

ST PETERS SCHOOL

SPHE POLICY

Introduction

Social, personal and health education provides opportunities to foster the personal development, health and wellbeing of the child and to help him/her to create and maintain supportive relationships and become an active and responsible citizen in society. Through the SPHE programme children can develop a framework of values, attitudes, understanding and skills that will inform their actions and decisions both now and in the future. This policy should be read in conjunction with our SPHE/RSE Plan (2024)

Parents, teachers and health professionals all have responsibility for the personal, social and health development of our students. Their contributions and involvement are essential to the effective implementation of the SPHE programme in the school.

Aims and Objectives

To promote the personal development and wellbeing of the child

To foster in the child a sense of care and respect for him/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, make informed decisions and choices

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.

Policies informing our approach to SPHE

RSE policy

Code of Behaviour

Anti-bullying Policy

Health and Safety Statement

Acceptable Use Policy

Child Protection Policy

Substance Use Policy

Teaching and Learning Context/ Opportunities for SPHE

Primary curriculum strands	Secondary curriculum strands
myself	Who am I
Myself and others	Minding myself and others
Myself and the wider world	Team up
	My mental health

The teaching of SPHE is facilitated by

A positive school atmosphere and climate- creating a health-promoting physical environment, catering for specific individual needs, enhancing self-esteem, fostering inclusive and respectful language, encouraging communication between home and school.

Discrete SPHE time

specified in class timetables in line with the Primary Curriculum Framework

100 hours of student engagement in line with the Junior Cycle Curriculum (NCCA specifications)

Note - Across the school, we may decide to use Flexible Time for the following - whole-school activities or participation in local, regional, and national initiatives and events Grandparents Day, Sports Day, Small Business Enterprise, Christmas concert.

Class planning

Primary curriculum – a whole school (junior infants- sixth class) two-year plan based on the SPHE curriculum.

Secondary curriculum – a whole school (junior cycle) three-year plan based on the Short Course SPHE Specification for Junior Cycle.

An integrated approach

St Peters recognises that within our school SPHE is not an isolated subject. Often SPHE teaching takes place outside the structured times, for example, during Breakfast Clubs, on Movement Breaks, Show and Tell, Circle Time and during time shared with Social Care staff.

Approaches and methodologies

approaches	resources
Cooperative games, drama activities, role-play, visual images, discussion, debate, use of media/IT, show and tell, song and poetry, circle time, reflective practise, collaborative problem-solving	Walk Tall, Stay Safe, ZEEKO workshops on cyberbullying Relationships and Sexuality QQ , ICT, guest speakers, educational outings.

Assessment/Success criteria

Assessment is a central part of the everyday teaching and learning process in SPHE. Many of the objectives of both curricula are dependent on the emotional, intellectual and social maturity of the individual student and rates of progress can vary considerably. This may be reflected on an individual students Individual Education Plan following discussion between teacher and parent. It can be difficult to assess the effects of personal, social and health messages on an individual student and on the manner in which they internalise the learning.

The formal assessment tools for the primary Curriculum are

Teacher observation / Teacher designed tasks

The formal assessment tools for the secondary curriculum are embedded in the Level 3 specifications for this Short Course.



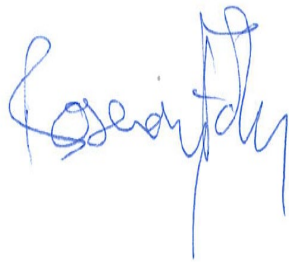
Signed:

Date: 17.06.2025

Mr Eoin Ó Donnagáin

Chairperson to the Board of Management

St Peters School, Rathgar



Signed:

Date: 17.06.2025

Ms Rosemary Fahy

Principal

St Peters School, Rathgar

Date of next review June 2026.