SPHE POLICY Updated June 2023

**Introductory Statement**

This is the Social, Personal and Health Education Plan of Glencastle National School, Bunnahowen. Ballina, Co. Mayo.

Glencastle National School is a co-educational school consisting of three mainstream classrooms, an Early Intervention Autism Class, a |Multiple Class and an A.S.D. Class. We currently have eight special needs assistants on staff.

This plan formulated by Glencastle National School’s SPHE & R.S.E. Policy Committee in May 2023 which included two teachers, two representatives of the Board of Management and two parent representatives to inform teachers and parents as to what material is covered within the Social Personal & Health Education (SPHE) programme in our school.

The staff of Glenacstle National School believe that Parents have the primary role in the social, personal and health education of their children, therefore SPHE is a shared responsibility and their contributions and involvement will be essential to the effective implementation of the SPHE programme in the school

**Rationale**

Our policy will provide a comprehensive, developmental and staged Social, Personal and Health Education programme in our school.

It affords us an opportunity to review our current position and to plan for future developments by implementing a programme which is balanced and which reflects a spiral approach.

Our Policy is important as we view Social, Personal and Health Education as central to the lives of the children in our school.

It will provide opportunities for our pupils to foster personal development, to create and maintain supportive relationships and to become active and responsible citizens in society.

Our SPHE programme promotes self-worth, self-confidence and self-awareness and 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.

Aspects of SPHE have been taught in Glencastle NS for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education .

It has also been taught through integration with other subject areas such as Physical Education, Religion, Geography, etc. However, we wish to formalise our teaching of SPHE and plan for it on a whole school basis.

This plan conforms to the requirements of the revised Primary School Curriculum. The three core policies for SPHE are as follows:

1. Child Protection Policy

2. Anti-Bullying Policy

3. Relationships and Sexuality Policy (RSE)

**Relationship to Characteristic Spirit and Ethos of Our School**

Social, Personal and Health Education in our school should enable all pupils to develop personally, socially and academically in a safe climate which fosters positive attitudes, develops a sense of citizenship, shows care and respect for each individual and for our environment and recognises and

values difference and human and cultural diversity. Our policy encourages the promotion of self-esteem and self-confidence in our pupils and we seek to nurture each child’s ability to relate to others in the community in a positive and creative way. We also recognise and encourage the role of parents in the Social, Personal and Health Education of their children and acknowledge their right to withdraw their child from lessons which deal with more sensitive issues or R.S.E. issues of the programme.

The Board of Management of the school has overall responsibility for the dissemination of the Social Personal and Health Education curriculum in our school.

**Aims**

We endorse the aims of the revised curriculum

• 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.

**Content of the Plan:**

Curriculum

1. Strands and Strand Units:

The curriculum is delineated at four levels—Infant classes, First and Second classes, Third and Fourth classes, and Fifth and Sixth classes—and is divided into three strands:

1. Myself
2. Myself and others.
3. Myself and the wider world.

Each of these strands is further subdivided into a number of strand units or topic areas that contain particular objectives.

Glencastle NS 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 over a two year period. Glencastle NS have created this timetable to reflect this approach:

|  |  |  |
| --- | --- | --- |
| Month | Year 1  September 2022- June 2023  September 2024- June 2025  September 2026- June 2027 | Year 2  September 2023-June 2024  September 2025- June 2026  September 2027- June 2028 |
| September/October | Strand: Myself and others  Strand unit- My friends and other people  Walk Tall & RSE | Strand: Myself  Strand Unit: Self Identity  Weaving Wellbeing  Walk Tall& RSE |
| November/December | Strand: Myself and others  Strand unit: Relating to others  Walk Tall & RSE | Strand: Myself and others  Strand unit: Myself and My Family  Walk Tall & RSE |
| January/February | Strand: Myself  Strand unit: Safety & Protection  Stay safe | Strand: Myself  Strand unit: Taking care of my body  RSE & Walk Tall |
| March/April | Strand: Myself  Strand unit: Making decisions (3rd- 6th class0  Stay Safe  Walk Tall & RSE  (Note: Growing & Changing will be covered in April/May 2023 –Busy Body content taught as an exception | Strand: Myself  Strand unit: Growing and Changing  RSE & Walk Tall |
| May/June | Strand: Myself and the wider world  Strand unit: Media Education  Walk Tall | Strand: Myself and the wider world  Strand unit: Developing citizenship  Walk Tall |

**Please note the following.**

The Stay Safe Programme is covered with all classes every second year. The completed Pupil’s activity sheets are kept by class teacher for a two year period.

A record any pupil’s absence (Aladdin records) and lessons taught by class teachers is kept on file in a hard back copy each time the Stay Safe Programme is taught. This copy is kept with the Child Protection documents, presently in the Staff Room of the mainstream building.

**Context for S.P.H.E** **:**

**Positive School Climate and Atmosphere**.

A positive school climate and atmosphere is one where all individuals are valued, cared for and respected. Such an atmosphere contributes to effective teaching and learning and to genuine communication, both within and outside the school. It is important that all members of our school community enjoy a positive school climate and atmosphere.

Strategies for creating a positive school climate and atmosphere in our school include:

**Effective Communication Systems**

Attention will be paid in our school to encouraging the expression of opinion and developing listening systems.

Effective communication systems are essential among all members of our school community:

* Staff Member – Staff Member
* Staff Member – Parent/Guardian
* Parent/Guardian – Staff member
* Pupil – Staff Member
* Staff Member - Pupil
* B.O.M. – Staff Member

• Staff member – B.O.M.

* Parent/Guardian – Parent/Guardian
* Staff member--staff member.

This school recognises the importance of a positive school culture and climate. We are guided by DES documents such as the Well Being Guidelines for Primary Schools; the Teaching Council Professional Conduct Guidelines and The Working Together Document.

• Staff notices will be posted in the staffroom or distributed to staff via Aladdin – General Notices, Notices and information from the Department of Education and Skills, Notification re Professional Development Courses; Information from the INTO, FÓRSA and other relevant Union Bodies;

• Staff meetings will be held each term and an agreed agenda will be circulated in advance.

• Minutes of staff meetings will be recorded in a hard copy of these minutes will be kept on record.

• Liaison between different teachers dealing with the same child will be facilitated.

• Liaison between teachers, at the end of the school year, when children are promoted will be facilitated.

• Liaison between teachers and SNAs will be facilitated.

• Staff will be notified of Circulars relevant to whole staff through Croke Park Meetings and via email

**Staff Member – Parent**

• Annual Parent – Teacher Meeting. (Opportunity for parental input)

• Appointments – Parents are welcome to make representations on behalf of their children at any stage during the school year. Meetings will be facilitated by prior appointment.

• Homework Journal – this can be used as a medium of communication between class teacher and home and parents.

• Communication Diary- this can be used as a medium of communication between class teacher and parents of pupils with additional needs

•Seesaw Platform- Some teachers use this digital platform as a method of communicating with parents

• Annual School Calendar and school website .

**School Website Pupil – Staff Member / Staff Member-Pupil**

* Listening all the time – informally
* Children reminded in Stay Safe Programme that Teachers will listen
* Explain how things are organised and the reasons for this
* School Assemblies- limited due to lack of school hall.

**Board of Management** – **Staff / Parents / Pupils**

* School Policies and Procedures
* Agreed B.O.M. Reports
* Seminars / Meetings

**Fostering Respect for Diversity**

* Integration of children with special needs in all areas of school life where possible.
* Inclusion of special needs pupils into mainstream classes.
* Appropriate Teaching Methodologies which recognise the diversity of intelligences.
* Recognising, Celebrating and being Aware of the wide diversity and richness of cultures that exist in our school – travellers, pupils from other countries
* Teaching resources to reflect inclusion and diversity
* Gender Equity on school committees, teams, representatives
* Commitment to learning from others with different viewpoints and abilities.
* Commitment to resolving conflict without discord – school yard.
* Belief that each individual is important.
* Society, Culture and History – gaining knowledge of pupils’ own society, culture and history, and societies, cultures and histories of other pupils.

**Catering to the Individual Needs of children**.

* Identify the specific needs of children – social, intellectual or emotional.
* Access to resource / learning support.
* Parental involvement and help.
* Peer work, group work, co-operative learning.
* Use of IT.
* Resources bought with specific children in mind.
* Teacher addressing differing academic abilities.
* No one size fits all.
* Focus on strengths – on abilities rather than disabilities.
* Effort is recognised above achievement.
* Broad based curriculum.

**Promoting Respectful Language**

* Teachers/Pupils Awareness – use and accept only respectful language.
* Use First names of children (Teacher / Pupil: Pupil / Pupil)
* Non-acceptance of “put downs”.
* No “bad” language in school.
* School will set about dealing with name calling (non-acceptance, S.P.H.E. lessons, discussion and role play).

**Creating a Health-Promoting Physical Environment**

• B.O.M. endeavours to maintain a clean, safe school – cleaners, cleaning and hygiene products – Safety Committee.

• Lunches eaten inside under supervision of the teacher.

• Waste goes into proper containers for recycling.

• Playground rules are built around the health, safety and wellbeing of children.

• Playground supervision

• Healthy Lunches Policy.

• Code of behaviour promotes positive behaviour to create a safe school – physically, emotionally and health wise.

• Bullying is addressed in the Anti-bullying Policy and Code of Behaviour.

• Individual & Team Games which promote physical fitness are encouraged, promoted and developed – skipping, football, soccer, and athletics.

E**nhancing the self-esteem and well-being of the whole school community.**

**Structures to foster the child’s sense of self-worth**

• Positive re-enforcement.

• Affirming effort rather than end result.

• Showing interest and giving encouragement.

• Differentiation – pitching work at appropriate level for each child.

• Assemblies to promote effort and achievement.

**Discrete time for SPHE:**

Each teacher is to devote one half hour per week to the teaching of Social, Personal and Health Education or on hour lesson per fortnight. **Time slots must be formally recorded on the timetable. This timetable may change in line with the Primary**  Curriculum Framework from September 2023.

**The core programmes for the delivery of the SPHE Curriculum are as follows:**

1. SPHE Curriculum Books

2. Revised Stay Safe Programme (2017) MANDATORY

3. Revised Walk Tall Programme (2017)

4. RSE Manuals

**Integration with other subjects and Linkage with SPHE:**

Teachers may integrate the Social, Personal and Health Education programme with all other areas of the curriculum, specifically Physical Education, Religion Education, English, Geography and Science. Themes/Projects such as Healthy Eating will also be explored. The school will explore the introduction of projects such as Friendship Week, Well Being Week, Healthy Heart Week and Healthy Eating Week as part of the focus on well-being.

**Approaches and Methodologies:**

The approaches and methodologies used in Social, Personal and Health Education are crucial to the effectiveness of our programme. Our emphasis is on Active Learning where children avail of opportunities to be actively engaged in their learning at many different levels. The key features of **Active Learning** are:

• It is a process in which pupils can begin from what they already know, explore possibilities, question, draw conclusions and reflect on outcomes.

• It can be carried out by individuals or in groups. There will be particular emphasis on **small** – **group** activities while also recognising that on occasions individual activities may be more appropriate.

• It engages children at difference levels. Children can be engaged in their learning at physical, emotional and cognitive levels or at a combination of these levels.

* It promotes action. Children learn to transfer their learning to everyday situations they may encounter.
* It places children at the centre of the learning process and the issues explored are relevant and linked to the child’s own experience.
* It requires the teacher to guide and direct the work so that the pupils are provided with a variety of appropriate opportunities to engage in their own learning.
* It requires an atmosphere of trust and support so that children feel secure in giving their own point of view, knowing that they are respected as individuals and that their opinions are valued and taken into account.

Other **Approaches and Methodologies** used for the teaching of S.P.H.E. will include:

• **Drama** (P.59 SPHE Teacher Guidelines) – paired activities, role play, resolving conflict, interviews, phone conversations, response to situations, exploring different emotions and learning to express them appropriately.

• **Co-operative Games** (P69 SPHE Teacher Guidelines) – active games that require movement, quieter board games and table activities.

• **Pictures / Visual Images** (P72-78 Teacher Guidelines) – interpret a picture; interpret part of a picture, acting out a photo.

• **Discussion** (P80-85 Teacher Guidelines) – open-ended statements, brainstorming, circle time, interviews, stories, poetry, debates, soap box, agreed/disagree, exploring a piece of music. Working in pairs/groups /whole class.

• **Written Activities** (P87-95 Teacher Guidelines) – worksheets, lists and check-lists, projects, questionnaires, newsletters, creative writing, poetry, speech bubbles, captions, surveys and polls, discussions, findings explored and reasons given for particular conclusions.

• **Children’s Work** – displays of work, group reporting back, individual groups, looking at others work in a positive way, portfolios.

• **Problem Solving**

• **Use of Environment** - School buildings and grounds.

• **Media** – newspaper and news.

• **I.T**. – learning to take turns, to share and co-operate, decision making, help them to become discerning and judicious users of various technologies, to collate and present data.

**Assessment**

Assessment is a central part of the everyday learning and teaching process in SPHE. It provides valuable information on the child’s progress and on the effectiveness and suitability of the programme and the teaching methods being used. Glencastle NS uses the following recommended informal tools for assessment in SPHE:

* Teacher observation
* Teacher-designed tasks and tests- including worksheets from the national programmes including – Walk Tall, Stay Safe and RSE.
* Portfolios and projects
* Other options include keeping an SPHE Scrapbook. This could also be used to assess a child’s

progress in SPHE.

**Children with Different Needs**

Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by children with special needs. The SET teachers will supplement the work of the class teachers where necessary. Glencastle NS will liaise with trained professionals/appropriate agencies when dealing with sensitive issues such as bereavement or loss to ensure that the children involved are fully supported.

**Equality of Participation and Access**

Glencastle NS recognises and values diversity and believes that all children are entitled to access to the services, facilitates, or amenities that are available in the school environment. Ours is a mixed- sex school and we endeavour to challenge traditional stereotypes and ensure that equal mixed opportunities are given to boys and girls to participate in discussion, debate, presentation, etc. Glencastle NS is under Roman Catholic school management, and we endeavour to provide for Members of the Travelling community, children with disabilities, (Glencastle NS consists of a main stream school, a Multiple Class an Early Intervention and an ASD class), families with literacy difficulties, and children who are learning English as a second language.

**Organisation of Social, Personal, and Health Education.**

Policies and Programmes that support SPHE.

* Child protection
* Anti-bullying
* Cyber Bullying policy
* Relationships and Sexuality Education policy
* Childsafeguarding Risk Assessment
* Inclusion policy
* Substance use
* Code of Behaviour
* Enrolment
* Health and Safety
* Healthy Eating
* Acceptable use
* Administration of medicines
* Mobile Phone Policy
* Critical Incident Policy.

**Wellbeing:**

The school recognises the important role that positive well-being, for both students and staff, plays in ensuring a happy and safe school environment for all. Whilst it is recognised that the home and family are the primary source of nurturing and support for children, mental health and wellbeing is everyone’s concern and involves the whole school community, parents/guardians and relevant stakeholders. Glencastle NS acknowledges that one of the most important settings for the promotion of a young person’s mental health and well-being is the school. Mental health and well-being should permeate all aspects of school life and learning.

It is hoped, that through the implementation of our schools SPHE policy, that systems will be put in place to promote mental health and well-being and thus build resilience in both staff and students to help prepare them to cope with a range of life events (Ref: Guidelines for Mental Health – Wellbeing in Primary Schools).

With this in mind, Glencastle NS will introduce Weaving Well-being in the Middle & Senior Room in September.

Following on from a webinar hosted by Fiona Forman –Organising Wellbeing Week in Primary Schools in April 2023 the Principal and staff intend to introduce a Wellbeing Week in the 2023/2024 academic year and where possible classes will implement some of the following activities:

* Shake- Up to Wake Up Time- Daily Movement Breaks
* Daily Mile
* Stop and Drop- Meditation
* Mindfulness Colouring
* Three Good Things/Rainbow Moments
* Fitness Challenge on yard
* Mindfulness Quotes of the Day
* Videos- Breathing exercises
* Mindful Videos-age appropriate
* Thank you posters
* Gratitude Tree display
* Thankful videos-age appropriate
* Mindfulness word Art created on wordart.com
* Wellbeing Acrostic Poems
* My Well Being Profile
* Well Being for Children- Healthy Habits
* Random Act of Kindness
* Random Act of Kindness Bingo
* Budddy Time- older & younger classes playing a game, reading a story etc.
* Compliment Jar
* My Well Being Check in sheet- completion on a Friday
* Video Clips based on Friendship- age appropriate

Wellbeing Tasks in use in our Special Classes at present include:

* Yoga- Children from the Senior Room partake in this also
* Block of Music Therapy Sessions
* Scent of the Day
* Water play-Foot Spa, Water Tray, Bubbles & Messy Play
* Movement Breaks: Sensory Circuit
* Walk in Sensory Garden
* Parachute Activities
* Massage-Foot, hands (oils)
* Audio Stories in Snoezelen Room
* Art
* Music
* Sand play
* Tacpac
* Story to massage
* Audio relaxation: Scent & sound

The SET Teacher uses a Reward chart and praise system to promote a positive and safe environment and an incentive to learn and achieve

**Homework**

Homework assigned in the area of Social, Personal and Health Education will endeavour to maximise communication between pupil and parent/community and for the most part will be investigative, orally based, and seek to promote discussion on the issues addressed in school.

**Resources**

The following resources have been identified and are available in our school to support our Social, Personal and Health Education Programme. Further resources are available on [www.pdst.ie/SPHE](http://www.pdst.ie/SPHE)

• SPHE Curriculum Books

• Revised Stay Safe Programme (2017)

• Revised Walk Tall Programme (2017)

• RSE Manuals

• Making the Links

• Busy Bodies (RSE Resource)

• Web wise

• Grow in Love Programmes.

• Bígí go Breá

• Books for Pupil Books for Teacher Audio / Visual Posters Media & ICT

•Various displays throughout the school at different times during the year. Teacher discretion to use a range of online resources.

Appendix A – Details of Approved Resource List for Schools.

**The delivery of the sensitive issues of the RSE Programme**.

In order to address the sensitive Relationships and Sexuality Education issues of Social, Personal and Health Education the school may select from the following strategies.

• Class teacher delivers each lesson.

• Outside facilitators may be employed by Board of Management to deliver lessons on the more sensitive areas of the Social Personal and Health Education programme to senior pupils. As per Circular 22/2010, a teacher will be present during these sessions and the Guest Speaker will be made aware of the SPHE Policies and Plan in advance of the session to ensure content is in line with SPHE Curriculum.

• Any supplementary interventions must be age and stage appropriate, and should include evidence-based content and methodology and clear educational outcomes.

• All materials proposed for use must be approved in advance by the Principal and BOM, be age and stage appropriate for pupils and be in line with the ethos of the school, and the principles of the SPHE curriculum. There is a need also to take account of all relevant school policies and procedures, including the school’s Child Protection Policy, RSE Policy and Substance Misuse Policy. The SPHE Teacher Guidelines (page 103) outline sample criteria for choosing appropriate resources.

• Interventions and external inputs should be evaluated by the school principal, teachers, and pupils (as appropriate) in terms of the content, approach, methodology and proposed learning outcomes.

• It is strongly recommended that parents are consulted and made aware of any visitor or agency proposing to engage with pupils in classrooms and schools. (Circular 22/2010, SPHE Best Practice Guidelines for Primary Schools)

**Information for Parents and Parental Consent**

On enrolment to Glencastle NS, parents will be informed that the Stay Safe Programme is taught every second year in all classes and that the sensitive areas of the RSE Programme are taught in Senior Infants, 2nd Class, 4th Class and 6th Class. Parents will be encouraged to speak with the Principal should they wish to discuss the teaching of these sensitive areas further. In addition, parents will be notified at the beginning of Term 2 (January-April) that the Stay Safe Programme and, where relevant, the sensitive areas of the RSE Programme will be taught during subsequent weeks. This will alert parents to the fact that their child may have questions relating to these areas. Parents will be reminded of how they may access the content and resources relevant to these programmes.

**Request for withdrawal by parent of pupil or teacher**:

If parents are concerned about the more sensitive aspects of the RSE programme, they are welcome to contact the school discuss their concerns. Following this meeting if parents wish to have their child/ren withdrawn when sensitive issues are being taught, they are requested to submit this in writing to the Principal.

Parents will be expected to make their wishes known each year to the new class teacher.

Efforts will be made by the school, using the resources it has, to accommodate these children by providing supervision within another classroom.

This will be done on a case by case basis, depending on the resources available at any given time. Teachers cannot be held responsible for language used necessarily in school life or by children.

A teacher who is concerned about teaching a particular topic within the RSE or Stay Safe programme should talk to the principal about his/her concerns. Such concerns will be handled discreetly. The BOM will endeavour to accommodate such teachers. Resources outside the school profession will be availed of if considered appropriate.

**Guest Speakers for SPHE/Community Links:**

Guest speakers from the community (where possible) may also address some of the areas of

• Healthy Diets

• Exercise

• Inter-Cultural

• Politics

• Preserving our Heritage

• Environmental Awareness

Circular 22/2010 will inform the BOM and Principal in selecting guest speakers and ensure that the following are avoided:

Scare tactics, Sensationalist Interventions, Testimonials, Information only Interventions, Information that is not age appropriate, Once off/short term Interventions, Normalising young people’s risky behaviour, Didactic approach.

**Individual Teachers’ Planning and Reporting**:

This SPHE School Plan and the SPHE curriculum documents will inform and guide teachers in their long term and short term planning in SPHE. Each teacher will keep a Cuntas Míosúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE. In addition teachers will record the Stay Safe Topics covered on a separate word document, one document for each of the months January, February and March and April. These documents will be emailed to the Principal. The purpose of this additional record is to provide easy access to the record of the topics covered by each class.

**Parental Involvement:**

We believe that our S.P.H.E. Programme will be most effective when it is based on a consistency in approach and where the responsibility is shared by parents, teachers, children, B.O.M., health professionals and other relevant members of our community.

Consultation and communication between these partners will be an important element in the planning, implementation and review of our programme.

This plan and the curriculum documents are available for parents on our school website to inform them of the programme for SPHE, and they are welcome to make submissions/recommendations when plans and policies are being reviewed.

**Staff Development:**

Training opportunities will include the following areas and this training will support an effective implementation of the SPHE programme:

* Training in the Child Abuse Prevention Programme/ Stay Safe
* Training in the Substance Misuse programme/Walk Tall
* Training in the Relationships and Sexuality Education programme/R.S.E
* Training in Mindfulness & Well Being
* PDST Advisor support and modelling of lessons.
* Other areas as they may arise

Teachers are encouraged to attend SPHE related courses and will share information/skills acquired at these courses with other members of staff during staff meetings.

**Implementation**

Glencastle NS believes that the school community must be involved to successfully implement the SPHE Programme. Therefore, the teaching staff will implement the plan with the support of Parents, the Board of Management and the local community.

**Roles and Responsibilities**

While the Principal has the overall responsibility to ensure the successful implementation of the SPHE Programme at all class levels, teachers also have responsibility to ensure the programme is covered with their class as outlined in this plan.

**Success Criteria**

The success of this plan will be evaluated through teacher’s planning and preparation, and if the procedures outlined in this plan have been consistently followed. We will also judge its success if the children have been enabled to achieve the aims outlined in this plan.

**Implementation**

This revised plan will be implemented from September 2023 following ratification by our Board of Management.

1. Roles and Responsibilities:

Glencastle NS believes that the school community must be involved to successfully implement SPHE. Therefore the teaching staff will implement this plan with the support of the Board of Management, Parents and the Local Community. The Assistant Principal, Lisa Carolan, along with the Principal is responsible for co-ordinating this review. Those involved in the review will include

* Teachers
* Pupils
* Parents
* BoM/DES/Others

1. Timeframe:

This plan will be reviewed by the end of the 2024/2025 .

**Ratification and Communication**

The Board of Management of Glencastle NS ratified this plan on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson of the Board of Management.

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix A**

**Resource List for Schools**

* As with all resources, teachers are advised to ensure that materials used are appropriate to the needs of their class. Teacher Guidelines, P.103 sample criteria for choosing resources.
* Websites should be evaluated by teachers to ensure that they are appropriate to the needs of their class. Ref. Teacher Guidelines P.103.
* Weaving Wellbeing Policy Statement and Framework for Practice