

SPHE/RSE Policy

June 2014

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Coláiste Mhuire Co- Ed, Thurles



Social Personal and Health Education Policy

Mission Statement:

At Coláiste Mhuire Co-Ed we aspire to develop a caring and inclusive learning community that optimises the potential of each person.

“Rath as Saothar”

(a) School Background

*Name and address of school: Coláiste Mhuire Co-Ed
Thurles*

Description of School: Coláiste Mhuire Co-Ed is a co-educational vocational school under the management of Tipperary ETB

Mission Statement of School: At Coláiste Mhuire Co-Ed we aspire to develop a caring and inclusive learning community that optimises the potential of each person.

(b) Definition of S.P.H.E.

S.P.H.E. is a programme which provides students with the unique opportunity to develop the skills and competence to learn about themselves and others and to make informed decisions about their health, personal lives and social development.

Aims of S.P.H.E.

- *To enable students to develop skills for self-fulfilment and living in communities*
- *To promote self esteem and self-confidence*
- *To enable students to develop a framework for responsible decision making*
- *To provide opportunities for reflection and discussion*
- *To promote physical, mental and emotional health and well-being*

These aims are consistent with the mission statement of Coláiste Mhuire Co-Ed in that they foster the personal development of the individual by preparing the student for a meaningful and fulfilled life within the community.

(c) Outline of Programme, content and teaching methods.

The curriculum for S.P.H.E. is presented in ten modules, each of which appears in each year of the three year junior cycle as outlined in Appendix A and A1. The emphasis will be on developing skills, understanding, attitudes and values important to these areas. The ten modules are

- *Belonging and Integrating*
- *Self-management-a sense of purpose*
- *Communication Skills*
- *Physical health*
- *Friendship*
- *Relationships and Sexuality*

- *Emotional Health*
- *Influences and decisions*
- *Substance Use*
- *Personal Safety*

SPHE is delivered in the TY programme

The Department of Education and Science recognises that each school has flexibility within this framework to plan the S.P.H.E. programme in harmony with the students' needs and the school's resources

SPHE teaching methodology

Because the programme is primarily skills-based, teaching methods must be of an experiential nature with an emphasis on discussion, reflection and classroom participation. These teaching methods will be student centred and appropriate to the age and stage of development of the student. A team approach is implemented in the planning and delivery of the programme. Folders are compiled of resources for all year groups which are shared. Additional resources are available in the SPHE press in Room 5.

The class atmosphere must be one of respect for the privacy of the individual, student and teacher, and hallmarked by sensitivity and care. S.P.H.E. is allocated one class period per week for 1st, 2nd and 3rd years, is part of transition year and as part of the RE programme in senior cycle. It is taught in the context of the mission statement of the school.

(d) *Whole school commitment to the holistic development of students.*

Coláiste Mhuire Co-Ed recognises that the primary responsibility for the moral, spiritual, social and personal development of children lies with their parents. However this school has a long tradition of supporting parents in this role.

A summary of what the school provides both formally and informally to promote the holistic development of our students is included in Appendix C. S.P.H.E. is seen as building on this.

(e) *Staff development, training and resource issues.*

As Coláiste Mhuire Co-Ed is involved in S.P.H.E. for a number of years a core group of teachers are in place and management is committed to the continuous professional development of these staff. In-career development is an integral part of this programme. Management are responsible for responding to the relevant needs of S.P.H.E. teachers for training. As is the practice S.P.H.E. will have a budgetary allocation in line with it's stage of development, it's teaching methodologies and time-tabled allocation. The school management recognises the value of an S.P.H.E. co-ordinator.

(f) *Participation, sensitive issues, confidentiality and referral.*

S.P.H.E. is a core curricular subject on the junior cycle curriculum. It is also included in the 5th and 6th year in the Religion programme. Relationships and Sexuality(R.S.E.) is one module of the programme. Each parent has the right to withdraw their child from some or all R.S.E. classes but are encouraged to provide alternative R.S.E. at home. It will be necessary for parents of any student opting out of R.S.E. to contact the school principal prior to the beginning of the school year.

Where students are withdrawn from R.S.E. the school cannot take responsibility for any versions of class content passed onto them by other students.

Class discussion will not be personally directed and will be of a general nature, in accordance with the previously agreed ground rules.

If a student feels unable to ask a question in a classroom situation they will be allowed to hand in a written question. The teacher will use his/her professional judgement to determine whether the question will be dealt with in a classroom situation or privately with a student afterwards.

While an atmosphere of trust is a pre-requisite of S.P.H.E. class, the following limits of confidentiality must always be observed. The limits are outlined in the revised Child Protection Procedures circulated in September 2013.

- Child Abuse- physical, emotional, sexual and neglect
- Intention to harm self or others
- Substance Use
- Underage sexual intercourse

Where possible students should be informed of these limits before making a disclosure. The SPHE teacher should outline the limits to the class at the beginning of the school year.

While it is acknowledged that teachers have a professional responsibility to impart the S.P.H.E. course content, the needs of our students will be addressed in a caring and supportive manner. Where it is appropriate, the teacher may refer students to other supportive links within the school. As far as possible this should be done in negotiation with the student. The teacher may inform the class of external support services relevant to the subject matter. This should be done within the context of the school ethos. SPHE teachers, where in doubt as to a certain course of action, are encouraged to discuss the issue with a relevant member of staff. Information revealed about a student should be on a need to know basis.

(g) ***The Role of Visitors.***

Visiting speakers are seen as complimenting and supporting the S.P.H.E. programme in the school. Teachers inviting speakers must:

1. Inform the principal in advance
2. Make the speaker aware of the ethos and S.P.H.E. policy of the school
3. Agree the content of the presentation in advance
4. Do preparatory and follow up where possible
5. Under normal circumstances remain with the class group during the visit.

(h) ***How parents and students will be informed.***

Present students will be informed of this policy through their S.P.H.E and Religion class. Parents will be informed by sms that the policy is on the school website and invited to pick up a paper copy from the office. Thereafter, the policy will be given to parents of incoming students.

(i) ***How staff will be informed***

This policy will be available for all staff in the school by it's inclusion with the Policy Documents. Copies will be given to each S.P.H.E. teacher by the co-ordinator.

(j) ***How the S.P.H.E. programme and policy will be reviewed and evaluated.***

The S.P.H.E. programme and policy will be reviewed and evaluated on an annual basis by the S.P.H.E. team. The opinion of the students will be included as part of the review. The S.P.H.E. policy will be reviewed in line with the schools' programme of School Development Planning.

Ratified by the Board of Management on Effective from

Appendix A

Module	Year One	Year Two	Year Three
Belonging and Integrating	Coping with Change. Joining a new group. Appreciating Difference. Bullying is everyone's business. Coping with Loss	Looking back, Looking Forward Group work. Family ties.	Goal Setting for Third Year. Contract.
Self Management	Organising Myself. Organising my work at home and at school. Balance in my life.	What motivates me? Study Skills.	Organising my time. Planning for effective study. Coping with examinations.
Communication Skills	Express yourself Learn to listen. Passive, Assertive and aggressive communications.	Assertive Communications.	Learning to communicate. Communication in situations of conflict.
Physical Health	Body Care. Healthy Eating. Exercise.	Body Care. Feeling Unwell.	Physical Exercise. Relaxation. Diet..
Friendship	Making New Friends. A Good Friend.	The Changing Nature of Friendship.	Boyfriends and Girlfriends.
Emotional Health	Recognising Feelings. Respecting my Feelings and the Feelings of Others.	Self Confidence. Body Image.	Stress. Feelings and Moods.
Influences and Decisions	My Heroes.	Positive and Negative Influences. Making Decisions.	Making a good Decision.
Substance Use	Why use drugs? Alcohol: the facts. Smoking and its effects. Smoking: Why? Why not?	The effects of drugs. Alcohol and its effects. Alcohol? Why?, Why not? Cannabis and its effects. Cannabis: Why?, Why not?	Ecstasy: the realities. Heroin: the realities.
Personal Safety	Looking after myself. Internet Safety	Accidents at home, school and farm/water. Feeling threatened. Internet Safety	Recognising unsafe situations. Violence. Help Agencies. Internet Safety

The Department of Education & Science recognises that each school has the flexibility within this framework to plan the S.P.H.E. Programme most suitable for the students needs and the school's resources.

R.S.E. CURRICULUM CONTENT

Development of themes at Junior Cycle.

Human Growth and Development

- Awareness of changes in the human cycle.
- An understanding of the physical and emotional changes that take place in males and females at puberty and appreciation of variation
- Knowledge of sexual organs and their function
- An appreciation of hygiene associated with puberty
- An awareness of the sometimes conflicting feelings, moods and emotions characteristic of adolescence
- Development of a language for the expression of emotions
- An understanding of fertility, conception, pregnancy and birth
- Awareness of implications of sexual activity
- Understanding of sexually transmitted diseases, with particular reference to HIV/AIDS

Human Sexuality

- An awareness of what it is to be female and male.
- An awareness of stereotyping and its influence on attitudes and behaviour
- An appreciation of equality and difference
- Information on and sensitivity to sexual orientation
- Awareness of discrimination
- Respect for sexuality
- Developing skills for personal safety
- Awareness of sexual abuse and rape including identification of help agencies within and outside the school.

Human Relationships

- Developing skills for self awareness
- Developing skills for building and maintaining self esteem
- Awareness of the qualities valued in friendships and how friendship patterns change
- Developing skills for establishing and maintaining relationships
- Awareness of roles and responsibilities in relationships and families
- Identifying groups students belong to, behaviour in these groups and response to peer pressure.

Development of themes at Senior Cycle.

Human Growth and Development

- Understanding the structure and function of sex organs
- Awareness of fertility
- Awareness of the importance and methods of family planning
- Understanding of pregnancy and the development of the foetus
- Appreciation of the importance of health care during pregnancy
- Recognizing the range of human emotions and ways to deal with these

- An understanding of the relationships between safe sexual practice and sexually transmitted diseases with particular reference to HIV/AIDS

Human Sexuality

- Understanding of what it means to be male or female
- Exploration of some of the issues pertaining to equality
- Understanding the concept of sexual harassment and its different forms
- Awareness of sexual abuse and rape, including legal issues and the identification of help agencies in these areas
- Skills for making choices about sexual activity
- Laws in relation to sexual activity
- Exploration of the range of attitudes, values and beliefs regarding sexual behaviour in modern society
- Understanding the nature of peer pressure
- Developing skills for resolving conflict
- Development of an awareness of the complex nature of love and loving relationships
- Understanding marriage as a loving commitment
- Understanding of marriage in various cultures
- Deeper awareness of the importance of family life

Appendix C

Provision for holistic development of students in Coláiste Mhuire Co-Ed (formal and informal).

- Teachers
- Chaplain
- Students Council
- Le Cheile
- SCP
- JCSP
- R.S.E. Programme
- S.P.H.E. Programme
- Bullying Workshops
- Class Tutors
- Year Heads
- Journal
- Career Guidance Counselor
- Awards Ceremony
- Co-curricular activities
- School Show
- Sport programmes
- Peer Education
- Employers – Work Experience
- Friendship Week
- Canteen
- Student Council
- Community Education Prog.
- Programmes to suit all levels
- Parent Teacher Meetings
- Induction Programme
- Assessments
- Enrolment
- Open Night
- Intercom
- Visits to Primary Schools
- Check and Connect
- Homework Club
- Parenting Programme
- Behavioural Support
- Debates
- Principal & Deputy Principal
- Mental Health Promoters
- Friends
- Extra Curricular Activities
- Parent's Association
- Supervised Study
- Resource/Learning Support Teachers
- School Policies
- Talks – outside speakers
- School Tours
- Young Scientist involvement
- Religious Services
- Religion Classes
- School web site
- Attendance Awards
- Book Scheme
- Progression opportunities (Fetac)
- Positive Comments in Journal
- Special Needs Assistants
- Mentoring
- Team Teaching
- Cultural Activities
- Mixed Ability Teaching
- Study Skills Course
- Information Nights for Parents
- Leaving Certificate Applied
- LCVP
- School Newsletters
- Local Paper Notes
- Parents Information Evenings
- Music
- Progress reports to Leaving Cert. students and parents
- TV Display at main entrance
- Professional Counselling Support
- HSCL support

Date:

Dear Parents/Guardians

Junior Cert Cycle S.P.H.E. - R.S.E.

The S.P.H.E. Social/Personal/Health Education programme is a compulsory subject in the Junior Cert curriculum as specified by the Department of Education & Science. It is delivered to the students each week for one class period. I enclose our SPHE policy which includes a summary of the programme which covers the course content over the three years.

One part of the programme is the module known as RSE-Relationships & Sexually Education. Parents are required to consent to their son/daughter participating in this module. If you do not wish your child to avail of this module you must make an appointment with the school principal to discuss the care of your child at this time. If you do not wish your child to avail of this programme please sign below.

Yours sincerely
Olivia Ryan
Home/School Coordinator.

