

## **SPHE PLAN**

## **St. Anne's School**

### **Introductory Statement**

St. Anne's Special School has developed our SPHE school plan, in consultation with our Board of Management and parents and believe that SPHE is a shared responsibility and that their contributions and involvement will be essential to the effective implementation of the SPHE programme in the school. We endeavour to cater for the holistic needs of each pupil through Individual Education Planning. Our school advocates a whole school approach to the planning process of our SPHE school plan. As a staff we are cognisant that our pupils have alternative needs and which will require us to adapt the curricula and syllabi to facilitate the needs of the pupils. The content of this plan, as outlined by Department and Education, resources and methodologies will be differentiated where necessary in accordance with the needs of our pupils.

### **Rationale**

SPHE is taught through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education and through our Health and Wellbeing Programme. It has also been taught through integration with other subject areas such as Physical Education, Religion, Literacy, etc. **SPHE is differentiated to meet the needs and abilities of each pupil.**

### **School Vision**

St. Anne's endeavours to nourish the educational, social, emotional, spiritual and physical development of each student to his/her potential. St. Anne's is a caring Catholic School whose primary objective is to provide education in a safe and friendly atmosphere. We strive to ensure that the staff and pupils have a mutual respect for each other. Every pupil has a right to education. In order that the child receives the best possible, there must be co-operation between parents/pupils and teachers.

We recognise that SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school and in the classroom. At St. Anne's we endeavour to promote the wellbeing of students by:

- Being child-centred.
- Being sensitive to the reality of our children's lives in a changing world.
- Providing a safe and healthy environment.

- Promoting positive health behaviour.
- Increasing knowledge about Health, Relationships, and Sexuality.
- Promoting self-esteem and self-awareness of students.
- Working in partnership with the parents and pupils.

### **Aims of SPHE**

At St. Anne's the pupils will be supported to achieve the aims outlined in the SPHE curriculum, which include:

- 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.

### **Content of Plan**

#### **Primary Curriculum:**

Strands and Strand Units: The Primary Curriculum is set at four levels – infant classes, first and second classes, third and fourth classes, and fifth and sixth classes – and is divided into three strands:

#### **Myself, Myself and others, and Myself and the wider world.**

Each of these strands is further subdivided into a number of strand units or topic areas that contain particular objectives. St. Anne's will teach aspects of all three major strand units each year and strand units will be chosen in such a way that pupils will receive a comprehensive programme in SPHE over a two-year period. Time-table below will outline this approach.

Month	Year 1	Year 2
September/October	Self-Identity (Myself)	Myself and My Family (Myself & Others)
November/December	My Friends and other People (Myself & Others)	Relating to Others (Myself & Others)
January/February	Safety & Protection (Myself) (Stay Safe Prog)	Growing and Changing (Myself)
March/April	Making Decisions (Myself)	Taking Care of my Body (Myself)
May/June	Media Education (Myself & the Wider World)	Developing Citizenship (Myself and the Wider World)

### Junior Cycle Level 1

The SPHE content at Junior Cycle Level 1 is contained within the Priority Learning Unit (PLU) 'Personal Care and Wellbeing'. In undertaking this PLU, students become aware of their own bodies, develop an understanding of routine bodily functions and take as much control as possible of their personal care and wellbeing. All Personal Care and Wellbeing routine are opportunity for learning, for involvement, and ultimately, where possible, for independence on the part of the student. They learn that they are valued for who they are. They are offered the chance of empowerment (making choices), increased self-esteem and as much autonomy as possible. Emotional and physical wellbeing are also enhanced through learning about food and nutrition as well as how to express feelings and stay safe in a range of contexts. Students identify and value their own skills and talents and learn to celebrate them. This PLU is divided into the following 6 elements:

- Self-awareness
- Personal care and hygiene
- Food and nutrition
- Emotional wellbeing
- Physical wellbeing
- Personal safety

## **Junior Cycle 1 LEARNING OUTCOMES**

### **Self-Awareness**

#### **Personal Care and Hygiene**

- 3.6 Co-operate with adults who provide daily support
- 3.7 Participate in personal care routines
- 3.8 Indicate personal care needs or ask for help verbally or non-verbally
- 3.9 Make choices related to personal care
- 3.10 Complete personal care tasks independently

### **Personal Care and Hygiene**

- 3.6 Co-operate with adults who provide daily support
- 3.7 Participate in personal care routines
- 3.8 Indicate personal care needs or ask for help verbally or non-verbally
- 3.9 Make choices related to personal care
- 3.10 Complete personal care tasks independently

### **Food and Nutrition**

- 3.11 Use the senses to explore different types of foods
- 3.12 Show preferences for foods
- 3.13 Communicate hunger, thirst and messages such as 'more please' or 'nomore' when being supported to eat and drink
- 3.14 Use eating and drinking utensils
- 3.15 Participate in preparing food
- 3.16 Demonstrate basic hygiene procedures around food
- 3.17 Follow safety rules for using kitchen equipment
- 3.18 Participate in making healthy snacks
- 3.19 Plan, shop for and prepare personalised healthy food (with support if necessary)

### **Emotional wellbeing**

- 3.20 Express some feelings consistently (with or without intent) so that a familiar adult can respond appropriately
- 3.21 Show interest in the feelings expressed by others and react appropriately
- 3.22 Use coping strategies to self-regulate
- 3.23 Show interest and enjoyment in being with particular peers or familiar adults especially while engaging in hobbies and extra-curricular activities

### **Physical wellbeing**

- 3.24 Use the body to have an effect on objects in the environment
- 3.25 Move to improve gross motor control of the body
- 3.26 Practise fine motor control for self-help
- 3.27 Participate in activities to develop a healthy lifestyle
- 3.28 Identify preferred physical activities
- 3.29 Demonstrate enjoyment of co-operating with peers in team games and group activities

### **Personal Safety**

- 3.30 Accept appropriate attention from others
- 3.31 Differentiate between familiar and unfamiliar people

- 3.32 Object to inappropriate attention and/or show awareness of another person/people who can help if uncomfortable in a situation
- 3.33 Follow agreed social rules
- 3.34 Show awareness of risks in familiar environments
- 3.35 Recognise public and private places and how they are different
- 3.36 Identify or name body parts using correct anatomical language
- 3.37 Follow social conventions of privacy
- 3.38 Demonstrate awareness of appropriate and inappropriate physical contact with others

### **School Leaver Cycle**

This is a two year Cycle which embodies life skill learning. At St. Anne's we have decided to complete the Junior Cycle Level 1 Short Course in Personal Care and Wellbeing during this time and place a particular focus on revising priority learning units and RSE strands that are recognised as age appropriate to our learners. This area maybe adapted as per the needs of the pupils.

In SPHE this further supports students' learning to become aware of their own bodies, develop an understanding of routine bodily functions and take as much control as possible of their personal care and wellbeing.

#### **SCHOOL LEAVER Learning Outcomes**

##### **Developing good daily personal care**

- 3.1 Co-operate with adults who provide daily support
- 3.2 Participate in personal care routines
- 3.3 Indicate personal care needs or ask for help verbally or non-verbally.
- 3.4 Identify essential daily personal care practices, e.g. brushing my teeth.
- 3.5 Describe the most important ways of keeping the body clean, e.g. taking a shower or a bath.
- 3.6 Identify some benefits of good personal care, e.g. brushing my teeth will make them last longer.
- 3.7 Give two or three reasons to care for personal belongings, e.g. if I wash my clothes, they will last longer
- 3.8 Identify appropriate clothing for a range of routine activities at home, at work and in the community, e.g. highlight times during the school week where specific clothing is required, matching pictures of outfits to a list of activities.
- 3.9 Make choices related to personal care.
- 3.10 Complete personal care tasks independently

##### **Food and nutrition**

- 3.11 Show preferences for foods
- 3.12 Communicate hunger, thirst and messages such as 'more please' or 'no more' when being supported to eat and drink.
- 3.13 Use eating and drinking utensils.
- 3.14 Sort familiar foods according to food group, e.g. fruit/vegetable, meat/fish, dairy
- 3.15 Describe typical foods and drinks associated with a well-balanced diet, e.g. eating fruit and vegetables.
- 3.16. Describe common consequences of good diet, e.g. healthy heart, strong bones, clear skin, dental health.
- 3.17 Participate in the preparation of healthy meals, e.g. breakfast and lunch/dinner
- 3.18 Demonstrate basic hygiene procedures around food.
- 3.19 Demonstrate appropriate food hygiene and safety practices, e.g. using a hair net, cleaning

a worktop before using it again.

3.20 Follow safety rules for using kitchen equipment.

3.21. Plan, shop for and prepare personalised healthy food (with support if necessary).

### **Developing a healthy lifestyle & Physical well being**

3.22 Participate in activities to develop a healthy lifestyle.

3.23 Move to improve gross motor control of the body.

3.24 Practise fine motor control for self-help.

3.25 Identify preferred physical activities.

3.26 Demonstrate enjoyment of co-operating with peers in team games and group activities.

3.27 Maintain an exercise routine in a well-structured environment, e.g., complete an exercise during a PE class.

3.28 Demonstrate the principles of safe exercise practice, e.g. warming up, cooling down, wearing appropriate footwear and clothing.

3.29 Identify three personal benefits of regular exercise, e.g. healthy weight, feeling good and having fun.

3.30 Explain how the food we eat contributes to our state of health.

### **Emotional wellbeing**

3.31 Recognise their own emotional responses to a range of situations, e.g. happy, sad, impatient, angry, upset.

3.32 Show interest in the feelings expressed by others and react appropriately.

3.33. Recognise the emotions of others, e.g. know what upsets him/her, be aware that if he/she is upset, others in the room may become upset.

3.34 Identify common emotions and associated words used to express them.

3.35 Use coping strategies to self-regulate .

3.36 Describe appropriate ways of expressing their emotions.

3.37 Show interest and enjoyment in being with particular peers or familiar adults especially while engaging in hobbies and extra-curricular activities.

### **Personal Safety**

3.38 Accept appropriate attention from others

3.39 Differentiate between familiar and unfamiliar people

3.40 Object to inappropriate attention and/or show awareness of another person/people who can help if uncomfortable in a situation

3.41 Identify people in his/her close environment whom he/she can trust -- Develop the ability to draw attention to self if feeling uncomfortable or unsafe

3.42 Become aware of the importance not to exchange personal information or pictures on the internet

3.43 Identify people in his/her close environment whom he/she can trust -- Indicate if feeling safe and comfortable/unsafe and uncomfortable with a person

3.43. Identify key safety risks in the workplace/home/community, e.g. trailing leads, plugs, TV and electrical equipment

3.44. Recognise when personal safety is threatened, e.g. bullying/harassment.

3.45. Name daily practices that promote personal safety, e.g. using pedestrian crossings, disconnecting electrical equipment at night, pouring hot liquids in after cold, wearing protective clothes/gloves, seeking advice.

3.46. Describe appropriate response when a risk is identified, e.g. find a safe exit, contact person/organisation, respond to a fire drill, talk about / list the steps that you should follow if you see a fire.

### **Becoming aware of one's sexuality**

3.41. Identify the standard names of the sexual organs, e.g. using the body board or other appropriate visual aids.

3.42. Describe the functions of the sexual parts of the body, e.g. using the body board or other appropriate visual aids. 3.43 Recognise the physical and emotional changes which occur in girls and boys during adolescence.

3.44 Recognise the difference between appropriate and inappropriate ways of expressing feelings. 3.45. Recognise the difference between a friendship and a more intimate relationship.

### **Differentiation**

Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by all pupils with varying special needs. St. Anne's 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.

SPHE is allocated ½ hour per week on each teacher's timetable at primary level and 3-4 class periods per week at post-primary level. However teachers may allocate 1 hour per fortnight to allow for more in-depth exploration of a strand unit, learning outcomes or key assignments.

### **Approaches and Methodologies**

Teachers will endeavour to adopt a thematic approach to SPHE by integrating it with other subject areas such as Language, Geography, History, Religion, Visual Arts, Physical Education, etc.

St. Anne's believe that the approaches and methodologies used in SPHE are crucial to the effectiveness of the programme. Active learning is the principle learning and teaching approach recommended for SPHE, therefore we will endeavor to teach SPHE using a variety of strategies which include:

- drama activities
  - co-operative games
  - use of pictures
  - photographs and visual images
  - written activities
  - use of ICT
  - information technologies and
- \*Pupil's worksheets/workbooks and portfolios

### **Programmes and Other Resources:**

Wellbeing Policy Statement & Framework for Practice

RSE Manuals

Walk Tall manuals

Stay Safe Programme & Differentiated worksheets ([www.staysafe.ie](http://www.staysafe.ie))

CAWT worksheets ([www.staysafe.ie](http://www.staysafe.ie))

Anatomically Correct Dolls

Bí Folláin Healthy Eating Programme

Making the Links

Healthy Bodies Resources (Vanderbilt)

Visual Aids for Learning

Taking Care of Myself (Mary Wrobel)  
Self- Regulation & Relaxing Visualisations for children  
PDST Children's Book for wellbeing recommendations  
PDST online wellbeing portal  
PDST energisers & Movement Breaks  
Meditation and Prayer Services in RE  
Amber Flag Committee  
Northern Ireland Curriculum SPHE for SEN

### **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 Cúntas Míósúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE.

### **Staff CPD:**

Training opportunities will include the following areas and this training will support an effective implementation of the SPHE programme:

- *training in the Child Abuse Prevention Programme/ Stay Safe*
- *training in the Substance Misuse programme /Walk Tall*
- *training in the Relationships and Sexuality Education programme /R.S.E.*
- *PDST Advisor support and modelling of lessons*

Teachers are encouraged to attend SPHE related courses and will share information/skills acquired at these courses with other members of staff during staff meetings.

### **Parental Involvement**

Parental involvement is considered an integral part to effectively implementing SPHE as St. Anne's School believe that SPHE is a shared responsibility. This plan and the curriculum documents are available for parents to inform them of the programme for SPHE.

### **Community Links**

St. Anne's 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, Vet, New Parent, etc.

### **Assessment**

Primary 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. St. Anne's uses the following recommended informal tools for assessment

- Teacher observation
- Teacher-designed tasks and tests
- Portfolios and projects

Post-Primary Pupils completing the Junior Cycle Level 1 or 2 Learning Programme will submit their portfolio of work for formal assessment at the end of Year 3.

**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 co-ordinating this review. Those involved in the review will include:

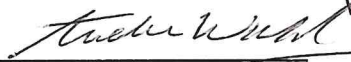
- Teachers
- Pupils
- Parents
- ISM Team
- BoM/DES/Others




*This Plan is a working document and may be amended as new programmes or resources come to our attention.*

*This plan will be reviewed in September 2022. This plan is available to view at the school and by the parents on request. It is also available on the school website, [www.stannesroscrea.ie](http://www.stannesroscrea.ie).*

**Board of Management Ratification, Date:** January 2021

**Chairperson, Mr Andrew Walsh:** 

**Principal:** 

This Plan will be reviewed again September 2022