

St Patrick's NS. Diswellstown

SPHE and Wellbeing Programmes

Social Personal and Health Education - SPHE

The Social Personal and Health Education Curriculum (SPHE) is for children from junior infants to sixth class.

The SPHE curriculum...

- ▶ fosters children's well-being, self-confidence and sense of belonging
- ▶ develops children's sense of personal responsibility for their own behaviour and actions
- ▶ promotes children's self-awareness and understanding by helping them to manage their own feelings, to recognise and appreciate individual abilities, and to cope with change of various kinds
- ▶ supports children to become active and responsible citizens.

The curriculum consists of three strands:

- ▶ Myself
- ▶ Myself and others
- ▶ Myself and the wider world.



a) Prevent child abuse by giving children the skills and strategies necessary to enable them to respond safely to any dangerous, upsetting or abusive situations.

b) Teach children how to deal with unsafe or inappropriate touches and never to keep touch secret.

c) Teach children about the importance of telling.

d) Give children safety strategies to deal with strangers.

a) Avert/or at least delay experimentation with dangerous substances.

b) Reduce the demand for illegal drugs.

c) Give primary school children the confidence, skills and knowledge to make healthy choices.

a) Promote an understanding and healthy attitude towards sexuality and relationships.

b) Promote knowledge of and respect for reproduction.

c) Promote a sense of wonder and awe at the process of birth and new life.

d) Enable the child to feel comfortable with his/her sexuality and that of others.

Wellbeing Programmes

- ▶ Fun Friends (1st Class)
- ▶ You Can Do It (2nd and 3rd Class)
- ▶ Friends For Life (5th Class)
- ▶ Get Up Stand Up (6th Class)



Fun Friends



- ▶ **Feelings** (talk about your feelings and care about other people's feelings)
- ▶ **Relax** (do “milkshake” breathing, have some quiet time)
- ▶ **I can try !** (we can all try our best)
- ▶ **Encourage** (take little steps)
- ▶ **Nurture** (quality time together doing fun activities)
- ▶ **Don't forget – be brave!** (practice skills everyday with friends /family)
- ▶ **Stay happy**

Elements of the Programme

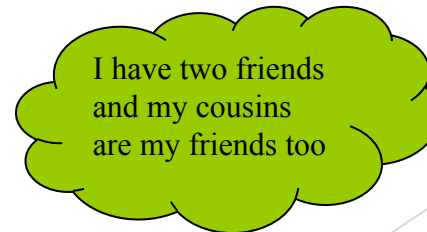
- ▶ Happy Thing for the week



- ▶ Being Brave



- ▶ Red thoughts - Green thoughts



Elements of the Programme

- ▶ Try new things by breaking them into small manageable steps.

- ▶ Nurture



- ▶ Relaxation





- ▶ This programme is taught over a two year period in 2nd and 3rd classes.
- ▶ There are Five Foundations each one taught in a 6 week module.
- ▶ Homework will be given but it will be as a point of discussion.
- ▶ Parental support is vital to the success of the programme.

Five Foundations

Confidence

- ▶ means knowing that you are likely to be successful and that people will like you. It means not being afraid to make mistakes or try something new. It means looking and sounding confident.

Persistence

- ▶ means trying hard to do your best and not giving up when something feels like it's too difficult or boring.

Organisation

- ▶ means setting a goal to do your best in your school work, listening carefully to your teacher's instructions, planning your time so that you are not rushed, having all your supplies ready and keeping track of your assignments' due dates (homework).

Five Foundations

Getting along

- ▶ means working well with teachers and classmates, resolving disagreements peacefully, following the rules of the classroom and making positive contributions at school, home and the community including protecting the rights of others and looking after the environment.

Resilience (emotional resilience)

- ▶ means knowing how to stay calm and being able to stop yourself from getting extremely angry, down, or worried when something “bad” happens. it means being able to calm down and feel better when you get very upset. it also means being able to control your behaviour when you are very upset so that you bounce back from something difficult and return to work or play.

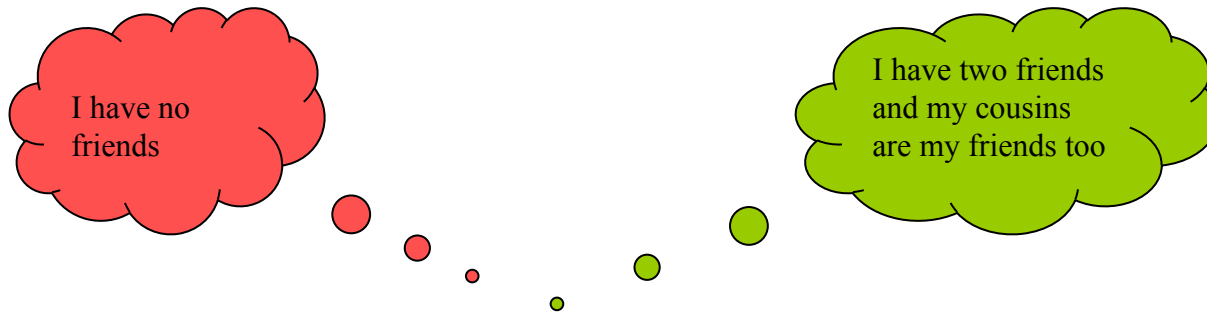
Friends For Life



- ▶ **This programme is taught over 10-12 weeks.**
- ▶ **It is designed to help children to develop confidence and resilience.**
- ▶ **There will be homework to provide parents with an opportunity to discuss the programme with their children.**
- ▶ **Parental support is vital to the success of the programme.**

Elements of the programme

- ▶ Goal setting - 'Your happy thing for the week'
- ▶ Understanding Feelings
- ▶ Body clues and relaxation
- ▶ Green thoughts versus red thoughts



- ▶ Coping Step Plans (break it into small manageable steps)
- ▶ Role models and support team
- ▶ 5 Block Problem Solving Plan
- ▶ Using learnt skills to help friends and others.

Get Up Stand Up



- ▶ Developed by the National Education Psychological Service (NEPS) in Cork to help children to transition from primary school to secondary school.
- ▶ Our school was one of the first schools to complete the programme with a large number of children. *(not sure if this should be included)*
- ▶ Children work in a group of 10 allowing for open conversation.
- ▶ Complements the Friends Programmes and You Can Do It Programme and builds on their previous knowledge of those programmes.
- ▶ It is a seven week programme.
- ▶ Parental support is vital to its success

Elements of the Programme

- ▶ Target/goal setting.
- ▶ Knowing myself and others.
- ▶ Friendship.
- ▶ Dealing with Feelings - Mine and Others'.
- ▶ Dealing with Teasing and Intimidation.
- ▶ Learning to Solve Problems and Make Decisions.
- ▶ Resilience and Coping.

Month	Themes	Strand/Strand Unit	SPHE Programme
September	I am kind (to myself and others)	Myself/Self Identity	RSE, Walk Tall, Grow in Love/Alive-O, Fun Friends, YCDI, Friends for Life, Get Up, Stand Up.
October	How do I feel? (checking in with self-mindfulness)	Myself/Self Identity	RSE, Walk Tall, Stay Safe, Grow in Love/Alive-O, Fun Friends, YCDI, Friends for Life, Get Up, Stand Up.
November	How do you feel? (being a good friend/awareness of others)	Myself and others/Myself and my family/My friends and other people/Relating to others (Infants, 5 th and 6 th)	RSE, Walk Tall, Stay Safe, Grow in Love/Alive-O, Fun Friends, YCDI, Friends for Life, Get Up, Stand Up.
December	I am grateful	Myself and the wider world/Developing citizenship/Media Education/Relating to others (Infants, 5 th and 6 th)	RSE, Walk Tall, Grow in Love, Fun Friends, YCDI, Friends for Life,

Month	Themes	Strand/Strand Unit	SPHE Programme
January	I am organised	Myself/Self Identity/Taking Care of my body	RSE, Walk Tall, Stay Safe, Grow in Love/Alive-O, Fun Friends, YCDI, Friends for Life, Get Up, Stand Up.
February	I am good at... (confidence)	Myself/Self Identity/Growing and changing/Taking care of my body/Safety and Protection/Myself and others/Friends and other people/Relating to other people (Infants,5 th and 6 th)/Making Decisions (3 rd – 6 th)	RSE, Walk Tall, Stay Safe, Grow in Love/Alive-O, Fun Friends, YCDI, Friends for Life, Get Up, Stand Up.
March	I keep trying (chin up/persistence)	Myself/Self Identity/Growing and changing/Taking care of my body/Safety and Protection Myself and others/Friends and other people/Relating to other people (Infants,5 th and 6 th)/Making Decisions (3 rd – 6 th)	RSE, Walk Tall, Stay Safe, Grow in Love/Alive-O, Fun Friends, YCDI, Friends for Life, Get Up, Stand Up.

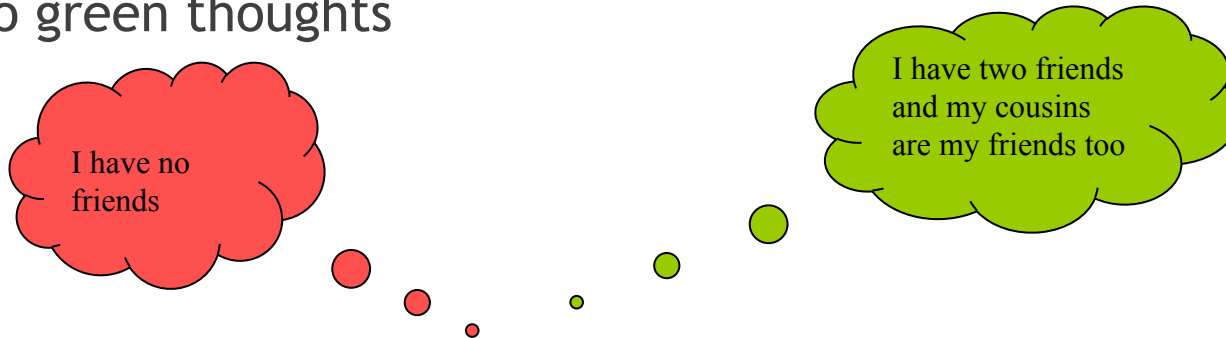
Month	Themes	Strand/Strand Unit	SPHE Programme
April	I see the bright side (positivity)	Myself/Self Awareness/Growing and changing/Media Education/Safety and Protection/Growing and changing Myself and others/Friends and other people/Relating to other people (Infants, 5 th and 6 th)/Making Decisions (3 rd – 6 th)	RSE, Walk Tall, Stay Safe, Grow in Love/Alive-O, Fun Friends, YCDI, Friends for Life, Get Up, Stand Up.
May	How do I relax?	Myself/Self Identity/Growing and Changing/Taking care of my body/Safety and Protection Myself and others/Friends and other people/Relating to other people (Infants, 5 th and 6 th)/Making Decisions (3 rd – 6 th)	RSE, Walk Tall, Stay Safe, Grow in Love/Alive-O, Fun Friends, YCDI, Friends for Life, Get Up, Stand Up.
June	How do I have fun?	Myself/Self Identity/ Myself and others/Myself and my family/My friends and other people/Relating to others(Infants, 5 th and 6 th)/Growing and changing/Safety and protection Making Decisions (3 rd – 6 th)	RSE, Walk Tall, Stay Safe, Grow in Love/Alive-O, Fun Friends, YCDI, Friends for Life, Get Up, Stand Up.

Language that can be used at home to complement language used at school.

- ▶ Thumbs up, thumbs down feelings



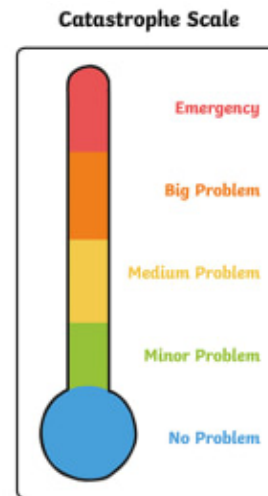
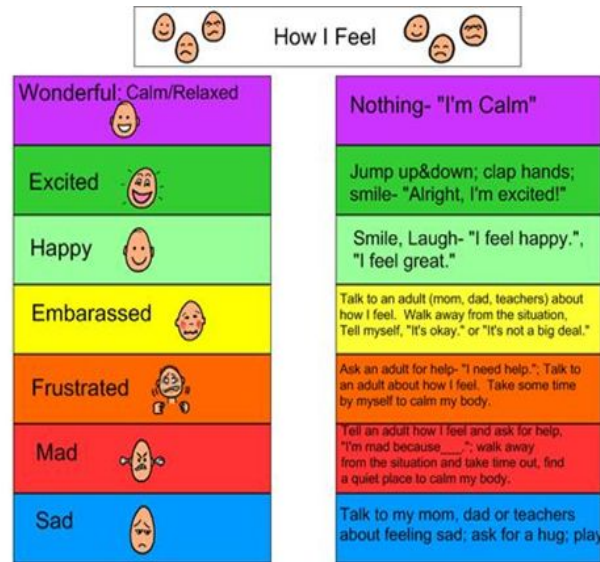
- ▶ Red thoughts and green thoughts - changing red thoughts into green thoughts



- ▶ 5-3-5 breathing (breath in for 5, hold for 3, and out for 5) when you need to calm, take a moment or if you are stressed.

Language that can be used at home to complement language used at school.

- ▶ Emotional Thermometer
- ▶ Catastrophe scale
- ▶ Checklists
- ▶ Coping step plans (older children)
- ▶ 5 Block problem solving plan



Home - School Links

- ▶ SPHE homework will be sent home with children. It will tend to be a simple worksheet but it is important that parents discuss the content.
- ▶ Keep an eye on the newsletter, school noticeboard and the website for information about the Monthly Themes.
- ▶ Allow the children to teach you wellbeing strategies to make them more meaningful.
- ▶ Screen time.
- ▶ Sleep routine.
- ▶ Healthy lifestyle.

Thank you for your time.