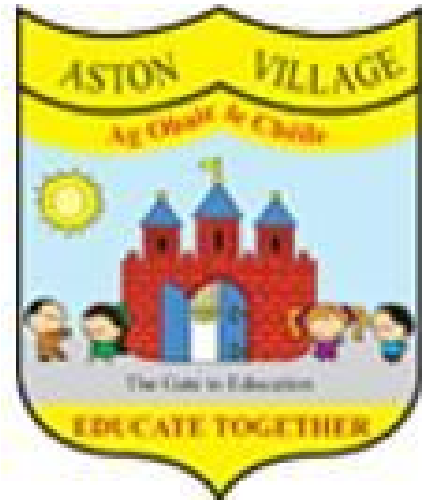


Aston Village ETNS



Social, Personal & Health Education

Whole School Plan

Social, Personal and Health Education (S.P.H.E.)

School Name: Aston Village Educate Together

Date: October, 2012

1. INTRODUCTION:

Aston Village first opened in 2008 with 62 pupils and 5 teaching staff members. We now have over 400 pupils and 31 teaching staff members.

We have 16 SNAs, a secretary, a caretaker and 2 cleaning staff.

The school has a very active Parents' Association.

Aston Village ETNS caters for children from 45 nationalities, several religious groups and some of no religious group.

We cater for children from different economic levels in society. Our application for DEIS status was not successful.

We cater for children from the Traveller and Romany communities.

In September, 2012 we opened our first Special Class for children on the autistic spectrum. We now have 5 special classes for children with ASD. This plan was formulated during in-school Croke Park hours.

It was presented in basic form by John and all staff members were invited to contribute in its final drafting.

The staff members are committed to ensuring that all pupils are treated equally, that they feel equally valued and are supported in all their endeavours of a social, personal and health aspect.

In the course of this document we will refer to other administrative policies which are pertinent.

The Learn Together Curriculum will underpin a considerable amount of the ideas and objectives contained in this document.

Teachers are provided with copies of this Curriculum.

Pauline is coordinating this programme-as of September, 2012.

The Ethical Curriculum is the primary reference for teachers:

Teachers will also refer to the United Nations document on the rights of children (included in this document)

2. RATIONALE/VISION:

- We have had an interim policy in place and we feel we need to put a more comprehensive document in place.

SPHE in our school will enable each child to: -

- Develop a positive sense of self-esteem, enhance social and communication skills and equip him/her with the knowledge and ability to lead a healthy and productive life.

3. AIMS:

The aims of Social, Personal and Health Education 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 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.
 - to invite outside agencies-examples would be the RSA, Boyne Valley Rescue, the Gardaí, Child Protection Lecturers, Health Nurse, Dental Nurse, teacher for the deaf, Social Workers, etc
 - to support Professional Development-the BOM will support staff members who wish to up-skill and who wish to help other staff members
 - To encourage and support all staff and BOM members who wish to attend the ethos conferences organized by Educate Together.

4. 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-we have purchased resources to help with this-Jenny Mosley (**see Positive Behaviour Policy**)
- 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 (**see PE Policy, Healthy Eating**)
- develop a sense of safety and an ability to protect himself/herself from danger and abuse (**see Health and Safety Policy**).

- 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.

5. CONTENT:

Since SPHE is spiral in nature we will cover the following content at each level throughout the school over a two year period.

Teachers are encouraged to work in age-appropriate teams.

<i>Strands</i>	<i>Strand Units (Year 1)</i>	<i>Strand Units (Year 2)</i>
Myself	Self Identity (Sept/Oct)	
	Taking care of my body (Jan/Feb)	
	Growing & Changing (Mar/Apr)	Safety & Protection (May/Jun)
		Making Decisions & Sensitive Issues (Jan/Feb)

Myself and others	Myself & my family (Nov/Dec)	
		My friends and other people (Sept./Oct.)
		Relating to others (Mar./April)
Myself and the wider world	Developing Citizenship(May/Jun)	
		Media Education (Nov./Dec.)

6. TEACHING/LEARNING CONTEXTS:

We will teach SPHE in a combination of the following contexts::

1. Building effective communication within the school

In-school:

- ___Website-SPHE policy will be available for all to read on www.astonvillageetns.com
- ___Staff meetings-a slot will be included on a fortnightly basis to discuss SPHE
- ___A staff member will be invited to promote SPHE in our school
- ___Internal E-mail-set up in September, 2012
- ___Notice Boards – Staff Rooms
- ___Notice Boards in corridors-parents, Yellow Flag, Educate Together, Green Flag,
- ___New pigeon holes for staff in September-updated daily-completed
- ___Children are involved in in-class discussions

- __ Children report bullying to class teacher/yard duty teacher-John meets with SNAs to discuss yard issues
- __ Student Council-meets with principal weekly
- __ Parents' Council-meets monthly and with Principal as the need arises
- __ Board Of Management: will be aware of our progress in implementing this policy
- __ Yellow Flag Programme-committee will convene in October
- __ Class Circle Time-regularly (especially The Learn Together Curriculum)
- __ Circle Time with Principal -as opportunity presents
- __ Group Assemblies
- __ Whole School Assemblies-these are great opportunities for reinforcing good behaviour/attitudes/lifestyle decisions in school
- __

Parents:

- Text-a parent Facility
- Regular Newsletters
- Notes i.e. homework journal
- Parent/Teacher Meetings in November or December– By appointment informal meetings also.
- Coffee/Tea sessions after events/school events.
- Parents' Council in the school.
- Parents' Council organise talks for parents/courses etc. fundraising/book fair, winter fair, discos, winter fair.

Outside Agencies/Visitors:

- __ Guests from Educate Together, HSE, Tusla Social Workers, Gardai, Boyne River Rescue, Gaelic Coaches, DIFE students, Yellow Flag visitors, students from Teaching Colleges, Hibernia, DES inspectors, Child Protection training

- Facilities/room provided for visitors.
- Invited to staff room for breaks.

7. Catering for individual needs

One of our policies which will be presented next is Equality of Participation and Access Policy (December, 2012).

The school staff is determined that each child gets equal opportunities in the school environment.

- Individual reward system in every class e.g. student of the week.
- Announcements made to ensure communication is available to all.
- School choir/sports teams/quizzes/school concert-all children, if appropriate, will get the opportunity to try out/compete if required.
- Timetabling is very fair for children who are withdrawn-efforts are made to ensure that children who are withdrawn do not lose out on activities/opportunities within the school-a recent example is the RSA programme where all pupils took part .
- We use a variety of teaching styles & activities – Activity based learning.
- General positive school climate with regard to reinforcing positive behaviour.
- Rainbows Programme.
- Support teachers.
- Social skills training.
- Golden Time

8. Discrete time

Teachers refer to the Learn Together Curriculum on a daily basis.

Time is 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.

- Content objectives will be addressed through discrete time.

- Lessons for SPHE are timetabled and this should be reflected in timetables.
- SPHE is an obvious subject to address if the opportunity presents itself during the week or as suitable events occur-Fruit Day, Sports Day, Anti-Bullying Week, Dental Hygiene Week etc.
- When drafting timetables for withdrawal of pupils for supplementary teaching, teachers are encouraged to include these pupils for as much of the SPHE programme as possible?

9. 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.

Through good planning, teachers ensure that integration of aspects of the SPHE curriculum are included and integrated in other subjects.

Physical Education-the importance of regular physical activity, food, nutrition, hydration, hygiene, personal care

Art-to depict emotions, to express oneself, to develop confidence

Science-

Drama-role play, plays, performances etc.

Circle Time-an opportunity to speak out, have opinions, develop empathy, develop debating skills etc.

10. Approaches and methodologies

Active learning is a key principle of the overall curriculum and is the principal learning and teaching approach recommended for SPHE. The more the child is directly engaged in the learning process, cognitively, physically, emotionally and creatively, the more he or she is enabled to internalise what is learned.

The following active learning strategies are promoted in the school?

- Drama activities-Circle Time, Plays, Role Play,
- Co-operative games-resources purchased
- Pictures, photographs and visual images-we are building up our resource bank-funds will be directed towards this
- Discussion: children are encouraged to work in pairs, small groups, with whole class
- Written activities: surveys, questionnaires, lists, check-lists, projects, worksheets
- Media Studies-use of the Interactive Whiteboard, camera
- Information and communication technologies
- Looking at children's work: portfolios, projects etc
- Other

A broad range of approaches and methodologies are suggested in the curriculum guidelines to realise the aim of involving children in their own learning.

- Talk and discussion
- Skills through content

- Collaborative learning
- Problem-solving
- Use of the environment

11. Policies and programmes that support SPHE

11.1 Policies/Programmes

- SPHE will link with school policies/programmes – Walk Tall, RSE, Stay Safe, Child Protection, Enrolment, Positive Behaviour Policy, Anti Bullying, Health and Safety Statement, Healthy Eating, Learn Together Programme ...
- The school will need to review these existing policies on a regular basis

11.2 Substance Use Policy

The National Drugs Strategy, 'Building on Experience', requires schools to have a drugs policy in place (*Action 43, Ireland's National Drugs Strategy 2001-2008*)

- There are specific issues that need to be addressed in SPHE in line with the school's Substance Use policy-February, 2013
- In the Substance Use Policy the school will list the content objectives covering substance use that will be addressed in discrete time?
- The Substance Use policy adheres to recommendations in the school's Health & Safety policy.

11.3 Relationships and Sexuality Education (RSE)

See newly revised policy on RSE (October 2019)

11.4 Stay Safe Programme

- The Stay Safe Programme will be addressed in the context of SPHE
- The school will list the content objectives that will be addressed in discrete time for the sensitive areas of Stay Safe
- There is a shared understanding of these content objectives among all teachers
- All classes are now single class units. If applicable, teachers in multi-grade classes will use their discretion in making arrangements for their pupils. Children could be placed in other classes for certain lessons if felt appropriate.
- Children are rarely withdrawn from these lessons. The principal will encourage all parents to allow their children to attend appropriate classes. If withdrawal is insisted on, the principal will supervise.

Dealing with questions

- Individual teachers will decide to what extent questions are answered.

Confidentiality

- Matters of a confidential nature will be handled sensitively.

Parental concerns

- If parents are concerned about any aspect of the Stay Safe Programme they should discuss their concerns with their child's class teacher or the principal.

11.5 Child Protection / Child Safeguarding

Aston Village ETNS follows the Department of Education and Science Child Protection Guidelines and Procedures which are based on Children First, National Guidelines for the Protection and Welfare of Children.

The Board of Management has designated a senior member of staff to have specific responsibility for child protection? *This person is the designated liaison person (DLP) for the school- Dermot.*

The Deputy Principal (Pauline) is the DDLP

- Procedures are in place to inform present/new staff about the guidelines-a meeting in the first week of September for each new member of staff.
- All staff are now familiar with the procedures for dealing with incidents relating to child protection
- Parents were informed that the school will be following the recommendations as laid down in the Child Protection guidelines and were involved in conducting this year's risk assessment and child-safeguarding review.

12. Creating a health-promoting physical environment

- ___ Having a clean, hygienic environment
- ___ Providing functional facilities (towels, soap etc.)
- ___ Beautifully decorated & well maintained school.
- ___ Playground markings for yard time activities
- ___ Children's work on display throughout school.
- ___ Coiscéim garden.
- ___ Litter management by pupils - the Green Team are working hard with Bronagh.
- Recycling in classrooms.
- Newsletter/Intercom mentioning achievements.
- Active Parent's Council involved and surveyed for opinions.

13. Developing democratic processes

- ___ Pupils involved in drawing up class rules.

- Code of Behaviour is widely publicised.
- Positive Behaviour Policy is on the website
- Children bring home own rubbish
- Job allocations in classrooms fairly offered.
- Involvement in school activities i) on own time ii) with materials
- Children take responsibility for school equipment and property and are reminded of this.
- Children represent the school in a wide variety of activities e.g. sports, music, art etc on an equitable basis
- Student Council-elected by peers
- Students in 5th and 6th take turns to visit the ASD unit (to be known as Coiscéim) on a daily basis-this is proving to be very successful on all fronts

14. *Fostering respect for diversity*

- Since its inception, Aston Village has demonstrated its commitment to fostering respect in the pupils, staff and parents for the widely diverse population in the school.
- Pupils are reminded regularly that Aston Village of our diversity and we actively celebrate our differences and promote respect for difference.
- Resources and materials have been purchased to support teachers and more funds will be allocated.
- The Yellow Flag Programme was rolled out first in 2011 and still has a very positive influence on the school community
- Our **Enrolment Policy** reflects the inclusive nature of the school
- Our **Anti-Bullying Policy** is familiar to all pupils and staff members.
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- School policies and practices are communicated to all parents and children.
- All children are included in teams, choirs, concerts, photo opportunities etc.

- Resources are in place to cater for needs of minorities e.g. EAL teacher, SNAs
- We promote the integration of different social groups through organised games, activities, events etc.
- Social skills groups in action to help children who display anti-social behaviour or lack of personal discipline.

15. *Fostering inclusive and respectful language*

- Referring to children by first/Christian name.
- Teachers are referred likewise
- Encouraging children to greet others respectfully
- Praise, encourage and affirm.
- Zero tolerance of racist/ offensive language-see **Positive Behaviour Policy and Yellow Flag Programme**
- Appropriate language used to children getting support – not to a slow class, traveller class etc.
- Promote minority cultures in a positive light.
- Being conscious of different family structures and units, respect them and refer to them in whole class situations.

16. *Assessment*

- Teacher and SNA observations (ongoing)
- Discussion with children formally/informally
- Open forum in Circle time and Social Skills groups
- Teacher designed Tasks and Tests
- Portfolios
- Communication with parents at Parent Teacher meetings in November

17. RESOURCES:

- Learn Together Curriculum
- “Walk tall – Quality Circle Time”; J. Mosley
- Be safe.
- Primary Education – Visiting Speakers.
- SPHE Curriculum Books – DVDs
- Stay Safe.
- RSE Programme
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18 . COMMUNITY LINKS:

- Involved in choral singing, trad band for Fleadh.
- Foróige, residents’ association - local clean-up etc.
- Involved in C. na mBunscoil - links with Newtown Blues.
- Involved in Environmental Awards, Louth Co. Co.
- Visits from local Historian/Garda/Health Worker.

- Health Board – Provide Health checks/ Would like Health Board to give talks to parents/children around SPHE issues.

19 . PROVISION FOR TRAINING AND STAFF DEVELOPMENT:

Staff are encouraged to avail of training opportunities in support of their professional development, e.g. RSE, Mindfulness, Restorative Practice.

Some/all of the teaching staff has attended:

- training in the Child Abuse Prevention Programme (Stay Safe),
- training in the Relationships and Sexuality programme (R.S.E.)
- training with the Walk Tall Programme (S.M.P.P.)
- training in the Children First Guidelines [DES Guidelines and Procedures]
- Summer Courses
- Jenny Mosley
- Rainbows Training

20 . KEY CONSIDERATIONS:

- Wide variety of family backgrounds, nationalities, language issues, different religions, struggling families in this economic crisis.
- To ensure that children who are withdrawn for whatever reason or who are absent will be included/involved in class lessons or helped to make up for lost opportunities.
- 6th Class: Encouraging parents to allow their children to take part in classes on sensitive sexual issues.
- English not 1st language – Through using a variety of teaching methodologies – strong emphasis on visual aids
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21. SUCCESS CRITERIA/ASSESSMENT:

Self-assessment for Teachers

- Am I aware of the contents of the SPHE plan?
- ___ Have I covered the agreed strand units?
- ___ What do we need to change?
- ___ Am I working with other teachers to ensure continuity?
- If absent, are my plans sufficient for teachers covering?

Pupil assessment:

- ___ Teacher observation.
- ___ Teacher designed tasks and tests.
- ___ Projects and Portfolios.
- ___ Self-Assessment.

DES/outside assessment

- Informal family and community feedback.
- Feedback from visiting professionals
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22. ROLES AND RESPONSIBILITIES:

- Staff - to review and amend (RSE recently reviewed and updated October 2019 - SPHE Whole School Plan for review January 2020 - resp. Naomi (AP2)
- B.O.M. → ratify plan & support implementation.
- Parents → be aware of content of school plan & support SPHE through involvement in homework, attending events, supporting initiatives e.g.-Seat

Belt Sheriff, Healthy Lunchbox, Road Safety, Stay Safe, RSE, Green Flag, Yellow Flag, Be Active, Buddy Benches etc.

- Principal → oversees implementation and supports staff.
- Teachers → follow school plan and implement SPHE accordingly.
- Pupils → Co-operate and participate in class lesson.
- Other staff → be aware of contents of this plan and follow procedures re. same.

23. TIMEFRAME FOR IMPLEMENTATION:

- Staff will review this plan under the guidance of Naomi who has kindly offered to head up this Policy - January 2020

24. REVIEW AND RATIFICATION:

This school plan was formulated by the principal and staff and approved by the Board of Management of AVETNS in October 2013 and was reviewed by the Board in December 2018.

Chairperson of Board of Management:

This plan will be reviewed every two years.

It will be posted on the school website and The Parents' Association will be invited to review it and make suggestions/comments.

The Universal Declaration of Human Rights

These rights were agreed by all countries of the world at the United Nations in 1948-over 60 years ago.

This is an easier version of it created by teachers in Aston Village Educate Together.

1. All humans are born free and equal
2. All of us should be treated equally- no matter what our race, colour, language, religion is and no matter if we are a boy or a girl or rich or poor.
3. We should all be able to live in peace without being afraid.
4. Nobody should work for another person and not get paid for it.
5. People should not harm others or cause pain-this should also apply to all living things that do us no harm.
6. The laws of the land are there to protect us.
7. We should all be treated the same if we go to court.
8. If we need help in court, we should get it to help us defend ourselves.

9. The police cannot arrest a person for no reason.
10. If a person is arrested, he/she should have their case heard in public-with other people there.
11. If a person is arrested for something-he/she is innocent until the court proves that they did something bad.
12. Nobody should enter our home without permission. Thi is our private property. Nobody should say bad things about us so that we lose our good name. This is also our property.
13. We should all be able to travel anywhere in Ireland. We should also be able to leave and come back if we wish.
14. If a person is being treated unfairly in one country, he/she may go to another country and that country should let them live and work there in peace.
15. Everyone has the right to a nationality (of the country they are born in). They can also change nationality. They can also have more than one nationality.

16. Men and women when they reach the full age have the right to marry and have a family. They should only marry if they want to.
17. Everybody has the right to own property and things and they should not be taken from them.
18. Everybody can choose their own religion. They can change religion if they want. They should be able to pray alone, in a group in public.
19. We have the right to have our own opinions and we can tell others our opinions but only if they are prepared to listen.
20. Everyone has the right to meet peacefully and have a protest. Nobody should be forced to join any group.
21. Everyone, when they reach the age, has the right to be elected. They also have the right to equal access of public service in their country.
22. If a person needs help with housing or medicine, they should be looked after.
23. Everyone has the right to work, to choose their work. They have the right to equal pay for equal work.

24. Everyone has the right to time off work, to breaks during work and to holidays with pay.

25. Everyone has the right to a good standard of living-food, clothing, housing and medicine. If they need more help as they get older, they should have it. All children are to given special protection. Mothers should also be cared for if they have young babies.

26. Everyone has the right to education.

All children should be sent to Primary school.

The main reason for education is to help children to be good adults when they are older-people who are understanding, tolerant and who respect others.

Parents have the right to choose the kind of education they want for their children.

27. Everyone has the right to enjoy the music, dance, fashion, books, films and art of their own country.

28. Everyone should feel safe in their home country and if they travel abroad.

29. Everyone has the right to all of the above, but they should respect other people who live with them-in their house, in their housing estate, in their village, school or country. Sometimes we

have to give up something so that more people can have a benefit.

30. We should not use any of the above rights to interfere with other people's rights or to make them feel unsafe or unhappy.

JK-AVETNS (2009)