

SCOIL MHUIRE, MOYCULLEN, CO. GALWAY

SOCIAL, PERSONAL AND HEALTH EDUCATION (SPHE) WHOLE-SCHOOL PLAN

Integrated with the School's 2026–2027 SPHE (Wellbeing) Year Plan

October 2026

1. Purpose and Rationale

This revised plan brings together the main elements of Scoil Mhuire's existing SPHE policy with the school's newly supplied 2026–2027 SPHE (Wellbeing) Year Plan. The established emphasis on personal development, health, relationships, citizenship, positive school climate, discrete teaching, integration, active learning, assessment, parental involvement, community links and supporting programmes is retained.

The 2026–2027 year plan provides the operational sequence for the school year. It schedules Self-identity in September; Stay Safe and Community, Diversity, Rights and Fairness in October–December; Healthy Living in January; Digital Wellbeing in February; Emotional Wellbeing and Relationships and RSE Growing and Changing in March/April; Choices, Safety, Risk and Substances in May; and Resilience, Reflection and Transition in June.

2. Vision

It is our hope in Scoil Mhuire that through SPHE and the wider Wellbeing curriculum we will educate and positively influence our pupils to become happy, healthy and well-balanced individuals and responsible and active citizens of their communities.

3. Aims

- Promote the personal development and wellbeing of every child.
- Promote health and provide a foundation for healthy living.
- Enable children to make informed, safe and responsible choices.
- Foster care, respect, empathy and appreciation of the dignity of every human being.
- Develop social responsibility, active participation and democratic awareness.
- Promote respect for human and cultural diversity, inclusion and fairness.
- Develop resilience, emotional awareness, positive relationships and help-seeking skills.
- Develop personal safety, risk-awareness and responsible digital behaviour.

4. 2026–2027 Whole-School SPHE (Wellbeing) Year Plan

Month / Period	Strand Units / Themes
September	Self-identity (Myself)

October / November / December	Stay Safe Programme; Community, Diversity, Rights and Fairness
January	Healthy Living
February	Digital Wellbeing
March / April	Emotional Wellbeing and Relationships; RSE – Growing and Changing
May	Choices, Safety, Risk and Substances
June	Resilience, Reflection and Transition

This is the school's current annual operational sequence. Teachers will adapt the depth, language, learning experiences and differentiation to the developmental stage of their class.

5. Curriculum Organisation

SPHE will be taught through a combination of positive school atmosphere and climate, discrete SPHE/Wellbeing teaching and integration with other curriculum areas. The school's established spiral approach will be retained: concepts and skills are revisited and extended rather than taught as isolated topics.

- Regular protected SPHE/Wellbeing learning opportunities.
- Integration with English, Gaeilge, PE, Drama, Music, Visual Arts, SESE and Digital Learning where appropriate.
- Use of assemblies, school routines and everyday relationships to reinforce learning.
- Flexibility to respond to children's developmental needs and emerging issues while maintaining curriculum balance.

6. Detailed Implementation of the 2026–2027 Plan

September – Self-Identity

Children will explore identity, interests, strengths, feelings, belonging and what makes each person unique.

October–December – Stay Safe; Community, Diversity, Rights and Fairness

Children will develop age-appropriate protective behaviours, understand trusted adults and help-seeking, and explore belonging, diversity, rights, fairness, respect and responsibility.

January – Healthy Living

Learning will address healthy routines and choices including food, activity, sleep, hygiene, oral health, rest and balance.

February – Digital Wellbeing

Children will develop age-appropriate understanding of safe, respectful and balanced digital use, privacy, communication, media influence and help-seeking.

March/April – Emotional Wellbeing and Relationships; RSE Growing and Changing

Children will develop emotional literacy, resilience, relationships and respectful communication. RSE will be taught in accordance with the school's RSE policy.

May – Choices, Safety, Risk and Substances

Learning will develop decision-making, risk awareness, personal safety and age-appropriate understanding of substances, with emphasis on protective behaviours and seeking support.

June – Resilience, Reflection and Transition

Children will reflect on learning, recognise progress, develop resilience and prepare for change and transition.

7. Positive School Atmosphere and Climate

- Effective communication within school and between home and school.
- Catering for individual needs.
- A health-promoting physical and social environment.
- Enhancing self-esteem and confidence.
- Respect for diversity and inclusive language.
- Democratic processes and pupil voice.
- Positive relationships and behaviour.
- Links between everyday school experience and SPHE learning.

8. Teaching and Learning

- Drama and role play.
- Co-operative games.
- Pair, small-group and whole-class discussion.
- Circle time.
- Problem-solving and decision-making.
- Projects, surveys and research.
- Written activities and reflection.
- Media and digital learning.
- Collaborative learning.
- Use of the school and local environment.

9. Assessment

Assessment will support learning and inform planning, with emphasis on developing knowledge, skills, attitudes, values and application.

- Teacher observation.
- Questioning and discussion.
- Teacher-designed tasks.
- Projects and presentations.
- Portfolios and samples of work.
- Self-assessment and reflection.
- Observation of collaboration, communication and participation.

10. RSE and Stay Safe

RSE Growing and Changing is explicitly scheduled for March/April 2026–2027. It will be delivered in accordance with the school's RSE policy using age-appropriate, sensitive and respectful learning experiences.

The Stay Safe Programme is explicitly scheduled for October–December. It forms part of the school's wider personal safety and safeguarding provision. Staff will follow the school's Child Safeguarding Statement and relevant procedures in relation to any concern or disclosure.

11. Supporting Policies, Programmes and Resources

- RSE Policy
- Healthy Eating / Lunch Policy
- Health and Safety Policy
- Substance Use Policy
- Child Safeguarding Statement and Child Protection Procedures
- Enrolment Policy
- Anti-Bullying Policy
- Code of Behaviour
- Stay Safe Programme
- Green Flag / environmental initiatives
- Learning Support / Special Education provision
- Homework Policy
- Walk Tall / Misneach, where used

The 2026–2027 year plan specifically identifies the Stay Safe Programme, RSE and Walk Tall manuals as core resources, available through the PDST website. Other approved NCCA, digital wellbeing, health, safety and relationships resources may support teaching.

12. Inclusion and Differentiation

- Adapt learning to individual needs and developmental readiness.
- Use visuals, modelling, repetition, concrete examples and alternative recording methods as appropriate.
- Do not require children to disclose personal experiences publicly.
- Approach sensitive topics carefully and respectfully.
- Promote respect for diverse family circumstances, cultures, identities and abilities.

13. Home-School and Community Links

Parents/guardians are important partners in supporting children's wellbeing. The school will communicate relevant information about SPHE/RSE programmes and encourage appropriate reinforcement at home. External visitors, where used, will complement rather than replace the teacher's planned programme and will be subject to school procedures.

14. Roles and Responsibilities

Board of Management

- Approve and support the plan.
- Ensure appropriate alignment with school policies and requirements.

Principal

- Lead implementation.
- Support planning, resources and professional learning.
- Ensure safeguarding procedures are followed.

SPHE / Wellbeing Coordinator

- Coordinate planning and review.
- Support staff with resources and progression.

Teachers

- Plan, teach and assess SPHE/Wellbeing.
- Create safe, respectful and inclusive learning environments.
- Follow safeguarding procedures.

Parents/Guardians

- Support learning at home.
- Engage with school information and communicate concerns.

Pupils

- Participate respectfully.
- Develop responsibility for choices and behaviour.
- Contribute to an inclusive school community.

15. Staff Development

Professional learning needs will be identified through curriculum developments, school self-evaluation, staff discussion and emerging priorities. Relevant expertise, resources and approaches will be shared at staff and curriculum planning meetings.

16. Monitoring, Evaluation and Review

- Teachers will use the 2026–2027 year plan to guide class planning.
- Coverage and progression will be monitored across the school.
- The SPHE/Wellbeing coordinator will support implementation and review.
- Teacher, pupil and parent/guardian feedback may inform evaluation.
- Programmes and resources will be reviewed for relevance and effectiveness.
- The plan will be revised when curriculum, Department or school requirements change.

17. Success Criteria

- Teachers use the whole-school plan for planning and preparation.
- The annual sequence is implemented appropriately.
- Children experience a broad, balanced and progressive SPHE programme.
- Children demonstrate developing knowledge, skills and dispositions relating to wellbeing.
- The school maintains a positive, respectful and inclusive climate.
- Assessment informs teaching and learning.
- Parents/guardians receive appropriate information and opportunities for engagement.

18. Ratification and Review

Review

This SPHE Plan will be reviewed and updated during our school's enactment of the Wellbeing Curriculum.

Ratification

This Whole-School SPHE Plan was ratified by the Board of Management on 19th October 2026

Christy O'Neill

Chairperson
Board of Management

J. K. O'Neill

Principal

Appendix 1 – Operational Year Plan 2026–2027

The following schedule is incorporated from the school's 2026–2027 SPHE Plan and should be used as the annual planning framework.

Month	Strand Units / Themes
September	Self-identity (Myself)
October / November / December	Stay Safe Programme; Community, Diversity, Rights and Fairness
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Planning & resources: All core resources (Stay Safe Programme, RSE and Walk Tall manuals) are available to view or download on the PDST website.

Appendix 2 – Teacher Planning Checklist

- Which scheduled theme is being addressed?
- Which relevant learning outcomes are being developed?
- What prior learning will be revisited?
- What active learning experiences will children undertake?
- How will learning be differentiated?
- Are there safeguarding or sensitive-topic considerations?
- Which core resource will be used?
- How will learning be assessed?
- What integration or follow-up is appropriate?

