



# JOHN SCOTTUS NATIONAL SCHOOL

SCOIL NÁISIÚNTA JOHN SCOTTUS

47/49 NORTHUMBERLAND ROAD, DUBLIN 4. EIRCODE: D04 R128

Tel: (01) 6609309

Email: [primary@johnscottus.ie](mailto:primary@johnscottus.ie)

Web: [www.johnscottus.ie](http://www.johnscottus.ie)

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## SPHE Whole School Plan

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### Introduction

*Social, personal and health education (SPHE) provides particular opportunities to foster the personal development, health and well-being of the individual child, to help him/her to create and maintain supportive relationships and become an active and responsible citizen in society. Through an SPHE programme that is planned and consistent throughout the school, children can develop a framework of values, attitudes, understanding and skills that will inform their decisions and actions both now and in the future. Since SPHE has a moral and a spiritual dimension, its development and implementation are influenced significantly by the ethos or characteristic spirit of the school.*

### Connection to our values

#### **5 school rules**

- Take care of everyone (including yourself)
- Give attention & participate fully
- Follow directions immediately
- Speak truthfully & beautifully
- Take care of everything

#### **The power and influence of speech**

##### SPHE and Language

*... The exploration of language and its usage in relating to others is central to any SPHE programme. **Children should become aware of the power and the influence of language** [see below]. When used positively, language can build up, affirm and show respect to another human being but if used in a negative manner can hurt, diminish or demean. Children need to recognise and become sensitive to the ways in which they themselves use language in their relationships and in their everyday interactions.*

### The SPHE curriculum

*SPHE promotes intrapersonal development by helping children to recognise, understand and accept themselves as unique individuals who*

- *feel valued and loved. It provides particular opportunities to **nurture** self-worth and self-confidence, helping the child to set and assess his/her*
- *own goals and to be able to manage his/her own behaviour. SPHE enables the child to build a sense of self-efficacy which in turn can*
- *increase his/her sense of personal control, promote self-awareness and enable self-directed learning. An SPHE programme particularly*
- *contributes to the development of personal attributes and skills, such as learning how to manage feelings, how to resolve conflicts and how to cope with new and demanding situations.*

## Key Characteristics

*The key characteristics of the curriculum are that SPHE*

- *is a lifelong process*
- *is a shared responsibility, between family, school, health professionals and the community*
- *is a generic [integrated] approach*
- *is based on the needs of the child*
- *is spiral in nature*
- *is developed in a combination of contexts: SPHE is intrinsic to the learning and teaching that occurs both formally and informally*
  - in the school. To be effective it should be implemented in a combination of ways, through*
    - the context of a positive school climate and atmosphere*
    - discrete time*
    - integrated learning.*
- *engages children in activity based learning.*

## Contexts for SPHE:

SPHE will be taught in JS through a combination of the following contexts:

### **1. Positive School Climate and Atmosphere**

JS NS has created a positive atmosphere by:

- § building effective communication
- § catering for individual needs
- § creating a health-promoting physical environment
- § 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 XXX NS. 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 Speech, Well-being and Gratitude will also be explored.

### **4. Connection with Ethos & Philosophy**

## Approaches and methodologies

*The key features of active learning 54*

*Some recommended strategies 57*

*Drama activities 58*

*Co-operative games 65*

*Pictures, photographs and visual images 68*

*Discussion 79*

*Written activities 86*

*The media and information and communication technologies 96*

*Looking at children's work 97*

*Aistear (for Infants)*

## Curriculum:

SPHE is an eight year process involving two year cycles

Strand	Strand Unit	Sub strands	Mandatory Programmes	Dates for mandatory	Themed Weeks
Myself	Self identity	Self-awareness Developing self-confidence Making decisions			
	Taking care of my body	Knowing about my body Food and nutrition	Walk Tall		Active
	Growing & changing	As I grow I change New life Feelings and emotions	RSE	Feb-Mar	
	Safety & protection	Personal safety Safety issues	Stay Safe	Apr-May	
Myself & others	Myself & family				
	My friends & other people				
	Relating to others	Communicating (3C on) Resolving conflict (3C on)	Anti-bullying	Jan November	Wellbeing Gratitude
Myself & the wider world	Developing citizenship	My school community Living in the local community Environmental care			
	Media Education		My Selfie (5&6C)	Apr-May	

## Planning

Teachers will plan SPHE lessons using SMART objectives

## 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.

John Scottus NS uses the following recommended informal tools for assessment in SPHE:

§ *Teacher observation*

§ *Teacher-designed tasks and tests*

## Integration

As well as teaching discrete SPHE lessons, teachers will integrate SPHE with other subjects, like ...

Geography & Science: Environmental Care

English: Language

PE: Developing Self -confidence; Taking Care of My Body; Resolving Conflict

## Resources

See Google Drive directories (by class) for  
Curriculum  
Teacher Guidelines  
Mandatory Programmes

## Speech - Spiral

How will you 'make children aware of the power and influence of language'?

All: speak truthfully & beautifully; Buddha's 5 criteria for speech (B5CS) - loving, truthful, timely, useful & gentle

Display in common areas & classrooms

Do in assembly early in the year

integration of JSS Speech Development plan into English,

**T waiting until children are listening; giving instruction only once; meaning what you say**

opportunities for speech:

class

Assembly: children taking the pause; no hands up

having a school week on each criterion? 2018/19,

lunch time: children saying grace

### **Jl/SI: Learning to listen, listening to learn**

how will I get children to listen better?

Specifically teaching them to be a good listener e.g. learning eye contact

Modelling; full attention on listener; listening with eyes: looking for visual clues & cues

hand up or speak out of turn; ignoring speech that does not follow these instructions

Acknowledging/rewarding good listening & good speaking

Reporting partner's news

Playing a game with 2-step instructions

Picking a child to be teachers

### **1&2C: Buddha's 5 criteria for speech & developing pair work**

discuss each of B5CS; modeling useful speech;

Speaker of the week, (not 5&6C), rotating the 5 B5CS

Introducing pair work: listeners & speakers

developing children's ability to work in **pairs**;

first child starts a story with one sentence; next child develops it with one more sentence

and so on

one child has to repeat what other children said

playing a game with 3-step instructions

### **3&4C: Developing children's ability to work in groups**

Difference between pairwork and groupwork

Ensuring everyone contributes

Roles in a group; model

playing a game with multiple instructions

Debating  
Team Tasks

**5&6C: Becoming more aware of the effects of speech ...**

Mine on others

Learning to challenge respectfully

Giving feedback:

That's really nice

stop; That's not kind/useful.truthful

Theirs on me

Being aware of the effect of the others' words on me and dealing with it

**And presenting to larger groups**

examples/role models; recordings on YouTube

Walking the talk

Establishing an emotional connection with the audience;

Explore:

What powers speech?

What makes speech better? What hinders speech? What do I need to develop/change?

What is it that makes one speaker good? What can I learn from them?

6C presentations: evaluate using B5CS, change topics to picking a piece of poetry or prose and reciting it, then explaining it and saying why it was chosen and what effect studying it had;