



North Dublin Muslim National School

Ratoath Road

Dublin 7

Social, Personal and Health Education (SPHE) Policy

May 2019

Introduction

This policy was reviewed by the teaching staff and management of the North Dublin Muslim National School in 2018/2019. We have put in place a SPHE plan which is in accordance with the Primary School Curriculum Guidelines for SPHE and which remains sensitive to our Islamic Ethos.

Rationale

- To nurture our pupils to live life to the full and mature into responsible young people and adults.
- To enhance teaching, learning and relationships in our school and the wider community.
- To conform to principles of learning outlined in the Primary School Curriculum.

Vision

Through the Islamic Ethos of the North Dublin Muslim National School and the principles of learning outlined in the Primary School Curriculum, our SPHE plan endeavours to foster the personal development, health and well-being of the child, so that he/she will be able to maintain supportive relationships and become an active and responsible citizen in both the Muslim community and the wider community.

Aims

We endorse the aims of the Primary School Curriculum for SPHE:

- 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 decisions and choices, sensitive to the Islamic ethos, 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.

Broad Objectives

When due account is taken of intrinsic abilities and varying circumstances, the SPHE Curriculum should enable the child to:

- Be self-confident and have a positive sense of self-esteem.
- Develop a sense of personal responsibility and come to understand his/her sexuality and the process of growth, development and reproduction, in keeping with the school's RSE programme and the Islamic ethos of the school.
- Develop and enhance the social skills of communication, co-operation and conflict resolution.
- Create and maintain supportive relationships both now and in the future.
- Develop an understanding of healthy living, an ability to implement healthy behaviour and a willingness to participate in activities that promote and sustain health.
- Develop a sense of safety and an ability to protect himself /herself from danger and abuse.
- Make decisions, solve problems and take appropriate actions in various personal, social and health contexts.
- Become aware of, and discerning about, the various influences on choices and decisions.
- Begin to identify, review and evaluate the values and attitudes that are held by individuals and society and to recognise that these affect thoughts and actions.
- Respect the environment and develop a sense of responsibility for its long-term care.
- Develop some of the skills and abilities necessary for participating fully in groups and in society.
- Become aware of some of the individual and community rights and responsibilities that come from living in a democracy.
- Begin to understand the concepts of personal, local, national, European and global identity.
- Appreciate and respect the diversity that exists in society and the positive contributions of various cultural, religious and social groups.
- Promote the values of a just and caring society in an age-appropriate manner and understand the importance of seeking truth and peace.

Contexts for SPHE

SPHE will be taught through a combination of ways:

- In the context of a positive school climate and atmosphere - which will nurture self-confidence and self-worth and promote respectful and caring relationships throughout the school.
- Curriculum time - teachers timetable one half hour per week for SPHE.

- Integration with other subject areas. Many aspects of SPHE can be dealt with in a cross-curricular manner. Some subject areas provide the most appropriate context for exploring particular aspects of SPHE. For example, developing a sense of care and respect for the environment could be fostered through science and geography, while safety in the water could be appropriately explored through physical education.

Approaches and Methodologies

A broad range of approaches and methodologies are suggested in the curriculum guidelines to realise the aim of involving children in their own learning and the following will be employed for the effective teaching of SPHE:

- **Active Learning:** This is a key principal of the overall curriculum and is the principle learning and teaching approach recommended for SPHE. The more the child is directly engaged in the learning process, cognitively, physically, emotionally and creatively, the more he or she is enabled to internalise what is learned. Examples of active learning activities used include; role play, indoor and outdoor games, pictorial games and visual arts.
- **Talk and Discussion:** The following approaches are used regularly as part of talk and discussion:
 - Circle Time
 - Debating
 - Think, Pair and Share
 - Communication Box
- **Skills through content activities include:**
 - Hot Seating
 - Interviews
 - Active Listening
 - Peer Discussion
- **Collaborative and Co-Operative Learning-** Examples of approaches include the use of:
 - Games
 - Group work
 - Project work
 - Photographs and pictures
 - Paired work
 - Portfolios

- Written activities
 - Worksheets
- Problem Solving Activities include:
 - A mock trial
 - Making a complaint
 - Stories
 - Role play
 - Resolving a conflict

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 used. The North Dublin Muslim National School uses a checklist each month to assess the following key areas.

- The ability of the child to co-operate and work in groups or to work independently.
- The informal interactions between the child and the adults and between the child and other children.
- The quality of the presentation of work
- Whether the pupil achieved the learning objective or not
- Self-assessment, the ability of the child to engage in assessing his/her progress and reflecting on his/her own learning.
- The skill development in programmes such as You Can Do It

Pupil's with Special Educational Needs

Teachers will differentiate lessons by adapting and modifying activities, objectives and methodologies in all aspects of the SPHE Curriculum.

It is necessary that all teachers and staff are sensitive to individual needs and family circumstances.

Equality of Participants and Access

The North Dublin Muslim National School recognises and values diversity and believes all children are entitled to access the services and facilities that are available in the school environment.

NDMNS is a co-educational school and we ensure that equal opportunities are given to both boys and girls to participate in discussion, debate, presentations etc. The North Dublin

Muslim National School is under Islamic patronage and we endeavour to provide for children with disabilities, families with literacy and language difficulties and children who are learning English as an additional language.

Class lessons will be differentiated to suit all language needs of all pupils. The school will make every effort to provide assistance to families of those children, in understanding what relates to their children's educational needs.

Homework

SPHE homework, if prescribed, will reflect the active learning approach and will reinforce information already taught in class.

Parental Involvement

Parental involvement is considered an integral part of effectively implementing SPHE as we believe that SPHE is a shared responsibility.

At an introductory meeting for parents of children about to start in our school, parents are made aware of the various policies that have been ratified. The policy is available for all parents to view on the school website.

Community Links

The North Dublin Muslim National School believes that the local community has a very important role to play in supporting the programme in SPHE and endeavours to liaise with community members such as the Gardaí, vets, sports clubs, librarians and local health professionals.

Integration and Policy Links

SPHE provides the opportunity to reinforce the following policies:

- Code of Behaviour
- Healthy Eating Policy
- Anti-Bullying Policy
- RSE Policy (More sensitive areas of this programme are to be taught in 5th class, with the male teachers teaching the boys and the female teachers teaching the girls.)
- Health and Safety Policy
- Stay Safe Policy

Success Criteria

The school-wide implementation of this plan will result in the enhancement of the children's relationships and their physical, mental and emotional development and growth. It will be established that the plan has been implemented through teacher's preparation notes and monthly reports. We will also judge its success through feedback from parents, teachers, pupils and from reports and suggestions from the Inspectorate and from the Department of Education and Skills.

Resources

Among our resources are the following:

- Curriculum books for SPHE
- Walk Tall programme
- Stay Safe programme
- RSE programme
- Making the Links
- Circle Time
- Posters/Worksheets
- SPHE related books
- People providing essential services in the local community, for example; Gardaí, firefighters, librarians, doctors, vets.
- You Can Do It! Programme
- Zippy's Friends
- Incredible Year's Programme

Guest speakers

Guest speakers may be used to enhance the work being done by the class teacher. When a guest speaker addresses the children in SPHE the class teacher will remain in the classroom. The speaker will be made aware of the relevant school policies. Criteria for selecting guest speakers will be in accordance with the recommendation on page 32 of the Teacher Guidelines.

Individual Teachers' Planning and Reporting

This SPHE plan and the curriculum documents will inform and guide teachers in their long and short-term planning in SPHE Teachers' plans will be in line with the year 1 and year 2 content grid, outlined in the appendix. Every effort should be made to ensure that all children are present in the room upon teaching SPHE. Each teacher will keep a Cúntas Míosúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE.

Any disclosures that are made during SPHE lessons need to be dealt with accordingly and in conjunction with the relevant school policy.

Staff Development

Teaching staff at the North Dublin Muslim National School have attended in-service seminars provided by the PDST (Professional Development Service for Teachers) and this training will support an effective implementation of the S.P.H.E. programme. Some teachers have also received training in the RSE Programme, Stay Safe Programme, Walk Tall Programme, Incredible Years and Zippy's Friends. Teachers are encouraged to share their information and skills with other members of staff.

Implementation

Roles and Responsibilities

We believe that the school community must be involved to successfully implement SPHE. Therefore, the teaching staff will implement this plan with the support of the Co-Managers, parents and the local community. Teachers will be responsible for teaching aspects of the programme that are relevant to their class level.

Timeframe

This policy is due to be reviewed in 2023, or sooner should it be deemed necessary.

Ratification and Communication

This plan was ratified by the Co-Managers on _____ and will be available on the school website and staff shared drive thereafter.

Signed: _____

Date: _____

Signed: _____

Date: _____

Signed: _____

Date: _____

Appendix 1: Overview of Content for SPHE

Children will receive a comprehensive programme in SPHE over a two year cycle. The three programmes, Stay Safe, Walk Tall and RSE will be taught in blocks throughout the year. The strands and strand units for each block are outlined in the Making the Links document. North Dublin Muslim National School has created the following plan to reflect this approach.

Junior Infants

Month	Year 1	Year 2
September	Walk Tall - Unit 1 (2 wks) Getting Along, YCDI - Lessons 1, 2 (2 weeks)	Walk Tall – Unit 1 (2 wks) Getting Along, YCDI – Lessons 1, 2 (2weeks)
October	Walk Tall – Unit 1 (2 weeks) Walk Tall – Unit 3 (1 week)	Walk Tall – Unit 1 (2 weeks) Walk Tall – Unit 3 (1 week)
November	Organisation, YCDI – Lessons 1, 2, 3 (3 weeks) Walk Tall – Unit3 (1 week)	Organisation, YCDI – Lessons 1, 2, 3 (3 weeks) Walk Tall – Unit3 (1 week)
December	Walk Tall – Unit 3 (1 week) Walk Tall – Unit 5 (2 weeks)	Walk Tall – Unit 3 (1 week) Walk Tall – Unit 5 (2 weeks)
January	Persistence, YCDI – Lessons 1, 2 (2 weeks) Stay Safe – Unit 1 (2 weeks)	Persistence, YCDI – Lessons 1, 2 (2 weeks) RSE (2 weeks)
February	Stay Safe – Unit 1 (1 week) Stay Safe – Unit 2 (3 weeks)	RSE (4 weeks)
March	Confidence, YCDI – Lessons 1, 2 (2 weeks) Stay Safe – Unit 3 (2 weeks)	Confidence, YCDI – Lessons 1, 2 (2 wks) RSE (1 week)
April	Stay Safe – Unit 4 (1 week) Stay Safe – Unit 5 (1 week)	RSE (2 weeks) Walk Tall – Unit 2 (1 week)
May	Resilience, YCDI – Lessons 1, 2, 3 (3 weeks) Walk Tall – Unit 4 (1 week)	Resilience, YCDI – Lessons 1, 2, 3 (3 wks) Walk Tall – Unit 2 (1 week)
June	Walk Tall – Unit 4 (1 week) Walk Tall – Unit 5 (2 weeks)	Walk Tall – Unit 4 (2 weeks) Walk Tall – Unit 5 (2 weeks)

Senior Infants

Month	Year 1	Year 2
September	Walk Tall - Unit 1 (2 weeks) Getting Along, YCDI - Lessons 4, 5 (2 wks)	Walk Tall - Unit 1 (2 weeks) Getting Along, YCDI - Lessons 4, 5 (2 wks)
October	Walk Tall – Unit 1 (3 weeks)	Walk Tall – Unit 1 (3 weeks)
November	Organisation, YCDI – Lessons 4, 5 (2 weeks) Walk Tall – Unit1 (1 week) Walk Tall – Unit 3 (1 week)	Organisation, YCDI – Lessons 4, 5 (2 weeks) Walk Tall – Unit1 (1 week) Walk Tall – Unit 3 (1 week)
December	Walk Tall – Unit 5 (2 weeks) Walk Tall – Unit 3 (1 week)	Walk Tall – Unit 5 (2 weeks) Walk Tall – Unit 3 (1 week)
January	Persistence, YCDI – Lessons 3, 4, 5 (3 weeks) Stay Safe – Unit 1 (1 weeks)	Persistence, YCDI – Lessons 3, 4, 5 (3 weeks) RSE (1 week)
February	Stay Safe – Unit 1 (2 weeks) Stay Safe – Unit 2 (2 weeks)	RSE (4 weeks)
March	Stay Safe – Unit 2 (1 week) Confidence, YCDI – Lessons 3, 4, 5 (3 weeks)	Confidence, YCDI- Lessons 3, 4 (2 weeks) RSE (2 weeks)
April	Stay Safe – Unit 3 (2 weeks) Stay Safe – Unit 4 (1 week)	RSE (2 weeks) Walk Tall – Unit 4 (1 week)
May	Stay Safe – Unit 5 (1 week) Resilience, YCDI – Lessons 4, 5 (2 weeks) Walk Tall – Unit 4 (1 week)	Resilience, YCDI – Lessons 1, 2, 3 (3 weeks) Walk Tall – Unit 4 (1 week)
June	Walk Tall – Unit 4 (2 weeks) Walk Tall – Unit 6 (1 week)	Walk Tall – Unit 4 (1 week) Walk Tall – Unit 2 (2 weeks)

Note: Unit 2 of Walk Tall is taught through SESE in Year 1

SPHE: First class

Month	Year 1	Year 2
September	Walk Tall, Unit 1 (1 week) Getting Along, YCDI, Lessons 1-3 (3 weeks)	Walk Tall Unit 1 (1 week) Getting Along, YCDI, Lessons 1-3 (3 weeks)
October	Walk Tall, Unit 3 (3 weeks)	Walk Tall Unit 3 (3 weeks)
November	Organisation, YCDI, Lessons 1-3 (3 weeks) Walk Tall, Unit 2 (1 week)	Organisation, YCDI, Lessons 1-3 (3 weeks) Walk Tall Unit 2 (1 week)
December	Walk Tall, Unit 2 (3 weeks)	Walk Tall Unit 2 (3 weeks)
January	Persistence, YCDI, Lessons 1-3 (2 weeks) Stay Safe, Unit 1 (2 weeks)	Persistence, YCDI, Lessons 1-3(2 weeks) RSE (2 weeks)
February	Stay Safe, Unit 2 (2 weeks) Stay Safe, Unit 5 (2 week)	RSE (4 weeks)
March	Confidence, YCDI, Lessons 1-3 (2 weeks) Stay Safe, Unit 3 (2 weeks)	Confidence, YCDI, Lessons 1-3 (3 weeks) RSE (1 week)
April	Stay Safe, Unit 4 (1 week) Stay Safe, Unit 5 (1 week)	RSE (2 weeks) Walk Tall, Unit 5 (1 week)
May	Resilience, YCDI, Lessons 1-3 (3 weeks) Walk Tall, Unit 2 (1 week)	Resilience, YCDI, Lessons 1-3 (3 weeks) Walk Tall, Unit 2 (1 week)
June	Walk Tall, Unit 4 (3 weeks)	Walk Tall, Unit 4 (3 weeks)

SPHE: Second class

Month	Year 1	Year 2
September	Walk Tall, Unit 1 (1 week) Getting Along, YCDI, Lessons 4-6 (3 weeks)	Walk Tall Unit 1 (1 week) Getting Along, YCDI, Lessons 4-6 (3 weeks)
October	Walk Tall, Unit 3 (3 weeks)	Walk Tall Unit 3 (3 weeks)
November	Organisation, YCDI, Lessons 4-6 (3 weeks) Walk Tall, Unit 2 (1 week)	Organisation, YCDI, Lessons 4-6 (3 weeks) Walk Tall Unit 2 (1 week)
December	Walk Tall, Unit 2 (3 weeks)	Walk Tall Unit 2 (3 weeks)
January	Persistence, YCDI, Lessons 4-6 (2 weeks) Stay Safe, Unit 1 (2 weeks)	Persistence, YCDI, Lessons 4-6 (2 weeks) RSE (2 weeks)
February	Stay Safe, Unit 2 (2 weeks) Stay Safe, Unit 5 (2 week)	RSE (4 weeks)
March	Confidence, YCDI, Lessons 4-6 (2 weeks) Stay Safe, Unit 3 (2 weeks)	Confidence, YCDI, Lessons 4-6 (3 weeks) RSE (1 week)
April	Stay Safe, Unit 4 (1 week) Stay Safe, Unit 5 (1 week)	RSE (2 weeks) Walk Tall, Unit 5 (1 week)
May	Resilience, YCDI, Lessons 4-6 (3 weeks) Walk Tall, Unit 2 (1 week)	Resilience, YCDI, Lessons 4-6 (3 weeks) Walk Tall, Unit 2 (1 week)
June	Walk Tall, Unit 4 (3 weeks)	Walk Tall, Unit 4 (3 weeks)

SPHE: Third Class

Month	Year 1	Year 2
September	Walk Tall, Unit 1 (1 week) Getting Along, YCDI, Lessons 4-6 (3 weeks)	Walk Tall Unit 1 (1 week) Getting Along, YCDI, Lessons 4-6 (3 weeks)
October	Walk Tall, Unit 3 (3 weeks)	Walk Tall Unit 3 (3 weeks)
November	Organisation, YCDI, Lessons 4-6 (3 weeks) Walk Tall, Unit 2 (1 week)	Organisation, YCDI, Lessons 4-6 (3 weeks) Walk Tall Unit 2 (1 week)
December	Walk Tall, Unit 2 (3 weeks)	Walk Tall Unit 2 (3 weeks)
January	Persistence, YCDI, Lessons 4-6 (2 weeks) Stay Safe, Unit 1 (2 weeks)	Persistence, YCDI, Lessons 4-6 (2 weeks) RSE (2 weeks)
February	Stay Safe, Unit 2 (2 weeks) Stay Safe, Unit 5 (2 week)	RSE (4 weeks)
March	Confidence, YCDI, Lessons 4-6 (2 weeks) Stay Safe, Unit 3 (2 weeks)	Confidence, YCDI, Lessons 4-6 (3 weeks) RSE (1 week)
April	Stay Safe, Unit 4 (1 week) Stay Safe, Unit 5 (1 week)	RSE (2 weeks) Walk Tall, Unit 5 (1 week)
May	Resilience, YCDI, Lessons 4-6 (3 weeks) Walk Tall, Unit 2 (1 week)	Resilience, YCDI, Lessons 4-6 (3 weeks) Walk Tall, Unit 2 (1 week)
June	Walk Tall, Unit 4 (3 weeks)	Walk Tall, Unit 4 (3 weeks)

SPHE: Fourth Class

Month	Year 1	Year 2
September	Walk Tall, Unit 1 (1 week) Getting Along, YCDI, Lessons 4-6 (3 weeks)	Walk Tall Unit 1 (1 week) Getting Along, YCDI, Lessons 4-6 (3 weeks)
October	Walk Tall, Unit 5 (3 weeks)	Walk Tall Unit 5 (3 weeks)
November	Organisation, YCDI, Lessons 4-6 (3 weeks) Walk Tall, Unit 2 (1 week)	Organisation, YCDI, Lessons 4-6 (3 weeks) Walk Tall Unit 2 (1 week)
December	Walk Tall, Unit 4 (3 weeks)	Walk Tall Unit 4 (3 weeks)
January	Persistence, YCDI, Lessons 4-6 (2 weeks) Stay Safe, Unit 1 (2 weeks)	Persistence, YCDI, Lessons 4-6 (2 weeks) RSE (2 weeks)
February	Stay Safe, Unit 1 (1 week) Stay Safe, Unit 2 (3 weeks) *extra lesson to be taught in this week	RSE (4 weeks)
March	Confidence, YCDI, Lessons 4-6 (2 weeks) Stay Safe, Unit 3 (2 weeks)	Confidence, YCDI, Lessons 4-6 (3 weeks) RSE (1 week)
April	Stay Safe, Unit 4 (1 week) Stay Safe, Unit 5 (1 week)	RSE (2 weeks) Walk Tall, Unit 1 (1 week)
May	Resilience, YCDI, Lessons 4-6 (3 weeks) Walk Tall, Unit 3 (1 week)	Resilience, YCDI, Lessons 4-6 (3 weeks) Walk Tall, Unit 3 (1 week)
June	Walk Tall, Unit 3 (2 weeks) Walk Tall, Unit 2 (1 week)	Walk Tall, Unit 3 (2 weeks) Walk Tall, Unit 2 (1 week)

Fifth Class

Month	Year 1	Year 2
September	Walk Tall - Unit 1 (2 weeks) Getting Along, YCDI – Lessons 1, 2 (2 weeks)	Walk Tall – Unit 1 (2 weeks) Getting Along, YCDI – Lessons 1, 2 (2weeks)
October	Walk Tall – Unit 2A (3 weeks)	Walk Tall – Unit 2B (3 weeks)
November	Organisation, YCDI – Section 1, 2, 3 (3 weeks) Walk Tall – Unit 5 (1 week)	Organisation, YCDI – Section 1, 2, 3 (3 weeks) Walk Tall – Unit 5 (1 week)
December	Walk Tall – Unit 6 (1 week) RSE (2 weeks) Sensitive lessons	Walk Tall – Unit 6 (1 week) RSE (2 weeks) Sensitive lessons
January	Persistence, YCDI – Section 1, 2 (2 weeks) Stay Safe – Unit 1 (2 weeks)	Persistence, YCDI – Section 1, 2 (2 weeks) Walk Tall Unit 3 (2 weeks)
February	Stay Safe – Unit 2 (2 weeks) Stay Safe – Unit 3 (2 weeks)	RSE (4 weeks)
March	Confidence, YCDI – Section 1, 2 (2 weeks) Stay Safe – Unit 4 (2 weeks)	Confidence, YCDI – Section 1, 2 (2 weeks) RSE (1 week)
April	Stay Safe – Unit 5 (2 weeks)	RSE (2 weeks) Walk Tall – Unit 4 (1 week)
May	Resilience, YCDI – Section 1, 2, 3 (3 weeks) Walk Tall – Unit 9 (1 week)	Resilience, YCDI – Section 1, 2, 3 (3 weeks) Walk Tall – Unit 9 (1 week)
June	Walk Tall – Unit 10 (2 weeks) Walk Tall – Unit 11 (1 week)	Walk Tall – Unit 10 (2 weeks) Walk Tall – Unit 11 (1 week)

Note: Unit 2 Section B will be taught through Science during Year 1

Sixth Class

Month	Year 1	Year 2
September	Walk Tall – Unit 1 (2 weeks) Getting Along, YCDI - Section 4, 5 (2 weeks)	Walk Tall – Unit 1 (2 weeks) Getting Along, YCDI - Section 4, 5 (2 weeks)
October	Walk Tall – Unit 2A (3 weeks)	Walk Tall – Unit 2B (3 weeks)
November	Organisation, YCDI – Section 4, 5 (2 weeks) Walk Tall – Unit 5 (2 weeks)	Organisation, YCDI – Section 4, 5 (2 weeks) Walk Tall – Unit 5 (2 weeks)
December	Walk Tall – Unit 8 (2 weeks) Walk Tall – Unit 9 (1 week)	Walk Tall – Unit 8 (2 weeks) Walk Tall – Unit 9 (1 week)
January	Persistence, YCDI – Section 3, 4, 5 (3 weeks) Stay Safe – Unit 1 (1 weeks)	Persistence, YCDI – Section 3, 4, 5 (3 weeks) RSE (1 week)
February	Stay Safe – Unit 2 (2 weeks) Stay Safe – Unit 3 (2 weeks)	RSE (4 weeks)
March	Stay Safe – Unit 4 (1 week) Confidence, YCDI – Section 3, 4, 5 (3 weeks)	Confidence, YCDI – Section 3, 4 (2 weeks) RSE (2 weeks)
April	Stay Safe – Unit 4 (1 week) Stay Safe – Unit 5 (1 week)	RSE (2 weeks) Walk Tall – Unit 4 (1 week)
May	Stay Safe – Unit 5 (1 week) Resilience, YCDI – Section 4, 5 (2 weeks) Walk Tall – Unit 10 (1 week)	Resilience, YCDI – Section 4, 5 (3 weeks) Walk Tall – Unit 10 (1 week)
June	Walk Tall – Unit 11 (2 weeks) Walk Tall – Unit 12 (1 week)	Walk Tall – Unit 11 (2 weeks) Walk Tall – Unit 12 (1 week)

Note: Unit 2 Section B will be taught through Science during Year 1

Appendix 2: Assessment Checklist for SPHE

Class:		Strand:			
Teacher:		Strand Unit:			
Date:		Topic:			
Pupil's Name	Co-operation in group work/ working independently	Interactions between the pupil & adults/other pupils	Quality of the presentation of written work	Achievement of learning objective	Self-Assessment & reflection of progress
1					
2					
3					
4					
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