



Whole School Plan

SPHE

SPHE Whole School Plan

■ Title Social Personal and Health Education

■ Introductory Statement and Rationale

(a) Introductory Statement and Rationale

This plan was developed by the teaching staff of St. Vincent's Special National School. As teachers, we acknowledge the importance of S.P.H.E. in our school, we recognise SPHE as being one of the most important areas of the pupil's education.

This plan has been drawn up to benefit teaching and learning in our school, to conform to principles of learning outlined in the Primary School Curriculum, the Social, Personal and Health guidelines for Guidelines for Teachers of Students with Moderate General Learning Disabilities, the Junior Cycle 2 PLU elements, and the Asdan programme, and to review S.P.H.E. instruction within the school.

■ Vision and Aims

Vision:

In accordance with our mission statement, our vision is that our pupils will develop to their full potential, be enabled to make their own choices and to have as much control as possible in their daily lives. That our pupils will develop the ability to name, manage their own feelings and to be able to cope with change.

Aims:

We endorse the aims of the Primary School Curriculum for SPHE

- To promote the personal development and well-being of the child
- To foster in the child a sense of care and respect for himself/herself and others and an appreciation of the dignity of every human being
- To promote the health of the child and provide a foundation for healthy living in all its aspects
- To enable the child to make informed decisions and choices about the social, personal and health dimensions of life both now and in the future
- To develop in the child a sense of social responsibility, a commitment to active and participative citizenship and an appreciation of the democratic way of life
- To enable the child to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world

We recognise that pupils with a limited communication ability to have a say in an atmosphere of democracy can be a significant challenge

In order to enable full participation, some students will be dependent on adults to give them assistance, however pupils hold a degree of responsibility and control over their lives and should be presented with opportunities to make choices at every opportunity and to be given autonomy.

Pupils will not achieve their full potential for independence unless challenged enabled to do so.

Opportunities are provided for students to make their own choices and have as much control as possible in their daily lives. St Vincents School advocates that self-esteem grows when we successfully do things for ourselves.

This SPHE plan will be addressed under the following headings

Curriculum planning

- 1. Strands and strand units**
- 2. Contexts for SPHE**
- 3. Approaches and methodologies**
- 4. Assessment**
- 5. Children with different needs**
- 6. Equality of participation and access**
- Organisational planning**
- 7. Policies and programmes that support SPHE**
 - 7.1 Policies/Programmes**
 - 7.2 Substance Use Policy**
 - 7.3 Relationships and Sexuality Education**
 - 7.4 Stay Safe Programme**
 - 7.5 Child Protection**
- 8. Resources**
 - 9.1 Programmes and other materials**
- 10. Individual teachers' planning and reporting**
- 11. Staff development**
- 12. Parental involvement**
- 13. Community links**

■ Content of Plan

Curriculum:

1 Strands and Strand Units:

Strands	Strand Units (Year 1)	Strand Units (Year 2)
Myself	Self-identity (Sept.–Oct.)	
	Taking care of my body(Jan.-Feb.)	
	Growing and Changing (March-April)	
		Making Decision (March-April) Senior level Junior to middle-Be Safe Programme-Road, Water and Fire Safety
		Safety and Protection-(May-June)
Myself and others	Myself and My Family (Nov.-Dec.)	
		My friends and other people (Jan.-Feb.)
		Relating to others (Sept.-Oct.)
Myself and the wider world	Developing Citizenship (May-June) Revision of Be Safe Programme with all classes	
		Media Education (Nov-Dec)

2 Contexts for SPHE:

St Vincent's School supports that learning is best facilitated in a combination of three ways as stated in the Primary Curriculum

1. in a positive school climate and atmosphere.
2. through discrete time
3. through an integrated approach throughout a range of subject areas.

The School strives to create a positive atmosphere by building effective communication. This is done as follows:

- Regular letters to parents, parent teacher meetings and IEP meetings welcoming parents, who wish to discuss any matters relating to their child.
- Regular staff meetings, in school management meetings, staff memos, correspondance board in staff room, notices in the daily sign in book and on theAladdin website
- Respect for children's views and opinions. Pupils are encouraged to use respectful language at all times.

The school creating a health-promoting physical environment

- The school has a healthy eating policy.
- Active flag

Emphasis is put on enhancing pupils self-esteem. The pupils are supported in carrying out jobs within the school environment, transitioning as independently as possible, looking after their own belongings and self care needs.

The promotion of positive behaviour is emphasised, as is reward for positive behaviour. Teachers nominate a pupil each week to receive recognition for their good behaviour. Each pupil nominated receives a student of the week certificate at assembly.

Learning is placed in its functional context

3 Approaches and Methodologies:

The teaching of SPHE is based upon a task analysis model.

A Hierarchy of Prompts system is used within the following criteria:

- A) Full physical prompt
- B) Full physical from wrist
- C) Full physical from forearm
- D) Gestural prompt
- E) Modelling
- F) Independently

The following strand and strand units are the focus of the pupils SPHE skills development.

Strand: Self Identity

Strand unit: Developing self-confidence.

To have opportunities to take increasing personal responsibility for his/herself.

- Entering school and classroom as independently as possible.
- Morning routine.
- Snack/lunch routine.
- Transitioning from classroom and school as independently as possible.

Strand: Myself, taking care of my body

Strand unit: Knowing about my body

- Washing hands
- Using the toilet

Strand: Myself, Safety and protection

Strand unit: Safety issues

- Crossing the road, using the traffic lights

Junior Cycle 2 PLU elements

- Personal Care
- Living in a community
- Preparing for work
-

ASDAN

Towards independence

- Citizenship
- Coping with people
- Engaging with the world around me – Events/ Objects / People
- Everyday living
- Getting ready to go out
- Getting to know a group
- Independent living
- Knowing about myself
- Myself and others

- Out in the community
- Personal safety
- Popular culture
- Relationships
- Self Advocacy

SPHE is taught in functional meaningful activities and settings, a variety of strategies are also used 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

4 Assessment:

St Vincent's School uses the following recommended informal tools for assessment in SPHE:

- Task analysis criteria
- Teacher observation
- Teacher-designed tasks and tests
- Portfolios and projects
- SESS skills development checklists

5 Children with Different Needs:

Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by all pupils.

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

6 Equality of Participation and Access:

All pupils are provided with equal access to all aspects of the SPHE curriculum and with equal opportunities to engage in activities pursuant to the individual pupils ability and level of risk involved.

Organisation:

7 Policies and Programmes that support SPHE:

7.1 Policies/Programmes:

- | | |
|-------------------------------|-------------------------|
| • Junior Cycle 2 PLU elements | • Anti-bullying Policy |
| • Asdan | • Healthy Eating Policy |
| • Code of Behaviour | |

- **Enrolment Policy**
- **Health and Safety Policy**
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7.2 Substance Use Policy:

See Substance Use Policy

7.3 Relationships and Sexuality Education:

See Relationships and Sexuality Education Policy

7.4 Stay Safe Programme:

7.5 Child Protection:

See Child Protection Statement

8. Resources:

The following resources are available in the school for S.P.H.E.

- R.S.E.Programme
- Stay Safe Programme
- Walk Tall Programme

Each teacher is responsible for resources at each class level

Resources will be used throughout the year and returned to the Teacher's Resource Library in the Staffroom when not in use.

There is a large bank of SPHE resources available. See appendix 1.

9. Individual Teachers' Planning and Reporting

- The school policy and the curriculum documents for S.P.H.E. will provide information and guidance to individual teachers for their long and short-term planning
- Teachers plan using the strands and strand units.
- The Cuntas Míosúil serves to review and develop individual preparation for following years

10. Staff Development

- Teachers have access to current research, reference books, resource materials, and websites dealing with S.P.H.E.
- Teachers are encouraged to attend courses, if available.
- Teachers will be encouraged to share the expertise acquired at these courses
- Time will be allocated at staff meetings, if required, to discuss aspects of the SPHE programme
- Teachers can avail of internal and/or external expertise to inform and up skill the school community, as necessary.

11. Parental Involvement:

Parental involvement is considered an integral part to effectively implementing SPHE. Collaboration with parents in setting SPHE goals in IEP and parent teacher meetings an important part of the pupils skills development.

Parents are made aware of content objectives that deal with 'sensitive' issues before the lessons and will be asked to discuss these issues with their child prior to the lessons in school. Copies of the school plan for S.P.H.E. are available from the office.

12. Community Links

- The Health Promotion Unit of the local Health Board will be utilised by teachers in acquiring materials as required.
- Other agencies will be contacted as necessary.
- Social training activities within the local community are as follows:

Spar/ Tesco/ Maple Centre/ Blanchardstown Shopping Centre.

Castleknock Community College Transition Year(TY) programme

Interschool Leagues - Football matches

Special Olympics Activities.

Bowling

Social skills training of a specific theme eg; shopping/ restaurant/National Art Gallery

Gym/ personal training class

DOC site

Work experience

Library

■ 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. A review of pupils skills development in task analysis for specific skills will demonstrate this.

■ Implementation

(a) Roles and Responsibilities:

Parents will be aware of the content of the school plan & support SPHE through involvement in homework , and individual goals

The Principal will oversee the implementation and support staff.

Teachers will follow school plan and implement SPHE accordingly. The role of the Special Needs Assistants in supporting the pupils is fundamental to its success, in being aware of the contents of this plan and by following the procedures involved.

(b) Timeframe:

This plan will be implemented in September 2016 .

■ 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. Sheila Ruddock post holder is responsible for co-ordinating this review. Those involved in the review will include:

- Teachers
- Pupils
- Parents
- Post holders/plan co-ordinator

Action Plan:

Class folder containing task analysis for social, personal, and Health skills development such as drinking/eating/ dressing/ self assistance with toileting/ menstruation.

To develop a Social Training Skills Programme for junior middle and senior pupils at whole school level.

To develop Jobs around the school for pupils

■ Ratification and Communication

Signed: Cathy Cawley

Date: 06/05/17