

S.P.H.E.

This file contains:

- General aims & objectives of S.P.H.E.
- Overview of Content for S.P.H.E.
- School Policy

Three elements of S.P.H.E. Curriculum.

1. Stay Safe Programme
2. Walk Tall Programme
3. Relationships & Sexuality Education

- Overview of Content from Infant to Sixth Class
- Samples of Consent Forms.

Social, Personal and Health Education (SPHE) **Policy.**

Introductory Statement and Rationale.

a) Introduction Statement.

This policy was formulated by the teaching staff in consultation with the Parents' Council and ratified by the school's Board of Management.

b) Rationale.

The rationale underpinning this policy is one that will allow this policy to :

- benefit teaching and learning in our school
- help conform to the principles outlined in the primary curriculum in relation to RSE.
- assist in reviewing the existing policy on RSE.
- Help RSE to be taught in the overall context of the S.P.H.E. programme.

Vision and Aims.

a) Vision.

- The SPHE programme will be used to help foster the personal development, health and well being of the individual child and to help that child to develop positive, life-giving relationships with others.
- It will be delivered within the Mission Statement which is as follows:

Ss. Peter and Paul's C.B.S. is a Catholic School committed to the mission of nurturing the whole child – spirit, mind and body. It seeks to welcome and accommodate the beliefs and customs of children of other faiths and cultures.

It is the aim of Ss. Peter & Paul's and its staff that the boys will leave the school with a sense of confidence and a willingness to face the future with self discipline and respect for themselves, others and the environment.

Parents are acknowledged as their children's primary educators and, as such, are encouraged and facilitated, to work together with teachers for the benefit of their children.

Each pupil is encouraged to develop all his talents – academic, creative, spiritual and physical. The school endeavours to value all children equally.

b) Aims and Broad Objectives.

Aims.

The aims of RSE are:

- to enhance the personal development, self-esteem and well-being of the child
- to help the child to develop healthy friendships and relationships
- to foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, spiritual and social framework
- to enable the child to acquire an understanding of, and respect for, human love, sexual intercourse and reproduction
- to develop and promote in the child a sense of wonder and awe at the process of birth and new life
- to enable the child to be comfortable with the sexuality of oneself and others while growing and developing

Broad objectives.

When due account is taken of the intrinsic abilities and varying circumstances the Relationships and Sexuality education curriculum should enable the child to:

- acquire and develop knowledge and understanding of self
- develop a positive sense of self-awareness, self-esteem and self-worth.
- develop an appreciation of the dignity, uniqueness and well-being of others
- understand the nature, growth and development of relationships within families, in friendships and in wider contexts
- develop an awareness of differing family patterns
- to come to value family life and appreciate the responsibilities of parenthood
- develop strategies to make decisions, solve problems and implement actions in various personal, social and health contexts
- become aware of the variety of ways in which individuals grow and change and understand that their developing sexuality is an important aspect of self-identity
- develop personal skills which will help them to establish and sustain healthy personal relationships
- develop some coping strategies to protect themselves and others from various forms of abuse
- acquire and improve skills of communication and social interaction
- acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development
- to develop in the child a crucial understanding of external influences on lifestyle and decision making.

1. Definition of RSE.

RSE is an integral part of SPHE and deals with aspects such as human growth and development, human sexuality, parenting, personal and social skills and relationships. It provides children with opportunities to acquire knowledge and understanding of those areas through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework.

Overview of content for infant, first and second classes.

	Infant Classes	First and Second classes
Strands	Strand Units	Strand Units
Myself	<ul style="list-style-type: none"> • I am unique Self-esteem Developing and expressing self-confidence • My body • As I grow I change • New life • Keeping safe • Feelings and emotions • Making decisions 	<ul style="list-style-type: none"> • I am unique Self-esteem Developing and expressing self-confidence • My body • As I grow I change • New life • Keeping safe • Feelings and emotions • Making decisions
Myself and others	<ul style="list-style-type: none"> • Myself and my family • Myself and my friends • Special people in my life • Relating to others Communicating Sharing and cooperating Resolving conflict 	<ul style="list-style-type: none"> • Myself and my family • Myself and my friends • Special people in my life • Relating to others Communicating Sharing and cooperating Resolving conflict

Overview of content for third to sixth classes

	Third and Fourth Classes	Fifth and Sixth Classes
Strands	Strand Units	Strand Units
Myself	<ul style="list-style-type: none"> • Accepting myself Self-esteem Developing and expressing self-confidence • Psychological development • Growing and changing 	<ul style="list-style-type: none"> • Accepting myself Self-esteem Developing and expressing self-confidence • Psychological development • Growing and changing

	<ul style="list-style-type: none"> • Birth and new life • Feelings and emotions • Personal hygiene • Personal Safety Identifying and assessing risks Developing safety strategies • Making Decisions 	<ul style="list-style-type: none"> • Birth and new life • Feelings and emotions • Personal hygiene • Personal Safety Identifying and assessing risks Developing safety strategies • Making Decisions
Myself and others	<ul style="list-style-type: none"> • Roles and responsibilities in families • Friendships • Portrayal of sexuality and relationships • Roles of males and females in society • Relating to others Communicating Sharing and co-operating Resolving conflict 	<ul style="list-style-type: none"> • Roles and responsibilities in families • Friendships • Portrayal of sexuality and relationships • Roles of males and females in society • Sexual stereotypes • Relating to others Communicating Sharing and co-operating Resolving conflict

2. Role of Parents.

- The school recognises and respects that parents are the primary educators of their children and that the school works in a supportive role.
- An outline of the lessons will be made available to the parents before the lessons are taught each year.
- A parent's right to withdraw a pupil from lessons dealing with sexually sensitive issues will be respected on the understanding that the parent takes full responsibility for this aspect of education themselves.
- It is the responsibility of the parents to inform the school of this decision in writing or ticking consent /non-consent form at the beginning of each school year
- Should a child who is withdrawn from classes receive inappropriate information from others it will be the responsibility of the child's parents/guardians to address the issue.
- The school's Parents' Council will be consulted in the on-going development of the RSE programme
- The Aims & Objectives of the RSE programme are outlined in the Parents' Information Booklet.

3. Confidentiality.

Confidentiality will be respected at all times, where deemed appropriate.

4. Rights and Responsibilities of Teachers.

- Each class teacher will be requested to teach the RSE programme for the benefit of the children in the teacher's special care.
- A teacher's right not to teach sexually sensitive lessons will be respected.
- In such circumstances a teacher shall inform the school principal in writing at the commencement of each school year of his/her decision.
- The school principal shall then make arrangements for sexually sensitive lessons to be taught by another teacher or a person outside the staff with appropriate experience.
- Such a person will be briefed by the school principal.
- The class teacher will be required to be present in the classroom during the delivery of such lessons as overall responsibility for the class rests with the class teacher.

5. Sources and Resources.

The following are examples of some of the sources and resources that will be used to teach RSE:

- Alive-O religion programme
- Social, Personal and Health Education primary school curriculum programme
- Stay Safe Programme
- Appropriate videos, D.V.D.'s, C.D.'s, Charts
- Science Programme
- Making the Links

N.B. All resources will be available in the school for parents to view if they so wish.

6. Context for R.S.E.

R.S.E. will be taught through a combination of contexts.

- Positive school climate and atmosphere where each child is valued and respected
- Discrete time
- Integration with other subjects (e.g. science, religion, drama, P.E.)

7. Approaches & Methodologies.

Activities learning is a key principle of the overall curriculum and will be the principal learning and teaching approach used for R.S.E.

The following Active Learning strategies will be used:

- Drama activity
- Co-operation games
- Pictures, photographs and visual images
- Discussion: in pairs, small groups, whole class
- Written activities: surveys, questionnaires, lists, check-lists, projects, worksheets
- Media studies
- I.C. T.
- Looking at children's work portfolios projects

The following methodologies will be used:

- Talk & discussion
- Skills through contexts
- Collaborative learning
- Problem solving
- Use of the environment

8. Assessment.

Assessment of the quality of delivery and effectiveness of the R.S.E. programme will be done using some/all of the following:

- Teacher observation, questionnaires, portfolios, projects, self-assessment.

Information in regard to the child's abilities, strengths and overall progress in R.S.E. will be shared with the pupils, parents and others as appropriate through:

- Discussion
- Feed-back
- Parent/teacher meetings
- Questionnaires
- School reports

9. Child Protection.

- This school will follow the Department of Education and Science Child Protection Guidelines and Procedures.
- These are based on Children First, National Guidelines for the Protection and Welfare of children.
- Members of staff will be given a copy of guidelines.

10. Children with different needs

- Teachers will support and ensure the participation of children with special needs by adapting the R.S.E. programme where appropriate.
- I.C.T. will be used, if needed, in this process
- The Learning support teachers, in co-operation with the class teacher, may lend support in this area, if deemed appropriate.
- S.N.A.'s will co-operate with the class teacher in the delivery of the R.S.E. programme if and when appropriate.

11. Equality of participation and access

- Diversity within the school community in accordance with the school's Catholic ethos will be recognised and valued in relation to R.S.E.
- Provision will be made where necessary for the following:
 - members of the Travelling Community
 - children experiencing any form of disadvantage
 - children with disabilities
 - children with literacy problems
 - children for whom English is not the first language

12. Homework.

- Any homework prescribed for R.S.E. will be given in a discreet manner
- Will be age-appropriate
- Will be based on the active learning approach

13. Guest Speakers.

- Where deemed appropriate guest speakers with expertise and experience in delivering the R.S.E. programme will be utilised by school management
- Such speakers will be briefed by the school principal on the school's R.S.E. policy and the ethos under-pinning same.
- Such speakers may include doctors, nurses, psychologists, counsellors etc.

14. Individual Teacher Planning

- the curriculum documents, Alive – O programme, Stay Safe programme will provide information and guidance for teachers for their long/short term planning.
- The Cúntas Míósúil will be one of the measured used to monitor the implementation of the R.S.E. programme.

15. Staff Development.

- Reference books, resource materials, and I.T. will be made available to teachers on R.S.E. (Photocopying office).

- In-service will be provided from time to time on R.S.E.
- Time when necessary, will be allocated at staff meetings to discuss R.S.E.
- Teachers will be facilitated and encouraged by management to attend courses on R.S.E.
- Teachers can avail of expertise to help them in their delivery of R.S.E.

16. Learning support teachers and S.N.A.'s will assist, where appropriate, in the delivery of the R.S.E. programme.

17. Community Links.

- The school, when felt appropriate, may engage the assistance of, for example, the local Health Board when delivering the R.S.E. programme.
- Other experts in the area, already outlined, may also be engaged in the process.

18. Implementation

A post of Responsibility will incorporate the delivery of the R.S.E. programme.

- It will be the responsibility of the post holder to:
 - keep the R.S.E. programme under review.
 - keep the resource library on R.S.E. up-to-date
 - act as liaison with school principal
 - identify external; agencies/personnel who may assist the school in the delivery of the R.S.E. programme
 - organise in-service for teachers
 - encourage and accept feed back on implementation of the programme
 - report to staff on findings.

19. Time Frame.

The programme will be delivered over a two-year time frame within the overall context of S.P.H.E. as outlined below:

	07/08	08/09
Strands	Strand Units (Year 1)	Strand Units (Year 2)
Myself	Self-Identity (Sept/Oct)	Safety and protection (Jan/Feb)

	Taking care of my body (Nov/Dec)	Making decisions (3 rd to 6 th Class) (Nov/Dec)
Myself and Others	Myself and my family (Jan/Feb)	My Friends and other people (Sept/Oct) Relating to others (March/April)
Myself and the Wider World	Developing Citizenship (May/June)	Media Education (May/June)

N.B. The following years are subsequent to the above

20. Review.

- This Policy will be reviewed in June of each year under the direction of the Post Holder.
- It will involve:
 - teachers
 - pupils
 - parents
 - post holder
 - B.O.M.
 - Guest speakers
- It will be done primarily through discussion/questionnaires

21. Ratification.

This document has been ratified by the B.O.M. of S.s. Peter & Paul's C.B.S.