

**SCOIL EOIN BAISDE CAILÍNÍ NAOIDH**

**SOCIAL, PERSONAL, HEALTH  
EDUCATION POLICY  
(SPHE)**

# SPHE

## **Introductory Statement and Rationale**

### **(a) Introductory Statement**

SPHE is a lifelong process and as such begins before the child comes to school. In this school we will provide a foundation that will inform the child's actions and decisions and provide a basis for further development. In this context parents are acknowledged as the primary educators of their children and the school will work in a supportive role. This SPHE plan was drafted by the Principal, Cathy O'Shaughnessy and teaching staff of Belgrove Infant Girls' School with input from the parent body.

### **(b) Rationale**

The purpose of this policy is to provide practical guidance for teachers, parents, school board members and other interested persons on the provision of effective SPHE teaching in our school. It also fulfils our obligations under the Education Act 1998.

## **Vision and Aims**

### **(a) Vision**

Belgrove Infant Girls' School is an infant all-girls school with a pleasant learning environment. The children interact with each other in a very easy manner, reflective we feel of the good relationship interaction which exists between the teachers. This enhances the whole education process as learning is easier in a secure and relaxed atmosphere. Because our children are so young they are treated with patience, kindness and care. Visitors to the school frequently comment on the lovely warm, homely atmosphere which prevails. In line with our school ethos, Social, Personal and Health Education will provide opportunities for the individual child to develop a framework of values, attitudes, understanding and skills that will inform her decisions and actions now and in the future – enabling her to respect and relate to herself and others and become an active and responsible citizen in society. Children with special needs are an important part of our vision.

### **(b) Aims**

While seeking to meet the pupils' needs, we will follow the aims and objectives of the SPHE Curriculum Statement, pages 9-10. 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 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

STRANDS	STRAND UNITS (YEAR 1)	STRAND UNITS (YEAR 2)
Myself	Self-identity: <ul style="list-style-type: none"> <li>▪ Making decisions</li> <li>▪ Self-awareness</li> <li>▪ Developing self-confidence</li> </ul> Taking care of my body Safety and protection	Self-identity: <ul style="list-style-type: none"> <li>▪ Self-awareness.</li> <li>▪ Developing confidence.</li> <li>▪ Making decisions.</li> </ul> Growing and changing. Safety and protection
Myself and Others	My friends and other people	Myself and family Relating to others
Myself and the Wider World	Developing citizenship	Media education

## 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.

(See *SPHE Curriculum p. 11, Teacher Guidelines: SPHE p. 5, pp. 31 – 32, 36 – 41*)

### Positive school climate and atmosphere

The values and principles upheld by the school community of Belgrove Infant Girls' School are put into practice through a partnership of parents, teachers, pupils, school staff and the broader community. Each member of the school community is expected to treat each other with respect. Each child is encouraged to reach her full potential through the positive school climate and parents are seen as very much central in the development of each child. This is reflected in the "open door" policy of the school, where parents can talk to teachers about issues relating to their child, during the morning arrival period, at school collection time or by appointment. Also, communication is achieved through parent/teacher meetings and end of year reports. The use of "friendship groups" during yard time is useful in particular in Junior Infants as a means of inclusion of all children at play and is continued on a regular basis over the child's time in Belgrove Infant Girls' School.

New teachers and support staff are informed of these practices through access to a "Welcome" folder which directs them to the SPHE policy document in the office. Families enrolling their children in the school are also advised in the school-welcoming booklet of the availability of the policy documents.

(See also *Teacher Guidelines SPHE, pp. 22 – 28*)

### Strategies for creating a positive school climate

- Effective communication within the school is encouraged by open dialogue, active listening, children telling 'daily news' to class, circle-time work.
- Individual needs of children include respect for others, listening to and talking with parents if a child has particular needs.
- A health-promoting physical environment – encouraging healthy lunches, monthly reminders of health and hygiene practices, use of hall, astro-pitch, Tír na nÓg, music room, library and nature walks.
- Thematic approaches – Wellbeing Day and assemblies.
- Developing democratic processes – children are included in developing class rules, identifying why school rules are necessary, learning to deal with problems and occasional voting on classroom decisions.
- Enhancing self-esteem – see content of SPHE lessons. Also, the inclusion of all children in our Christmas plays, carol concerts, Seachtain na Gaeilge, enhances their sense of self-

esteem. Children are made to feel welcome, secure and important as they are greeted by the teacher each morning.

- Respect for diversity – members of school community promote awareness and importance of respectful language and attitudes. Many resources help us in fostering respect for differences, such as books in our SPHE resource library e.g. ‘My Friend is Blind’, ‘Celebrations around the World’ etc. Children are not always placed in the same work-groups nor are the same children picked as ‘leader’ in order to encourage all children to develop their full potential. Books used in school are also, in as far as possible, bias-free and gender equitable.

### **Discrete Time**

In general, teachers in Belgrove Infant Girls’ School timetable one half-hour per week for discrete SPHE lessons. However where necessary, SPHE may be taught in a larger block of time, e.g. during “Wellbeing Day” or the teacher may also use the discretionary half-hour per week period for a discrete SPHE lesson.

We have divided the 10 strand units of the SPHE curriculum into two bands, alternating Band 1 with Band 2, so that over a two-year period, each class will cover the full 10 strands. Band 1 is covered in a year ending with an **odd** number (2017/19/21 and so on) and Band 2 in a year ending with an **even** number (2018/20/22 etc). The strand unit “Safety and Protection” is covered every year. (See Curriculum Planning Table – Strands & Strand Units, Page 3)

### **Integration**

Much of the content objectives of SPHE can be addressed through integration with other subjects. See attachment (*Whole School, Integrated Approach/Positive School Climate, Atmosphere*).

This integration is meaningful only if it reinforces the ideas taught during the SPHE lesson, for example, role-playing (drama), what children would say to an adult, if the child gets lost. It can be shown to be successful if, for example, the children come up with ideas during the complementary lessons that reinforce the work done in the SPHE lesson. However, the integrity of the individual lesson must also be maintained, in that the objectives of the other lesson must also be achieved, for example, the teaching of effective ways to communicate.

With the knowledge that integration with other subjects can be helpful in achieving the objectives of the SPHE curriculum, the teacher needs to be flexible in timetabling. This enables each teacher to take (a) a thematic approach where a *theme* is explored from a number of different perspectives or (b) where an SPHE *issue* is the main focus of the exploration, and skills or information from another subject are used to enhance the learning.

### **3. Approaches and Methodologies**

(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 she is enabled to internalise what is learned.

The following learning strategies are promoted in the school:

#### Drama Activities

- Role-play in real life situations. SPHE stations to include props and costumes in Tír na nÓg.
- Miming real life situations.

PAIRS	GROUP	CLASS
Make a complaint.	Explore responses to different situations.	A mock Court of Enquiry
Resolve a conflict.	Family situation e.g. eating together.	Class meeting.
Conduct an interview.	Listener, speaker, observer activities.	Press conference.
Give an explanation.	Developing questioning skills.	A mock trial.
Conduct a phone conversation.		

### Co-operative Games

- Non-verbal communication games (*p. 67 Teacher Guidelines*).
- PE games (mats to cross river).
- Smallest to biggest in-line.
- Beanbags on heads – fall – friend replace (*p.66 Teacher Guidelines*).
- Structured play activities.

### Picture/Photos

- Pictures/photos from magazines explored to discuss a topic (*p. 70 – 71 Teacher Guidelines*) e.g. disability.
- Gather pictures on a topic (*p. 74 Teacher Guidelines*).
- Add speech bubbles to a picture (*p. 76 Teacher Guidelines*).
- Classify pictures into particular categories (*p. 77 Teacher Guidelines*).

### Discussion

- Circle time (*p. 83 Teacher Guidelines*).
- Explore feelings and give personal opinion.
- Analysing questioning and reflecting and negotiating.

### Written

- Worksheets.
- Explore senses with children and how to use them to relate to the world (*p. 95 Teacher Guidelines*).

### ICT

- Internet
- Dorling Kindersley – human body.
- Online videos eg. Peep and the big wide world

### Looking at Children's Work

- Teacher observation.
- Teacher designed tasks.
- Portfolios and projects.

### Talk and Discussion

- Circle time.
- Analyse and study feelings, give personal opinions.
- Study pictures, situations, discuss dramas.
- Recall/retell.
- Role-play individual/group.
- Story listening and story narration, story writing.
- Poetry listening, poetry narration, poetry writing.

### Collaborative Learning

- Co-operative games.
- Group work, pair work.

### Problem Solving

- Discussion talk, group, pair, class work.

### Use of Environment

- Litter awareness.
- Road safety.
- Water safety.
- School outings.
- Awareness of the world around us.

### Skills through Content

- Care of environment.
- Respect for others.
- Acceptable social behaviour and etiquette.
- Use of manners.

## **4. Assessment**

The purpose of assessment in SPHE as in other areas of the curriculum is to assist in planning and supporting the future learning of the child and it provides an overall picture of the child's progress and is useful for informing parents, teachers and other professionals of the progress of the child through the school.

It gives the child a sense of security because it ensures that each child knows how well she is performing and that when difficulties arise they will be dealt with.

The agreed whole-school approach to assessment in our infant school is that of informal teacher assessment with a view to identifying how the learning experience involved and the programmes selected by the teacher and school could be improved for the child.

A common language and approach to observing, describing and reporting on a child's progress is adopted by the school. Assessment in this curricular area cannot be seen in isolation, as it will be directly related to assessment in other subjects.

As to what should be assessed, there are particular difficulties associated with SPHE, since the real impact of learning in this subject will take place after the child has left the school. Its success also depends on the emotional, intellectual and social maturity of the child. In the infant school child the rates of progress can vary considerably. Nevertheless, assessment should reflect the progress of the child with the planned programme in the school. It should take note of the objectives of the three strands and relate to that which can be realistically and appropriately assessed in school.

We continually assess the general approach adapted to SPHE curriculum in our school – in the context of the overall school atmosphere and climate making it age and interest appropriate – deploying effective resources, methodologies and approaches.

### How to Assess – Tools

- Teacher observation.
- Teacher designed tasks – Pupil feedback sheets.
- Portfolios – projects.
- Teacher observation i.e. while children are engaged in various activities observing how a child:
  - responds to questions/participates in discussion/interacts with learning materials

- interacts with other children
- co-operates in groups or works independently
- displays particular aptitudes and interests
- behavioural traits can also be noted i.e. shyness, leadership, level of self-confidence
- observation may focus on the way in which children are learning and their level of participation in the task.

- Perseverance: Should a teacher, from observation, have noted a particular need, she can decide to concentrate on a specific aspect of the programme for a particular period i.e. bullying, sharing.

### Teacher Designed Tasks

Taking into account the young age of the pupils in our school, teacher-designed tasks will enable the teacher to ascertain the knowledge that has been acquired i.e. upon completion of the strand unit 'Myself and My Family' children could draw pictures or write about 'The Family', or be assigned the task of finding out about their family tree by sharing this topic at home. Integrated themes and topics are a very useful tool as are projects with the younger age groups in our school. They can form a gallery for illustrating how much a child has learned and help foster self-esteem and self-worth.

### Portfolios

- books/sheets relating to visits to places
- simple mapping tasks
- seasonal changes etc – all age-appropriate
- Report Writing/ procedural e.g. How to be a good friend.

Parents will be kept informed regarding children's abilities, strengths and overall progress in SPHE by sending home samples of worksheets may be sent home regularly to allow parents view them and discuss topics with their children. Also the creation of teacher-designed tasks will involve the participation of parents in working with their child in exploring and understanding the local environment.

## **5. Children with Different Needs**

### Special Needs and Sensitivities

The curriculum will be adapted to suit various needs, interests and concerns. Parents will be consulted when planning class lessons dealing with sensitive issues. They may opt to teach these lessons to their own children and inform the school if they wish their daughter to opt out of any particular lesson.

Special furniture and aids are put in place to ensure maximum participation. The class/learning support/resource teachers liaise with and complement the work done by the teacher by consolidating topics in a smaller group situation when and where necessary.

The key challenge for teachers is to provide learning experiences which challenge the pace of learning of the exceptionally able students. By including learning experiences that are more demanding, allowing for differences in capacity and in the range of intelligence, these students can receive the level of stimulation necessary to enable them to develop their natural strengths.

When specific sensitive issues arise they are dealt with by the class teacher where appropriate and referred to professional support groups if necessary e.g. Rainbows.

ICT - Extra hardware and software will be made available for use by children with learning difficulties or special needs, where the need arises.

## **6. Equality of Participation and Access**

Diversity within our school community is valued. Facilities and amenities are considered in relation to suiting the very young child (i.e. stairs/ and those with wheelchair needs by providing ramps, appropriate bathroom facilities), and other necessary alterations in the school environment.

Class lessons will be adapted to suit children with literacy problems and special language needs. Sensitivity and every effort will be made on the part of the teaching body to provide assistance to families of those children in understanding what relates to their child's educational needs. Provision will be made for those experiencing disadvantage, disabilities and language problems through services such as the School Books Scheme, provision of class furniture/ramps.

## **Organisational Planning**

### **7. Policies and Programmes that support SPHE**

#### **7.1 Policies and Programmes**

- SPHE encompasses and includes all school policies/programmes – Substance Use, RSE, Stay Safe, Child Protection, Enrolment, Code of Behaviour, Anti-Bullying, Health and Safety Statement, Healthy Eating and Care of the Environment fully and comprehensively.

#### **7.2 Substance Use Policy**

- The issues that need to be addressed in SPHE in line with the school's Substance Use Policy are outlined in the content objectives from SPHE Curriculum Statement and Teaching Resource, *Myself, Safety and Protection*, pp. 19 and 30, *Personal Safety 1,3 and Safety Issues*.
- The school lists the content objectives covering substance use that will be addressed in discrete time – see strand – *Myself, strand unit, Safety and Protection*, pp. 19 and 30, *Personal Safety/Safety Issues*.
- The Substance Use Policy adheres to recommendations in the school's Health and Safety Policy.

#### **7.3 Relationships & Sexuality Education (RSE)**

*See separate RSE Policy*

- The RSE Policy is addressed in the context of SPHE.
- The school lists the content objectives that will be addressed in discrete time for the sensitive areas of the RSE elements of SPHE.
- The content objectives reflect the ethos of the school which is encompassed in the stated aims of our SPHE Policy.
- All parents are advised that they are welcome to view RSE policy and teaching materials at the school.
- ***Parents must inform the school, in writing, that they wish to withdraw their child from specific lessons.***

#### Dealing with Questions

- When a child seeks information that is not in line with curriculum content, or if the teacher feels the questions are not age appropriate, teachers will:
  - not give such information
  - refer to parents.
- Ground rules include:
  - giving everyone an opportunity to speak
  - no interrupting
  - respect for one another and the adult in charge

- confidentiality.
- As parents are the primary educators they will answer any questions not in line with curriculum content.

### Confidentiality

See *Child Protection Policy* in relation to concerns/disclosures that arise during, or as a result of, SPHE teaching.

### Parental Concerns

Any concerns parents might have about any aspect of the RSE programme will be dealt with by appointment with the class teacher/Principal and through the school's open door policy.

### Teachers' Concerns

If teachers are concerned about any aspect of the school's programme for the RSE elements of SPHE, they should discuss this with the Principal.

## **7.4 Stay Safe Programme**

*(Refer to SPHE curriculum documents, Stay Safe Programme, Child Protection Guidelines and Procedures, 2001, DES). The teachers have the right to opt out from teaching possible sensitive issues. Provision will be made for these issues to be taught by a colleague or another qualified person.*

- The Stay Safe Programme integrates into all strands and most strand units of the SPHE curriculum.
- The Stay Safe Programme lists the content objectives that will be addressed in discrete time for the sensitive areas.
- The content objectives reflect the ethos of the school which is encompassed in the stated aims of our SPHE Policy.
- ***Parents must inform the school, in writing, that they wish to withdraw their child from specific lessons.***

## **7.5 Making the Links**

Making the Links is a guide to using material from the Walk Tall programme, the RSE programme and the Stay Safe programme to implement the SPHE curriculum. It identifies the common themes in the Walk Tall, RSE and Stay Safe programmes and ensures that the content objectives of the SPHE curriculum can be addressed in the planning of discrete SPHE time (30m minutes per week).

### **The common themes in the Programmes are:**

- Developing social and personal skills
- Developing self-confidence, self-awareness and self esteem
- Fostering positive values and attitudes
- Identifying, understanding and expressing feelings and emotions
- Learning to build and maintain healthy relationships
- Developing the confidence and skills to make healthy choices
- Learning about their body and how to take care of and respect their body
- Acquiring the skills to make informed choices and decisions
- Fostering positive communication and listening skills
- Developing skills to protect themselves and others

While there are many common themes linking the three programmes, each one was designed to achieve very specific aims.

### **Aims of the Walk Tall Programme**

1. Avert/ or at least delay experimentation with substances
2. Reduce the demand for legal/ illegal drugs

3. Give primary school the confidence, skills and knowledge to, make healthy choices.

### **Aims of the Relationships and Sexuality Education Programme**

1. Promote an understanding of and a healthy attitude to sexuality and relationships
2. Promote knowledge of and respect for reproduction
3. Promote a sense of wonder and awe at the process of birth and new life
4. Enable the child to feel comfortable with her sexuality and that of others.

### **Aims of the Stay Safe Programme**

1. Prevent child abuse by giving children the skills and strategies necessary to enable them to respond safely to any dangerous, upsetting or abusive situation
2. Teach children how to deal with any unsafe or inappropriate touch and never to keep touch a secret
3. Teach children about the importance of telling
4. Give children safety strategies to deal with strangers.

### **Dealing with Questions**

- When a child seeks information that is not in line with curriculum content, or if the teacher feels the questions are not age appropriate, teachers will:
  - not give such information
  - refer to parents.
- Ground rules include:
  - giving everyone an opportunity to speak
  - no interrupting
  - respect for one another and the adult in charge
  - confidentiality.
- As parents are the primary educators they will answer any questions not in line with curriculum content.

### **Confidentiality**

*See Child Protection Policy.*

### **Parental Concerns**

Any concerns parents might have about any aspect of the RSE (Stay Safe) programme will be dealt with by appointment with the class teacher/Principal and through the school's open door policy.

## **7.5 Child Protection**

This school follows the Department of Education and Science Child Protection Guidelines and Procedures that are based on Children First, National Guidelines for the Protection and Welfare of Children. (*Ref: Child Protection Guidelines and Procedures, 2001, DES*).

- Patricia O'Donoghue, Principal, is the designated liaison person (DLP).
- Máire Duffy, Deputy Principal, is the deputy designated liaison person(DDLDP)
- New staff will be informed in the welcome folder of all policies in school. These may be kept on the website and will be available in the Principal's office.
- All new staff will receive a copy of the Child Protection Policy.
- Parents of incoming Junior Infants will be informed of all policies in the school and that they are available in the Principal's office.

All content objectives for child protection under Personal Safety can be met by teaching the Stay Safe Programme.

## **8. Homework**

*(Refer to School's Homework Policy)*

- SPHE homework reflects the active learning approach in the curriculum through appropriate worksheets and activities being sent home to be discussed with parents.

## 9. Resources

Among our resources for SPHE are the following:-

- Walk Tall Programme
- Stay Safe Programme
- Zippy's Friends Programme
- Making the Links
- PE Hall
- Music Room
- Art areas
- Library
- Tír na nÓg
- Children's Workbooks, Worksheets
- Posters
- Chart of Child Needs (Appendix 2).
- SPHE Resource and Reference Books (in Library) e.g. "My Friend has Allergies", "Good Manners – Excuse Me" and "The Big Bag of Worries".
- Teachers
- Online Videos
- Websites
- People in the local community e.g. Priest, Garda, Fire fighter, Doctor, Vet, etc.
- Whole School Themes e.g. Wellbeing Day, assemblies.

### 9.1 Equipment/Materials

- Teachers have their own copies of various SPHE resources e.g. Walk Tall, RSE and Zippy's Friends. Teachers have timetabled use of rooms e.g. music room, PE hall, library,
- Monthly planning/shared resources ensure a consistent approach to the use of extra materials throughout the school.
- Resources are selected according to ages of pupils. Age appropriate (*Ref 103. Teacher Guidelines*)
- There is a code of practice to ensure safe internal usage of ICT. Appropriate hardware and software is constantly being updated. Teachers familiarise themselves with materials and websites before introducing them to the children. There is ongoing monitoring of recommended sites.
- There is a Child Protection Policy in place. It ensures that resources are age appropriate, specific to topic as recommended by PDST in keeping with ethos of the school and in accordance with our policies.
- The system of replacing and renewing resources is brought to the attention of the Principal informally. At staff meetings there is an opportunity to discuss purchasing of resources and equipment.

### 9.2 Guest Speakers

(See *Teacher Guidelines: SPHE p. 32*)

- Topics that may require an outside contribution will be at the discretion of the teacher e.g. sexually sensitive issues which the teacher may not feel comfortable discussing. Safety issues e.g. Garda, Fire fighter, uniformed professional. The criteria used for selection of guest speakers are:
  - professional in the field they are discussing;
  - their area of expertise is relevant to the topic they are discussing;
  - the speaker will receive the SPHE curriculum and SPHE policy;
  - speakers will discuss their lesson beforehand with the teacher/Principal.

- The teacher will be expected to provide the speaker with a copy of the SPHE curriculum and the SPHE policy. Teachers will discuss the speaker's lesson before it is given to the class and ensure it is in keeping with the curriculum, SPHE policy and ethos of the school and is age appropriate. The teacher can support/facilitate the presentation by giving introductory and follow-up lessons on the theme in question and prepare questions from the children before the visit. The class teacher will remain with the class at all times. Parents are informed in writing of these presentations via the school newsletter.

#### **10. Individual Teachers' Planning and Reporting**

- The Whole School Plan and the curriculum documents for SPHE are used as a framework from which teachers write long-term plans. They are consulted throughout the planning process to ensure that what is being taught is in keeping with the curriculum and the School Plan.
- The guide "Making the Links" is used to assist teachers primarily in the planning of discrete SPHE time by linking the Stay Safe, RSE and Walk Tall programmes to Content Objectives of the SPHE Curriculum.
- All teachers receive a copy of the relevant policies. They are given an opportunity to amend and review policies. Teachers' SPHE plans are based on the overview of content and division in Bands 1 and 2.
- The Cúntas Míósúil serves as a record of the content covered within a specific timeframe. It provides an opportunity to review and reflect on this content covered and the timescale needed to cover it thoroughly. It also shows any gaps which can be covered the following year.
- The previous year's Cúntas Míósúils are available for any teacher taking over a class.

#### **11. Staff Development**

- Staff have access to current research reference books – each teacher has access to a copy of 'Walk Tall' and 'Stay Safe', RSE Policy Zippy's Friends and the Child Protection Policy. The Principal and post holders take responsibility for monitoring developments.
- Teachers have the opportunity to share skills, expertise and experience at their monthly planning meetings and at staff meetings. They also share ideas during the themed weeks (i.e. Seachtain na Gaeilge/ Wellbeing Day, Arts Week/Activity & Fun Day).
- There are SPHE related courses available and teachers continue to avail of them. Teachers are notified of up and coming courses and the Board of Management is willing to fund and provide substitute cover where necessary.
- Teachers share the skills and information acquired at these courses with their colleagues at the monthly staff meetings and monthly planning meetings.
- Time is allocated at staff meetings to discuss SPHE issues. The themed weeks are discussed and planned at staff meetings.
- Teachers often avail of experts visiting the school to discuss SPHE related issues. Some teachers and staff receive training from parents/nurses in the correct procedure for the administration of medication where necessary. Dental hygienists visit the school to tell the children about the Mighty Mouth Campaign.
- There are opportunities for team-teaching during our themed weeks and teachers work together on topics. Year groups assemblies in the hall or music room provide opportunities for the children to learn from each other and from the combined teaching methods and talents of the three 'year group teachers'.

- Our resource teacher works and helps develop with children with special needs specific social skills.
- Learning Support Teachers – They provide the children with the opportunity to develop their social skills through group work, co-operative games, setting small achievable goals tailored to the needs of the individual child. They can thus observe the social progress at close hand.
- Special Needs Assistant – Special Needs Assistants are informed of procedures in school as necessary.
- Caretaker – Has responsibility for the maintenance of a safe, clean and healthy school environment.
- Secretary – Has responsibility for receiving and making phone calls on behalf of the staff and pupils, maintaining the orderly business of the school and keeping records and reports up to date.

## **12. Parental Involvement**

- The school provides the parents with the opportunity to contribute to the development of the SPHE policies. Policies are placed on school website and feedback from the parents is invited. Parents are involved in the drawing up and review of many policies including the Substance Abuse Policy, the Healthy Eating Policy and the RSE Policy.
- Parents/guardians are informed of the school's programme for SPHE by supplying a list of all the policies in this area to all parents of new Junior Infants. These policies may be viewed in the Principal's office and on the school website. The SPHE curriculum is available online at [www.ncca.ie](http://www.ncca.ie).
- The school information booklet which the new entrants receive contains an outline of the ethos of Belgrove Infant Girls' School. All parents of Junior Infants will also be given a Stay Safe parent information booklet at the Open Day.
- Parents will be aware of the content of the SPHE programme as an introductory letter and worksheets will be sent home to them to discuss with their child. (They will be required to sign certain worksheets from the Stay Safe programme and return completed work to the school). The aims of the SPHE programme will also be discussed at the parent/teacher meetings. Parents can view their children's portfolios/work folders and textbooks at suitable times.
- Co-operation will be sought from parents in implementing health and hygiene practices and preventing spread of contagious illness (Appendix 1).
- Parents, with expertise in the areas of social, personal and health education, may be invited as guest speakers.
- The parents elected representatives to the Board of Management will be involved in the reviewing process of the SPHE programme.

### **13. Community Links**

- The local community – members of Clontarf Garda Station – may visit the school to discuss safety issues with the children and they promote Safe Parking Week annually.
- The local Health Board carries out sight and hearing tests and issue cards for immunisation of pupils. They also provide suitable posters and booklets to cover issues like allergies, head lice, eczema and infectious diseases and dental care.
- Fire Service – During Fire Safety Week members of the fire service may be invited in to talk to the pupils.
- Life Guards – Provide emergency assistance at local beaches and swimming pools and advise pupils regarding water safety.
- The Lollipop Woman /Man – road safety – helps and talks to our pupils on how to cross the road safely.
- Tusla investigates absenteeism.
- Other Agencies which provide resources and information for our SPHE programme:
  - Tusla
  - Road Safety Council
  - Dublin City Council
  - Gardaí
  - National Children’s Resource Centre, Christ Church Square
  - Dental Health Foundation
  - Education Centres
  - RSE Support Service, St Patrick’s College of Education /[www.ecdrumcondra.ie](http://www.ecdrumcondra.ie).
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### **Success Criteria**

The school-wide implementation of this plan will result in enhancement of the children’s relationships and their physical, mental, spiritual and emotional development and growth. It will be established that the plan has been implemented through:

- Teachers’ monthly reports.
- Organising “friendship groups” in the playground.
- Consistent following of the procedures outlined in this plan.

The indicators that the plan has achieved its aim will be through:

- Feedback from teachers, parents, pupils and the community.
- Positive reports from inspectors from the Department of Education and Science.

## Implementation

### (a) Roles and Responsibilities

- The Principal and teaching staff believe that SPHE is a shared responsibility between family, school, health professionals and the community. We see ourselves supporting the home in this lifelong process and will seek at all times to develop positive relations with all these parties.
- The plan will be supported, developed and implemented by the Principal and Post holders who will co-ordinate the progress of the plan, encourage and accept feedback and report to staff on findings.
- The plan will be monitored by the Principal and Post holders every three years.
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### (b) Timeframe

The plan is ongoing.

## Review

### (c) Roles and Responsibilities

- The plan will be reviewed every three years by the Principal and Post holders, parents, Board of Management and DES Inspectors.
- The person responsible for co-ordinating the review will be a post holder.

### (d) Timeframe

Timeframe for review of this plan will be September 2020 or as necessary.

## Ratification and Communication

This plan will be ratified by the Board of Management and when ratified will be available to parents by obtaining a copy from the Principal's office and via the school website.

### Ratification

Ratified by the Board of Management of Belgrove Infant Girls' School.

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PAUL NOLAN

Chairperson, Board of Management

Date: 18 October 2016