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**Coláiste Nano Nagle**

**SPHE Policy**

**2019**

# Rationale

Coláiste Nano Nagle recognises that parents have the primary responsibility for the social, personal and health development of their children. As part of the partnership that we seek to foster with parents we support them in this role in many ways, one of which is the SPHE programme. The SPHE programme is provided in a way that is in keeping with the Mission Statement of the school and its Catholic ethos.

# Coláiste Nano Nagle Ethos

Our School is a Christian community which welcomes students in the tradition of Nano Nagle, foundress of the Presentation Order. A primary aim of our school is the pursuit of academic excellence. We seek to develop the full potential of each person; intellectual, spiritual, emotional, social, physical and creative. To achieve this the school strives to provide an educational environment suited to the needs of each individual, within the demands of a changing world.

# Definition of SPHE

Social, Personal, and Health Education (SPHE) provides students with a unique opportunity to develop the skills and competence to learn about themselves and to care for themselves and others and to make informed decisions about their health, personal lives and social development.

# Aims of SPHE

* To enable the students to develop skills for self-fulfilment and living in communities
* To promote self esteem and self confidence
* To enable the 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

With such support, students may be enabled to participate as active and responsible adults in the personal and social dimensions of society and to make responsible decisions that respect their own dignity and others. There is a growing recognition the social, personal and health education offered to our students is as important as any other area of the curriculum.

# SPHE and the School Ethos

The aims of SPHE curriculum contribute to the overall ethos of Coláiste Nano Nagle in promoting the holistic development of our students.

# Class Organisation and Timetabling

Circular M11/03

All second level schools must timetable Social, Personal and Health Education (SPHE) as part of the Junior Cycle Core Curriculum from September 2003. The time allocation recommended is the equivalent of one class period per week.

Circular 0037/10

All second level schools must implement Relationship and Sexuality Education (RSE) as an element of SPHE at junior cycle and as an RSE programme in senior cycle, even in the absence of a timetabled SPHE class.

All junior cycle classes 1st, 2nd, 3rd year, and TY are timetabled one class per week.

SPHE is not a timetabled class for Senior Cycle students in this current year but the school is committed to ensuring that they receive RSE classes in April 2019. The format has yet to be decided.

# Students with Special Educational Needs

* For learning activities to be meaningful, relevant and achievable for all students, it is important that the teacher finds ways to respond to student diversity by using differentiated approaches and methodologies. The following strategies may be used:
* Ensuring that the objectives are realistic for students and ensuring that the learning task is compatible with prior learning
* Providing opportunities for interacting and working with other students in small groups
* Spending more time on tasks and organising the learning task into small stages
* Ensuring that language is pitched at the students level of understanding and does not hinder understanding of the activity
* Using task analysis, outline the steps to be learned/completed in any given task
* Posing key questions to guide students through the different stages/processes and to assist in self direction and correction
* Using graphic symbols as reminders to assist students in understanding the sequence/steps in any given task/problem
* Modelling task analysis by talking through the steps of a task as it is being done
* Having short and varied tasks
* Creating a learning environment through the use of concrete and where possible everyday materials
* Displaying word lists and laminated charts with pictures.

# Content and Teaching Methodologies

Through participation in the SPHE Programme the student will encounter a wide range of issues through a variety of experiences. These issues will be addressed in ten modules, each of which appears in each year of the three year cycle. The emphasis will be on building skills, understanding, attitudes and values important in all these areas.

**The ten modules are:**

* Belonging and integrating
* Self-Management
* Communication Skills
* Physical Health
* Friendship
* Relationships and Sexuality
* Emotional Health
* Influences and Decisions
* Substance Use
* Personal Safety

SPHE is primarily skills based and so teaching methods must be of an experiential nature with the emphasis on discussion, reflection and classroom participation. These teaching methods will be student entered and appropriate to the age and development of the student. A respectful code of conduct is expected from all participants. Every class establishes ground rules which are referred to throughout the lessons.

# Teaching Methodologies may include:

* Group work
* Roleplay
* Brainstorming
* Icebreakers
* Narrative expression
* Debating
* Project work
* Art work
* Multi-media materials
* Case studies
* Visiting speakers

The Department of Education and Skills recognises that each school has flexibility to plan the SPHE Programme in harmony with the students needs and schools resources.

# Cross Curricular Links

The SPHE establishes links with all departments across the curriculum to support the students.

# Resources and Accommodation

A limited budget is available for SPHE and is used to purchase resources and textbooks and to accommodate workshop facilitators and guest speakers.

**Resources available include:**

* DES Syllabus and Guidelines
* SPHE.ie
* Webwise
* Growing Up textbook
* Healthy Living/Healthy Times/Healthy Choices workbooks
* On my Own Two Feet
* Before You Decide
* Trust
* HSE leaflets and DVDs
* Growing Up LGBT
* Belong to Stand Up
* Mental Health Matters
* Working Things Out
* Body Whys
* Up to Us
* Marie Keating Cancer Awareness Pack

# Staff Development and Subject Development

The value placed on SPHE by the school will be evident by the commitment on the part of management to developing a core of trained SPHE teachers preferably gender balanced and to appointing an SPHE coordinator. SPHE is enhanced when the appointment of teachers to the subject has been negotiated in advance of timetabling.

In career development is an integral part of this programme. Management is responsible for responding to the relevant expressed and perceived training needs of SPHE teachers and whole staff.

The current SPHE Coordinator is: Kathleen Sheehan

The core teaching team includes Ms E Leahy, Mr N Loftus, Ms S Donohue, Ms N Lavelle and Ms N Masterson

It is the aim that all SPHE teachers will undertake introduction to SPHE and Junior Cycle RSE in-service training.

**CONFIDENTIALITY AND REFERRALS**

# Participation

SPHE at Junior Cycle and RSE at Senior Cycle (when relevant) is a core curricular subject. Each parent has a right to withdraw their child from some or all RSE classes but parents are encouraged to provide alternative RSE at home. The school will respect this choice as their right. It will be necessary for parents opting out of RSE to make suitable arrangements with the school management for the supervision of their child at these times. Where students are withdrawn for RSE the school cannot take responsibility for any versions of class content passed on to them by other students. A letter will be sent home to parents prior to the beginning of RSE module explaining the content to them.

# Sensitive Issues

Class discussion will be of a general nature, and will not be personally directed, in accordance with the previously agreed class ground rules. Inappropriate questions will not be answered by the class teacher, or from student to student. Only questions directly pertinent to the lesson content will be addressed in class. The SPHE teacher may also exercise his or her own professional judgement in checking whether to answer the question privately after the class has finished. Should a teacher be concerned about a matter that has been raised he/she should seek advice from the Guidance Counsellor or the Principal.

# Confidentiality

While an atmosphere of trust is a pre-requisite of SPHE class, the following limits of confidentiality must be observed. These limits are:

• Child abuse-physical, emotional, sexual, neglect

* Intention to harm self or others
* Substance misuse
* Underage sexual intercourse

Any disclosure will be reported to the Designated Liaison Person (Ms S Moloney, School Principal) in compliance with the Child Protection Policy.

SPHE teachers will inform students of the limits of confidentiality at the beginning of the year, remind them at necessary points throughout the year and where possible before making a disclosure.

# Visitors

SPHE teachers using visiting speakers to complement the course must keep the visit in line with Circular 0043/2018

# Whole Staff

This policy will be available for all staff in the school by its inclusion with the Policy Documents, on our SharePoint site. Copies will be given to each SPHE teacher by the SPHE Coordinator.

# Assessment, Record Keeping and Reporting

Every student has an SPHE folder. The folder contains worksheets, hand outs, work books. At the end of every lesson every student records a short reflection in their journal/SPHE workbook.

SPHE teachers report progress in SPHE for every student on the Christmas and Summer reports. SPHE teachers meet parents at Parent Teacher meetings.

The SPHE team aims to meet at least once a term to review, plan and evaluate SPHE in the school. Minutes of all meetings are recorded and contained in the SPHE Subject Planning Folder.

# Whole School Support for SPHE

While specific teachers are trained and charged with the responsibility of delivering the programme, we see each other as a teacher of SPHE in that he/she may from time to time see opportunities to promote healthy lifestyle and encourage responsible and mature decisions making. There is generally a whole school approach to key areas of SPHE and the school year has times earmarked when certain topics or issues are covered e.g. Friendship Month, Healthy Eating Week and Mental Health Week.

# Review and Evaluation

The SPHE course is never static and must be examined and evaluated regularly and adapted to the needs of the students. The SPHE programmes and policy will be reviewed and evaluated on an annual basis by the SPHE team.

The opinions of students will be included and SPHE teachers will communicate with the Student Council. The opinions of parents will also be included and SPHE teachers will communicate with the Parents Association. The opinions of management will be included and the SPHE coordinator will communicate with the Principal and the Board of Management.

RATIFIED BY BOM ON:

SIGNED \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Chairperson of Board of Management DATE:\_\_\_\_\_\_\_\_\_\_\_\_