

# S.P.H.E. POLICY

Coolmine Community School,  
Clonsilla,  
D.15.  
(Reviewed 03/05/2017)

## **Mission Statement:**

*We strive to create an atmosphere of mutual respect which promotes excellence in all aspects of school life and allows individuals to realise their full potential.*

## **S.P.H.E. definition:**

Social, Personal and Health Education supports the development, health and well-being of young people and helps them develop the skills to maintain supportive relationships.

### ▪ **Subject aims**

1. To enable the students develop skills for self-fulfilment and living in communities.
2. To promote self-esteem and self-confidence.
3. To enable students to develop a framework for responsible decision-making.
4. To provide opportunities for reflection and discussion.
5. To promote physical, mental and emotional health and wellbeing.

**Subject Teachers:** A. Hughes, C. Stubbs, E.O'Rourke, M. O'Connell, M. McGrane, M. Quirke, S. Newcombe, C. Nolan list taken from eportal year 2016.

**Time Allocation:** Each junior class gets one period a week for S.P.H.E.. Senior classes receive 6 periods in 5<sup>th</sup> year for Relationships and Sexuality Education

**Grouping of pupils:** There are 3 A bands and 5 B bands in junior years. In each class students have varying ability. There are 24-30 students per class.

**Levels:** There are no levels regarding S.P.H.E..

**Class Organisation:** Class layout changes regarding the nature of the class. It may be necessary to use the library for certain activities.

**Class Environment:** The atmosphere in the class is one where mutual respect is fostered.

**Class Text:** The book, Healthy Lifestyles, is an aid to the classroom teaching and the Parents Association have asked that it be filled in regularly.  
(Texts are presently being reviewed for the new JC)

**Class Planning:** Teachers stick to the suggested course outline as much as possible unless they feel that certain issues need to be addressed further

## **Programme Contents and Teaching Methods:**

### **1st Year S.P.H.E. - Suggested Course Outline**

- **Belonging and Integrating (September)**  
Learning outcome: Students should have an awareness of their talents and skills. Students should also be aware of what bullying is. A full programme on bullying available and depending on the needs of the students, the teacher will determine the amount of time required to deliver this.
- **Self management (October)**  
Learning outcome: Students should understand how to organise themselves well and be more prepared for study in a second level environment.
- **Communication skills (November)**  
Learning outcome: Students should be able to express themselves in an assertive way and be more aware of the importance of listening as a very important communication skill
- **Physical health-Body Care (December)**  
Learning outcome: Students should be more aware of the importance of personal hygiene.
- **Physical health-Diet (January)**  
Learning outcome: Students should be aware of the necessity of healthy eating as part of a healthy body and mind.
- **Physical health-Exercise (February)**  
Learning outcome: Students should be aware of the importance of exercise and its benefits both mentally and physically.
- **Friendship (March)**  
Learning outcome: Students should be aware of the traits of a friend and what the difference is between friends and acquaintances.
- **RSE (March)**  
Learning outcome: Students should be more aware of the changes occurring during puberty, physically, mentally and socially. Busy Bodies, an adolescent programme, from the HSE is a perfect introduction to this topic.
- **Emotional Health-Mental Health (April)**  
Learning outcome: Students should have a heightened sensitivity towards their feelings and those of others. They should be aware of what it is to be mentally healthy and how best to achieve this.
- **Substance use (May)**  
Learning outcome: Students should have more knowledge regarding the negative effects of smoking and drinking.

- Personal safety (**May**) Road/Home and General Safety Tips  
Learning outcome: Students should be more aware of the dangers on the road and at home.

## **2nd Year S.P.H.E. - Suggested Course Outline**

- Belonging and Integrating - Looking back, going forward (**September**)  
Learning outcome: Students should be more equipped at self-evaluation in order to be more responsible. Students should feel prepared regarding bullying issues.
- Self Management - Goal setting and study skills (**October**)  
Learning outcome: Students should be more aware of what motivates them in order to achieve their full potential.
- Communication skills-Assertive communication (**November**)  
Learning outcome: Students should understand what passive, assertive and aggressive behaviour is.
- Physical Health (**December**) Body Image & Care  
Learning outcome: Students should be aware of the risks taken regarding body image and how to stay in good health
- Physical Health (**January**) Diet & Exercise-Healthy Eating Week  
Learning outcome: Students should be aware of the ways to remain well and the role diet and exercise play in a healthy lifestyle. Students will be aware of all the healthy options available to them.
- Friendship-Integrating and Bullying (**February**)  
Learning outcome: Students should be aware of the importance of friendship. They should also be more aware of the devastating effect bullying has on the individual.
- RSE (**March**)  
Learning outcome: Students should be more aware of the different stages of pregnancy and how a baby is born.
- RSE(**March**): Consent & Sexting  
Learning outcome: Students should be able to understand what consent is and the legalities surrounding it. Students should be also be aware of the risks associated with sending images of themselves online.
- Relationships-Recognising and managing feelings and emotions (**March**)  
Learning outcome: Students should be more sensitive to recognising feelings and emotions which will allow for better relationships.
- Substance Use –Alcohol and Cannabis (**April**)

Learning outcome: Students should be more aware of the negative effects drugs can have on their lives.

- Influences and Decisions-Positive/Negative (**May**)

Learning outcome: Students should be more knowledgeable regarding the influences in their lives in order to allow for better decision making.

- Personal Safety (**May**)

Learning outcome: Students should be more knowledgeable regarding accident prevention and response.

### **3rd Year S.P.H.E. - Suggested Course Outline**

- Self awareness (**September**)

Learning outcome: Students should be aware of their traits both positive and negative.

- Setting for 3<sup>rd</sup> year (**September**)

Learning outcome: Students should feel they have goals to achieve and be aware of the steps needed to take to get them.

- Relationships – Boyfriends & Girlfriends (**September**)

Learning outcome: Students should be more aware of the role relationships plays in their lives.

- Emotional Management – Conflict situations (**October**)

Learning outcome: Students should be more prepared for dealing with conflict situations.

- Self Management – Planning for Effective Study (**October**)

Learning outcome: Students should feel more prepared for study for the year ahead with aims for the year.

- Substance Use (**November**)

Learning outcome: Students should be more knowledgeable regarding the effects of certain drugs

- Mental Health – Depression (**December**)

Learning outcome: Students should become aware of what Depression is and how it effects the individual. Students should be more aware of what organisations exist and what school supports are available to deal with this.

- Physical Health –Diet, Physical Health and Relaxation (**January**)

Learning outcome: Students should be more aware of the negative effect of junk food, the importance of keeping fit and the power of relaxation.

- Relationships & Sexuality – Body Image, Respect Rights and Responsibilities (**February**)  
Learning outcome: Students should be more aware of the power the media plays regarding body image. They should also increase their knowledge regarding the importance of rights, respect and responsibilities in a relationship. Students should also be aware of the responsibilities that come with being a parent.
- STI's – Sexually Transmitted Infections (**March**)  
Learning outcome: Students should be aware of the variety of different sexually transmitted infections there are and best practice in avoiding them.
- Influences and Decisions – Making good decisions (**March**)  
Learning outcome: Students should be more aware of how to use positive influences to make the right decisions.
- Grief management (**April**)  
Learning outcome: Students should be more knowledgeable regarding the effects of grief and feel more equipped in dealing with these situations.
- Eating Disorders (**May**)  
Learning outcome: Students should be more capable of recognising Anorexia, Bulimia & Obesity.

- **Homework procedures:**  
Assignments from workbook or projects may have to be completed at home.
- **Record keeping procedures**  
Attendance and behaviour in each class is recorded in teachers class diary
- **Reporting procedures:**  
Teachers discuss student's progress with parents at Parent Teacher Meeting.

- **Literacy & Numeracy**

- **Literacy:**

- Posters with S.P.H.E. Topics
- Reading comprehensions for all years
- Answering questions from the book
- Projects
- Increasing emotional literacy and developing communicative skills

- **Numeracy:**

- Statistics
- The Female Cycle

**Set targets aimed to improve literacy and numeracy**

- **Literacy:**

- To encourage sentences rather than one word answers

- To use Assessment for Learning (AFL) techniques to improve comprehension- No hands up, working in pairs & giving time to answer.
- To use visual aids with text from Power Point Presentations.

**Numeracy:**

- To encourage students to consider cycles and patterns.

**School provisions other than the S.P.H.E. programme**

- Religion
- Science
- CSPE
- Caomhnóir class (Tutor class)
- Pastoral care
- Career guidance counsellor
- Personal counsellor

**How is S.P.H.E. taught and timetabled.**

Junior classes have 1 period per week. 5<sup>th</sup> years will have 6 periods per year.

The school has a Social, Personal and Health Education programme, which is currently being developed in an open and consultative manner. It can only be perfected by allowing it to grow and develop at a natural rate while taking full cognisance of the ethos and value system of the school community. It is hoped that all teachers of S.P.H.E. complete the Introduction Course to teaching S.P.H.E.

The textbook 'Healthy Lifestyles' is used by all teachers of S.P.H.E. and is supplemented with a variety of resources held in the S.P.H.E. room. The teachers will be responsible for designing, planning and structuring the experiential elements of the S.P.H.E. programme. The teaching methods which support experiential learning include:

- Group Discussion
- Case studies
- Brainstorming
- Role play
- Art work
- Narrative expression
- Ice breakers
- Debates
- Project work

All students in Junior Cycle participate in S.P.H.E. class once a week at present. The following is an outline of the modules included for each year of the Junior Cycle programme.

- Belonging and Integrating
- Self management
- Communication skills
- Physical Health

- Friendship
- Relationships and sexuality
- Emotional health
- Influences and decisions
- Substance abuse
- Personal safety

### **Staff development, training and resources**

- A number of teachers have received the Introduction to S.P.H.E. training and most teachers have attended supplementary courses.
- All teachers involved in this work do not have to be 'experts' on the issues concerned. However, they do require sensitivity to the needs of the group, an ability to deal with questions openly and honestly and preparedness to refer to more expert advice if necessary. The skills acquired in general teaching apply also to health education. Furthermore, some teachers have training in related areas such as counselling. Some teachers have expert training in the specific areas of health, relationships and sexuality education and will be encouraged to guide other teachers.
- The school will facilitate teachers to obtain expert training in this field, bearing in mind the overall budgetary framework and the need for the ongoing teaching and learning programme of the school to continue with as little disturbance as possible.

### **Sensitive issues, participation & confidentiality**

It is school policy that in circumstances where a pupil is considered at some risk of any type of abuse or in breach of the law, the teacher must refer this immediately to the Principal as the Designated Liaison Person. The Principal will decide whether to inform the parents and/or appropriate authorities and may arrange for counselling.

The following is also school policy:

- teachers must not promise absolute confidentiality;
- pupils must be made aware that any incident may be conveyed to the Principal and possibly to parents if the Principal decides that it is in the best interests of the pupil to notify parents;
- teachers must use their professional judgement to decide whether confidence can be maintained having heard the information;
- teachers must indicate clearly to pupils when the content of a conversation can no longer be kept confidential

The Child Protection Guidelines for Post Primary schools state in 4.1.1. and Section 4.2.1.

- 4.1.1. If a member of staff receives an allegation or has a suspicion that a child may have been abused, or is being abused, or is at risk of abuse he/she should, without delay, report the matter to the Designated Liaison Person in that school. A written record of the report should be made and placed in a secure location by the Designated Liaison Person. The need for confidentiality

shall be borne in mind at all times. The supports of the school should continue to be made available to the child.

- 4.2.1 If the Designated Liaison Person is satisfied that there are reasonable grounds for the suspicion or allegation he/she should report the matter to the HSE immediately.

### **Visiting speakers**

- It is school policy that most of the S.P.H.E. programme is best discussed openly with teachers who are known and trusted by the pupils. However visiting speakers can enhance the quality of the provision as long as they are used in addition to, not instead of a planned programme of S.P.H.E..

The S.P.H.E. co-ordinator will provide the visiting speaker, well in advance of the visit, with a copy of this S.P.H.E. and/or policy. After gaining approval from the Principal/Vice-Principal for the visit the organiser makes the visiting speaker aware of the ethos of the school and the manner of delivery of the programme.

### **How parents will be informed**

- Homework journals
- Parent Teacher meetings
- Report
- Phone call
- Report cards

### **How it will be reviewed, assessed and evaluated.**

- Pupil feedback; student feedback will be collated throughout the year
- Staff review and feedback
- Parental feedback
- Visiting speaker feedback

### **Where is online information obtainable?**

- In SharePoint in the S.P.H.E. folder. S.P.H.E. info online has many links to useful sites.

### **Updates to this document**

- This document will be reviewed and amended from time to time but not exceeding four years.

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

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

**Ratified on 29//06/2017**