



etbi
Education & Training
Boards Ireland
*Bord Oideachais &
Oiliúna Éireann*

Broadmeadow Community

National School,

Rathbeale Road,

Swords,

Co. Dublin

<https://broadmeadowcns.ie>

broadmeadowcns@ddletb.ie

Roll Number: 20529J

POLICY FOR SPHE

BROADMEADOW COMMUNITY

NATIONAL SCHOOL



2022/2023

Principal: Miss J. Robinson

The Principal of Miss Jennifer Robinson is responsible for the implementation of this SPHE Policy.

Introduction

We aim through this plan, drawn up in accordance with the SPHE curriculum, to set out our approach to SPHE. This plan will form the basis for teachers' long and short-term planning. It will also inform new or temporary teachers of the approaches and methodologies used in our school.

The Staff, parents and Board of Management were involved in drawing up this document. The school will use a range of strategies and programmes including Stay Safe and Explore with Me, combined with Goodness Me, Goodness You.

Broadmeadow CNS Aims

- **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**

Broadmeadow CNS Methodologies

We aim to achieve the objectives through some of the following:

Curriculum planning/Policies

1. Strands and strand units
2. Contexts for SPHE
3. Approaches and methodologies
4. Assessment
5. Trips/visitors to school
6. Workshops and courses for children and families
7. Children with different needs
8. Equality of participation and access
9. Policies and programmes that support SPHE

10. Substance Use Policy

Active learning is the principal teaching and learning approach recommended for SPHE. The SPHE programme reflects a spiral approach, where similar aspects are revisited in different ways according to the age, stage of development and readiness of the child. SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school and in the classroom.

SPHE must be planned in such a way that the child will receive a comprehensive programme in SPHE over a two year period. Some strand units should be chosen from each of the strands in any one year. The strand units not covered in year one must be included in the teacher's planning for the following year.

We promote SPHE through:

- Drama activities
- Co-operative games
- Pictures, photographs and visual images
- Discussion: in pairs, small groups, with whole class
- Written activities: surveys, questionnaires, lists, check-lists, projects, worksheets
- Media Studies
- Information and communication technologies
- Looking at children's work: portfolios, project

We use the following approaches:

- Talk and discussion (Stay Safe Programme)
- Skills through content
- Collaborative learning
- Problem-solving
- Use of the environment

SPHE will be taught through a combination of contexts:

- Positive school climate and atmosphere
- Discrete time
- Links to Goodness Me, Goodness You
- Integration with other subject areas

(See SPHE Curriculum p. 11, Teacher Guidelines: SPHE p. 5, pp.31 – 32, 36 – 41)

Broadmeadow CNS Ethos to support SPHE

Positive school climate and atmosphere will contribute hugely to the development of the SPHE curriculum. At Broadmeadow CNS we encourage a positive climate and atmosphere through;

- Building effective communication within the school
- Catering for individual needs of the children
- Creating a health-promoting physical environment
- Developing democratic processes
- Enhancing self-esteem
- Fostering respect for diversity
- Fostering inclusive and respectful language
- Developing appropriate communication between home and school (*See Parental involvement section of this plan and all policies*)
- Whole school approach to Teaching and Learning.
- Whole school approach to Assessment.

Discrete Teaching Time

This is time to be used to develop and practise particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum.

Timetabled ½ hour per week, one hour per fortnight or blocks of 1 – 2 hours where feasible or appropriate. (*See Primary School Curriculum, Introduction pp. 67 – 70*)

Integration

At each class level, teachers should seek to integrate SPHE with other curricular areas. Many aspects of SPHE can be dealt with in the context of relevant subject areas. See class timetables.

(*See Teacher Guidelines: SPHE pp. 31 – 33, pp. 38-39*)

Assessment

We assess using Teacher observation, self –assessment and peer assessment (from time to time).

Children with different needs

- We differentiate according to children's needs.
- We seek professional advice for specific crisis e.g. NEPS

Policies including SPHE

- Substance Use
- RSE, Stay Safe

- Child Protection
- Enrolment
- Code of Behaviour
- Anti-Bullying
- Health and Safety Statement
- Goodness Me, Goodness You

Parental Concerns

If parents are concerned about any aspect of the school's programme for the RSE elements of SPHE they should discuss their concerns with their child's class teacher or the principal or outside professional.

Resources to support SPHE

- Stay safe
- GMGY
- Making the Links
- HSE
- Positive behaviour posters displayed on walls
- Mindfulness
- Yoga posters
- Guest Speakers
- Garda
- School Nurse
- Credit Union Savings spokesperson
- BoM and PTA Meetings

Staff Development

- Teachers have access to current research, reference books, resource materials, and websites dealing with SPHE.
- Teachers have the opportunity to share their skills/expertise/experience.
- Teachers avail of internal and/or external expertise to inform and up skill the school community.
- The following staff members may be involved in promoting a positive climate:
- Resource teacher
- Learning-Support teacher
- Special Needs Assistant

- Caretaker, Secretary, other staff
- Parental involvement
- BoM and PTA Meetings

All sharing of information and storage of information at Broadmeadow CNS will be in line with all legislation including GDPR.

This policy is subject to annual review by the Board of Management

Signed: _Jennifer Robinson Date:31.5.22

Ann Graves (acting chairperson) 31.5.22