



Holy Family School for the Deaf
Primary School, Ratoath Road, Cabra, Dublin DO7 RF99

Whole School Plan (Primary Section)for

SPHE

Social, Personal and Health Education

■ Title

Social, Personal and Health Education Whole School Plan

■ Introductory Statement and Rationale

(a) Introductory Statement

The staff of Holy Family School for the Deaf 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 by a staff member, and brought to the attention of the Board of Management, staff and Parents.

(b) Rationale

Aspects of SPHE have been taught in Holy Family School for the Deaf (formerly St. Joseph's School for Deaf Boys and St. Mary's School for Deaf Girls) 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. However, we wish to formalise our teaching of SPHE and plan for it on a whole school basis.

■ Vision and Aims

(a) Vision:

SPHE in Holy Family School for the Deaf should promote self-confidence and foster a feeling of self worth and self esteem in our children, in order that they develop positive well-being and the knowledge to make good life choices.

(b) Aims:

The children of Holy Family School for the Deaf 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.

Holy Family School for the Deaf 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. Holy Family School for the Deaf have adopted this timetable to reflect this approach:

Strand	Strand Units (Year 1)	Strand Units (Year 2)
Myself	<i>Self-identity (Sept.–Oct.)</i>	<i>Safety and Protection (Jan-Feb)-Stay Safe</i>
	<i>Taking care of my body (Jan-Feb)</i>	<i>Making Decisions (March-April)</i> <i>*This strand unit is for third to sixth only. Infants to second complete the Safety Issues section of Safety and Protection</i>
	<i>Growing and Changing (Mar-April)</i>	
Myself and others	<i>Myself and My Family (Nov.-Dec.)</i>	<i>My friends and other people (May-June)</i>
		<i>Relating to others (Sept-Oct.)</i>
Myself and the wider world	<i>Developing Citizenship (May-June)</i>	<i>Media Education (Nov-Dec.)</i>

Teachers will integrate the mandatory Stay Safe (2017) programme & the Walk Tall (2017) programme as appropriate to their class group and in line with the suggestions from the Making the links document.

2 Contexts for SPHE:

SPHE will be taught in Holy Family School for the Deaf through a combination of the following contexts:

1. Positive School Climate and Atmosphere

Holy Family School for the Deaf has created a positive atmosphere by:

- building effective communication, both signed and spoken
- catering for individual needs with particular emphasis on language and communication
- 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 Holy Family School for the Deaf. However teachers may allocate 1 hour per fortnight to allow for more in-depth 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:

Holy Family School for the Deaf 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
- looking at children's work

Considering the unique needs of our deaf children effective methodologies for use in SPHE include:

- use of visual aids
- role-play & drama
- use of concrete materials e.g. dolls, baby clothes
- chat/sign and discussion
- deaf-friendly resources

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.

Holy Family School for the Deaf uses the following recommended informal tools for assessment in SPHE:

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

Each child will keep an SPHE Scrapbook and this will be used to assess a child's progress in SPHE. Each year the child will be given a teacher-designed task or test related to the strand units taught, and the scrapbook will be added to cumulatively during the child's schooling. Finally, an informal "graduation ceremony" will be held in 6th class when the child will receive their scrapbook as a record of their work in SPHE during their schooling in Holy Family School for the Deaf.

5 Children with Different Needs:

All children are enabled to make an important contribution regardless of academic ability, at their own ability level. Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by children with special needs. Holy Family School for the Deaf will liaise with trained professionals/appropriate agencies when dealing with sensitive issues to ensure that the children involved are fully supported, and will remain with their class groups to help facilitate full involvement.

6 Equality of Participation and Access:

Holy Family School for the Deaf 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-sex 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. Holy Family School for the Deaf is under Roman Catholic school management and will facilitate children of other religions. we endeavour to provide for Members of Travelling community, Children with disabilities, Families with literacy difficulties, Children who are learning English& ISL as a second language.

SPHE in the context of Deaf Education

Research has consistently found Deaf people to be at a higher risk of mental health difficulties than the general population (McClelland et al. 2001).

- Language is essential in articulating feelings. It is important that Deaf pupils acquire the vocabulary of emotions to enable them to both recognise for themselves and if necessary express to others across the emotional range. SPHE will set out to help students acquire the linguistic skills necessary.
- As is best practice in deaf education an experiential approach to learning is also essential to SPHE. Methodologies such as; art work, project work, use of visual resources (DVDs/videos with subtitles), worksheets, role play and ICT can greatly enhance the student's learning and support different learning styles.
- In-line with Circular 0043/2018 (SPHE within the context of the Well Being curriculum) teachers endeavour to raise awareness of Deaf culture and issues.
- Teachers support Deaf students' development of their Deaf identity.

- The school SPHE and Well Being programmes endeavour to include Deaf organisations and agencies relevant to issues concerning Deaf students. To facilitate this speakers from these organisations are welcomed and visits to appropriate events are organised.
- Cross curricular teaching and learning is a core principle of the Primary School curriculum. Some topics such as vocabulary, personal hygiene, physical and mental health are also dealt with across a range of subjects such as, SESE, Religion, Physical Education and Art.

Organisation:

7 Policies and Programmes that support SPHE:

<i>Policies</i>
<ul style="list-style-type: none"> • Child Protection • Anti-Bullying • Relationships and Sexuality Education • Substance Use • Code of Behaviour • Enrolment • Health and Safety • Healthy Eating • Internet Acceptable Useage

<i>Programmes</i>
<ul style="list-style-type: none"> • Active School Flag • Health Promoting Schools • Food Dudes • Green Flag

8 Homework:

SPHE homework, if prescribed in SPHE, will reflect the active learning approach and will reinforce information already taught during class. It is best practice that parents involve themselves in SPHE homework in general, but particularly from the Stay Safe programme section of SPHE.

9 Resources:

Resource materials used in S.P.H.E. are Walk Tall, R.S.E and Stay Safe. We follow Making the Links Handbook downloadable from the pdst site. Programme materials, ICT, Internet, Videos, Busy Bodies DVD Textbooks.

9.1 Programmes and Other Materials:

Books for Pupil	Books for Teacher	Audio / Visual	Posters	Media & ICT
Individualised for each class group	SPHE Curriculum RSE Manuals Stay Safe (2017) MANDATORY Walk Tall (2017) Making the Links North Western Health Board 1 st Steps Workbook 1+2 Earthlinks (integrated sese) Prim-Ed Health	Busy Bodies Food Dudes Subtitled videos Besafe videos but interpretation needed	Various posters throughout the school Childrens' own work	pdst youtube Pinterest.com learningstation music.com

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.

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:

All staff will have access to reference books, resource materials and websites relevant to SPHE. 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*
- *other*

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.

12 Parental Involvement:

Parental involvement is considered an integral part to effectively implementing SPHE as Holy Family School for the Deaf 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 to review any policy.

13 Community Links:

Holy Family School for the Deaf 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 Garda, Suíochána, 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:

Holy Family School for the Deaf 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.

(b) Timeframe:

The plan will be implemented by _____

■ **Review**

(a) 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 school manager is responsible for co-ordinating this review.

Those involved in the review will include:

Teachers

Pupils

Parents

Post holders

BoM/DES/Others

(b) Timeframe:

This plan will be reviewed in _____

■ **Ratification and Communication**

The Board of Management of Holy Family School for the Deaf ratified this plan on **March 19 2021**

Signed Fr Paddy D. Boyle