

Social Personal and Health Education (S.P.H.E.)

Scoil Mhuire Junior

INTRODUCTION: It is our belief in Scoil Mhuire Junior School that best practice education revolves around the partnership between child, home, school and the wider community. We affirm our parents as the primary educators of their children and acknowledge the importance of a close co-operation between parent and school as essential to a positive learning and working environment. Recognising that Social, Personal and Health Education (SPHE) is a collective and shared responsibility, between all members of the whole school community, this Plan sets out a structured programme and procedures for SPHE, providing a ready basis for teacher planning, both long and short- term. This plan was reviewed by the staff of Scoil Mhuire Junior following a Whole School Evaluation in Child protection and safeguarding in **March 2019** and ratified by the Board of Management at the April Meeting.

RATIONALE/VISION

The Catholic ethos of Scoil Mhuire Junior prioritises the creation of a school climate of love, trust, respect and tolerance, which recognises the need for the cooperation and involvement of the whole school community, All of the partners in our school community including parents, teachers, pupils and management will work together - underpinned by our Catholic values and beliefs - to ensure that we create the optimum learning/teaching atmosphere in our school while respecting and valuing the diverse beliefs of others. Working together, we will create an inclusive atmosphere where all of the partners in the school community will treat each other with respect and dignity as partners and as equals. Making a conscious effort to involve parents as key educators as much as we can in order to maximise effective learning and help children reach their full potential as active citizens in our community is at the heart of our policy

.This SPHE Plan is child centered to: foster and enable each pupil develop a positive sense of self-esteem, enhance their social and communication skills and acquire necessary knowledge and ability to lead healthy and well balanced lives as responsible citizens

The key values which underpin our ethos are encapsulated in our School Golden Rules which are based on the Jenny Mosley Model of Positive Behaviour. This strategy encompasses a Whole School approach to the enhancement of self-esteem and the building of positive relationships within the school community. The School Rules are clearly explained to our pupil and parent body as well as being displayed within the school environment including our school website. These rules are reinforced at both class and at the whole- school assembly level and form the bedrock of our SPHE Plan.

1. **I will be kind.**
2. **I will be gentle.**
3. **I will be honest.**
4. **I will listen.**

5. I will look after other people's property.
6. I will work hard.

Contexts for SPHE:

SPHE will be taught in Scoil Mhuire Junior through a combination of the following contexts:

Building effective communication

Aladdin - Weekly Newsletter with all upcoming events posted every Monday morning .This one stop shop administration system which allows all staff to post notices.

Notice Boards - Staff Room/Pigeon - holes in Staffroom.

Parents Council Notice Board

Active Schools Notice Board

Wellbeing Notice Board

Pupils involved in class decisions/school initiatives *e.g.*, Active School Committee, Intercultural Week/ Assemblies/ Seachtain na Gaeilge/ Maths Week.

Creating a health-promoting physical environment

Children's work on display throughout school

School Sacred Space, garden area and grounds well maintained

Active schools initiatives

Recycling in all classrooms.

Newsletter/Intercom/ Assemblies mentions achievements

Access to specialist Teachers for drama, gymnastics and Irish dancing

Food Dudes Programme

Developing democratic processes

Pupils involved in drawing up of class rules

Code of Behaviour is widely publicised

Children bring home own rubbish

.Reading buddies

Recycling campaign
Job allocations in classrooms

Enhancing self-esteem

Regular circle time which promotes peer praise and self-praise,
SPHE time to offer opportunities for pupils to talk about feeling and clear respectful positive class rules based on Jenny Mosley Model of Positive Behaviour (Mosley, J.2002).
An individualised reading programme enabling students to progress at their own level thus avoiding achievement distinction.

Developing appropriate communication

Reward systems
Acknowledgement of the successes of pupils with photographs, displays,
Announcements on intercom
Junior Infants induction
Buddy systems (2nd class pupils) help to look after Junior Infants on the yard.
Welcome Pack for all new staff members
Staff social activities
Committee involvement - Creative Schools, Parents Association, Active School's Committee, Wellbeing Committee
CPD/In-service opportunities for staff

Fostering respect for diversity and respectful language

Zero tolerance of racist/offensive language
Awareness of how we refer to Learning Support/Resource support/ New Autistic Facility.
Promotion of minority cultures in a positive light.
Awareness of different family structures and units, respecting them and referring to them in whole class situations, schools displays/assemblies.

Developing effective communication between school and home

Termly newsletters, notes, texts and emails.
Parent surveys
Welcome Meeting for all incoming Junior Infants every May/ June
Parent Teacher meetings /Individual Educational Profile (School Support Plus Plan) Meeting for pupils presenting with SEN/PPP meetings.
Parental involvement in class outings/trips/individualised reading programme

School Website; Aladdin Connect; School Twitter.

Receptions after religious/sacramental events/school events

Parents Association - active in all aspects of school life who organise fundraising events

Welcome Meeting in October for all parents/guardians / Grandparents Day/ Fun Day / Invitations to school events e.g. Christmas Carol Service, Class plays etc.

OBJECTIVES:

When due account is taken of intrinsic abilities and varying circumstances, the SPHE curriculum should enable the child to:

- be self-confident and have a positive sense of self-esteem
- develop a sense of personal responsibility and come to understand his/her sexuality and the processes of growth, development and reproduction
- develop and enhance the social skills of communication, cooperation and conflict resolution
- create and maintain supportive relationships both now and in the future
- develop an understanding of healthy living, an ability to implement healthy behaviour and a willingness to participate in activities that promote and sustain health
- develop a sense of safety and an ability to protect himself/herself from danger and abuse
- make decisions, solve problems and take appropriate actions in various personal, social and health contexts
- become aware of, and discerning about, the various influences on choices and decisions
- begin to identify, review and evaluate the values and attitudes that are held by individuals and society and to recognise that these affect thoughts and actions
- respect the environment and develop a sense of responsibility for its long-term care
- develop some of the skills and abilities necessary for participating fully in groups and in society
- become aware of some of the individual and community rights and responsibilities that come from living in a democracy
- begin to understand the concepts of personal, local, national, European and global identity
- appreciate and respect the diversity that exists in society and the positive contributions of various cultural, religious and social groups
- promote the values of a just and caring society in an age-appropriate manner and understand the importance of seeking truth and peace.

(See page 10 of the Curriculum Statement)

A. Content Second Class

Month	Strand	Strand Unit	Content Objectives
September	Myself	Taking Care of my Body	<ul style="list-style-type: none">• Become aware of his/her immediate world through the senses• Become aware of the importance of food for growth and development• Explore food preferences and their role in a balanced diet

		RSE	<ul style="list-style-type: none"> Begin to develop some awareness of factors that may influence decisions or choices taken <p>RSE: Lesson 4: Keeping safe</p>
January	Myself and Others	<p>My friends and other people</p> <p>Safety and Protection</p> <p>RSE</p> <p>Stay Safe</p>	<ul style="list-style-type: none"> Identify, discuss and appreciate his/her own friends Discuss and examine the different aspects of friendship Identify and appreciate friends at school and how they can help and care for each other Discuss and appreciate all those considered special, both within and outside the family circle Explore appropriate safety strategies Identify situations and places that are safe and those where personal safety might be at risk Realise how other people can persuade him/her to engage in unsafe behaviour <p>RSE: Lesson 5: Coping with our feelings</p> <p>Stay Safe: Topic 1: Feeling Safe and Unsafe</p> <p>Stay Safe: Topic 2: Friendship and Bullying</p> <p>Stay Safe: Topic 3: Touches</p>
February	Myself and Others	<p>My friends and other people</p> <p>Safety and Protection</p>	<ul style="list-style-type: none"> Recognise and appreciate differences in people and know how to treat others with dignity and respect Recognise and explore bullying behaviour, who is involved and the effects on different people Know that bullying is always wrong and know what should be done if one is being bullied or sees it happening to someone else Explore appropriate safety strategies Identify situations and places that are safe and those where personal safety might be at risk

		<p>RSE</p> <p>Stay Safe</p>	<ul style="list-style-type: none"> Realise how other people can persuade him/her to engage in unsafe behaviour <p>RSE: Lesson 6: The wonder of new life</p> <p>Stay Safe: Topic 4: Secrets and Telling</p> <p>Stay Safe: Topic 5: Strangers</p>
March	Myself and Others	<p>Relating to Others</p> <p>RSE</p>	<ul style="list-style-type: none"> Listen and respond to the opinions and views of others Use verbal and non-verbal behaviour to perform social functions Practise care and consideration, courtesy and good manners when interacting with others Resolve conflicts with others <p>RSE: Lesson 7: When my body needs special care</p> <p>Stay Safe: Topic 4: Secrets and Telling</p> <p>Stay Safe: Topic 5: Strangers</p>
April	Myself and Others	<p>Relating to Others</p> <p>RSE</p>	<ul style="list-style-type: none"> Listen and respond to the opinions and views of others Use verbal and non-verbal behaviour to perform social functions Practise care and consideration, courtesy and good manners when interacting with others Resolve conflicts with others Explore appropriate safety strategies Identify situations and places that are safe and those where personal safety might be at risk Realise how other people can persuade him/her to engage in unsafe behaviour <p>RSE: Lesson 8: Growing and changing</p>

May	Myself and the Wider World Myself	Media Education RSE	<ul style="list-style-type: none"> • Realise that he/she receives information from many different sources • Identify favourite television programmes, videos and video games and indicate reasons for preferences • Explore popular stories, books and rhymes and discuss some of the characters and their appealing traits • Begin to use and explore the various kinds of information technology available • Begin to explore and talk about the difference between advertisements and programmes <p>RSE: Lesson 9: Personal Decisions</p>
June	Myself and the Wider World	Media Education	<ul style="list-style-type: none"> • Realise that he/she receives information from many different sources • Identify favourite television programmes, videos and video games and indicate reasons for preferences • Explore popular stories, books and rhymes and discuss some of the characters and their appealing traits • Begin to use and explore the various kinds of information technology available • Begin to explore and talk about the difference between advertisements and programmes

B. Content First Class

Month	Strand	Strand Unit	Content Objectives
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September	Myself	Self Identity	<ul style="list-style-type: none"> ● Identify and talk about personal preference ● Develop and appreciation and talk about personal strengths, abilities and characteristics
		Taking care of my body (food and nutrition)	
	Myself and the wider world	Developing Citizenship	<ul style="list-style-type: none"> ● Explore the importance of food for promoting growth, keeping healthy, and providing energy ● Appreciate that balance, regularity and moderation are necessary in their diet ● Be involved in the making of the classroom rules ● Recognise the importance of adhering to these rules
RSE			RSE: Lesson 1 - Things I like to do

October	Myself and Others	My Friends and other people	<ul style="list-style-type: none"> ● discuss personal friends and why he/she enjoys being with them ● identify, explore and discuss qualities and skills associated with friendship ● explore how friends can influence personal actions and decisions ● know how to treat people with dignity and respect ● recognise and explore bullying behaviour, who is involved and the effects on different people <ul style="list-style-type: none"> ● listen, hear and respond to what is being said by others ● explore and practise how to handle conflict without being aggressive <ul style="list-style-type: none"> ● recognise and explore situations where children feel safe and those where safety might be at risk ● discuss and practise appropriate strategies for dealing with these situations ● explore how other people can persuade him/her to engage in unsafe behaviour and how this may be counteracted ● identify risky behaviour and examine its positive and negative consequences <p>Halloween Fire Safety:</p> <ul style="list-style-type: none"> ● Discuss the different dangers that surround bonfires and fireworks. ● Show different pictures of danger - discuss what might happen next. ● Children come up with fire safety rules for each picture. <p>RSE Lesson 2: My Friends</p>
RSE	Myself	Safety and Protection	

November	Myself and Others	Myself and my Family	<ul style="list-style-type: none"> ● identify and talk about those who live at home and recognise that homes and families can vary ● recognise his/her role and place in the family unit and the contribution made by each member to the family ● appreciate his/her own family and identify ways in which members of families can help, support and care for each other. ● explore many of the things that are learned in families, both practical and otherwise
RSE			RSE Lesson 3: My Family
December	Myself	Safety and Protection	<ul style="list-style-type: none"> ● become familiar with and understand the need to adhere to safety rules that apply in school, at home, on the farm, in water, for his/her own safety and that of others ● recognise places where it is safe to play and understand the importance of adopting responsible and equitable behaviour when playing ● recognise how accidents might be caused and what can be done in order to prevent accidents happening ● Explore safety at Christmas - possible hazards that may arise e.g. lighting candles, keeping tree lights on too long etc.
RSE			RSE Lesson 4: Keeping Safe
January	Myself	Self-Identity	<p>Stay Safe Programme. Topic 1 :Feeling Safe and Unsafe</p> <p>Self-Awareness</p> <ul style="list-style-type: none"> ● Discuss and appreciate all the features that make a person special and unique. ● Recognise and record personal preferences

		<p>Taking Care of my body</p> <p>Growing and Changing</p> <p>Safety and Protection</p>	<p>Developing self-confidence</p> <ul style="list-style-type: none"> Express own views, opinions and preferences <p>Knowing About my Body</p> <ul style="list-style-type: none"> Respect his/her own body and that of others Name parts of the male and female body, using appropriate anatomical terms Realise that each individual has some responsibility for taking care of himself/ herself. <p>Feelings and Emotions</p> <ul style="list-style-type: none"> Name a variety of feelings and talk about situations where these may be experienced Explore the variety of ways in which feelings are expressed and coped with Begin to be sensitive to the feelings of others and to realise that the actions of one individual can affect the feelings of another Explore and discuss occasions that can promote positive feelings in himself/herself <p>Personal Safety</p> <ul style="list-style-type: none"> Explore appropriate safety strategies Identify situations and places that are safe and those where personal safety might be at risk. Realise how other people can persuade him/her to engage in unsafe behaviour <p>Safety Issues</p>
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	Myself and the wider world	Developing Citizenship	<ul style="list-style-type: none"> • Realise that each person is important and has a unique and valuable contribution to make to the class
	Myself	Self-Identity	<p>Developing Confidence</p> <ul style="list-style-type: none"> • Express own views, opinions and preferences • Become more self-reliant and independent • Begin to learn how to cope with various changes as they occur <p>Making Decisions</p> <ul style="list-style-type: none"> • Identify some everyday choices made by himself/herself and those that are made by others • Begin to develop some awareness of factors that may influence decisions or choices taken
		Growing and Changing	<p>Growing and Changing As I grow I change</p> <ul style="list-style-type: none"> • Recognise that the ability to take responsibility for himself/herself and others increases as he/she grows older Emotions • Name a variety of feelings and talk about situations where these may be experienced • Explore the variety of ways in which feelings are expressed and coped with • Begin to be sensitive to the feelings of others and to realise that the actions of one individual can affect the feelings of another • Explore and discuss occasions that can promote positive feelings in himself/herself <p>Personal safety</p> <ul style="list-style-type: none"> • Explore appropriate safety strategies

RSE		Safety and Protection	<ul style="list-style-type: none"> • Identify situations and places that are safe and those where personal safety might be at risk. • Realise how other people can persuade him/her to engage in unsafe behaviour <p>RSE Lesson 6: The Wonder of New Life (Integration SESE)</p>
March	Myself	<p>Safety and Protection</p> <p>Taking care of my body</p> <p>Self- identity</p>	<p>Stay Safe Programme. Topic 3: Touches</p> <p>Personal safety</p> <ul style="list-style-type: none"> • Explore appropriate safety strategies • Identify situations and places that are safe and those where personal safety might be at risk. • Realise how other people can persuade him/her to engage in unsafe behaviour <p>Taking care of my body Knowing about my body</p> <ul style="list-style-type: none"> • Name parts of the male and female body, using appropriate anatomical terms, identify some of their functions <p>Self-awareness</p> <ul style="list-style-type: none"> • Discuss and appreciate all the features that make a person special and unique

RSE			<ul style="list-style-type: none"> • Begin to understand, appreciate and respect personal abilities, skills and talents • Recognise and record personal preferences • Become aware of his/her immediate world through the senses <p>RSE Lesson 7: How my body works</p>
April	Myself	<p>Safety and Protection</p> <p>Growing and changing</p>	<p>Stay Safe Programme. Topic 4: Secrets and Telling</p> <p>Personal Safety</p> <ul style="list-style-type: none"> • Explore appropriate safety strategies • Identify situations and places that are safe and those where personal safety might be at risk • Realise how other people can persuade him/her to engage in unsafe behaviour <p>Feelings and Emotions</p> <ul style="list-style-type: none"> • Name a variety of feelings and talk about situations where these may be experienced

RSE		<p>Self-Identity</p> <p>Growing and changing</p>	<p>Making Decisions</p> <ul style="list-style-type: none"> •Begin to develop some awareness of factors that may influence decisions or choices taken. <p>RSE Lesson 8: Growing means changing</p>
May	Myself	<p>Safety and Protection</p> <p>Self-Identity</p>	<p>Stay Safe Programme.</p> <p>Topic 5 :Strangers.</p> <p>Personal Safety</p> <ul style="list-style-type: none"> • Explore appropriate safety strategies • Identify situations and places that are safe and those where personal safety might be at risk • Realise how other people can persuade him/her to engage in unsafe behaviour <p>Safety Issues</p> <ul style="list-style-type: none"> • Identify people who are responsible for safety in the community and learn and practise safety strategies for crossing the road, using the bus or being a pedestrian •Realise and understand that rules are necessary in order to protect people and keep them safe <p>Making Decisions</p>

RSE	Myself and the wider world	Developing citizenship	<ul style="list-style-type: none"> • Identify some everyday choices made by himself/herself and those that are made by others • Begin to develop some awareness of factors that may influence decisions or choices taken <ul style="list-style-type: none"> • recognise and write the name and location of his/her own school and identify those who constitute the school community • explore what it means to belong and recognise some of the different groups to which he/she can belong • identify those who have special responsibilities for looking after people in the community and the importance of the contribution of each individual to community life • develop an awareness of people in other places • be aware of and appreciate the diversity of cultures and people in the local community, recognise their contributions and be aware of how differences can enrich his/her experiences • develop a sense of belonging to his/her own local community • begin to appreciate how people depend on each other in many aspects of life • appreciate the environment and realise that there is a community and individual responsibility in caring for and protecting the environment <p>RSE Lesson 9: Decisions and their consequences</p>
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June	Myself and the Wider World	Media Education	<ul style="list-style-type: none"> ● Realise that he/she receives information from many different sources ● Identify favourite television programmes, videos and video games and indicate reasons for preferences ● Explore popular stories, books and rhymes and discuss some of the characters and their appealing traits ● Begin to use and explore the various kinds of information technology available ● Begin to explore and talk about the difference between advertisements and programmes
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C. Content Senior Infants

Month	Strand	Strand Unit	Content Objectives	Content
September	Myself	Safety and protection Self Identity	<ul style="list-style-type: none"> ● realise and understand that rules are necessary in order to protect people and keep them safe ● realise how other people can persuade him/her to engage in unsafe behaviour ● discuss and appreciate all the features that make a person special and unique ● begin to understand, appreciate and respect personal abilities, skills and talents ● recognise and record personal preferences ● become aware of his/her immediate world through the senses ● identify some everyday choices made by himself/herself and those that are made by others ● begin to develop some awareness of factors that may influence decisions or choices taken. ● express own views, opinions and preferences ● become more self-reliant and independent ● begin to learn how to cope with various changes as they occur 	<ul style="list-style-type: none"> ● Devise the class rules and discuss how important they are for our safety and happiness in the classroom and out on the yard. ● Identify a special rule to them, the most important one according to them or their favourite one. ● Discuss their similarities and differences - <i>name, size, hair colour, sex, fingerprints, birthday</i> ● Use circle time to appreciate their own features and strengths ● Recognise that being different doesn't make a person better or worse – just unique ● Creating self portraits ● Encourage the children to realise that people's names are very special to them through story and talk and discussion ● RSE Lesson 1: Look What I Can Do. ● Identify a talent each child has in circle time. ● Practically use their five senses to explore the world

			<ul style="list-style-type: none"> ● realise that he/she belongs to a family and that each person has a place and role within a family ● explore the things that families do together ● realise how families take care of, support and love each other ● explore and acknowledge many of the things that can be learned in the home 	
December	Myself	Safety and Protection	<ul style="list-style-type: none"> ● explore appropriate safety strategies ● identify situations and places that are safe and those where personal safety might be at risk ● realise how other people can persuade him/her to engage in unsafe behaviour ● identify people who are responsible for safety in the community and learn and practise safety strategies for crossing the road, using the bus or being a pedestrian ● realise and understand that rules are necessary in order to protect people and keep them safe ● explore how accidents might be prevented at home, in school, on the farm, or in the water ● realise that many substances used at home or in school are dangerous and that permission should be sought before exploring the contents 	<ul style="list-style-type: none"> ● Talk and discuss around safety and where we need to be safe; road safety, fire safety, water safety, stranger safety ● Identify occasions when we need to be extra vigilant and engage simple safety strategies ● RSE Lesson 4: 'I Can Be Safe'.

			<ul style="list-style-type: none"> • identify some of the substances or things that are put onto the body and their associated functions • explore occasions when medicines, injections or pills are needed and the safety rules that apply when taking medicine. 	
January Stay Safe Programme	Myself	Growing and Changing	<ul style="list-style-type: none"> • name a variety of feelings and talk about situations where these may be experienced • explore the variety of ways in which feelings are expressed and coped with • begin to be sensitive to the feelings of others and to realise that the actions of one individual can affect the feelings of another 	<ul style="list-style-type: none"> • Teaching of Stay Safe programme to identify and relate to personal safety issues <ol style="list-style-type: none"> 1. Feelings 2. Bullying 3. Touches 4. Secrets and Telling
	Myself and others	My friends and other people	<ul style="list-style-type: none"> • recognise and explore bullying behaviour, who is involved and the effects on different people • know that bullying is always wrong and know what should be done if one is being bullied or sees it happening to someone else 	
	Myself	Safety and Protection	<ul style="list-style-type: none"> • identify situations and places that are safe and those where personal safety might be at risk • realise how other people can persuade him/her to engage in unsafe behaviour 	
	Myself	Safety and Protection		

	Myself	Safety and Protection	<ul style="list-style-type: none"> • identify situations and places that are safe and those where personal safety might be at risk • realise how other people can persuade him/her to engage in unsafe behaviour • explore appropriate safety strategies • identify situations and places that are safe and those where personal safety might be at risk • realise how other people can persuade him/her to engage in unsafe behaviour 	<p>5. Strangers</p> <p>Explicit teaching of Stay Safe Language: Say No! Get Away! Tell!</p>
February	Myself and others	Myself and my family	<ul style="list-style-type: none"> • identify and name the people who constitute a family and appreciate that all family units are not the same • realise that he/she belongs to a family and that each person has a place and role within a family • explore the things that families do together • realise how families take care of, support and love each other • explore and acknowledge many of the things that can be learned in the home. 	<ul style="list-style-type: none"> • Create a simple family tree showing their family unit • Using story as a stimulus to engage in a discussion about their family unit • Look at photographs of their family and the role everyone plays
	Myself	Growing and Changing	<ul style="list-style-type: none"> • name a variety of feelings and talk about situations where these may be experienced • explore the variety of ways in which feelings are expressed and coped with 	<p>RSE Lesson 5: 'Other People Have Feelings Too'</p>

			<ul style="list-style-type: none"> ● identify what babies need to help them to grow and develop 	
April	Myself and others	Relating to others	<ul style="list-style-type: none"> ● listen and respond to the opinions and views of others ● use verbal and non-verbal behaviour to perform social functions ● practise care and consideration, courtesy and good manners when interacting with others ● resolve conflicts with others 	<ul style="list-style-type: none"> ● use practical situations within the classroom to explicitly teach verbal and non verbal behaviours needed for certain social functions ● role play different everyday situations to aid learning
	Myself	Taking Care of My Body	<ul style="list-style-type: none"> ● name parts of the male and female body, using appropriate anatomical terms 	<ul style="list-style-type: none"> ● RSE Lesson 7: 'My Body'
May	Myself and the wider world	Developing citizenship	<ul style="list-style-type: none"> ● recognise the name of his/her own school and the people who contribute to the life of the school ● realise that each person is important and has a unique and valuable contribution to make to the class ● recognise the importance of sharing and co-operating and being fair in all activities in the class and school ● realise and understand the necessity for adhering to the class and school rules explore and respect the diversity of children in the class and school 	<ul style="list-style-type: none"> ● Recognise that there are many people involved in our school community who help us every day ● Use of cooperative games to aid sharing and cooperation within the class setting ● Simple tabletop games with rules can be used to teach the importance of rules ● Story can be used to show that we must all work together in the wider world ● Integrate with SESE on environmental care and realise that

	Myself	Growing and Changing	<ul style="list-style-type: none"> ● recognise and appreciate people or groups who serve the local community and how their contribution enhances the quality of life of others ● recognise and become familiar with the rules within a group or wider community, those who safeguard these rules and the importance of obeying the rules in order to keep people safe ● suggest ways of helping other people at home, in school and in the local community ● recognise that each person has an important contribution to make to the life of the community ● begin to become aware of local identity and to participate in and enjoy celebrating local events ● Appreciate the environment and realise that each individual has a community and individual responsibility for protecting and caring for the environment. ● identify some of the factors that promote growth ● realise that growth and change are part of the process of life and are unique to each individual ● recognise that the ability to take responsibility for himself/herself and others increases as he/she grows older 	<p>it is all our responsibility to care for the environment</p> <ul style="list-style-type: none"> ● Investigate and celebrate their local environment of Newbridge. Looking at buildings and businesses in the town and the part they play in the community <p>● RSE: Lesson 8 'I grow and change'</p>
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June	Myself and the wider world	Media Education	<ul style="list-style-type: none"> ● realise that he/she receives information from many different sources ● identify favourite television programmes, videos and video games and indicate reasons for preference ● explore popular stories, books and rhymes and discuss some of the characters and their appealing traits ● begin to use and explore the various kinds of information technology available ● begin to explore and talk about the difference between advertisements and programmes 	<ul style="list-style-type: none"> ● brainstorm on where we get information from and investigate the different sources ● use story to discuss characters and their traits. Who is your favourite character? Why? ● look at advertisements and compare them to real programmes – what makes them different? What elements are the same?
	Myself	Self-identity	<ul style="list-style-type: none"> ● express own views, opinions and preferences ● identify some everyday choices made by himself/herself and those that are made by others ● begin to develop some awareness of factors that may influence decisions or choices taken 	<ul style="list-style-type: none"> ● RSE Lesson 9 ‘Making Decisions’

*** While the full curriculum will be covered these learning samples are used at the discretion of each individual teach

D. Content Junior Infants

Month	Strand	Strand Unit	Objectives	Activities/Content
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September	Myself	Self Identity Self awareness Developing self confidence	<ul style="list-style-type: none"> ● Discuss and appreciate all the features that make a person special and unique ● Begin to understand, appreciate and respect personal abilities, skills and talents ● Recognise and record personal preferences ● Become aware of his/her immediate world through the senses ● Express own views, opinions and preferences ● Become more self-reliant and independent 	RSE:Lesson 1:This is Me. Circle Time discussion Name game Children introduce themselves Discuss and draw things they like to do. Art Activity: Face Mask or Face Painting
RSE				
	Myself	Safety and protection Personal safety Safety issues	<ul style="list-style-type: none"> ● Explore appropriate safety strategies ● Identify situations and places that are safe and those where personal safety might be at risk ● Realise how other people can persuade him/her to engage in unsafe behaviour 	Class discussion based on story Circle Time List the rules for staying safe Identify unsafe practices in picture Role play behaving safely

	Myself and the wider world	<p>Developing citizenship</p> <p>My school community</p>	<ul style="list-style-type: none"> ● Realise and understand that rules are necessary in order to protect people and keep them safe ● Explore how accidents might be prevented at home, in school, on the farm, or in the water ● Realise that many substances used at home or in school are dangerous and that permission should be sought before exploring the contents ● Explore occasions when medicines, injections or pills are needed and the safety rules that apply when taking medicine. ● Recognise the name of his/her own school and the people who contribute to the life of the school ● Realise that each person is important and has a unique and valuable contribution to make to the class ● Recognise the importance of sharing and co-operating and being fair in all activities in the class and school 	<p>Pictures of people in the school</p> <p>Whole class discussion</p> <p>Circle Time</p> <p>Discuss school and class rules</p> <p>Discuss the importance of rules</p>
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			<ul style="list-style-type: none"> ● Realise and understand the necessity for adhering to the class and school rules ● Explore and respect the diversity of children in the class and school 	
	Myself and others	Myself and my family	<ul style="list-style-type: none"> ● Identify and name the people who constitute a family and appreciate that all family units are not the same ● Realise that he/she belongs to a family and that each person has a place and role within a family ● Explore the things that families do together ● Realise how families take care of, support and love each other ● Explore and acknowledge many of the things that can be learned in the home 	<p>Draw picture of their family</p> <p>Circle Time</p> <p>Discuss picture of teacher's family - use as stimulus for discussion</p> <p>Draw picture of things they like to do with their family</p> <p>Who lives inside my front door?</p>
October	Myself	<p>Safety and protection</p> <p>Personal safety</p> <p>Safety issues (fire)</p>	<ul style="list-style-type: none"> ● Explore appropriate safety strategies ● Identify situations and places that are safe and those where personal safety might be at risk 	<p>RSE: Lesson 2: 'Who are You?'</p> <p>Respond to a variety of scenarios being read to them</p> <p>Puppet</p>

RSE			<ul style="list-style-type: none"> ● Realise how other people can persuade him/her to engage in unsafe behaviour ● Realise and understand that rules are necessary in order to protect people and keep them safe ● Explore how accidents might be prevented at home, in school, on the farm, or in the water ● Realise that many substances used at home or in school are dangerous and that permission should be sought before exploring the contents 	Discussion on fire safety at Halloween
November	Myself and others	<p>My friends and other people</p> <p>Belonging and cooperating</p>	<ul style="list-style-type: none"> ● Identify, discuss and appreciate his/her own friends ● Discuss and examine the different aspects of friendship ● Identify and appreciate friends at school and how they can help and care for each other ● Discuss and appreciate all those considered special, both within and outside the family circle 	<p>RSE: Lesson 3: 'We are Friends'</p> <p>Circle Time</p> <p>Compliments</p> <p>Friendship Art</p> <p>Draw picture of themselves with their friends</p> <p>Games</p>

RSE			<ul style="list-style-type: none"> Recognise and appreciate differences in people and know how to treat others with dignity and respect 	
	Myself	<p>Growing and changing</p> <p>Feelings and emotions</p>	<ul style="list-style-type: none"> Name a variety of feelings and talk about situations where these may be experienced Explore the variety of ways in which feelings are expressed and coped with Begin to be sensitive to the feelings of others and to realize that the actions of one individual can affect the feelings of others Explore and discuss occasions that can promote positive feelings in him/herself 	<p>Discussion</p> <p>Art Work</p> <p>Circle Time</p> <p>Stories – ‘I’m Lonely’, ‘Little Miss Angry’ and ‘Caring and Sharing’.</p> <p>Feeling faces</p>
December	Myself and the wider world	<p>Media education</p> <p>Christmas</p>	<ul style="list-style-type: none"> Realise that he/she receives information from many different sources Identify favourite television programmes, videos and video games and indicate reasons for preference Explore popular stories, books and rhymes and discuss some of the characters and their appealing traits 	<p>Circle time</p> <p>Read various stories and respond to them</p> <p>Cut out adverts from magazines and newspapers about Christmas</p> <p>Whole class discussions</p>

		<p>Safety and protection</p> <p>Personal safety</p> <p>Safety issues (fire/electricity)</p>	<ul style="list-style-type: none"> ● Begin to use and explore the various kinds of information technology available ● Begin to explore and talk about the difference between advertisements and programmes ● Explore appropriate safety strategies ● Identify situations and places that are safe and those where personal safety might be at risk ● Realise how other people can persuade him/her to engage in unsafe behaviour ● Realise and understand that rules are necessary in order to protect people and keep them safe ● Explore how accidents might be prevented at home, in school, on the farm, or in the water ● Realise that many substances used at home or in school are dangerous and that permission should be sought before exploring the contents 	<p>Discussion on fire safety at Christmas</p> <p>Be Safe Book Activities</p>
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Term 2

At the beginning of January the Stay Safe Programme is implemented as part of weekly SPHE lessons school wide, covering the topics of:

- Feeling Safe and Unsafe
- Friendship and Bullying
- Touches
- Secrets and Telling
- Strangers

Month	Strand	Strand Unit	Content Objectives	Activities
January <i>Stay Safe Programme</i>	Myself	Safety and Protection <i>Personal Safety</i> <i>Safety Issues</i> Self Identity <i>Self awareness</i> <i>Developing Self</i> <i>Confidence</i> <i>Making decisions</i> Taking Care of My Body <i>Knowing about my Body</i> Growing & Changing <i>Feelings & Emotions</i>	<ul style="list-style-type: none">● Explore appropriate safety strategies● Identify situations and places that are safe and those where personal safety might be at risk● Realise how other people can persuade him/her to engage in unsafe behaviour● Identify people who are responsible for	Teaching of Stay Safe programme to identify and relate to personal safety issues Stay Safe: Topic 1: Feeling Safe & Unsafe Games Respond to story Role play Story Art Work Worksheets

Stay Safe		<p><i>Feelings & Emotions</i></p> <p>Relating to Others</p> <p>Self Identity <i>Self Awareness</i> <i>Making Decisions</i></p>	<p>appropriate anatomical terms</p> <ul style="list-style-type: none"> ● Realise how other people can persuade him/her can engage in unsafe behaviour ● Practise care and consideration, courtesy and good manners when interacting with others ● Express own views, opinions and preferences ● Become more self reliant and independent ● Help children identify the people who constitute their family, to explore things that 	<p>Role Play</p> <p>Discuss good and bad secrets</p> <p>Draw a list of trusted adults</p> <p>Stories and Poems</p> <p>Art Activities</p> <p>RSE Lesson 4: 'This is My Family'</p>
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			families do together and to recognise the roles played by family members.	
April	Myself	<p>Taking care of my body <i>Knowing about my body</i></p> <p>Safety and Protection <i>Personal Safety</i></p> <p>Growing & Changing <i>Feelings & Emotions</i></p> <p>Relating to Others</p> <p>Self Identity <i>Self Awareness</i> <i>Making Decisions</i></p>	<ul style="list-style-type: none"> ● Explore appropriate safety strategies ● Realise how other people can persuade him/her to engage in unsafe behaviour. ● Name a variety of feelings and talk about situations where these may be experienced. ● Identify situations and places that are safe and those where personal safety might be at risk ● Become aware of new life and birth in the world 	<p>Stay Safe: Topic 3: Touches Topic 4: Secrets & Telling</p> <p>Whole class discussion</p> <p>Story</p> <p>Role Play</p> <p>Circle Time</p> <p>Safety Rules</p> <p>Work Sheets</p> <p>RSE: Lesson 5: ‘People who Teach us about Keeping Safe’</p>
Stay Safe RSE				

			<ul style="list-style-type: none"> Help the children to identify the people in their family, school and community who teach them about keeping safe. 	
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Term 3

Month	Strand	Strand Unit	Content	Activities
May	Myself	Growing and changing <i>New Life</i> <i>As I grow I change</i>	<ul style="list-style-type: none"> Become aware of new life and birth in the world Develop an awareness of human birth Identify what babies need to grow and develop Identify some of the factors that promote growth Realise that growth and change are part of the process of life and are unique to each individual 	Stay Safe: Topic 5: Strangers Whole Class Discussion Role Play Circle Time Quiet Time Stories
Stay Safe	Myself and Others	Safety and Protection <i>Personal Safety</i> Self Identity <i>Making Decisions</i> Relating to Others	<ul style="list-style-type: none"> Identify some everyday choices made by himself or 	

RSE			<p>herself and those that are made by others</p> <ul style="list-style-type: none"> ● Begin to develop some awareness of factors that may influence decisions or choices taken ● Listen and respond to the opinions and views of others ● Practise care and consideration, courtesy and good manners when interacting with others ● Resolve conflicts with others 	<p>RSE: Lesson 6: 'We Have Feelings' Lesson 7: 'New Life'</p>
June	Myself	<p>Taking care of my body <i>Knowing about my body</i> <i>Food and nutrition</i></p> <p>Self Identity <i>Making Decisions</i></p> <p>Growing and Changing <i>As I Grow I Change</i></p>	<ul style="list-style-type: none"> ● Appreciate the need and understand how to care for his/her own body in order to keep it healthy and well ● Recognise and practise basic hygiene skills ● Realise that each individual has some responsibility for taking care of himself/herself ● Become aware of the importance of food for growth and development 	<p>Whole class discussion</p> <p>Sorting healthy and unhealthy foods</p> <p>Artwork – Healthy dinner plate</p> <p>Stories</p> <p>Role play</p> <p>RSE: Lesson 8: 'I Grow' Lesson 9: 'Making Choices'</p>

RSE			<ul style="list-style-type: none"> ● Explore food preferences and their role in a balanced diet ● Discuss and explore some qualities and categories of food ● Realise the importance of good hygiene when preparing food to eat ● Help Children become aware of physical growth. ● Help children become aware that they make choices in their everyday lives 	
<p>*** While the full curriculum will be covered these learning samples are used at the discretion of each individual teacher***</p>				

Approaches and Methodologies

- Active learning.
- Talk and discussion - we will discuss new ideas and discoveries, and endeavour to find solutions to queries and problems as a group
- Cooperative learning - children will work in pairs on certain activities. Peer tutoring will also be employed. A buddy system will be in place which will give stronger students a sense of responsibility and weaker students a sense of achievement.
- Use of pictures and photos
- Stories, songs, poems and rhymes
- Drama - the children will participate in such activities as role play, conscience alley, hot seating, mime.
- Visualisations
- Art work
- Group project work
- Brainstorming
- Movement activities.
- Cooperative games
- Circle time
- Fun Friends Programme

Resources

Stay safe programme, RSE programme, Making Links, Stories, images,

Linkage and Integration English, S.E.S.E and Arts subjects through shared themes.

Assessment

Assessment is a central part of the everyday learning and teaching process in SPHE. It can provide valuable information on the child's progress and on the effectiveness and suitability of the programme and the teaching methods being used. Scoil Mhuire Junior uses the following recommended informal tools for assessment in SPHE:

- *Teacher observation*
- *Teacher-designed tasks and tests*

- *Portfolios and projects*
- *Self-assessment-smiley faces/thumbs up, thumbs down.*

Children with Different Needs:

Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by children with special needs. The learning support and resource teachers will supplement the work of the class teachers where necessary. Scoil Mhuire Junior will liaise with trained professionals/appropriate agencies when dealing with sensitive issues such as bereavement or loss to ensure that the children involved are fully supported.

Equality of Participation and Access:

Scoil Mhuire Junior 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. Scoil Mhuire Junior is under *Roman Catholic* school management, and we endeavour to provide for *Members of Travelling community, Children with disabilities, Families with literacy difficulties, Children who are learning English as a second language and Children from the Roma community.*

Individual Teachers' Planning and Reporting:

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

Staff Development:

Training opportunities will include the following areas and this training will support an effective implementation of the SPHE programme. Teachers are encouraged to attend SPHE related courses including Incredible Years Training, Well-Being Programmes as part of in-school staff development (Croke Park Hours) during 2015/2016 and all related courses in local Education Centre and will share information/skills acquired at these courses with other members of staff during Staff/Team meetings.

Parental Involvement:

Parental involvement is considered an integral part to effectively implementing SPHE as stated beforehand in this document. This Plan and the curriculum documents are available for parents to inform them of the programme for SPHE, and they are welcomed as committee members of Health Promoting Schools initiatives, eg Healthy Eating Initiatives.

Community Links:

Scoil Mhuire Junior believe that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liaise with the members such as the Dental Hygienist, Health Nurse, Fireman, Traffic Warden, New Parent, etc.

Success Criteria

The success of this plan will be evaluated through teacher's planning and preparation, and if the procedures outlined in this plan have been consistently followed. We will also judge its success if the children have been enabled to achieve the aims outlined in this plan. Scoil Mhuire Junior believes that the school community must be involved to successfully implement SPHE. Therefore the teaching staff will implement this plan with the support of the Board of Management, Parents and the Local Community. The plan will be implemented by May 2016.

Review

This plan was reviewed by the staff of Scoil Mhuire Junior following a Whole School Evaluation in Child protection and safeguarding in March 2019 and ratified by the Board of Management on April 9th 2019. The staff review focused on the recommendations in the Inspectors' Initial Report, where it was highlighted that work was needed to ensure greater clarity and consistency in whole-school approaches. To that end the class teams reviewed and amended their plans, 'whole school phrases' already in use were added and an area within the school was designated as the SPHE Wall.

(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.

The Principal is responsible for coordinating this review.

Those involved in the review will include:

Teachers

Parents

Pupils
Post Holders
Board of Management

(b)Timeframe

This SPHE Plan will be reviewed in 2021