



SAINT PATRICK'S
CATHEDRAL
GRAMMAR SCHOOL

Social, Personal and Health Education Policy

JUNE 2019

(Currently Under Review)

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School Mission

Our mission is to establish a strong community in which the uniqueness of each individual is appreciated. We seek to instil respect, responsibility, courtesy, care and consideration in all members of the school community. We endeavour to develop a love of learning in our students and we encourage them to work hard and strive for success in both their academic studies and extra-curricular activities. We try to create an atmosphere which is conducive to learning, in which we can help students to reach their potential. As students proceed through the school, we expect them to take on more responsibility for their own future prospects through self-motivation. This is to prepare them for further education, their working lives and participation in society.

St. Patrick's Cathedral Grammar School aims to:

1. Educate our students and give them the personal and academic skills to become responsible and well-rounded adults.
2. Teach our students the value and importance of their role in society and of their capacity to have a positive effect upon their environment and society in which they live.
3. Identify the personal strengths of each individual and help them strive to fulfill their potential.

Policy Context and Rationale

This policy is informed by:

- The Child Protection Guidelines & Child Safeguarding Statement.
- The Mission Statement of St Patrick's Cathedral Grammar School.
- The RSE Policy.
- The Code of Behaviour.
- The Internet Acceptable Use Policy
- The Special Educational Needs Policy (draft)
- The Guidance Plan (draft)

Definition of S.P.H.E.

The S.P.H.E. programme 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.

The Aims of S.P.H.E.

- 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.

How S.P.H.E links with this school's Ethos.

We see the above aims of S.P.H.E. contributing to the overall aims of St. Patrick's Cathedral Grammar School in promoting the holistic development of our students. This school has a long tradition of care and commitment to student development, as evident in the many programmes, structures and initiatives outlined in APPENDIX (A).

S.P.H.E. will provide young people with skills to evaluate critically the wide range of information, options, attitudes and values of today in order that they will make positive, responsible choices about themselves and about the way they live their lives.

Outline of Programme Content

The Curriculum for Junior Cycle S.P.H.E. is presented in ten modules, each of which appears in each year of the three year cycle as outlined in APPENDIX (B). The emphasis will be on developing skills, and understanding attitudes and values important to all 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.

The Department of Education and Skills 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.

Subject Co-ordinator

- Ms. S. Corkery

Subject Teachers:

- Ms. S. Corkery
- Ms E. Griffin
- Mr C. Kirwan

Time Allocation:

Form 1, 2 & 3 ~ 1 x 40 min period per week
(Mixed Ability Classes)

Planning for Students with Special Educational Needs

- Resource Teacher available in the school.
- Awareness of students who have medical or learning conditions in the class.
- Resource Teacher and class teachers communicate regularly regarding students' progress and difficulties.
- Differentiated teaching methodologies used to account for SEN students.

Subject Planning for a Culturally Diverse Society

The increasing number of foreign students in our classrooms helps to enrich the learning experience for all students. Projects can be presented and oral presentations given on their home county and culture.

Foreign students are awarded equal opportunity to take part in S.P.H.E. classes in St. Patrick's Cathedral Grammar School. Allowances are made depending on their standard of English and lessons are adapted accordingly.

Sensitive Issues / Participation

S.P.H.E. is a core curricular subject on the Junior Cycle Curriculum. Relationships and Sexuality is one module of the Programme. Each parent has the right to withdraw their child from some or all R.S.E. classes but is 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 make suitable arrangements with school Management for the welfare of their child at these times.

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 a teacher or from student to student. Only questions directly pertinent to the lesson content will be addressed in class.

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 will refer students to other supportive links or services internal or external to the school community. As far as possible this will be done in negotiation with the student.

While an atmosphere of trust is a pre-requisite of S.P.H.E. class, confidentiality cannot be guaranteed as per DES CPG Guidelines.

The Role and Requirements of Visitors and Guest

Speakers.

The S.P.H.E. Teachers will consult with the principal in relation to the suitability of guest speakers prior to their invitation to the school. All guest speakers will be made aware of and requested to comply with the Ethos and S.P.H.E. Policy of the school. Using Digitary the guest speakers Garda Vetting must be emailed to the Principal in advance of their visit to the school.

How Parents will be informed:

Parents have the primary responsibility for the Social, Personal and Health development of their children. Their contribution and involvement will be vital to the effective implementation of the SPHE curriculum.

Parent teacher meetings are held once a year for each class group. Regular contact will be made with parents via the school journal, term reports and information booklets and letters where necessary.

How Teachers will be informed:

Whole school support – A copy of the school’s S.P.H.E. policy is available to all staff.

Review of the S.P.H.E. Policy

The S.P.H.E. **Programme** will be reviewed on an annual basis by the S.P.H.E. team. The opinions of students will be included as part of this review. Its links with other school policies such as Anti-bullying and RSE will also be looked at.

The S.P.H.E. **Policy** will be reviewed in line with the school's programme of School Self Evaluation.

Consultation Process:

This policy was devised with the assistance of the S.P.H.E. Support Services and in consultation with the staff, students, parents and Board of Management.

Teaching Methodologies:

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 are child centred and appropriate to the age and stage of development of the student.

The classroom atmosphere must be one of respect for the privacy of the individual and hall marked by sensitivity and care. S.P.H.E. will be taught in the context of the Mission Statement of St. Patrick's Cathedral Grammar School.

Effective Teaching Methodologies:

- Pair / Group Work.
- Role-play
- Quizzes.
- Games, crosswords, puzzles.
- Art competitions, posters etc.
- Trips to the theatre, cinema.
- Authentic materials, newspapers, magazines, CDs, DVDs, novels etc.
- Cross-curricular integration.

Cross Curricular Integration:

The S.P.H.E. Teachers work closely with all staff members in order to integrate work done in S.P.H.E. class with that done in other subject areas.

- ***S.P.H.E./Home Economics:*** Nutrition, Smoking, Underage drinking, Eating Disorders etc.
- ***S.P.H.E./Science:*** Reproductive system etc.
- ***S.P.H.E./English:*** Debating topical issues – discrimination, racism etc.
- ***S.P.H.E./Art:*** Posters etc. displayed on school walls/notice boards.
- ***S.P.H.E./Religious Studies/Geography:*** Social and Cultural knowledge of global beliefs and practices promoted in all subject areas.
- ***S.P.H.E./C.S.P.E:*** The role of the responsible citizen, human rights etc.
- ***S.P.H.E./History:*** Relevant historical issues discussed in both subject areas.
- ***S.P.H.E. / I.T.:*** Various Internet websites can be very useful for researching information for classes and projects etc.

Homework Procedures

Homework and project work is recorded in the student's journal. If homework is not complete the school's Homework Policy will be implemented.

Assessment & Evaluation

Students will have responsibility for maintaining their own private journals and their work portfolios. At the end of each module an assessment sheet may be completed and students will keep a record of all their work in their folders. The SPHE teacher will grade it accordingly. There is no formal, written assessment in SHPE but an effort and participation comment will be included on both Winter and Summer Reports.

Text Book

- Form 1 – I Belong 1
- Form 2 – I Belong 2
- Form 3 – I Belong 3

APPENDIX (A)

Programmes, Structures and Activities that promote the holistic development of the students of St Patrick's Cathedral Grammar School:

- Form Teachers
- Chaplain
- Guidance Counsellor
- Counsellor
- Learning Support
- School Monitors
- Sports
- Outdoor Pursuits
- Drama
- Music / Musicals / School Concerts
- Quizzes
- Debating
- Outside Speakers
- Parent Teacher Meetings
- Subject Fieldtrips
- School Tours
- Fundraising – Social Awareness
- Social Concern
- Gaisce Awards.

APPENDIX (B)

Social, Personal and Health Education Junior Cycle Programme

MODULE	YEAR 1	YEAR 2	YEAR 3
Belonging and Integrating	Coping with change. Joining a new group. Appreciating differences. Bullying is everyone's business. Coping with loss	Looking back, looking forward. Group work. Family ties.	Goal setting for 3 rd year.
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. Learning to Listen. Passive, assertive and aggression communication.	Assertive communication.	Learning to communicate. Communication in situations of conflict.
Physical Health	Body Care. Healthy Eating. Exercise.	Body Care and Body Image.	Physical exercise. Relaxation. Diet
Friendship	Making New Friends. A Good Friend	The Changing nature of friendship.	Boyfriends & Girlfriends.
Relationships & Sexuality	Me as unique & different. Friendship. Changes at adolescence. The reproductive system. Images of male & female. Respecting others & myself.	From contraception to birth. Recognising & expressing feelings & emotions. Peer pressure & other influences. Managing relationships. Making responsible decisions. Health and personal safety	Body image. Where am I now? Relationships – what's important. The three R's: respect, rights and responsibilities
Emotional Health	Recognising feelings. Respecting my feelings & the feelings of others.	Self –confidence Body image.	Stress Feelings & Moods.

Influences and Decisions	My heroes.	Positive & Negative influences. Making decisions	
Substance Use	Why use drugs? Alcohol: the facts. Smoking and its effects. Smoking: why, why not?	The effects of drugs. Alcohol & 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	Accidents at home. Feeling threatened.	Recognising unsafe situations. Violence. Help Agencies

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

Useful Websites for SPHE

www.sphe.ie

The SPHE Support Service supports the development and provision of SPHE in post-primary schools. This site includes links to resources, guidelines and exemplar materials for SPHE in junior cycle.

www.drugs.ie

This is a HSE site which includes a comprehensive list of different services and information about drugs and alcohol.

www.reachout.com

This site provides information for young people about the different issues that affect mental health including stress, anxiety, bullying and suicide.

www.crisispregnancy.com

This is the HSE Crisis Pregnancy site. The site includes information for parents, teachers and youth workers about how they can support young people in making healthy, responsible decisions about relationships and sex. The site also includes a booklet for parents with tips on talking to teenagers about relationships and sexuality.

www.spunout.ie

This is the national youth-led media initiative covering all aspects of youth information for health, lifestyle and activism.

www.headsup.ie

This is a mental health site hosted by the Rehab group. It includes lots of information about different aspects of mental health including real life stories.

http://www.ncca.ie/uploadedfiles//Curriculum/post-primary/wellbeing/Well-being_report_en.pdf

This is an NCCA research report entitled, *Wellbeing and post-primary schooling; a review of the literature and research*. The report is structured around themes such as

- what we mean by 'happiness', 'well-being' and 'quality of life'
- adolescents and well-being
- well-being and post-primary schooling.

Evaluation & Review

The S.P.H.E. Policy will be reviewed every two years. The evaluation of the S.P.H.E programme will take place annually and will include teachers, students and the Principal.

The Board of Management of St Patrick's Cathedral Grammar School ratified this policy on 18th September 2018.

Signed: _____
(Chairperson of the Board)

Date: _____

This policy and policies mentioned within are available to view on the school website or at the school by parents on request.