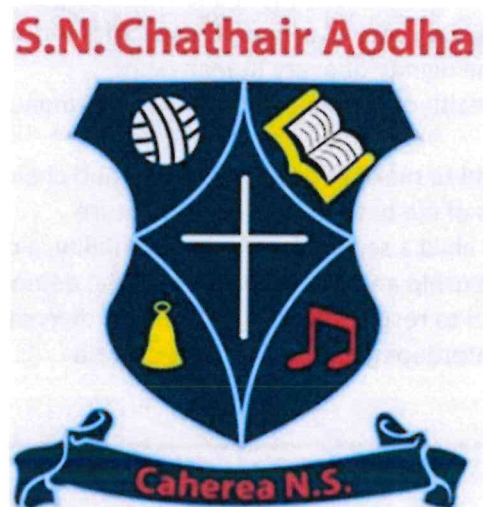


Whole School Plan for Social, Personal and Health Education

Caherea National School



■ Introductory Statement and Rationale

(a) Introductory Statement

The staff of Caherea N.S. formulated this school plan for SPHE, in consultation with our Board of Management and our Parents, as we believe that SPHE is a shared responsibility and their contributions and involvement will be essential to the effective implementation of the SPHE programme in the school. It was drafted during Croke Park hours, following on from the new Child Protection training in September 2025, for both DLP/ DDLP and the whole staff training day. Following review it was brought to the attention of the Board of Management and Parents.

(b) Rationale

All aspects of SPHE have been taught in Caherea N.S. for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education and through our involvement in the Health Promoting Schools Initiative. It has also been taught through integration with other subject areas such as Physical Education, Religion, Geography, etc. Through this plan, we wish to formalise our teaching of SPHE and plan for it on a whole school basis. Further review of the subject area will be developed through; The Enactment of the Redeveloped Curriculum in the area of Social and Environmental Education & Wellbeing from 2027 through 2030.

■ Vision and Aims

(a) Vision:

SPHE in Caherea N.S., we hope, will provide particular opportunities to foster the personal development, health and well-being of each individual child, to help them to create and maintain supportive relationships and to become an active responsible citizen in society. Through a planned and consistent S.P.H.E. programme, we envisage that children will develop a framework of values, attitudes, understanding and skills that will inform their decisions and actions now and in the future. We envisage that the ethos and characteristic spirit of the school will be a significant

influence on the development and implementation of the policy since S.P.H.E. has a moral and spiritual dimension.

(b) Aims:

The children of Caherea 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

Content of Plan

Curriculum:

1 Strands and Strand Units:

The 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.

Caherea N.S. will teach aspects of all three major 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. Caherea N.S. have created this timetable to reflect this approach:

Month	Year 1	Year 2
September / October	Self-identity (Myself)	Myself and my family (Myself and others)
November / December	My friends and other people (Myself and others)	Relating to others (Myself and others)
January / February	Safety and protection (Myself)	Growing and changing (Myself)
March / April	Making decisions* (Myself)	Taking care of my body (Myself)
May / June	Media education (Myself and the wider world)	Developing citizenship (Myself and the wider world)

**Making decisions is only a strand unit from 3rd – 6th, Juniors – 2nd may complete the Safety Issues section of Safety and protection at this time. Due to the increased amount of lessons in the Stay Safe Programme from 3rd to 6th class, placing the strand unit Making decisions after the Safety and protection in a standard two year plan will enable the teacher to achieve some of the content objectives of Making decisions through the Stay Safe Programme.*

Stay Safe will be taught in Year 1 (eg. 2018/2019) during the Safety and Protection strand unit. RSE (Relationships and Sexuality Education) will be taught in Year 2 (eg. 2019/2020) during the Growing and Changing strand unit.

2 Contexts for SPHE:

SPHE will be taught in Caherea N.S. through a combination of the following contexts:

1. Positive School Climate and Atmosphere

Caherea 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

2. Discrete time for SPHE

SPHE is allocated ½ hour per week on each teacher's timetable in Caherea N.S. However teachers may allocate 1 hour per fortnight to allow for more indepth exploration of a strand unit.

3. Integration with other subject areas and Linkage within SPHE

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.

Themes/Projects such as Healthy Eating Week, Friendship Week, Agri-Awareness, Healthy Heart Week, Lenten Campaign, etc. will also be explored.

3 Approaches and Methodologies:

Caherea 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
- co-operative games
- use of pictures
- photographs and visual images
- written activities
- use of media
- information technologies and looking at children's work

4 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.

Caherea N.S. uses a variety of the following recommended informal tools for assessment in SPHE:

- *Teacher observation*
- *Teacher-designed tasks and tests*
- *Portfolios and projects*
- *Self-Assessment*

5 Children with Different Needs:

Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by children with special needs. The learning support and resource teachers will

supplement the work of the class teachers where necessary. Caherea N.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.

6 Equality of Participation and Access:

Caherea 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-gender school and we endeavour to challenge traditional stereotypes and ensure that equal opportunities are given to boys and girls to participate in discussion, debate, presentation, etc. Caherea N.S. is under Roman Catholic school management, and we endeavour to provide for Members of Travelling community, Children with disabilities, Families with literacy difficulties, Children who are learning English as a second language

Organisation:

7 Policies and Programmes that support SPHE:

Policies
• Child Protection & Child friendly version of same • Anti-Bullying • Relationships and Sexuality Education • Stay Safe Policy • Substance Use • Code of Behaviour • Enrolment • Health and Safety • Healthy Eating Guidelines • Internet Acceptable Usage
Programmes
• Food Dudes • RSE • Stay Safe • Internet Safety; from a menu of HDML Hero, Webwise, Digiduck and/ or Switched on.

8 Homework:

SPHE homework, if prescribed in SPHE, will reflect the active learning approach and will reinforce information already taught during class.

9 Resources:

(PDST have developed a resource list, which is available on the SPHE page at www.pdst.ie. New resources are added to this from time to time.)

9.1 Programmes and Other Materials:

Books for Pupil	Books for Teacher	Audio / Visual	Posters	Media & ICT
SPHE copies/ folders for photocopiable material	RSE Manuals Walk Tall Stay Safe Bi Follain Making the Links Webwise Friends for Life Fun Friends	Busy Bodies Food Dudes	Various posters throughout the school	Webwise

9.2 Guest Speakers:

When a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom (as per Circular 22/2010) and make the speaker aware of this school plan and attached policies. Class teachers will remain in the class room during guest speakers workshops.

10 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 Cuntas Míósúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE.

11 Staff Development:

Teachers will be made aware of and are encouraged to attend SPHE related courses and will share information/skills acquired at these courses with other members of staff during staff meetings. Support will be sought from the PDST and other agencies when deemed necessary.

12 Parental Involvement:

Parental involvement is considered an integral part to effectively implementing SPHE as Caherea NS 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, and they are welcomed as committee members on the Relationships and Sexuality Education Policy and Substance Use Policy. They are also welcomed as committee members of the Health Promoting Schools initiative.

13 Community Links:

Caherea N.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.

■ 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

(a) Roles and Responsibilities:

Caherea 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 and Parents.

(b) Timeframe:

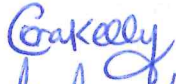
The plan will be implemented during the 2026/27 academic year, subject to further review as curriculum enactment of the redeveloped curriculum is deemed appropriate schoolwide.

■ Review

This plan will be reviewed in two years time. The review will be undertaken by the staff of the school and the BoM. Parents and pupils will be consulted in the process also.

■ Ratification and Communication

The Board of Management of Caherea N.S. ratified this plan on 29/09/26

Signed:  Chairperson

Signed:  Principal

This plan is available to view at the school by the parents on request or on the school website (www.cahereans.ie).