

ST JOSEPH'S NATIONAL SCHOOL

SOCIAL PERSONAL AND HEALTH EDUCATION

VISION:

Social Personal and Health Education in our school should provide particular opportunities to foster the personal development, health and well being of the individual child, to help him/ her to create and maintain supportive relationships and become an active and responsible citizen in society.

AIMS AND OBJECTIVES:

The aims and objectives are

- 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 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 endorse the broad objective of the SPHE curriculum as set out on page 10 of the Teachers Guidelines.

CONTENT:

The content will be presented under the three strands of **Myself** , **Myself and Others** and **Myself and the wider world** . The nine strand units will be covered over the year.

OVERVIEW OF CONTENT FOR SPHE

STRANDS	STRAND UNITS -YEAR	STRAND UNITS - YEAR
MYSELF – TERM 1	1. Self Identity	5. Growing and changing
	2. Taking care of my body	6. Safety and Protection
MYSELF AND OTHERS- TERM 2	3. Myself and my family	7. My friends and other people
		8. Relating to others
MYSELF AND THE WIDER WORLD- TERM 3	4. Developing citizenship	9 . Media Education

METHODOLOGIES:

Social personal and health curriculum will be implemented in our school through a combination of the following three ways:

1. Through a positive school climate and atmosphere SPHE will be lived out and make sense in our school and will thus foster the health and well being of all the members of our school community. It will nurture self-confidence and self-worth and promote respectful and caring relationships throughout the

school. It will reflect a safe and secure environment where children will experience a sense of belonging and know that the concerns and contributions of children, parents and teachers are taken into consideration.

Strategies for creating a positive climate in our school

- Building effective communication within the school between teachers, parents and pupils
- Catering for individual needs both socially , emotionally and academically.
- Creating a health-promoting physical atmosphere [Healthy eating policy]
- Developing democratic processes
- Enhancing self-esteem
- Fostering respect for diversity
- Fostering inclusive and respectful language
- Developing appropriate communication between home and school
- Developing a whole school approach to assessment

2. In discrete SPHE time the teaching of some elements of the programme will be developed during designated class time. It will be at the discretion of the class teacher to organise this time in block periods or at a set period of ½ hour each week. The three strand units “Myself, Myself and other Myself and the Wider World” will be presented in a spiral approach from Junior Infants to 6th class according to the guidelines set down by the Department of Education and Science. Sexually sensitive topics will be dealt with using a visitor approach when children are in sixth class. [See R.S.E. Policy]

3. Through an integrated approach many aspects of SPHE will be dealt with through a variety of learning experiences across the curriculum where children will work together, solve problems, engage in dialogue and reflect critically. Teaching approaches will include

- Stories and poems
- Circle Time
- Group Work
- Art Activities
- Drama
- Debates
- Religion Programme
- Video

Assessment:

Assessment will be informal through Teacher Observation

Teacher –designed tasks and tests

Projects and Portfolios

Relationships and Sexuality Education Policy Statement

Committee for this Policy

Parent: _____

Teacher: _____

B.O.M. Representative: _____

Vision

Relationships and Sexuality Education is an integral part of social, Personal and Health Education. Our aim is that the values beliefs and moral, spiritual and social framework agreed upon by parents, teachers and the Board of management of our school are reflected in our R.S.E. Policy. We seek to provide children with opportunities to acquire knowledge and understanding of relationships and human sexuality, in order that they can establish and sustain healthy relationships as children and subsequently as adults. We acknowledge that parents are the primary educator of their child. Our R.S.E. programme is based on shared responsibility by parents, teachers, children, Board of Management and health professionals.

Aims:

See aims and objectives

1. To assist the student to develop an awareness of respect for self and other
2. To facilitate, not just the learning about their own sexuality but also the responsibility that goes with this information.
3. To assist the student to develop a better understanding of adolescence
4. To understand the importance of change
5. To be aware of the need for exercise, health and hygiene

Much of the content of R.S.E. will be covered by teachers under the umbrella of S.P.H.E. However for the sexually sensitive topics will be presented to the 6th class children by professionally trained facilitators. They will firstly organise an information fact sheet for parents/ guardians followed by a meeting for all parents of 6th class pupils. They will outline to parents the aims, objectives and content of their “**Preparation for Life Programme**”. Parents/ Guardians will have the opportunity to ask questions and to make an informed decision on whether they want their children participating in this programme and will be given advice on how to support and respond to the challenges of their children as they enter into puberty and adolescence. The “**Preparation for Life Programme**” is a five-hour programme that will take place in the school. The topics covered will be

1. What makes a healthy body?

- Food and nutrition good/bad.
- Effects of smoking drugs and alcohol
- Exercise and hygiene

2. Communication

- How I see myself and how others see me?
- Friendships: How they differ at different stages in our lives.

3. Self- Esteem

- The qualities we admire in ourselves.
- How we feel about ourselves can affect our relationship with others

4. Bullying and Resolving Conflict

- Forms of Bullying

5. Growing and changing

- Looking at the changes that take place while going through Adolescence
- Conception
- Birth

6. Making decisions

- Aware of respect for self and others
- Aware of the gifts of the Holy Spirit, which will help in the making of the right decision.

This programme will be confidential to 6th class. The children will be asked to discuss what has learned with parents / guardians/ teachers or older brothers and sisters only.

Review date for R.S.E. Policy: _____

SCHOOL SUBSTANCE USE POLICY

School Drug Policy

Vision

Through our S.P.H.E. programme we aim to give children the confidence, skills and knowledge to make healthy choices. The programme hopes to avert or at least delay experimentation with substances and reduce demand for legal and illegal drugs.

A drug can be defined as a chemical, which causes changes in the way the human body functions mentally, physically or emotionally. For the purpose of this policy we are concerned with drugs which have the power to change a previous mood and the way a person thinks about things and drugs or which the taker may become physically or more often psychologically dependent.

The school sees itself as having a role in the process of enabling students to increase control over and improve their health. We endeavour to promote the well being of students by: -

1. Providing a safe and healthy environment which values and practises respect in interpersonal relationships
2. Promoting positive health behaviours.
3. Increasing knowledge about health.
4. Promoting the self-esteem and self-awareness of students.

5. Working in partnership with the parents and pupils and the wider community in dealing with substance misuse prevention
6. Support for vulnerable children

To this end, in response to the encroaching drug culture in our society we feel the need to implement a comprehensive policy to address the problem of substance misuse.

Approaches

Our substance misuse prevention programme will be based on the development and reinforcement of personal and social skills and the imparting of age appropriate knowledge in a structured, developmental programme.

Methodology

Skills, attitudes and knowledge will be explored and developed through **Discussion, art work, Co-operative games, Circle Time, Stories, Poems, Songs, Role Playing and Mime, Visualisations, Group Work, Project Work, Brainstorming, Movement**

1. Strategies for prevention of substance misuse problems i.e. Walk Tall, Aisling, Crew Network, Alive-O, S.P.H.E.
2. Procedures for dealing with drug incidences in the school.
3. Guidelines and information for teachers to improve their response to the problem of substance misuse.

REVIEW

The policy will be regularly evaluated and updated where necessary.

The school wishes to make clear that the primary role of substance misuse prevention rests with the parents.

Prevention

EDUCATION:

It is accepted amongst educationalists that education about alcohol, tobacco and drugs is best carried out by teachers through the inclusion of S.P.H.E. in the curriculum. This S.P.H.E. Programme would also draw on the expertise available from the community i.e. Parents, Gardaí, and Health Board.

Smoking

School Policy

- The school is a “No smoking” area.
- Students are not permitted to smoke or possess cigarettes on the school premises or in any other place.
- Visitors must comply with the no smoking policy.
- Pupils found smoking on school premises will be reported to the principal and parents will be informed.
- Tobacco will not be permitted as a prize for school raffles.

ALCOHOL

SCHOOL POLICY:

- The school is an alcohol free area.
 - Pupils will not be allowed to bring alcohol into the school or to consume alcohol in school or during any school activities.
 - If a teacher is of the opinion that a student is under the influence of alcohol, s/he will immediately inform the principal and consult on what action should be taken.
 - Where a student comes to school under the influence of alcohol, their parents will be called in to take them home.
 - Students breaking these rules will be dealt with according to the school's disciplinary procedure.
- If alcohol is required for an "Adult Only" school function, permission shall be sought from the B.O.M.
- Alcohol will not be used as prizes in school raffles.

ILLICIT DRUGS AND SOLVENTS

School Policy:

- Students are forbidden from being in possession of or using illicit drugs or solvents in the school premises.
- Illicit drugs found on school premises should be locked away and the Gardaí contacted to dispose of them. Teachers are advised not to transport illicit substances at any time.
- If a teacher is of the opinion that a student is under the influence of illicit drugs or solvents, s/he will immediately inform the Principal and consult on what action should be taken.
- Where the school suspects trafficking of illicit drugs, an investigation will be carried out. Parents of any student involved will be informed. The advice and assistance of the Garda Juvenile Liaison Officer will be sought.
- The school B.O.M. will expect parents to inform the Principal or teacher if they suspect their child of drug taking.

Anti Bullying Policy

Bullying is repeated aggression, either verbal, psychological or physical, conducted by an individual or groups against others. Isolated incidents of aggressive behaviour, which should not be condoned, cannot be described as bullying. However when the behaviour is systematic and ongoing, it is bullying. It may manifest itself in many forms such as physical aggression, damage to property, extortion, intimidation, isolation, name-calling and "slagging". At the centre of our school's response to bullying is the continued development of a positive school climate, which focuses on respect for the individual. It is an important element of school policy to raise the awareness of bullying as a form of unacceptable behaviour by exploring it through our **S.P.H.E.** Curriculum and through the "**Stay Safe**" programme.

Our schools role in preventive bullying include the following measures

- Create a school climate which encourages children to report bullying
- Raising awareness of bullying through programmes like "**Stay Safe**", "**Sticks and Stones**" and "**Be Safe Garda Programme**"
- Providing comprehensive supervision of pupils at all school activities

- Clear procedures in our Code of Discipline with regard to reporting and investigating bullying
- Providing a supportive environment for those affected by bullying
- Liaising with relevant agencies in the local community
- Circle Time and Role playing as a method for dealing with bullying and other inappropriate behaviour

Procedures for Noting and Reporting an incident of Bullying Behaviour

1. All incidents of bullying will be investigated and dealt with by the teachers.
2. Serious cases of bullying behaviour by pupils are referred immediately to the principal.
3. Parents of victims and bullies will be informed earlier rather than later of incidents.
4. It is made clear to pupils that when they report incidents of bullying they are not telling tales but are behaving responsibly. It is important to counteract a culture which may associate "telling" with "informing".
5. Encouraging a child to hit back is mistaken because it does not address the reasons for the bullying behaviour and it could also result in a child being seriously hurt in further incidents.

Procedures for Investigating and Dealing with Bullying

1. When investigating incidents of bullying behaviour, it is necessary to seek answers to questions of **what, where, when, who and why?**
2. If pupils are found to have been involved in bullying behaviour, it will be made clear to them that they are in breach of the Code of Discipline, and sanctions will be applied.

Work with Victims and Bullies

1. Low self-esteem is an attribute which victims and bullies share. It is necessary therefore to avail of opportunities to increase feelings of self-worth among victims and bullies. Victims may need counselling to participate in activities designed to raise their self-esteem and bullies may need counselling to help them learn other ways of meeting their needs without violating the rights of others.
2. Pupils who observe incidents of bullying behaviour should be encouraged to discuss them with their teachers.
3. Bullying is a societal problem and a whole community approach is needed to combat bullying behaviour. The school as a community is made up of management, teachers, non-teaching staff, pupils and parents, and the promotion of home/school/community links is a vital element in the countering of bullying behaviour.
4. The school's anti-bullying code is discussed regularly in each class and explained to the children.

Anti-Bullying Code

1. Every pupil has the right to enjoy his time in St. Joseph's Girls' National School, free from bullying, both in school and on his journey to and from school.
2. Our school will not tolerate any unkind actions or remarks, even if these were not meant to hurt.
3. Pupils should support each other by reporting all instances of bullying.

4. Bullying is regarded as a very serious matter.

Health Promotion Policy

RATIONAL:

Healthy habits adopted in childhood will influence health and well-being both now and in the future. Developing health promoting practices throughout his /her time in school can encourage the child to establish and maintain healthy behaviour from an early age. Health education is a responsibility that school share with parents and with the community.

Our Health policy and Environmental care will be implemented in our school through a combination of the following ways:

Strategies for creating a Health-promoting atmosphere in our school

- Building effective communication within the school between teachers, parents and pupils
- Physical activity will be promoted through games at break time and lunchtime and through our Physical Education programme and will cater for individual differences
- Creating a health-promoting physical atmosphere and involving parents and children in the development of our Healthy Eating Policy.
- Involving children and parents in our “No litter policy”
- Liaising with outside relevant agencies in the community in order to promote a healthy life style
- Creating a health-promoting physical environment within the school for both children and teachers.
- In discrete SPHE time the teaching food and nutrition will be developed in a spiral approach that is age relevant throughout the school.

Through an integrated approach many aspects of health and care of the environment will be dealt with through a variety of learning experiences across the curriculum where children will work together, solve problems, engage in dialogue and reflect critically.

Stay Safe Policy

Mission Statement –

Our stay Safe programme is a personal safety skills programme. Our aims are to develop children's ability to recognise, resist and report risk situations or abusive encounters. Through a collaborative approach involving parents teachers and the wider community we aim to equip children with the assertiveness skills and knowledge to enable them to seek help for any problems that they might encounter.

Aims and Objectives

- To help children to identify and express safe and unsafe feelings
- To teach children safety skills for dealing with common unsafe situations like getting lost.
- To encourage children to value friendship and to teach them skills for making and keeping friends.
- To teach children safety strategies for dealing with bullying
- To teach children that it is not acceptable to bully other
- To encourage children to value and enjoy normal affection
- To teach children how to deal with an unsafe or an inappropriate touch.
- To teach the rule –never to keep secrets about touching
- To help children to recognise the difference between a good secret and a bad secret
- To help children identify the adults they could tell if they had a bad secret and to give them the opportunity to practise telling
- To clarify for the children who strangers are
- To give children safety strategies for dealing appropriately with strangers

Content

The stay Safe Programme will be taught in the context of Social, Personal and Health Education. It is based on the following core elements, each of which is an integral part of the SPHE curriculum.

1. Nurturing children's self-esteem
2. Building children's confidence
3. Enabling children to be assertive
4. Helping children to identify and express their feelings
5. Helping children develop a sense of their own personal space and that of others.

Methodologies

“**Stay Safe**” programme will be implemented in our school through a combination of the following three ways:

Through a positive, safe, trusting and caring school environment in our school and we will nurture self-confidence and self-worth and promote respectful and caring relationships throughout the school. It will reflect a safe and secure environment where children will experience a sense of belonging and know that the concerns and contributions of children, parents and teachers are taken into consideration.

In discrete **SPHE** time the teaching of lessons from the “**Stay Safe**” Programme, will be developed during designated class time. The lessons are divided into the five “**Stay Safe**” topics:

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

Through an integrated approach many aspects of “**Stay Safe**” will be dealt with through a variety of learning experiences across the curriculum where children will work together, solve problems, engage in dialogue and reflect critically.

Teaching approaches will include

- Work Sheets from Stay Safe Programme
- Circle Time
- Group Work
- Art Activities
- Role- Play
- Classroom Discussions
- Stories and Poems
- Stay Safe Video
- Religious Education

Assessment:

- Assessment will be informal through Teacher Observation
- Teacher –designed tasks and tests
- Projects and Portfolios

Review

The policy will be regularly evaluated and updated where necessary.