

# Scoil Phádraig Naofa

## Whole School Plan

### S.P.H.E.



## **Introductory Statement**

As a school community, we decided to draw up a school plan on the area of SPHE. All teachers were involved in the development of this plan and the principal was consulted in the entire process.

## **Rationale**

This plan is a record of whole school decisions in relation to the SPHE curriculum. Its purpose is to guide teachers in adopting a consistent and coherent approach to the teaching and learning of SPHE in our school. It is intended to guide teachers in their individual planning for SPHE to ensure appropriate coverage of the curriculum from infants to Sixth classes.

## **Vision and Aims**

Scoil Phádraig Naofa, as an inclusive primary school, under Patronage of the Catholic Archbishop of Dublin, is committed to the education and development of each pupil. We welcome pupils of all denominations and from every culture and social background. We strive to foster each child's physical, emotional, social, intellectual and spiritual development. We recognise that every child has a right to equal opportunity in education and have special concern for children in difficult circumstances and with special needs. We promote self-worth, love of learning, personal responsibility and the belief that we can make our world a better place.

As a staff, we relate in a Christian caring way to each other, thus providing an example to our pupils. In valuing the importance of partnership between staff, parents, management and community, we strive to be open, welcoming and accepting to all. Our school plays an active part in developing a sense of community in Athy.

S.P.H.E. is a gradual process that begins in the home, is age related to the child's requirements, and is seen as a continuum in the school setting. Close consultation with the family and relevant agencies within the Community is of the utmost importance. This will be dealt with in a very sensitive manner involving the best interests of the child and the family.

Scoil Phádraig Naofa prides itself on being an environment that is warm, friendly, safe, supportive, inclusive and inviting. We strive to maintain this positive climate for the entire school community. In this space the child is encouraged to reach his/her full potential on a holistic level.

Our school values the uniqueness of all individuals within a caring school community. We recognise that SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school and classroom. Through our SPHE programme we wish to assist children to develop feelings of self-worth and self-confidence while encouraging their ability to relate to others in a positive way. The programme also encourages children to be aware of their rights as individuals while at the same time accepting responsibility for their actions as members of the school and the wider community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible.

We endorse the aims and objectives of the Curriculum for Social, Personal and Health Education and in addition we emphasise the following:

- 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 dimension of life 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.

## **Content of the Plan**

### **1. Strands and Strand Units**

The school envisages to work under the following strands and strand units:

<b><u>Strand</u></b>	<b><u>Strand Units</u></b>
<b>Myself</b>	<b>Self Identity</b> Self awareness Developing self confidence Making decisions  <b>Taking care of my body</b> Health and well-being Knowing about my body Food and nutrition  <b>Growing and changing</b> As I grow I change New life Feelings and emotions  <b>Safety and protection</b> Personal safety Safety issues  <b>Making decisions</b>
<b>Myself and Others</b>	<b>Myself and my family</b>  <b>My friends and other people</b>  <b>Relating to other people</b>
<b>Myself and the Wider World</b>	<b>Developing citizenship</b> My school community Living in the local community National, European and wider communities Environmental care  <b>Media education</b>

All resource booklets are available in the school and digital copies are available online.

The **Making the Links** Document is available at each class level in Hard Copy as well as on the School Drive. Teachers should contact Billy Kiely if they have difficulties obtaining resources.

## Teaching Time Frame of SPHE

### Junior & Senior Infants

<b>Term 1</b>		
	<b>September &amp; October</b>	<b>November &amp; December</b>
Junior Infants	<ul style="list-style-type: none"> <li>● Self- Identity</li> <li>● Relating to others</li> </ul>	<ul style="list-style-type: none"> <li>● Myself and My Family</li> </ul>
Senior Infants	<ul style="list-style-type: none"> <li>● Self-identity</li> </ul>	<ul style="list-style-type: none"> <li>● My Friends and Other People</li> <li>● Relating to others</li> </ul>

<b>Term 2</b>		
	<b>January/ February/ March / April</b>	
Junior Infants	<ul style="list-style-type: none"> <li>● Taking Care of my Body</li> </ul>	<ul style="list-style-type: none"> <li>● Growing and Changing <b>(RSE- Senior Infant Manual *See RSE Policy)</b></li> </ul>
Senior Infants	<ul style="list-style-type: none"> <li>● Safety &amp; Protection -Personal Safety -Safety Issues</li> <li>● Relating to Others</li> </ul>	<ul style="list-style-type: none"> <li>● Safety &amp; Protection <b>(Stay Safe Manual)</b></li> </ul>

<b>Term 3</b>		
	<b>May/ June</b>	
Junior Infants	<ul style="list-style-type: none"> <li>● Developing Citizenship</li> </ul>	
Senior Infants	<ul style="list-style-type: none"> <li>● Media Education</li> </ul>	

## First & Second Class

<b>Term 1</b>		
	<b>September &amp; October</b>	<b>November &amp; December</b>
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Self- Identity</li> </ul>	<ul style="list-style-type: none"> <li>• Myself and My Family</li> </ul>
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Self-identity</li> </ul>	<ul style="list-style-type: none"> <li>• My Friends and Other People</li> <li>• Relating to others</li> </ul>

<b>Term 2</b>		
	<b>January/ February/ March / April</b>	
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Taking Care of my Body</li> <li>-Knowing about my body</li> <li>- Food and Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Growing and Changing <b>(RSE- 2<sup>nd</sup> Class Manual *See RSE Policy)</b></li> </ul>
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Safety &amp; Protection</li> <li>-Personal Safety</li> <li>-Safety Issues</li> </ul>	<ul style="list-style-type: none"> <li>• Safety &amp; Protection <b>(Stay Safe Manual)</b></li> </ul>

<b>Term 3</b>	
	<b>May/ June</b>
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Developing Citizenship</li> </ul>
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Media Education</li> </ul>

## Third & Fourth Class

<b>Term 1</b>		
	<b>September &amp; October</b>	<b>November &amp; December</b>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Self- Identity</li> </ul>	<ul style="list-style-type: none"> <li>• Myself and My Family</li> <li>• Relating to Others</li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Self-identity</li> </ul>	<ul style="list-style-type: none"> <li>• My Friends and Other People</li> <li>• Relating to others</li> <li>• Making decisions</li> <li>-Communication</li> <li>-Conflict Resolution</li> </ul>

<b>Term 2</b>		
	<b>January/ February/ March / April</b>	
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Safety &amp; Protection</li> <li>-Personal Safety</li> <li>-Safety Issues</li> </ul>	<ul style="list-style-type: none"> <li>• Safety &amp; Protection</li> <li><b>(Stay Safe Manual)</b></li> </ul>
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Taking Care of my Body</li> <li>-Knowing about my body</li> <li>- Food and Nutrition</li> <li>- Health and Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Growing and Changing</li> <li><b>(RSE- 4<sup>th</sup> Class Manual *See RSE Policy)</b></li> </ul>

<b>Term 3</b>		
	<b>May/ June</b>	
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Developing Citizenship</li> </ul>	
4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Media Education</li> </ul>	

## Fifth & Sixth Class

<b>Term 1</b>		
	<b>September &amp; October</b>	<b>November &amp; December</b>
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Self- Identity</li> </ul>	<ul style="list-style-type: none"> <li>• Myself and My Family</li> <li>• Relating to Others</li> </ul>
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Self-identity</li> </ul>	<ul style="list-style-type: none"> <li>• My Friends and Other People</li> <li>• Relating to others</li> <li>• Making decisions               <ul style="list-style-type: none"> <li>-Communication</li> <li>-Resolving Conflict</li> </ul> </li> </ul>

<b>Term 2</b>		
	<b>January/ February/ March / April</b>	
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Safety &amp; Protection               <ul style="list-style-type: none"> <li>-Personal Safety</li> <li>-Safety Issues</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Safety &amp; Protection <b>(Stay Safe Manual)</b></li> </ul>
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Taking Care of my Body               <ul style="list-style-type: none"> <li>-Knowing about my body</li> <li>- Food and Nutrition</li> <li>- Health and Wellbeing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Growing and Changing <b>(RSE- 6<sup>th</sup> Class Manual *See RSE Policy)</b></li> </ul>

<b>Term 3</b>		
	<b>May/ June</b>	
5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Developing Citizenship</li> </ul>	
6 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Media Education</li> </ul>	

## **Wellbeing of the Student**

The following definition of Well-being aims to take account of its multidimensional nature (World Health Organisation (WHO), 2001).

*'Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life.'*

### **Promoting Wellbeing Skills and Mindfulness in Our Students**

Wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of place and belonging to a wider community.

Wellbeing indicators are thus as follows – Active, Responsible, Connected, Resilient, Respected, and Aware.

The main skills Scoil Phadraig Naofa instils in its students are:

- · Being a confident and skilled participant in physical activity
- · Being physically active
- · Being able to act to protect and promote their wellbeing and that of others
- · Making healthy eating choices in accordance with our Healthy Eating Policy
- · Knowing when and where their safety is at risk and enabling them to make the right choices
- · Feeling connected to their school, friends, community and the wider world
- · Understanding how their actions and interactions impact on their own wellbeing and that of others, in local and global contexts
- · Feeling confident in themselves and having the coping skills to deal with life's challenges
- · Knowing where they can go for help – Teachers, Principal, Vice-Principal & HSCL
- · Believing that, with effort, they can achieve
- · Showing care and respect for others
- · Having positive relationships with friends, peers, and staff members
- · Feeling listened to and valued
- · Being aware of their thoughts, feelings, and behaviours, and being able to make sense of them
- · Being aware of their personal values, and able to think through their decisions
- · Being aware of themselves as learners, and knowing how they can improve

A mindful approach is incorporated into the ethos of Scoil Phadraig Naofa in order to improve overall wellbeing and the ability to think clearly. Through mindfulness children are encouraged to respond rather than react, develop a deeper sense of awareness and to be in tune with their emotions. Mindfulness involves learning to direct our attention to our experience as it is unfolding, moment by moment with open-minded curiosity and acceptance. Rather than worrying about what has happened or might happen, mindfulness trains us to respond skilfully to whatever is happening right now, be that good or bad. This includes paying close attention to inner states such as thoughts, emotions and physical sensations, as well as to what is happening in the outside world. Mindfulness also involves meto-cognitive awareness: doing, feeling and thinking things and knowing that we're doing so.

Regular mindfulness practice can help us 'step back' from situations and act with clarity, wisdom and perspective. Rather than simply reacting in the heat of the moment children are responding and becoming aware of their emotions. We are more able to focus on solutions rather than problems and to manage conflict and stress more effectively.

Scoil Phádraig Naofa strives towards becoming an ever more mindful school with a focus on pupil well-being in the following ways:

The Student Council in Scoil Phádraig Naofa places a huge focus on pupil well-being in all that they do for our pupils. Our Student Council has succeeded in making Scoil Phádraig Naofa an 'AMBER SCHOOL' and will each year ensure our school makes further improvements in terms of well-being. They take responsibility for our 'WELL-BEING WALL' located outside the Staffroom and for organising yearly 'Creative Days' as well as fundraisers for Pieta House.

### **On-going and/or yearly initiatives in Scoil Phádraig Naofa to promote pupil well-being include:**

**WOW Day** - Travelling to School in an environmentally friendly manner at least one morning each week.

**Gaelic Games/Soccer/Basketball**- Scoil Phádraig has a range of teams and in-school competitions to offer an outlet for all our pupils.



**PBS:** The Positive Behaviour System that acts as our school's primary system of improving behaviour fosters a sense of togetherness and teamwork in our school. The four provinces of Munster, Ulster, Leinster and Connaught compete to win monthly prizes and the well-being benefits of merely being part of their team is hugely motivating for all.

**Hot Lunch:** Each class receives a hot lunch once every eight weeks. The concept of eating together and the anticipation for this is a source of great we

**Our School Choir:** Our School Choir is an outlet for 50+ members of our school community and is hugely effective in developing a sense of community in our school. Their role in our yearly sacraments is a source of great pride for many in Scoil Phádraig Naofa each year.

**Our Green School Committee:** Our Green School Committee ensures our school continues to be more environmentally-aware and organises litter-picking for all in the SPN Community.

**Our Active School Committee:** Our Active School Pupils ensure there is a range of extra-curricular activities for all in Scoil Phádraig Naofa and organise Active Week.

**Our Nurture Room:** Our School Nurture Room seeks to forge greater relationships between pupils, their peers and their teachers and has greatly aided the well-being of many of our pupils in Scoil Phádraig Naofa.

**Our Breakfast Club:** Our Breakfast Club is a social outlet for pupils and a chance to begin their day with a healthy breakfast with their peers.

**Our School Garden:** Our School Garden is regularly tended to by members of the Nurture Room, the Rose Rooms and other mainstream classes. The maintenance of our garden is a wonderfully mindful activity for several in our school community.

**Our SPN Book Fair:** A love for reading is fostered throughout our school with the annual school book fair, another initiative that seeks to promote the mindful activity of reading.

**Our SPN Sensory Garden:** Our Sensory Garden and the surrounding area offers a tranquil place for some students to unwind and relax during the school day. It is frequently daily by different members of our school community.

**Celebration of our pupil's work:** Our school places a huge value on celebrating the positive work of our pupils and our classrooms and hallways are testament to this. The self-esteem benefits that arise from this positive affirmation are highly conducive to a mindful school environment and community.

**The Rose Rooms:** The interdependence that exists between our mainstream classes and the Rose Rooms in Scoil Phádraig Naofa is hugely effective in developing a sense of community and well-being in our school.

*The initiatives and events above are those identified by our Student Council in April 2022 when identifying on-going activities in Scoil Phádraig Naofa that promote pupil well-being. This list was compiled as part of their work towards making SPN an AMBER SCHOOL.*

## 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

At the first staff meeting of the school year all members of the school community are reminded of the importance of promoting a positive school climate. These key messages dealing with school climate and atmosphere are referred to, as appropriate, during the school year where appropriate.

#### Our key messages are:

- We cater for the individual needs of the children. Individual needs may be social, emotional, spiritual, physical or intellectual. Through assessment, observation and discussion with parents and guardians, we strive to identify and meet individual needs.
- We provide opportunities to enhance the self-esteem of all members of the school community. The staff is aware that their role in helping children to develop their self-esteem is to create an environment within the school that is as positive as possible for all concerned. The five building blocks of self-esteem as outlined in the curriculum have been adopted as our approach to self-esteem development. They are:
  - A sense of identity
  - A sense of belonging
  - A sense of security
  - A sense of purpose
  - A sense of competence

- We aim to actively value diversity and to prioritise inclusive and respectful language. We will prioritise both racial and gender equality and respect for those with special needs. We believe that children learn to respect themselves and others through experiencing respect in their own lives and through witnessing respect shown to others.
- We work to develop an effective communication system within the school, and between school and home. Attention will be paid to encouraging everyone to express opinions and concerns and to respond to the opinions and concerns of others as a dimension of classroom work and general school life.
- We support a health-promoting physical environment. Through our Healthy Eating Policy and the health education section of our P.E. programme, we have set out how we will promote health and safety awareness and how we intend to deal with unsatisfactory aspects of the environment. Emphasis on healthy lunches, healthy lifestyle, road, fire, water, farm safety and regular fire drills are some of the areas promoted. Taking responsibility and pride in the school environment is encouraged through our litter prevention programme, our involvement in the Green School's programme and through constant review and promotion of behaviour and habits required for maintaining a clean environment.
- We promote democratic processes in all levels of school life while balancing roles, rights and responsibilities. Children experience and practice the democratic process by:
  - Negotiating the class rules at the start of the year
  - Sharing responsibility
  - Valuing the opinion of others
  - Experiencing a sense of belonging to their own class group and the wider school community
  - Developing a sense of commitment to common goals

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

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

### **Discrete time**

As a school, we have decided to timetable SPHE for half an hour every week or one hour block every fortnight. Children who are withdrawn for supplementary teaching must be included for as much of the SPHE time as possible. This discrete time is used to develop and practise particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum

### **Integration**

At each class level, teachers should seek to integrate SPHE with other areas of the curriculum. Many aspects of SPHE can be dealt with in the context of English, Gaeilge, SESE, Visual Arts, and Drama. Teachers have identified the objectives that can be acquired through cross-curricular work.

### **MAKING THE LINKS - PLANNING TOOL**

The Staff of Scoil Phádraig Naofa are aware of the MAKING THE LINKS AND BEYOND resource to be used as a planning aid. It acts as our curricular map when using materials from WALK TALL, RSE and Stay Safe. It ought to help in identifying the content objectives to be taught as well as guiding teachers towards age-appropriate resources that are free of bias or negative stereotypes. The SPHE Coordinator will ensure this booklet is at the disposal of all class levels throughout the school.

### **Approaches and Methodologies**

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

- Drama activities

- Cooperative games
- Pictures, photographs and visual images
- Discussion, in pairs, small groups and 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, etc.
- Other strategies as devised by the class teacher

## Assessment

Childrens' progress in SPHE is assessed through:

### (a) Teacher observation

- The ability of the child to co-operate and work in groups or to work independently
- The informal interactions between the child and other children
- Physical and emotional maturity
- The quality of presentation of work
- The participation of the child in a variety of activities

### (b) Teacher designed tasks and tests

SPHE includes areas of knowledge and understanding that will need to be assessed. Specific tasks can be used to ascertain a child's ability to apply particular skills in different situations. Many of these tasks will be taken from the relevant SPHE Programme.

### (c) Portfolios and projects

Teachers may decide that children will keep personal folders of their work. SALF Folders are used in the Senior Classes.

### (d) Self assessment by children

Children are encouraged to engage in assessing their own progress in SPHE and to reflect on their learning eg. WOW Walls and SALF Folders.

### (e) MY THOUGHTS ABOUT SCHOOL

Each pupil from 1st to 6th class in Scoil Phádraig Naofa will complete a MY THOUGHTS ABOUT SCHOOL questionnaire during Term 1 and again towards the end of Term 3 (In first class Term 1 it is a simplified version, in Term 3 it is the My Thoughts About School). The information collected will highlight areas that may need attention and will hopefully aid the targeting of children for interventions such as our Nurture Room.

## The Rose Rooms and Children with different needs

The SPHE programme aims to meet the needs of all children in the school. This will be achieved by teachers varying the pace, content and methodologies to ensure learning for all pupils. The requirements of children with special needs will be taken into consideration when planning class lessons and related activities. The SNA supports particular children or groups as directed by the class teacher. Children who experience bereavement or loss, serious illness or major personal situations are supported and consideration is given to meeting their individual needs in the most appropriate way eg. our Nurture Room.

## Equality of participation and access

Scoil Phádraig Naofa 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 sex school and we endeavour to challenge traditional stereotypes and ensure that equal opportunities are given to boys and girls to participate in discussion, debate, presentation etc. SNU is under Roman Catholic school management and we endeavour to provide for all members of the community.

We view the SPHE programme as playing a key role in ensuring equality of opportunities for all children. The programme at each class level will be flexible so that the learning requirements of all children may be addressed. Children with special needs will be encouraged, where practical to participate in all activities.

**Policies and programmes that support SPHE**

SPHE links with other policies and programmes in the school

- Healthy Eating
- Child Safeguarding Statement and Risk Assessment
- Code of Behaviour and Discipline
- Anti-Bullying Policy
- Stay Safe, RSE, Walk Tall and Making the Links
- Enrolment
- Green Schools
- Student Council

Teachers are expected to be familiar with these policies and ensure that the schools agreed policy is followed when addressing these issues.

**In keeping with Scoil Phádraig Naofa’s Anti-Bullying Policy, the relevant teacher should;**

- Make pupils aware of the school's *Anti-Bullying Policy* and regularly address the topic of bullying through SPHE.
- Take a calm, unemotional problem-solving approach to incidents that have occurred, asking the Restorative Practice questions.
- Investigate incidents outside the classroom situation to preserve both privacy and dignity.
- Seek answers to the Restorative Practice questions outlined in the table above.
- Consider speaking to pupils individually first before bringing them together where a group is involved.
- Consider asking the different parties to write down their account of the incident where deemed necessary.
- Exercise professional judgement before choosing a course of action in keeping with the school's discipline system.
- Familiarise themselves with Appendix 3 of the Policy (Template for Recording Bullying Behaviour) and the Behaviour Tracker.
- Keep a written record of any relevant incidents either witnessed by them or that they were notified of. Store such records in the Black Folder.
- Speak with Mr. O’ Gorman, Ms. Sunderland or Mr. Kiely in relation to all incidents being investigated as suspected bullying before engaging parents.

**Guidelines on Restorative Practice for Teachers**

- Restorative Practices place positive relationships at the core of all problem solving. The practice involves getting the pupil who engaged in negative behaviour to **reflect** upon their unacceptable behaviour, **experience a sense of remorse**, and **act to restore the damaged relationship**.
- **Anyone** can be restorative, in **any context or setting** and at **any level of conflict**, from minor disagreements or tensions, to serious harm and hurt.
- RP is centred around the **tone and language** one uses when seeking to repair relationships and not attribute blame. Non-accusatory language used with both parties combined with the school’s discipline system and sanctions greatly reduces the risk of conflict escalating.

<p><b><u>RP Questions after the negative behaviour</u></b></p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you thinking about at the time?</li> <li>3. What have your thoughts been since?</li> <li>4. Who has been affected by what you did?</li> <li>5. In what way have they been affected?</li> <li>6. What do you think needs to happen next?</li> </ol>	<p><b><u>RP Questions for the aggrieved party</u></b></p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you thinking at the time?</li> <li>3. What have your thoughts been since?</li> <li>4. How has this affected you and others?</li> <li>5. What has been the hardest thing for you?</li> <li>6. What do you think needs to happen next?</li> </ol>
<p><b><u>The 5 R’s of Restorative Practice</u></b> Relationships, Respect, Responsibility, Repair, Reintegration</p>	

## **Dealing with questions**

Teachers establish ground rules limiting discussion to material covered in present or previous lessons. Teachers will use discretion based on the content of this plan to decide whether the question should be discussed in the classroom context or referred to parents.

## **Confidentiality**

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

## **Communications with parents regarding RSE & Stay Safe matters**

All parents will be made aware of the implementation of RSE/Stay Safe Programmes on enrolment of their child in the school. At the time of enrolment parents are requested to sign a form which covers parental consent for their child's participation in these programmes.

Any parent who has concerns should discuss them with the class teacher. A parent, who wishes to have his/her child withdrawn, should do so in writing as soon as possible after receiving notice from the school.

Parental involvement is considered an integral part to effectively implement SPHE. We believe that SPHE is a shared responsibility. This plan is available for parents on our school website to inform them of the programme for SPHE. Furthermore, the curriculum documents are available to view for parents online. Parents will be informed before commencement of a specific SPHE related programme (RSE, Stay Safe,) in the school to allow for any questions/ queries to be answered. If a parent does not want his/her child/ren to participate in any of the programmes listed above, he/she will need to put this in writing and give it to the Principal

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

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

## **Guest speakers**

When a guest speaker addresses the children on an SPHE related topic, the class teacher will remain in the classroom at all times as per Circular 22/2010 and make the speaker aware of this school plan and attached policies. All guest speakers must comply with the relevant Garda Vetting procedures.

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

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

## **The following is a non-exhaustive list of Guest Speakers:**

- Pádraig O Donovan - POD Drugs and Alcohol Education (6th Class)
- Ger Brick - Cyber Safety
- Sean O' Mahony - Community Garda (Road Safety and other areas)
- Stepping Stones YKS. Transition to Second Level (6th Class)

## **Child Protection**

The 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. Mr. Willie O'Gorman is the designated liaison person (DLP). Each September teachers are reminded of the school's Child Protection Policy and the procedures to

be followed in dealing with incidents relating to child protection. Each teacher has a copy of the Child Safeguarding Statement and a copy is available to parents in the school office and on the School Website.

## Homework

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

SPHE homework, if prescribed in SPHE, will reflect the active learning approach and will reinforce information already taught during class. It will also lend itself to the full completion of particular programmes such as Stay Safe and RSE.

## Resources

Walk Tall, Stay Safe and Relationships & Sexuality Manuals are the core programmes used to teach SPHE. For additional teaching resources, see *Appendix 1*. Making the Links helps teachers to tie together these three programmes. The Rose Rooms use differentiated materials to assist in delivering an appropriate lesson for their pupils.

Materials purchased with school funds must remain property of the school.

## ICT

Busy Bodies Videos and DVD.

Different Families Same Love Presentation

Teachers should not use other SPHE computer programmes or Internet sites without consulting the principal. When using the Internet teachers must adhere to school procedures for safe Internet usage.

## [11] 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 Plans/ Cuntas Míósúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE.

## Staff Development

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

## Parental Involvement

SPHE is a shared responsibility between family and school. Copies of the school plan for SPHE are available in the office and on our school website [www.spnathy.ie](http://www.spnathy.ie). Parents will be made aware of the content objectives that deal with sensitive issues and will be asked to discuss these issues with their child close to the time of the lessons in school.

### 2. HSCL

Through our designation as a DEIS School we have an assigned HSCL Teacher, John Joe Costigan, for our whole school community. Our HSCL works closely with the targetted families from our school in the promotion of our school polices and especially the objectives of our SPHE Plan.

### 3. Community Links

Scoil Phádraig Naofa believes that the local community has a very important role to play in supporting the programme of SHPE and endeavours to liaise with members of the community such as Health Nurse, Fire Services, Dental Nurse, An Garda Síochána etc.

The school will liaise with the Health Promotion Unit of their local Health Board and other agencies to assist, as appropriate, the schools programme for SPHE.

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## Success Criteria

The success of this plan will be evaluated through teachers' 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. We will discuss the success criteria of SPHE annually at a teacher's meeting and the SPHE co-ordinator will be responsible for ensuring that this happens.

**Implementation**

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**Roles and Responsibilities:** Class teachers are responsible for the implementation of the SPHE programme for their own class. A designated teacher, Billy Kiely,, supports the implementation of the SPHE programme and is responsible for the monitoring and distribution of resources. Our school believes that the whole school community must be involved to successfully implement SPHE. Therefore, the staff will implement this plan with the support of the Board of Management, parents and the local community.

**Review**

Progress made during each year will be reviewed annually at staff meetings.  
It will be necessary to review this plan on a regular basis to ensure optimum implementation of the SPHE curriculum in the school

**Timeframe/When Reviewed**

Modified June 2022 & September 2022

**Ratification and Communication**

This plan was ratified by the Board of Management on:19th September 2018

## Appendix 1 ..... Teaching Resources for S. P.H.E. ....

SPHE Curriculum & Teacher Guidelines

Making the Links

Walk Tall

Relationships & Sexuality Education (RSE) Manuals

Stay Safe Programme

What is a drug? DVD (6<sup>th</sup> class) available from [info@pdst.ie](mailto:info@pdst.ie)

Webwise

Friends for Life

Be Safe (Activity- resource pack on road, fire and water safety) available from [education@rsa.ie](mailto:education@rsa.ie)

Busy Bodies (for teaching RSE to 4<sup>th</sup>-6<sup>th</sup> classes) available from [www.healthpromotion.ie](http://www.healthpromotion.ie)

Taste Buds [www.safefoods.eu](http://www.safefoods.eu)

School Work's – Resource on Right to Education, Child labour, Fair-trade [info@into.ie](mailto:info@into.ie)

What do you say? – Resource on Children's Rights, available from Ombudsman for Children Office, Millennium House, Strand Street Great, Dublin 1, 01-8656800

[www.pdst.ie](http://www.pdst.ie) (lots of information and resources on all aspects of SPHE under 'Health & Wellbeing' on the website)

[www.healthinfo.ie](http://www.healthinfo.ie) or [www.healthpromotion.ie](http://www.healthpromotion.ie) (Busy Bodies DVDs)

[www.actionforhealthykids.org](http://www.actionforhealthykids.org)

[www.agriaware.ie](http://www.agriaware.ie)

[www.dentalhealth.ie](http://www.dentalhealth.ie)

[www.ndc.ie](http://www.ndc.ie) (information on dairy produce in Ireland)

[www.sparky.org](http://www.sparky.org) (covers most aspects of SPHE curricular topics including Internet Safety.

Google Drive (-curricular areas section- SPHE) contains all the teaching manuals as well as additional resources.



## Appendix 2 – Resources for Wellbeing

Class Level	Ideas & Websites	Storybooks
<b>Junior &amp; Senior Infants</b>	<ul style="list-style-type: none"> <li>● On Twinkl you will find access to the following:</li> <li>-Mindfulness colouring sheets</li> <li>-Mindful minute brain break cards</li> <li>-Display posters for Motivational Quotes</li> <li>-Powerpoints on Mindfulness &amp; The Power of Yet</li> <li>-Mindfulness Pattern Activity Sheets</li> <li>-Relaxing Backgrounds and Calming Music               <ul style="list-style-type: none"> <li>● Just Dance</li> <li>● GoNoodle</li> <li>● Regular Mind and Body Breaks</li> <li>● Practicing Relaxation Techniques</li> <li>● Cosmic Yoga</li> <li>● Breathe - Self-Regulation and Relaxation Techniques for Children' &amp; Guided Visualisations on <a href="https://www.pdst.ie/primary/healthwellbeing/relaxationandself-regulationtools">https://www.pdst.ie/primary/healthwellbeing/relaxationandself-regulationtools</a></li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. <i>The Colour Monster</i> by Anna Llenas</li> <li>2. <i>Yoga Babies</i> by Fearne Cotton and Sheena Dempsey</li> <li>3. <i>ABC For Me: ABC Yoga</i> by Christiane Engel</li> </ol>
<b>First &amp; Second Class</b>	<ul style="list-style-type: none"> <li>● On Twinkl you will find access to the following:</li> <li>-Mindful Moments Reflection Journal</li> <li>-Mind your Mind Mindfulness colouring sheets</li> <li>-Doodle your worries away worksheets</li> <li>-All about me Worry Box Activity Pack</li> <li>-Mindful Me Feelings Bingo Game</li> <li>-Growth Mindset Display posters</li> <li>-Relaxing Backgrounds               <ul style="list-style-type: none"> <li>● Just Dance</li> <li>● GoNoodle</li> <li>● Regular Mind and Body Breaks</li> <li>● Practicing Relaxation Techniques</li> <li>● Cosmic Yoga</li> </ul> </li> <li>Breathe - Self-Regulation and Relaxation Techniques for Children' &amp; Guided Visualisations on <a href="https://www.pdst.ie/primary/healthwellbeing/relaxationandself-regulationtools">https://www.pdst.ie/primary/healthwellbeing/relaxationandself-regulationtools</a></li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Take Five</i> by Niall Breslin</li> <li>2. <i>The Chill Skill</i> by Niall Breslin</li> <li>3. <i>Don't Worry Little Crab</i> by Chris Haughton</li> <li>4. <i>Ruby Finds a Worry</i> by Tom Percival</li> </ol>

<p><b>Third &amp; Fourth Class</b></p>	<ul style="list-style-type: none"> <li>● On Twinkl you will find access to the following:</li> </ul> <p>-Mindful Moments Reflection Journal  -Mindful colouring editable bookmarks  -Square Breathing Display Posters  -Drop everything and meditate display poster  -Relaxing Scenes Animation &amp; Backgrounds</p> <ul style="list-style-type: none"> <li>● Just Dance</li> <li>● GoNoodle</li> <li>● Regular Mind and Body Breaks</li> <li>● Practicing Relaxation Techniques</li> <li>● Cosmic Yoga</li> </ul> <p>Breathe - Self-Regulation and Relaxation Techniques for Children' &amp; Guided Visualisations on  <a href="https://www.pdst.ie/primary/healthwellbeing/relaxationandself-regulationtools">https://www.pdst.ie/primary/healthwellbeing/relaxationandself-regulationtools</a></p>	<p>1. <i>Kaya's Heart Song</i> by Diwa Tharan Sanders and Nerina Canzi</p> <p>2. <i>The Magic Moment</i> by Niall Breslin</p> <p>3. <i>Have You Filled a Bucket Today?</i> by Carol McCloud</p> <p>4. <i>The Girl Who Never Made Mistakes</i> by Mark Pett and Gary Rubinstein</p>
<p><b>Fifth &amp; Sixth Class</b></p>	<ul style="list-style-type: none"> <li>● On Twinkl you will find access to the following:</li> </ul> <p>-Mindfulness Quotes colouring activity sheets  -Calm Jar Craft instructions worksheet  -Square Breathing Display Posters  -Drop everything and meditate display poster  -Relaxing Scenes Animation &amp; Backgrounds</p> <ul style="list-style-type: none"> <li>● Just Dance</li> <li>● GoNoodle</li> <li>● Regular Mind and Body Breaks</li> <li>● Practicing Relaxation Techniques</li> <li>● Cosmic Yoga</li> </ul> <p>Breathe - Self-Regulation and Relaxation Techniques for Children' &amp; Guided Visualisations on  <a href="https://www.pdst.ie/primary/healthwellbeing/relaxationandself-regulationtools">https://www.pdst.ie/primary/healthwellbeing/relaxationandself-regulationtools</a></p>	<p>1. <i>Breathe and Be: A Book of Mindfulness Poems</i> by Kate Coombs and Anna Emilia Laitinen</p> <p>2. <i>I Am Peace</i> by Susan Verde and Peter H. Reynolds.</p>