



***Coláiste Cholmcille  
Ballyshannon***

## **SPHE Policy**

Social Personal and Health education

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### **Ethos:**

In our school community we endeavour to mind and to care for each other. This sense of caring is experienced in our School Mission Statement:

**Colaiste Cholmcille Ballyshannon is a community which respects the individual's right and self-worth and aims to provide a happy and safe environment in which the individual may achieve her/his spiritual, academic and personal potential in order to develop all positive aspects of the individual and the community**

### **1.Objectives of SPHE programme in our school:**

- To provide a well ordered, sensitive, caring environment where the intellectual, spiritual, creative, physical, moral, and cultural needs of the pupil are identified and addressed.
- To encourage pupils to take ownership & responsibility for their behaviour and learning.
- We see personal discipline as central to achieving a well ordered, sensitive and caring atmosphere in which learning can take place.

### **Whole School Approach**

Colaiste Cholmcille has a collective responsibility to educate and support our students in Social Personal Health issues and topics

The SPHE Policy is read in conjunction with the following school policies:

- Code of Behaviour
- Critical Incident Policy
- Child Protection Policy
- Anti-Bullying Procedures
- Health, Safety and Welfare Policy
- Storage and Administration of Medications Policy

## **2.Rationale for SPHE:**

### **In keeping with the philosophy of Colaiste Cholmcille,**

Social Personal Health Education plays a central role in contributing towards the overall development of the students in our care. The policy is part of a general pastoral approach adapted by Colaiste Cholmcille to ensure a healthy, caring and supportive learning environment.

The SPHE Policy is one that serves to model the school's ethos. In such an environment

- 1. People feel valued**
- 2. Self-esteem is fostered**
- 3. Fairness and tolerance are evident**
- 4. High expectations and standards are promoted**
- 5. Those experiencing difficulties are supported**
- 6. Communication is open**
- 7. Effort is recognized and rewarded**
- 8. Uniqueness and difference are valued**
- 9. Conflict is handled constructively**
- 10. Initiative and creativity are encouraged**
- 11. Social, moral and civic values are promoted**

S.P.H.E. ensures that each child receives a well-rounded education, so that on completion of his/her formal education, he/she may emerge as a self-disciplined, responsible and well-adjusted citizen, capable of playing an active and positive role in a modern society.

S.P.H.E. 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.

### **3. Subject Aims:**

S.P.H.E. aims to:

- Promote self-esteem and self- confidence in each student
- Enable the students to develop a framework for responsible decision making
- Provide students with an opportunity for reflection and discussion
- Promote physical, mental and emotional health and well-being.
- Nurture a sense of personal identity.
- Foster a spirit of self reliance.
- Promote each other’s learning by sharing helping and encouraging each other.

### **Current Situation**

S.P.H.E. is a compulsory subject that must be taken by all 1st, 2nd and 3rd year students in accordance with DES guidelines

All Junior Certificate students are allocated one class period (of 60 minutes) per week for S.P.H.E.

S.P.H.E is taught to all Transition Year students as Personal Development module.

R.S.E. is integrated into class time.

S.P.H.E. is not part of the Junior or Leaving Certificate Examination

#### **4. Subject Co-ordinator**

Attracta Gallagher

#### **5. Subject Teachers:**

##### **1<sup>st</sup> Years**

##### **2<sup>nd</sup> Year**

##### **3<sup>rd</sup> Year**

T.Dillon	A.M. Coleman	A.Gethins
L.Christie	Y.Gallagher	S.Daly
R.Mc Groary	M.Munds	A.Cronin
S.Rooney	S.Mc Hale	S.Keogh
J.Carroll	T O’Grady	J.Kelly
		K.Thompson

#### **6. Time allocation.**

One class period per week as outlined for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years by Department of Education and Science guidelines and will be thought in the context of the mission statement of Colaiste Cholmcille

#### **7. Timetabling:**

Classes are spread evenly across the time table. There is flexibility where classes can be borrowed from other subject areas to facilitate guest speakers and guidance teachers.

### **8. Grouping of Pupils (Mixed ability, Streaming):**

All classes are mixed ability. All levels and abilities are catered for through the different methodologies and approaches used.

### **9. Student Access to Subject / Level:**

S.P.H.E. caters for all students regardless of academic ability. It promotes self-esteem and self-confidence. It allows students to develop intellectual skills. It is school policy that all students regardless of their cultural background take part in this subject from 1<sup>st</sup> to 3<sup>rd</sup> year. At senior level, this is replaced by Guidance and Religion classes.

### **10. Class Organisation**

Classes are arranged according to their base room.

## 11. Textbooks and Course Material

- “Minding Me 1, 2 and 3
- “My Life 1”
- “Grow Up” Junior Cycle SPHE (Year set available in students library)
- “Healthy Lifestyles” 2 and 3
- “Your on Track”
- Healthy Living, student workbook 1<sup>st</sup> year
- Healthy Times, student workbook 2<sup>nd</sup> year
- Healthy Choices, student workbook 3<sup>rd</sup> year
- “On my own two feet”
  1. Assertive Communication.
  2. Feelings
  3. Understanding Influences
  4. Identity and Self Esteem
  5. Decision making
- SPHE 1, 2 and 3.
- Third year options booklet
- SPHE School Handbook
- RSE (Relationships and Sexuality) resource materials handbook
- RSE policy



• Year	Textbook	Course Materials
1 <sup>st</sup>	<b>‘Minding Me 1’</b>	<b>“Healthy Living”</b> Teachers manual. <b>“Social, personal and health education Guidelines for teachers”</b> <b>“On my own two feet”</b> <b>“SPHE 1”</b>
2 <sup>nd</sup>	<b>“Minding Me 2”</b>	<b>“I belong 2”</b> <b>“Healthy Times”</b> Teachers manual <b>“Fit to eat”</b> (Video and materials) <b>“On my own two feet”</b> <b>“Healthy Lifestyles</b>

		<b>“SPHE 2”</b>
3 <sup>rd</sup>	<b>‘Minding Me 3’</b>	<b>“I Belong 3”</b> <b>“Healthy choices”</b> <b>“Don’t Bully Me”</b> <b>“On my own two feet”</b> <b>“Healthy Lifestyles 3”</b> <b>“Your on track”</b> <b>“SPHE 3”</b>

## **12. Planning for Students with Special Needs:**

Different teaching methodologies are employed to foster the learning of all students regardless of academic ability. To ensure full participation in class, students with special needs can use their talents through;

- artwork
- graphic design
- discussion
- role play

Apart from the above, students can use their own individual talents or skills to enhance learning due to the flexible nature of the subject.

### **13. Cross-Curricular Planning:**

SPHE also has links with;

- CSPE
- English
- Science
- Home Economics
- Religion
- Biology
- Guidance Class

Where possible teachers would plan course work with their colleagues to cover relevant topics simultaneously.

### **14. Subject Planning for a Culturally Diverse Society:**

SPHE caters adequately for students with diverse social and cultural backgrounds. It encourages students to have an interest in and respect for all cultures and nationalities. Students learn more from each other. Through discussion in the class room of personal experience and role plays they have a greater understanding and appreciation of other cultures. At present we have many nationalities attending our school such as; Asian, African, Eastern Europeans and many more.

## **15. Effective Teaching Methodologies:**

- Ice breakers
- Relaxation
- Group Discussion
- Giant Steps
- Visualisation
- Brain storming
- Artwork
- Role-play
- Word poems
- Case studies
- Sentence completion
- Looking to past and the future
- Circle
- Ranking Exercises
- Photos
- Guest Speakers
- Project work
- DVDs

## **16. Range/Variety of Resources:**

### **DVDs**

- “Under the Influence”
- “Don’t Bully me”
- “Busy Bodies”
- “Fit to Eat”

### **BOOKS**

- I Belong 2, 3
- My Life 1
- Healthy living
- “Healthy Times”
- “Healthy choices”
- “On My Own Two Feet”
- “Minding Me” 1,2,and 3
- “Minding Me Teachers resource book”
- “Healthy Lifestyles” 2 and 3
- “Your On Track”
- Junior Cycle Social, Personal and Health Education
- SPHE Junior Certificate Guidelines for teachers
- SPHE 1, 2 AND 3.
- Relationships and Sexuality
- “My Selfie and the wider world”
- Lockers

## **Other Resources**

- Visitors to the class
- Posters
- Websites
- SPHE Journals
- Face Up magazine
- “The Facts” Sex Education Resource HSE
- 

## **17. Provision for health and safety requirements**

- First aid box is in staff room and front office if required.
- Fire drill is carried out and the procedure for evacuation is displayed in each room.

## **18. Availability / Use of ICT Facilities**

- Internet
- Computers
- Puzzles, crosswords, word searches
- Interactive white board
- Over head projectors
- Office 365: SPHE folder in Teams
- Visualiser

## **19. Curriculum Content – Long-Term Planning**

The Curriculum for SPHE is presented in ten modules, each of which appears in each of the three year cycle as outlined below.

The emphasis will be on developing skills, understanding, attitudes and values important to all of these areas.

Content to be covered in each Year of Programme:

### **Year 1**

<b>Modules</b>	<b>Content</b>
Belonging and Integrating	<ul style="list-style-type: none"><li>➤ Coping with change</li><li>➤ Joining a new group,</li><li>➤ Appreciating Difference</li><li>➤ Bullying is everyone's business</li><li>➤ Coping with loss</li></ul>
Self management	<ul style="list-style-type: none"><li>➤ Organising myself,</li><li>➤ Organising my work at home and at school</li><li>➤ Balance in my life</li><li>➤ Setting Goals</li></ul>

Communication skills	<ul style="list-style-type: none"> <li>➤ Express yourself</li> <li>➤ Learning to listen</li> <li>➤ Passive, assertive and aggressive communication</li> <li>➤ Respect</li> <li>➤ Being inclusive</li> </ul>
Physical Health	<ul style="list-style-type: none"> <li>➤ Body care</li> <li>➤ Healthy Eating</li> <li>➤ Exercise</li> </ul>
Friendship	<ul style="list-style-type: none"> <li>➤ Making New Friends</li> <li>➤ A Good Friend</li> </ul>
Relationships and Sexuality	<ul style="list-style-type: none"> <li>➤ Adolescent Changes</li> <li>➤ The Reproductive System</li> <li>➤ Respecting myself and others</li> </ul>
Emotional Health	<ul style="list-style-type: none"> <li>➤ Recognising Feelings &amp; respecting them</li> <li>➤ Self Esteem</li> <li>➤ Me as unique and different</li> <li>➤ Stress</li> </ul>
Influences & Decisions	<ul style="list-style-type: none"> <li>➤ Mental Health</li> <li>➤ Positive Thinking</li> </ul>



Substance Use	<ul style="list-style-type: none"> <li>➤ Alcohol, the facts</li> <li>➤ Why use Drugs?</li> <li>➤ Smoking &amp; its Effects</li> </ul>
Personal Safety	<ul style="list-style-type: none"> <li>➤ Looking after myself</li> <li>➤ Dealing with tough times</li> </ul>

## Year 2

Modules	Content
Belonging and Integrating	<ul style="list-style-type: none"> <li>➤ Looking forward/back</li> <li>➤ Group work,</li> <li>➤ Family ties.</li> </ul>
Self management	<ul style="list-style-type: none"> <li>➤ What motivates me</li> <li>➤ Study skills</li> </ul>
Communication skills	<ul style="list-style-type: none"> <li>➤ Assertive Communication</li> </ul>
Physical Health	<ul style="list-style-type: none"> <li>➤ Body care.</li> <li>➤ Body Image</li> </ul>
Friendship	<ul style="list-style-type: none"> <li>➤ The changing nature of friendship</li> </ul>
Relationships and Sexuality	<ul style="list-style-type: none"> <li>➤ Conception to birth</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Recognising and expressing feelings and emotions</li> <li>➤ Peer Pressure and other influences</li> <li>➤ Managing relationships</li> <li>➤ Making responsible decisions</li> <li>➤ Health and Personal Safety</li> </ul>
Emotional Health	<ul style="list-style-type: none"> <li>➤ Self-confidence</li> <li>➤ Body Image</li> </ul>
Influences & Decisions	<ul style="list-style-type: none"> <li>➤ Positive &amp; Negative Influences</li> <li>➤ Making Decisions</li> </ul>
Substance Use	<ul style="list-style-type: none"> <li>➤ The effects of drugs, alcohol, cannabis</li> </ul>
Personal Safety	<ul style="list-style-type: none"> <li>➤ Accidents at home &amp; school</li> <li>➤ Feeling threatened</li> </ul>

## Year 3

Modules	Content
Belonging and Integrating	<ul style="list-style-type: none"><li>➤ Goal setting for third year</li><li>➤ Work contract</li></ul>
Self management	<ul style="list-style-type: none"><li>➤ Time management</li><li>➤ Planning for effective study</li><li>➤ Coping with exams</li></ul>
Communication skills	<ul style="list-style-type: none"><li>➤ Learning to communicate</li><li>➤ Communication in conflict</li></ul>
Physical Health	<ul style="list-style-type: none"><li>➤ Physical exercise</li><li>➤ Relaxation</li><li>➤ Diet</li></ul>
Friendship	<ul style="list-style-type: none"><li>➤ Boyfriends and girlfriends</li></ul>
Relationships and Sexuality	<ul style="list-style-type: none"><li>➤ Body Image</li><li>➤ Where am I now</li><li>➤ Relationships –whets important</li><li>➤ The Three R's : Respect, rights and Responsibilities</li></ul>

	➤ Conflict
Emotional Health	➤ Stress ➤ Moods ➤ Feelings
Influences & Decisions	➤ Making Good Decisions
Substance Use	➤ Ecstasy and heroin- the realities
Personal Safety	➤ Recognising unsafe situations ➤ Violence ➤ Help Agencies

**Note;** topical issues are covered as they arise in the media.

## **20 .Literacy and Numeracy**

What is Literacy?

“Literacy includes the ability to use and understand the spoken language, print writing and digital media”

What is Numeracy?

“Numeracy is the ability to use mathematics to solve problems and meet demands of day to day living”

**Source: Department of Education and skills.”Literacy and Numeracy for learning for life**

The concept of literacy not only applies to reading and writing but also incorporates speaking and listening. As a result of this the teacher of SPHE has the potential to make a unique contribution to a young person’s capacity to communicate and to their emotional and health literacy. Teachers of SPHE will aim to help young people become more literate in the broadest sense by creating a safe environment in which they can reflect on their own experience and communicate with others. This can be achieved by encouraging students to reflect on the nature of communication itself and on how good communication can improve personal wellbeing and relationship with others.

The Social, Personal and Health Education Department of Colaiste Cholmcille is implementing the following initiatives

- Lesson objectives are emphasised in each classroom
- Keywords are highlighted in each chapter
- Writing instructions on the board
- Note Taking
- Repetition for emphasis
- Use of Posters

- Practising styles of communication- Assertive , Aggressive, Passive
- Quizzes , crosswords and word games
- Use of workbooks

### **Numeracy**

- Making study plans / Time management
- Lessons about nutrition /calories
- Surveys
- Simple statistics from research findings
- Understanding the menstrual cycle

## **21.Relationships and Sexuality Education (RSE)**

- Relationship and Sexuality Education is an integral part of the SPHE Programme. It is compulsory that a minimum of six class of RSE is taught to each year group.

## **22. Homework Procedures:**

- Reflection of topics covered in class.
- A written report
- Research on a topic to be covered in the following or future classes.
- Worksheets.
- Portfolio/ folder
- Research
- Issue tracking

## **23. Assessments/Examinations Procedures:**

Assessment in S.P.H.E is broader than exams or tests. Students are active participants in the learning process and are therefore involved in assessing their own learning. Students are encouraged to;

- reflect on the topics covered
- carry out further research
- report back to class
- Write up projects and reports

Parent teacher meetings provide an opportunity to inform parents about what their child is learning and gain support from them. Students keep a record of work or a portfolio to record;

- key moments of learning
- Tasks enjoyed at the end of each module, half term or end of year.

#### **24. Record Keeping Procedures:**

- Project
- Reflections
- Review of topic (module)
- Feedback/ written reports submitted can all be graded/ assessed by the teacher in class.
- A record can be kept in the teacher's own records.

#### **25. Reporting Procedures:**

- Parent teacher meetings
- Student journals
- Student copies/ folders/portfolios
- Project work.



## **26. Teacher In-Career Development:**

**2019-2022**

<b>Name</b>	<b>Date</b>	<b>Topic</b>
Attracta Gallagher	19 <sup>th</sup> and 20 <sup>th</sup> September	Introduction to SPHE
Anna Gettins		Junior Cycle RSE
Attracta Gallagher	26th February	Alcohol Education Programme training
Anna Gettins	September 2019	Introduction to SPHE
Linda Christie	February 2020	Junior Cycle RSE
Mairead Mc Gurren	September 2018	Alcohol Education Programme training
Joanne Kelly	September 2019	Introduction to SPHE

## **27. Subject Improvement Plan**

### **Summary of main strengths**

- Qualified teachers who are interested in the subject and who also engage in professional development.
- Excellent resources
- A whole school approach that supports the subject of SPHE. This is reflected in our antibullying and wellbeing week each year.
- An openness to guest speakers addressing students on various issues relating to SPHE

### **Summary of main areas requiring improvement**

- Seek a gender balance in delivery of SPHE programme
- To ensure plan is updated and constantly reviewed.

- New members of staff need to receive training in SPHE and also in RSE modules

### **Improvement targets**

- To have all teachers teaching SPHE fully qualified in all areas
- To keep plan updated

### **Required actions**

- Teachers must Sign up for further SPHE training

### **Persons responsible**


- Individual teachers

### **Timeframe for action success criteria measurable outcomes**

### **Review date**

There will be a continuous evaluation of the programme structure and materials used by teachers at subject meetings by the SPHE teachers.

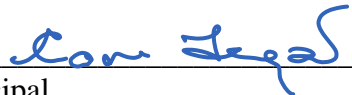
Signed:

  
Chairperson

Date 30/5/2023

Review Date 2025

Signed:

  
Principal

Date 30/5/2023

