Kilmessan Mixed N.S.,

Whole School Plan for

SPHE



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| **Social, Personal and Health Education Whole School Plan** |
| * **Introductory Statement and Rationale**  1. **Introductory Statement**   The staff of Kilmessan Mixed N.S. formulated this school plan, in consulation with our Board of Management and our Parents. The plan was reviewed by a PDST Advisor for Health and Wellbeing in November, 2017.   1. **Rationale**   Social, personal and health education (SPHE) provides particular opportunities to foster the personal development, health and well-being of each individual child, to help him/her to create and maintain supportive relationships and become an active and responsible citizen in society. Through our SPHE programme we aim to ensure that children can develop a framework of values, attitudes, understanding and skills that will inform their decisions and actions both now and in the future. |
| * **Vision and Aims**  1. **Vision:**   In Kilmessan Mixed NS, we acknowledge the importance of SPHE in the life of the school and in light of keeping our children safe and happy. S.P.H.E. is timetabled for 30 minutes per week and is integrated with many other subject areas. In addition, we feel that a positive happy school atmosphere fosters the health and well-being of all members of the school community and is crucial for learning. The learning and teaching climate that prevails in the classroom, the methodologies and approaches used and the relationships that the children experience and witness in the school, all contribute to their social, personal and health development**.**  **SPHE in our school should**   * Promote self-esteem and increase children’s awareness of themselves and others * Promote good decision making skills * Encourage children to become responsible and activie global citizens with a pride in their community and a caring attitude towards the world as a whole.  1. **Aims:**   The children of Kilmessan Mixed N.S. should be enabled 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.   ***SPHE Curriculum, page 9***  **c) Broad 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, co-operation 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. |
| * **Content of Plan**   **Curriculum:**   1. ***Strands and Strand Units:***   The SPHE curriculum is delineated 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.  Kilmessan Mixed N.S. will teach aspects of all three strand units each year and strand units will be chosen in such a way that the child will receive a comprehensive programme in SPHE over a **two year period**. Kilmessan Mixed N.S. have created the timetable outlined on the following page to reflect this approach. Particular topics may also be addressed incidentally during the year if the need arises (e.g. anti-bullying, etc.) **Year 1 relates to any year that begins in an uneven number (eg. 2017-18) and Year 2 relates to any year that begins in an even number (eg. 2018-19).**   |  |  |  | | --- | --- | --- | | **Strands of the SPHE Curriculum** | | | | **Myself** | **Myself and Others** | **Myself and the**  **Wider World** |  |  |  |  | | --- | --- | --- | | **SPHE 2 Year Cycle** | | | | **Time of Year** | **Year 1**  **Strand and Strand Unit** | **Year 2**  **Strand and Strand Unit** | | **September**  **–**  **October** | **Self-identity**   * Self-awareness * Developing self-confidence * Making decisions * Classroom Rules | **My friends and other people**   * Friendship and Bullying * Treating others with dignity and respect * Peer pressure * Classroom Rules | | **November –**  **December** | **Myself and My family**   * My family * Different types of families * How families look after each other * Communicating * Changes that happen in families * Family life in other countries | **Relating to Others**   * Making friends/meeting people * Manners * Empathy and understanding * Listening to each other * Expressing opinions * Compliments * Conflict resolution | | **January**  **–**  **February** | **Safety and Protection**   * **Stay** **Safe** * Feeling Safe and Unsafe * Friendship and Bullying * Touches * Secrets and Telling * Strangers | **Growing and Changing**   * Feelings and emotions * As I grow I change * New life * **Sensitive areas of RSE 2nd**   **Making Decisions** **3-6th**   * **Sensitive areas of RSE 3-6th** * Rights and responsibilities | | **March**  **–**  **April** | **Taking Care of My Body**   * Knowing about my body * Food and nutrition * Health and Wellbeing | **Safety and Protection**   * Personal safety * Safety issues   + *Farm Safety, Water Safety etc*   + *Drugs and Alcohol*   + *Medicines* * The consequences of risky behaviour | | **May**  **–**  **June** | **Developing Citizenship**   * My school community * Living in the local community * Environmental care * Local and wider communities (4th/5th) * National, European and wider communities (5th/6th) | **Media Education**   * Distinguish between fact and fiction * Cyber safety - ***Webwise*** * The power of advertising - ***Mediawise*** * Cyber bullying - ***Myselfie and the wider world*** |   **Note: *Fun Friends* & *Friends for Life* are taught in 1st & 5th Class respectively. Individual pupils may also be included in a mop-up group as necessary.**  **Contexts for SPHE:**  SPHE will be taught in Kilmessan Mixed N.S. through a combination of the following three contexts:   1. **Positive School Climate and Atmosphere**   Kilmessan Mixed N.S. has created a positive atmosphere by:   * building effective communication * catering for individual needs * creating a health-promoting physical environment * developing democratic processes * enhancing self-esteem * fostering respect for diversity * fostering inclusive and respectful language * developing appropriate communication * developing a school approach to assessment   *The SPHE teacher guidelines on*[*pages 22-28*](http://www.pdst.ie/sites/default/files/Creating%20a%20Positive%20School%20Culture%20and%20Climate%20%28SPHE%20Teacher%20Guidelines%29.pdf)*address each of the strategies in detail, and further suggestions are outlined on pages 22 and 42 of the Anti-Bullying Procedures.*   1. **Discrete time for SPHE**   SPHE is allocated ½ hour per week on each teacher’s timetable in Kilmessan Mixed N.S. However, in our overall planning, time should relate to the way in which the chosen objectives of the curriculum are being achieved, rather than the number of hours spent. For example, it may be more appropriate on occasions to use the discrete time in block periods rather than as a series of half-hour slots, such as allocating one hour per fortnight to allow for more indepth exploration of a strand unit. Teachers may also allocate discretionary curricular time to SPHE. Additional time allocated to SPHE will provide a space for teachers to deal with sensitive issues or to explore issues as they arise. This flexibility can be explored among the teachers and decisions made according to individual or school needs.   1. **Integration with other subject areas and Linkage within SPHE**   Teachers will endeavour to adopt an thematic approach to SPHE by integrating it with other subject areas such as Language, Science, Geography, History, Religion, Music, Drama, Visual Arts, Physical Education, etc. Themes/Projects such as Healthy Eating Week, Friendship Week, Agri-Awareness, Active School Week, Hygiene Awareness Week, Lenten Campaign, Environmental Care can also be explored through SPHE. This is a particularly useful way of highlighting an aspect of the curriculum and ensuring a consistent approach throughout the school. Through an integrated approach, teachers will gain greater flexibility when timetabling for discrete time. Suggested approaches for integration are outlined in Section 4 of the SPHE Teacher Guidelines.  **Teaching Approaches and Methodologies:**  We in Kilmessan Mixed N.S. believe that the approaches and methodologies used in SPHE are crucial to the effectiveness of the programme. Active learning is the principal learning and teaching approach recommended for SPHE, therefore we will endeavour to teach SPHE using a variety of strategies which include:   * drama activities * talk and discussion (inlcuding circle time) * co-operative games * use of pictures, photographs and visual images * written activities * use of media and information technologies * using the natural environment * Share & Solve   **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. Kilmessan Mixed N.S. uses the following recommended informal tools for assessment in SPHE: Teacher Observation and Teacher-designed Tasks and Project Work. Assessment information is shared as required at Parent Teacher meetings and in end-of year reports.  **Teacher observation might focus on:**  • the ability of the child to co-operate and work in groups or to work independently  • the informal interactions between the child and adults and between the child and other children  • the quality of presentation of work  • particular interests or aptitudes displayed by the child  • the participation and interest of the child in a variety of activities  • the level of personal or social responsibility exhibited by the child  • the reliability of the child in carrying out established routines  • the perseverance of the child in carrying out a task  • the child’s awareness of the difficulties of others and his/her willingness to help  • the questions the child asks and the responses the child makes to questions and suggestions made by the teacher  • various behaviour, for example shyness, leadership ability, level of self-confidence, the tendency to be anxious, sense of fair play, assertiveness, aggression, readiness to take risks and meet challenges  • physical and emotional maturity  • the ability of the child to engage in assessing his/her progress and reflecting on his/her learning  ***SPHE Curriculum, page 73***  **Teacher designed tasks** help the teacher evaluate if the child understands what is being taught and if they are able to transfer/use what they are learning in a variety of situations.  **Project Work** is a useful assessment tool which may be used to monitor the child’s ability to work in a group, to assess leadership skills and to view presentation, creative skills etc.  **Children with Different Needs:**  SPHE addresses areas that are particularly important for students with special educational needs. The development of positive self-esteem, social and communication skills, appropriate expression of feelings, and safety and protection skills are particularly important, as many students with general learning disabilities lack confidence. These students need opportunities to develop these skills through a structured programme. By providing opportunities within the curriculum to develop these skills, students can be helped to become more confident and to relate to others by learning effective means of handling situations. Teachers will endeavour to adapt and modify activities and methodologies in SPHE in order to encourage participation by children with special educational needs. The requirements of children with special educational needs will be taken into consideration when planning lessons in sensitive areas such as RSE and Child Protection. The learning support and resource teachers will supplement the work of the class teachers where necessary. Teachers will utilise the NCCA Guidelines for SPHE for Teachers of Children with GLD to inform planning and preparation of teaching children with Special Educational Needs. These guidelines are available to download from <http://www.ncca.ie/en/Curriculum_and_Assessment/Inclusion/Special_Educational_Needs/Download_Special_Educational_Needs_Guidelines/Guidelines_for_teachers_of_students_with_general_learning_disabilities.html>  Kilmessan Mixed N.S. will liasise with trained professionals and appropriate agencies such as NEPS and SESS when dealing with sensitive issues such as bereavement, loss, illness or major life incidents to ensure that the children involved are fully supported.  **Equality of Participation and Access:**  Kilmessan Mixed N.S. 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 rural school and we endeavour to challenge traditional stereotypes and ensure that equal opportunities are given to boys and girls. Children live in a diverse society, and this diversity requires the development of mutual understanding and a sense of respect for the dignity of every human being. Our SPHE programme provides a context in which children can learn about various ethnic, social and cultural groups and can recognise and appreciate the contributions of these groups to society. As they acquire a deeper understanding of their own traditions and heritage, they are encouraged to act in ways that foster inclusiveness and to have regard for the heritage and perspectives of others. Through SPHE children can discover the role each person has to play in counteracting prejudice, discrimination and inequality as they may experience it in their own lives. All children will be offered equal access to the SPHE programme.  An increasing number of pupils enrolled in our school are experiencing social disadvantage, including some who may be living in Direct Provision. Our pupils represent a wide variety of multi-ethnic and diverse multi-cultural backgrounds. These children have enriched the culture and climate of our school in many ways and make our school environment unique and special. We take special cognisence of this in our SPHE provison.  *Education not only reflects society but also influences its development. As such, schools have a role to play in the development of an intercultural society. While education cannot bear the sole responsibility for challenging racism and promoting intercultural competence, it has an important contribution to make in facilitating the development of the child’s intercultural skills, attitudes, values and knowledge. An intercultural education is valuable to all children in equipping them to participate in an increasingly diverse society.*  **Intercultural Education in the Primary School – NCCA** [**http://www.ncca.ie/uploadedfiles/publications/Intercultural.pdf**](http://www.ncca.ie/uploadedfiles/publications/Intercultural.pdf)  **Parental Involvement:**  Parental involvement is considered an integral part to effectively implementing SPHE as Kilmessan Mixed N.S. believe that SPHE is a shared responsibilty. Partnership with parents is an essential component in the promotion and building of key life skills. Parental involvement gives children more opportunities to repeat the concepts and messages learned in class. In particular, parental participation is an essential part of the revised Stay Safe programme both in terms of re-inforcement and follow up.  Parents have the right to opt their child/children out of any of the **sensitive aspects** of the SPHE programme, including Stay Safe and RSE, if they wish. Therefore, it is important that schools inform parents and carers that Stay Safe and the sensitive areas of RSE are being implemented in the school. In Kilmessan Mixed N.S. this is done as part of the enrolment process and a reminder notification is sent to each household before the programmes are scheduled to be taught. Parents are invited to contact the school if they have any queries or concerns about their child’s participation in the RSE or Stay Safe programmes. We will endeavour to engage with parents in relation to any concerns or queries they may have. It is not necessary to get parental consent in writing before teaching Stay Safe or RSE, however in the event that a parent withdraws their child from participation in either programme, we will keep a written record of their reasons for doing so. In the case of a child being withdrawn from any element of SPHE, parents will take full responsibility for teaching these concepts to their children. Provision will be put in place for the child who has been withdrawn. This will be done by the class teacher assigning school work to the child for the duration of the lesson. Another member of staff (if available) will supervise this work.  Parents can familiarise themselves with the content of the SPHE curriculum and the Stay Safe and RSE programmes online at <http://www.pdst.ie/SPHE>  **Homework:**  SPHE homework, if prescribed, will reflect the active learning approach and will reinforce information already taught during class.  **Teaching Resources:**  In Kilmessan N.S. we use the following DES resources to support the teaching of SPHE.   |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | | **SPHE Curriculum and Teacher Guidelines** | **Revised Stay Safe Programme** | **Relationships and Sexuality Education** | **Revised Walk Tall Programme** |   Teachers can use the *Making the Links* booklet to assist them with planning. *This document has recently been revised in line with the revision of the Stay Safe and Walk Tall programmes, and is available to download on* [*www.pdst.ie/SPHE*](http://www.pdst.ie/SPHE) *or to purchase from Laois Education Centre.*  **In addition, teachers may also use the following resources and materials to teach SPHE:**  *Resources may be added to or removed from this list as required:*   |  | | --- | | * Mediawise - <http://www.safefood.eu/Education/Primary-(ROI)/MediaWise.aspx> * Bí Follain * Fun Friends (mental health ages 4-7) -**Taught in Rang I each year** * Friends for Life (mental health ages 8-11) – **Taught in Rang V each year** * Stop, Think, Do (social skills) * Be Safe – National Safety Council order from [education@rsa.ie](mailto:education@rsa.ie) * Seatbelt Sherrif - <http://www.seatbeltsheriff.ie/> * Safe Cross Code - <http://www.rsa.ie/RSA/Road-Safety/Campaigns/Current-road-safety-campaigns/Safe-Cross-Code/> * Busy Bodies Resource (available from [www.healthpromotion.ie](http://www.healthpromotion.ie) ) Booklet and DVD * Wellbeing Guidelines for Primary Schools (available from <https://www.education.ie/en/Publications/Education-Reports/Well-Being-in-Primary-Schools-Guidelines-for-Mental-Health-Promotion.pdf> ) * The Right Start (Infants – 2nd) – Amnesty International - <https://www.amnesty.ie/wp-content/uploads/2016/08/The-Right-Start-updated-version.pdf> * Lift Off (3rd – 4th) – Amnesty International - <https://www.amnesty.ie/wp-content/uploads/2016/08/LIFT-OFF-Resource.pdf> * Me You Everyone (5th – 6th) – Amnesty International - <https://www.amnesty.ie/wp-content/uploads/2016/08/LIFT-OFF-Me-You-Everyone.pdf> * Jenny Mosley Circle Time resource * Alive-O / Grow in Love * Trócaire Resources * Taste Buds (available from <http://www.safefood.eu/tastebuds.aspx> ) * What do you say? Ombudsman for Children and Young People - <https://www.oco.ie/education-and-human-rights/education-materials/what-do-you-say/> * Mindfulness CDs (see Appendix 2 – A note on mindfulness) * Super Troopers Health Homework Programme (LAYA Health Care) - <https://supertroopers.ie/> |   **Note re the Stay Safe Programme:**  The Stay Safe programme is a personal safety skills programme for primary schools taught in the context of social, personal and health education. The aim of the programme is to reduce vulnerability to child abuse and bullying through the provision of personal safety education for children. It is developmentally structured to enable primary school teachers to deliver an abuse prevention education that addresses personal safety issues such as physical, emotional and sexual abuse as well as bullying and stranger danger. The importance of building confidence and self-esteem and developing assertiveness and strong clear communication is emphasised throughout the programme. Children are taught that it is not their fault if they are bullied or abused.  In the Stay Safe programme, children learn the following:   * About Feelings: To recognise the importance of feelings; how to express them appropriately and in particular to recognise unsafe feelings * About Friendship: Making and keeping friends and the value of friendship * About Bullying: What bullying is; strategies for dealing with bullying behaviour, and that it is never acceptable to bully others * The importance of building confidence and self esteem * How to identify and deal with inappropriate or unsafe touch * That it is ok to say ‘no’ to an adult in a situation where they feel unsafe, threatened or frightened * To identify trusted adults whom they should tell if they are feeling frightened, threatened, worried or unsafe in any way * To understand how someone might bribe, trick or threaten them to keep a secret * It is never their fault if they are victimised or abused * That they should never go anywhere with or take anything from a stranger * Appropriate language for telling * The Stay Safe rules: Say No, Get Away and Tell, Never keep secrets about touch, Never go anywhere with or take anything from a stranger.   All primary schools are required to fully implement the Stay Safe programme (DES circular 65/2011) within the context of the SPHE curriculum. The programme should be taught once as part of each two-year cycle of SPHE. The programme should be taught in it’s entirety over one school year. Each topic builds on the learning from the previous topic, therefore teachers should ensure that the topics are taught consecutively, beginning with Topic 1 and working through to Topic 5. Teachers in Kilmessan Mixed N.S. will endeavour to work through the programme in one block as recommended in the Stay Safe Teacher’s Guide (p7).   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Stay Safe**  **Topic** | **Number of Lessons** | | | | | **J. Infants**  **S. Infants** | **1st and 2nd** | **3rd and 4th** | **5th and 6th** | | Feeling Safe and Unsafe | **3** | **3** | **3** | **3** | | Friendship and Bullying | **3** | **5** | **6** | **6** | | Touches | **2** | **2** | **2** | **2** | | Secrets  and Telling | **1** | **1** | **1** | **1** | | Strangers | **1** | **1** | **1** | **1** |   **Parental Participation in the Stay Safe Programme**  In Kilmessan Mixed N.S. we recognise that partnership with parents is an essential component in the promotion and building of key life skills. Research has shown that parental involvement in abuse prevention programmes is directly related to increased programme success. This is due to the increased communication between the parent/carer and child about sensitive issues and abuse. Parental involement gives children more opportunities to repeat the concepts and messages learned. Parental participation is an essential part of the Stay Safe programme both in terms of reinforcement and follow-up. In Kilmessan Mixed N.S. we will use the home school links (HSL) on each topic that are included throughout the programme. These HSL will inform parents/carers on the topics and specific lessons being covered in class and how they can reinforce the messages at home.  Parents have the right to opt their child/children out of any of the sensitive aspects of the Stay Safe programme if they so wish. Therefore, we will inform parents/carers that Stay Safe is being implemented in the school. This is normally done in schools as part of the enrolment process. Parents should be invited to contact the school if they have any queries or concerns about their child’s participation in the programme. We will engage with parents in relation to any concerns or queries they many have. It is not necessary to get parental consent in writing before teaching Stay Safe. However, in the event that a parent withdraws their child from participation in the programme, in line with advice presented in the Teacher Guidelines of the Stay Safe programme, we will keep a written record of their reasons for so doing. We will also advise parents/carers in advance of commencement of lessons by way of a text or note. Parents can familiarise themselves with the content of all Stay Safe lessons at [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe).  In the Stay Safe programme, children are encouraged to use appropriate language for telling, including the correct anatomical terms for parts of the body. This is in line with the SPHE Curriculum Guidelines (page 11).  **A note on language**  There is a great deal of power in language and not being familiar with the biological terms for the body can put children at a disadvantage. To give children this vocabulary, it is recommended that the teacher uses everyday situations to include words for the body, and bodily functions, naturally and without undue emphasis. The teaching materials for Relationships and Sexuality Education (a core element of SPHE) are designed to give teachers a variety of opportunities to introduce terminology for body parts in the context of hygiene practice, illness, injury, swimming, etc. In the RSE Booklet for Parents, Going Forward Together, the following rationale is given for the use of correct terminology for body parts:  It is important that children learn the appropriate vocabulary for discussing aspects of life related to sexuality, growing up and their body’s physical changes so that they can communicate confidently about themselves. When children begin school, it is not unusual, indeed it is quite normal, for them to have other names for their genitals. However, the use of proper terms for parts of the body and bodily functions should be encouraged from the earliest age, so that these terms are given a status and an acceptability. As children get older and become comfortable with these words, they can discuss aspects of their growth and development with greater ease. They are also less likely to resort to inappropriate or vulgar language when referring to the body or bodily functions.  In addition, the SPHE Curriculum Guidelines (page 11) state:  *As physical growth and development are explored, children learn the appropriate anatomical terms for the private parts of both the male and the female body. Acquiring this vocabulary at an early age provides the foundation for later learning on puberty and reproduction and can help children to speak about all parts of their bodies in a respectful and dignified way. Children can acquire the language and vocabulary necessary to discuss his/her own growth and development as well as being able to ask appropriate questions and clarify and find information that he/she might need.*  Appendix 1 of this policy indicates the biological terms for the body which are to be used and the ages at which they will be introduced, in line with the SPHE curriculum. Using the correct anatomical terminology is an important feature of the Stay Safe and RSE programmes.  **Guest Speakers**  When a guest speaker addresses the children in any area of SPHE, the class teacher **must** remain in the classroom and ensure the speaker is aware of this school plan and attached policies (See circular 22/2010).  **Individual Teachers’ Planning and Reporting**  This SPHE Plan and the SPHE 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**  The staff have attended training in the following areas and this training will support an effective implementation of the SPHE programme: (*Courses may be added or removed as necessary)*   * *Training in the revised Stay Safe programme (PDST)* * *Training in the revised Walk Tall programme (PDST)* * *Training in the Relationships and Sexuality Education (RSE) programme (PDST)* * *PDST in-school SPHE planning support, November 2017* * *Training in Children First Guidelines and Child Protection Procedures for DLP and DDLP* * *Training in Anti-Bullying (PDST)* * *SPHE summer courses* * *Other courses (Zippy’s Friends, Fun Friends,Friends for Life etc)*   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.  We will request the support of the Professional Development Service for Teachers if required. (To apply for in-school support, click here: <http://dmsnew.pdst.ie/school/register> )  **Community Links:**  We in Kilmessan Mixed N.S. believe that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liasise with the members such as the Garda, Dental Hygienist, Health Nurse, Fire Department, Vet, New Parent, etc.  **Policies that Support SPHE**   |  | | --- | | * Anti-Bullying Policy * Child Protection Policy * Relationships and Sexuality Education Policy * Code of Behaviour * Enrolment Policy * Health and Safety Policy * Healthy Eating Policy * Substance Use Policy (including Administration of Medicines) * Internet Safety Policy |   **Circulars related to SPHE**   |  | | --- | | * **22/2010 -** SPHE Best Practice for Primary Schools * **65/2011** – Child Protection Procedures for Primary Schools * **45/2013** – Anti-Bullying Procedures for Primary Schools * **13/2016 –** Promotion of Healthy Lifestyles in Primary Schools | |
| * **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. |
| * **Implementation**  1. **Roles and Responsibilities:**   Kilmessan Mixed N.S. 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. |
| * **Review**  1. **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 Deputy Principal (Michelle Mc Keown)* is responsible for co-ordinating this review.  Those involved in the review may include:   * *Teachers* * *Pupils* * *Parents* * *Post holders/plan co-ordinator* * *BoM/DES/PDST/Others* |
| * **Ratification and Communication**   This plan is available to view at the school by the parents on request.  Ratified by the Board of Management of Kilmessan Mixed N.S. ***February 6th 2018***  Signed ………………………………………….  Date …………………………………………….. |

**Appendix 1 : Anatomical Terminology in SPHE**



**Appendix 2: A note in relation to Mindfulness:**

There is an emerging body of research that indicates Mindfulness can help children improve their abilities to pay attention, to calm down when they are upset and to make better decisions. In short, it helps with emotional regulation and cognitive focus.

The purpose of teaching Mindfulness to children is to give them skills to develop their awareness of their inner and outer experiences, to recognize their thoughts as "just thoughts," to understand how emotions manifest in their bodies, to recognize when their attention has wandered, and to provide tools for impulse control.

Mindfulness compliments the work of the SPHE curriculum by helping students cultivate awareness of themselves, others, and the world around them and develop a range of important life skills to enable them to lead happy, healthy lives. Mindfulness means paying attention to what’s happening in the present moment in the mind, body and external environment with an attitude of curiosity and kindness. It is typically cultivated by a range of simple meditation practices, which aim to bring a greater awareness of thinking, feeling and behaviour patterns, and to develop the capacity to manage these with greater skill and compassion. This is found to lead to an expansion of choice and capacity in how to meet and respond to life’s challenges and therefore live with greater wellbeing, mental clarity and care for yourself and others.

In Kilmessan Mixed N.S. we use Mindfulness CDs to teach Mindfulness. Many of our teachers have attended training in the area of Mindfulness. Teachers use their own professional discretion in deciding when to teach Mindfulness during the school day.

\*\*Additional Resources used :

*Moving On Up* (Blackrock Education Centre)

*My Selfie & the Wider World* (webwise.ie)