

# **Social Personal & Health Education and Stay Safe Policy**



## **Introductory Statement**

This plan was formulated by the staff of Le Chéile NS to conform to the principles of learning as outlined in the Primary School Curriculum 1999.

### **Rationale**

The purpose of this plan is to guide teachers in adopting a consistent and coherent approach to the teaching and learning of SPHE and Stay Safe throughout the school. This plan will guide teachers in their individual planning for SPHE and Stay Safe and form the basis for teachers' long term and short term planning.

It will also inform new or temporary teachers of the approaches and methodologies used in the school.

### **Vision and Aims**

Le Cheile NS values the uniqueness of each individual within a caring school community. We strive to cultivate relationships based on mutual respect. We encourage each child to become a kind, considerate and respectful person and responsible member of the community. We endeavour to create an environment where all children are cherished equally and encouraged to reach their full potential. We recognise that SPHE and Stay Safe are intrinsic to the learning and teaching that occurs both formally and informally in the school and in the classroom.

Through our SPHE and Stay Safe programmes we hope to develop children's feelings of self-worth and self-confidence while encouraging their ability to relate to others in a positive respectful way. The programme also encourages children to be aware of their rights as individuals while accepting responsibility for their actions as members of the school and the wider community. Parents / Guardians have the primary role in the social, personal and health and Stay Safe education of their children so their involvement will be encouraged as much as possible.

### **Aims**

We endorse the aims of the Primary School Curriculum for SPHE (and Stay Safe):

- 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

In addition we emphasise the following:

- to enable the child to take greater control of their lives as individuals by making good and informed choices
- to enable the child to develop an awareness of their responsibility to others in a caring community

## **Content of the Plan**

This SPHE/Stay Safe plan will be addressed under the following headings:

### **Curriculum Planning**

1. Strands and strand units
2. Contexts for SPHE
3. Approaches and methodologies
4. Assessment
5. Children with different needs
6. Equality of participation and access

### **Organisational Planning**

7. Policies and programmes that support SPHE
8. Homework
9. Resources
  - 9.1 Programmes and other materials
10. Individual teachers' Planning and Reporting
11. Staff Development
12. Parental Involvement
13. Community Links
14. Guest speakers
15. Stay Safe Statement
16. Success criteria
17. Implementation
18. Review
19. Communication

### **1. Strands and Strand units**

The S.P.H.E. programme is a two year programme and is delineated at four levels-infant classes, first and second classes, third and fourth classes and fifth and sixth classes. The curriculum is divided into three strands;

- ♣ Myself
- ♣ Myself and others
- ♣ Myself and the wider world

Each of these strands is further divided into a number of strands units. There are nine strand units from juniors to second-class.

There are ten strand units from third to sixth class. The strand units are;

- ♣ Self-Identity

- ♣ Taking care of my body
- ♣ Growing and Changing
- ♣ Myself and my Family
- ♣ Developing Citizenship
- ♣ Safety and Protection
- ♣ My friends and other people
- ♣ Relating to Others
- ♣ Media Education
- ♣ Making Decisions#

# From Junior infants to Second class Making Decisions is incorporated in the 'Self Identity' Strand Unit. From Third class upwards Making Decisions is a strand unit.

We will use the revised **Making the Links Booklet** to guide our teaching and help inform our planning. To ensure that all the objectives are being covered, the S.P.H.E. programme is divided into Year 1 and Year 2. All teachers in consultation with the other teacher at their level will;

**A**; - choose content from each of the three strands

**B**; - choose 4 strand units to be covered in year 1 and the other 4 to be covered in year 2.(Growing and Changing and Safety and Protection, Personal Safety) will both be covered in year 1 and year 2)

**All strands and strand units will be covered over the 2 year period. The strand units chosen in Junior Infants will be repeated in First, Third and Fifth classes and those chosen for Senior Infants will be repeated in Second, Fourth and Sixth. This ensures that the child will receive a comprehensive programme of S.P.H.E. over a 2 year period. (See timetable which reflects this approach.)**

**In line with Circular 0065/2011, the Revised Stay Safe Programme should be taught in its entirety under the Strand Unit, Safety and Protection, Personal Safety. In Le Chéile school the staff has decided to teach both the Stay Safe Programme and the Growing and changing section of the RSE programme every year in Jan/Feb/March. This means that we will use discretionary time to deliver the programmes over these 3 months.**

**The Stay Safe Programme and the RSE programme will be taught in both years of the two year cycle. Therefore, within each 2 year cycle, children will be taught the mandated Stay Safe and the RSE component of the SPHE curriculum twice. The Making the Links Booklet (revised) will guide planning and SPHE will be taught weekly in all classes. Every teacher will have their own copy of Making the Links Booklet (revised) as well as access to a digital version on the PDST website.**

**The timetabling of SPHE will be agreed upon at the September/October staff meeting(s) of each academic year. The content objectives of the RSE element of the SPHE programme will be addressed in discrete time. The SEN team supports class teachers in the delivery of the sensitive content of the RSE programme and the Stay Safe programme (within one term) See separate plan for RSE for more detail. The SEN team will support class teachers in the delivery of the SPHE programme (as a whole) if**

**the staff deems this necessary for a particular child or group. This can be reviewed on an annual basis. All children will as far as possible access the SPHE programme. Children will not be withdrawn for supplementary teaching during discrete lessons.**

Le Chéile National school 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, Stay Safe and RSE over a two year period. However this does not preclude a teacher from selecting a strand already taught the previous year should the need arise because of a particular incident or event.

	<b>YEAR ONE (JI,1<sup>st</sup>,3<sup>rd</sup>,5<sup>th</sup>)</b>	<b>YEAR TWO (SI,2<sup>nd</sup>,4<sup>th</sup>,6<sup>th</sup>)</b>
<b>Sept/Oct</b>	Self-identity (Myself)	Myself and my family (Myself and Others)
<b>Nov/Dec</b>	My friends and Other people (Myself and Others)	Relating to Others (Myself and Others)
<b>Jan/Feb/Mar</b>	Safety and Protection :Stay Safe (Myself)  Growing and Changing (Myself) RSE  <i>Media Education (Myself and the wider world)</i> Internet Safety Day, Feb	Safety and Protection :Stay Safe (Myself)  Growing and Changing (Myself) RSE  <i>Media Education (Myself and the wider world)</i> Internet Safety Day, Feb
<b>April/May</b>	Making Decisions * (Myself) (3 <sup>rd</sup> - 6 <sup>th</sup> only)	Taking Care of my Body (Myself)
<b>June</b>	Media Education (Myself and the wider world)	Developing Citizenship (Myself and the wider world)

**Stay Safe is a mandatory programme that will be taught every year throughout the school in January and February, and March. (Decision made by whole staff September 2024, Staff meeting). The class teacher will sign a Stay Safe Sheet once all lessons have been taught.**

#### **1 Children with Additional Needs:**

Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by children with special needs. The SETs will supplement the work of the class teachers where necessary. (SEN Stay Safe Programme see <http://www.staysafe.ie/admincapp.htm>).

## **2. Contexts for SPHE**

We recognise that there are three contexts for the implementation of SPHE:

- Positive school climate and atmosphere
- Discrete time
- Integration with other subject areas

### **Positive School Climate and Atmosphere**

We understand that many SPHE objectives are fostered incidentally through the positive climate and atmosphere of our school. We will endeavour to develop and strengthen the climate and atmosphere of our school through the following strategies:

#### **1. Building effective communication within the school community**

In-school:

- Internet/e-mails in classrooms, staff noticeboard, whole -staff whats app group
- Notice Boards – Staff Room/In corridors
- Important information circulated to staff by word of mouth
- Children are involved in in-class decisions e.g. class rules
- Children report bullying to class teacher/yard duty teacher

Parents:

- Regular News updates from Principal/ teachers via Aladdin; communication with individual parents on school phone and HSCL phone
- Notes i.e. homework journals
- Parent/Teacher Meetings – By appointment meetings also
- Parent's Association in the school
- Parents' Room/H.S.C.L –facilities/activities/classes for parents

#### **2. Catering for individual needs**

- Individual reward system in every class eg. ' Star of the Week'/class dojo/golden tickets
- Awards from the Principal
- Announcements made via the intercom.
- School concert/ show/ Nativity play
- Timetabling for withdrawal and in-class support as needed
- We use a variety of teaching styles & methodologies– Activity based learning.
- General positive school climate with regard to reinforcing positive behaviour.
- Incredible Years Programme( JI-1st).
- Mindfulness training( 1<sup>st</sup> and 2<sup>nd</sup> class).
- In-class support /withdrawal of groups for numeracy and literacy
- Social skills training. Incredible Years; Friends for Life; Fun friends: Mindful Matters: Lust for life: Zippys friends; Social skills programme by Foróige (4<sup>th</sup> class) .

#### **3. Creating a health-promoting physical environment**

- Bright, clean, nicely-decorated & well maintained school.
- Adequate space for breaktimes/equipment in yards

- Children's work on display throughout school.
  - School garden/mini forest/potting shed/raised beds/mini-orchard/Outdoor kitchen/logpile .
  - Litter management by Green Patrol Team. Recycling in classrooms.
  - Healthy Eating Policy – healthy lunches, drinks and snacks provided in school.
  - PE programme including visiting Gymnastics/dance tutors.
4. Developing democratic processes
- Pupils involved in drawing up class rules.
  - Code of Behaviour is widely publicised.
  - Children involved in Recycling /School garden.
  - Job allocations in classrooms.
  - Involvement in school activities and After-School Club activities.
  - Children represent the school in a wide variety of activities e.g.sports, music(orchestra), school concerts, art competitions
  - Regular assembly (monthly)– school rules reviewed and discussed/celebration of learning/successes/attendance.
5. Enhancing the self-esteem and well-being of members of the school community
- Reward systems in place in classes/display of children's work
  - Photographs on school facebook page of winners/successes/a special visit/a day out- school trip. Successes acknowledged on facebook page, Aladdin messages and at assemblies
  - Parents and teachers' involvement in committees.
  - By organising/attending/training courses.
  - Availing of DES support
  - Regular appraisal of staff efforts
  - Child involvement in committees eg. Creative schools, Green Schools. Students council
6. Fostering respect for diversity
- Anti-bullying policy in place.
  - Communicating school policies and practices to all parents and children.
  - All children are included in choirs, concerts, photo opportunities etc.
  - Resources are in place to cater for needs of all children e.g. SNAs, support from H.S.C.L teacher.
  - Special Education teacher in place for children with particular behavioural /emotional needs ( EBD unit)
  - Engagement with Incredible Year's Programme with the support of Psychologist for children with emotional/behavioural needs.
  - Dual language books, multi-lingual displays, plurilingual approaches in EAL groups
7. Fostering inclusive and respectful language
- Children addressed by Christian name.
  - Praise, encouragement and affirmation of children and their actions.
  - Zero tolerance of racist/ offensive language.
  - Being conscious and respectful of different family structures and units.
8. Developing appropriate communication between home and school
- Regular messages on Aladdin, Parents What's app group for message broadcasts,notice boards, posters, notes sent home with children, and phonecalls.
  - PT meetings. Notes in homework journals
  - Parents Association- regular meetings and presence in the school.

- Collaboration for S.E.N. children for Student Support Plans etc.
- Parental involvement in HSCL activities, and group Music Therapy sessions.
- Le Chéile NS website and Facebook page.

#### 9. Developing a whole school approach to assessment

- Teacher and SNA observations (ongoing)
- Discussion with children formally/informally
- Open forum in Circle time and Social Skills group
- Teacher designated Tasks and Tests
  - o Parental involvement and collaboration
- Portfolios

#### **Discrete Time**

SPHE is be timetabled for half an hour per week. Extra time is allocated to SPHE from discretionary time in order to facilitate the teaching of both Stay safe and RSE in the months of January, February and March. This time is used to develop and practise skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum. It has been agreed that content objectives dealing with Stay Safe, Growing and changing RSE and Child Protection are addressed during discrete time.

#### **Integration and linkage**

At each class level, teachers should seek to integrate SPHE with other curricular areas. Many aspects of the SPHE programme can be taught within the context of English (oral language development), Gaeilge, SESE (myself and the wider world, my personal history, communities), Visual Arts, Drama (role-playing), P.E. (Co-operative learning), Religious Education (Grow in Love) and maths (problem solving).

Teachers will identify in their long term planning the objectives that can be acquired through cross-curricular work. In order to ensure that these are being adequately covered, teachers will make specific provision in their short term planning and will use the cuntas miosuil as a form of self-assessment for these and other objectives.

The S.P.H.E. curriculum adopts a comprehensive approach to the social; personal and health development of the child, focusing on a framework of attitudes, values, and skills and understanding that the children need and that will inform them in a variety of situations.

A spiral approach has been planned to ensure that the S.P.H.E. curriculum is adequately delivered, revisited and reinforced. A comprehensive programme is in place through linkage of the strands and strand units using 3 programmes. These are;

- Revised Stay Safe
- Revised Walk Tall
- Relationships and Sexuality Education.



### 3.Approaches and Methodologies

There are six methodologies central to the S.P.H.E. curriculum. These are;

- Talk and discussion
- Skills through content
- Use of the environment
- Active learning
- Collaborative learning
- Problem solving

Teachers agree that active learning is the principal learning and teaching approach used in the SPHE programme. The following active learning strategies are promoted for SPHE;

- Drama activities/role play
- Co-operative games
- Pictures, photographs and visual images
- Discussion; in pairs, small groups, with whole class
- Written activities; surveys, questionnaires, lists, check lists, projects, worksheets
- Media studies
- Information and communication technologies

Discussion activities include;

- Circle time
- Brainstorming
- Open ended statements
- Stories
- Agree/disagree debates
- Poems
- Interviews

Written activities include;

- Lists
- Check lists
- Questionnaires
- Survey
- Worksheets/projects

#### **4. Assessment**

Much information can be gleaned from the children's work during the discrete S.P.H.E. time, from informed learning and everyday interactions and from the learning and teaching in other subject areas. This information will give direction for planning, designing and adapting materials in S.P.H.E. and for adopting certain teaching approaches. Le Chéile N.S. uses the following recommended informal tools for assessment in S.P.H.E;

- Teacher Observation
- Teacher designed tasks
- Pupil self-assessment e.g. traffic lights, thumbs up/thumbs down, emoji on page

Teacher observation will 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
- Physical and emotional maturity
- The quality and presentation of work
- The participation and interest of the child in a variety of activities.
- Interests/aptitudes displayed by the child
- The level of personal/social responsibility exhibited by the child
- The reliability of the child in carrying out established tasks and routines.
- The perseverance of the child in carrying out a task.
- The child's awareness of another's difficulties and willingness to help
- The questions a child ask and the responses the child makes to questions and suggestions made by the teacher.
- Behaviours-e.g. A sense of fair play, assertiveness, aggression, shyness, leadership ability, level of self-confidence, anxiousness, readiness to take risks and meet challenges etc.
- The ability of the child to engage in assessing his own progress and reflect on his own learning.

Pupils may have a file in which samples of their work will be kept. It is at the discretion of class teachers if pupils have an input in choosing what samples are retained. Teachers may also choose to send home work on a regular basis.

Teachers' observations will contribute to the overall picture of the child's development and will be used as a reference for the teacher when planning for SPHE and in communicating with the child, parents, other teachers or the principal.

While teachers may maintain a record of children's work, it is at the class teacher's discretion which assessment tools will be used. This will be based on the teachers informed view of how best to assess each child in his/her class. The teachers observations will contribute to the picture

of the child's' overall development and will inform teachers planning for S.P.H.E. and in communicating about the child to other teachers as the child moves through the school, or to another school. Observations will be communicated to parents at parent teacher meetings and on annual report cards. The child can be included in this process through discussion and exchange of views.

Evaluative assessment will take place through whole school planning. The effectiveness of the teaching methodologies, approaches and resources in use will be evaluated when this school plan is next reviewed at a date to be decided.

## **5. Children with Additional Needs**

The SPHE programme aims to meet the needs of all children in the school. Teachers will vary the pace, content and methodologies to ensure learning for all pupils will be achieved. The requirements of children with additional needs will be taken into consideration when planning class lessons and related activities. The SNA may support particular children or groups as directed by the class teacher. The learning Special Education teachers may support, supplement or reinforce the work of the class teacher where necessary. Children who experience bereavement, loss, serious illness or other difficult personal circumstances are supported and consideration given to meeting their personal needs in as appropriate a manner as possible.

The school Principal will liaise with trained professionals/appropriate agencies when dealing with these sensitive issues. Children may be referred to Play, Art or music Therapy or the Seasons of Growth program when available. The Schools Completion Program or Barnardos may also be approached to provide support.

## **6. Equality of Participation and Access**

Le Chéile NS is a Roman Catholic school that recognizes and values diversity and believes that all children are entitled to access the services, facilities and amenities that are available in the school environment.

We view the SPHE programme as playing a key role in ensuring equality of opportunities for all children. The programme at each class level will be flexible enough to meet the learning requirements of all children. We provide an educational experience for our children that recognize and questions stereotypical expectations of gender roles. Children with additional needs will be included in all activities.

Cognizance is taken of differing family structures, our non-national students and their families, religious beliefs and the varying skills and abilities of significant adults in the children's lives and the impact of these adults on the children's learning. Student Support plans will specifically cater for individual needs.

## **7.Policies and Programmes that support SPHE**

SPHE links with other school policies and programmes used in the school – Substance Use, RSE, Stay Safe, Child Protection, Enrolment, Code of Behaviour, Anti Bullying, Health and Safety Statement, Healthy Eating.

The Schools Completion Programme, Foróige and Barnardos also supports the work of the school by providing programmes like “Seasons of Growth”, “Creative mindfulness” and “ The Equine therapy programme” which support childrens’ social skills and emotional resilience. The content objectives for the sensitive issues of the RSE and Stay Safe programmes as outlined in the RSE Policy will be addressed in the context of discrete time in SPHE lessons.

## **8. Homework**

Homework may reflect the active learning approach as described in this plan. Parents are encouraged to become active participants and engage where possible with their child in assigned SPHE homework.

## **9. Resources**

The SPHE post holder in consultation with the Principal and staff members will be responsible for reviewing new material. The principal will be responsible for sanctioning the purchase of resources. We select resources/materials that are;

- Reflective of our school ethos
- In line with the principles of the SPHE Curriculum
- Age appropriate
- Closely matched to specific objectives
- Free of bias, racial or sexual stereotyping
- Produced/published by a reputable agency or publisher

Each teacher has their own SPHE resources in their classroom. Any additional Resources are stored in the Staff room. Digital resources have been uploaded onto the school google drive and can be accessed by all staff. A list of resources and their location is appended to the policy. Materials purchased with school funds remain the property of the school.

## **10. Individual Teachers’ Planning and Reporting**

This plan in S.P.H.E. and the curriculum documents and **Making the Links Booklet (revised)** will inform and guide teachers in their long and short term planning in S.P.H.E.

Each teacher's Cuntas Miosuil will inform our progress and needs when evaluating and reviewing S.P.H.E.

Teachers will ensure that content covered is progressive and linked to our grid as detailed on page 5 and this will be communicated to the next class teacher to inform future planning.

### **11. Staff Development**

Teachers are made aware of any opportunities for further professional development through participation in courses available in Education Centres or other venues. Skills and expertise within the school are shared and developed through inputs at staff meetings. See appendix 3 for list of supports available to class teachers.

The staff has attended training in the following areas to help support an effective implementation of the S.P.H.E. programme

- Incredible years Teacher classroom management and Dina in the Classroom training.(Teachers from JI to 1<sup>st</sup> class
- Restorative Practices
- Mindfulness (CPD)
- Child protection training for whole staff (online September 2024)
- A number of staff received an introduction to trauma informed education and teaching practices provided by Dr Aideen Flynn entitled **From Trauma Reactive to Responsive** on several dates in 2023/24
- A number of staff received training from the NCSE Term Summer Term, 2024, and this may be extended to all staff in 2025
- Some staff received Nurture Room Training
- Individual teachers frequently upskill and pursue interests which feed into the teaching of SPHE and support the whole school community
- RSE training from Oide

### **12. Parental Involvement**

We recognise that SPHE is the shared responsibility of the family, the school and the community. We will endeavour to foster positive relationships between all these parties. Parents will be encouraged to support teachers in the implementation of particular aspects of the programme through discussion at home (eg stay safe/rse homework sheets and website resources). Parent Representatives will be involved in any future policy reviews. Parent / Teacher Meetings, letters and end of year reports will inform parents of developments in SPHE. Letters will be sent to all parents to inform them when the Stay Safe and RSE Growing and changing programmes are being taught in the school and all are welcome to discuss any aspects of these programmes with the Principal or teachers. Related homework may be given and parents may be required to complete a task with their child. Parent Information meetings may be organised by the school for certain topics, e.g. RSE programme.

### **13. Community Links**

The school may invite outside agencies to give presentations if appropriate. These presentations will take place in the presence of the class teacher. Parents will be informed and may be invited to attend. We believe that the local community has a very important role to play in supporting the programme in S.P.H.E. We acknowledge that S.P.H.E. is a shared responsibility between family, school, health professionals and the community. The role of the H.S.C.L. is important in facilitating the partnership through

- Home visits
- The provision of a variety of courses for parents (enabling them to support their children)
- Maths for Fun.
- Transition programmes for Parents (to support Parental wellbeing and reduce anxiety) - 1. **Pre-school parents and children -Visit Junior infant class for induction day 2. 6<sup>th</sup>** –Transition Programme
- Play Therapy referrals to Bluebox, Phoenix Therapies and privately paid in-house Play Therapist.
- Personnel from the S.C.P. target children that we may feel are at risk.
- Barnardo's-Breakfast Club/ Homework club for children and offering support to families.

In addition to the above, community links are fostered through

- Visits from PHN- school facilitating PHN doing vaccinations and screenings in JI.
- The ICO Schools Programme
- P.E. Coaches
- Library visits
- Mobile Library visits
- Accessing skilled people from the local community- e.g. chess and local artist
- School Tours and Visits

Parents are welcome to meet with teachers in the school, both on an individual basis (to discuss the strengths and needs of the children) and as a group, to receive information on various issues such as Junior Infant induction, sacrament rehearsals, curriculum content etc.

**Note; - The above list may change over time and will reflect the needs of the school community.**

### **14. Guest Speakers**

When guest speakers address the children in S.P.H.E., the class teacher will remain in the classroom and must also make the speaker aware of this school plan and attached policies .

See the R.S.E. Policy for further details.

### **15. Stay Safe Statement**

In line with Circular 0065/2011, the Revised Stay Safe Programme is taught under the strand unit 'Personal Safety'. All the content objectives for child protection under 'Personal Safety' are met by teaching the Stay Safe Programme. This programme commences in Infants and is taught up to 6<sup>th</sup> class. Parents of all Junior Infants and additional intake during the school year are informed of the programme when presented with the enrolment pack. Onus is put on the parents to inform the school if they do not wish their child to participate. Teachers/staff will ascertain why a child is being withdrawn. Non-participation will not be assumed when Stay Safe is next presented to this student. Stay Safe will continue to be offered and participation will be assumed unless informed otherwise by the parent/guardian.

The programme is presented eight times in the child's school cycle; every year in the second term.

See RSE policy for information re parental consent for RSE.

### **16. Success Criteria**

We hope that this plan will make a difference to the teaching and learning of SPHE in our school. Implementation will be evident in teachers' planning and teaching. Assessment will show if children have acquired an understanding of the concepts taught and engage with others in a manner appropriate to their age, personality and ability.

### **17. Implementation**

#### **Roles and Responsibilities**

Class teachers are responsible for the implementation of the SPHE programme in their own classes. The Principal and SPHE post holder will support the implementation of the SPHE programme. The SPHE post holder will link in with substitute and temporary teachers to ensure they have a copy of the SPHE plan, distribute and monitor resources, remind staff of SPHE plan at the start of each year during a Croke Park hour, ensure that Stay Safe and RSE letters go out to parents in December, be available to support staff and inform staff of any professional training.

### **18. Review**

It will be necessary to review this plan to ensure optimum implementation of the SPHE curriculum in the school.

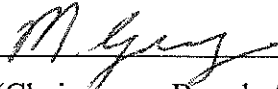
Principal, teachers, parents, SPHE post holder and Board of Management will be involved in the review. The next review will take place in September 2026.

### **19. Communication**

Each teacher will receive a copy of this plan and a copy will be available on the school website, on google drive and in the office on request.

### **Ratification & Review:**

This policy has been ratified by the Board of Management .

Signed:  \_\_\_\_\_  
(Chairperson Board of Management)

Date: 11/9/2024

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## APPENDIX A

### SPHE Resources

1. Teacher Manuals (HSE, RSE, Walk Tall), teachers have own hard copy in classrooms. Also available online on PDST website.
2. Online links and resources on PDST website and uploaded to school google drive.
3. Anatomical dolls, shared resource, located in early start classroom.
4. Bookshelf in staff-room with shared resource books/manuals bought after trainings.
5. IY Curriculum stored in boxes in storage room in PE hall. Puppets in and outside DP office.
6. Fun Friends, Zippy's friends, Friends for Life manuals in Storage in Learning Support Box in JI classroom.
7. Mindful matters manuals, with teachers.

## APPENDIX B

Dear Parent/ Guardian,

We will be teaching a personal safety education programme called Stay Safe in all classes over the next few weeks.

The Stay Safe programme is part of the Social, Personal and Health Education (SPHE) curriculum which all primary schools are required to teach.

You can familiarise yourself with the content of the Stay Safe lessons at

[www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm).

Please contact the school if you wish to discuss the programme further.

Thank you for your co-operation,

Yours Sincerely,

Anthony Fitzgerald, Principal