative Problem Solving

QS1: Identify quantitative elements in a range of everyday circumstances, e.g. daily budget, planning an outing – including distances, dates, times and costs

QS2: Be aware of approaches that can be used to solve quantitative problems, e.g. estimation, modelling and flow charts

QS3: Use mathematical terms and symbols to represent problems

QS4: Find a solution to a real life quantitative problem

QS5: Evaluate the solution obtained for the problem

M2S25: Life Science: Habitats

LSH1: Sort familiar living things into groups of plant and animal kingdoms, e.g. fish, amphibians, reptiles, birds, mammals

LSH2: Sort familiar living things into vertebrates/invertebrates, e.g. spiders, worms, insects or fish/amphibian/bird/mammal/reptile

LSH3: Identify a flowering and non flowering plant, e.g. trees, roses, grasses, or ferns, fungi

LSH4: List plant and animal life forms in a local habitat

LSH5: Name some characteristics that enable living things to thrive in a local habitat

M2S26: Life Science Life Cycles

LSLC1: Identify the seven characteristics of living things, e.g. breathing/respiration, feeding/digestion, excretion, reproduction, sensitivity, movement, growth

LSLC2: Name the parts of the body (organs) and their functions, e.g. tongue and taste buds, kidneys and cleansing systems

LSLC3: Name the parts of a typical flowering plant and their functions, e.g. leaf, root and feeding system

LSLC4: Describe the process of growth and reproduction of a plant and mammal

LSLC5: Identify the five senses of a mammal

LSLC6: Describe a familiar local habitat for plant and animal life forms