



St. Angela's School.

Social, Personal & Health Education Policy.

1. Mission statement.

St. Angela's is a Catholic school which aims to cherish the uniqueness of each individual and to develop the full potential of each member of the school community.

2.) The 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

3.) Class Organisation and Curriculum

SPHE is allocated one class period per week to all Junior Cycle students. All class groups are mixed ability. SPHE teachers/facilitators will facilitate the drawing up of a class contract. The SPHE department implements the Literacy and Numeracy policy as outlined by the school. Approximately six SPHE classes per year will be allocated to the RSE module. At Senior Cycle, students will also receive six RSE classes in fourth, fifth and sixth year.

Contact maybe made with the Special Needs Co-ordinator, the Guidance Counsellors, Pastoral Care System, SNA'S and parents before facilitation of topics that may prove challenging for students. Opportunities are made available to explore issues that students may find challenging from their personal experiences on a one to one basis, with the Guidance team. Referral can be made by the individual student, parent, staff and management.

SPHE is made up of ten modules. These modules are revisited each year as the student matures and her needs and abilities change. The emphasis will be on experiential learning to facilitate: the building of skills, understanding of self/others, awareness of attitudes and values. This is all to encourage the holistic development of the student, cherishing her uniqueness.

There is cross-curricular links with Home Economics, Science,-Biology, CSPE, Religious Education, Guidance, PE Tutor time as part of the Pastoral Care system. This helps in forming a whole school approach to SPHE.

Modules in SPHE

- Belonging and Integrating
- Self-Management
- Communication Skills
- Physical Health
- Friendship
- Relationship and Sexuality Education (RSE)
- Emotional Health
- Influences and Decisions
- Substance Use
- Personal Safety.

Methodologies:

SPHE teachers will use a variety of methodologies. Examples of such methodologies include:

- Group Work
- Brainstorming
- Role Play
- Artwork
- Debates
- Personal reflection
- Etc

In the light of the advice contained in Circular 0023/2010, the following approaches will be avoided when teaching SPHE:

- Scare tactics
- Sensationalist approaches
- Testimonials
- Information only interventions
- Information that is not age appropriate
- Once-off/short-term interventions
- Normalising young people's risky behaviour
- Didactic approaches

In line with best practice, if a guest speaker is invited into the school, a teacher will be present with their class group at all times. It should not be a stand alone intervention but part of a wider programme of experiential learning.

4.) Assessment, record keeping and reporting:

- All student work is kept in copies/textbook. Written work and general class participation is used by the teacher to assess student engagement within the programme. Personal reflection is an integral part of the SPHE programme.
- Assessment for Learning (AFL) emphasises the young person's role in his/her learning. It is tool to improve and support learning. It happens before, during and after the lesson-preparation, practice and extension and creative enrichment. This allows for effective differentiation and gives students ownership of their learning. This allows the student to reflect on their own experience-learning for life.
- Regular department meetings take place and a record is kept of each meeting (see SPHE file).
- An SPHE co-ordinator is appointed on a voluntary basis.
- Discussion and consultation takes place with school management when appropriate.
- A comment on student participation in SPHE class is given on Junior Cycle school reports.

5.) Parents / Guardians

Parents / Guardians will be informed of the SPHE programme when they enrol their daughters in the school. Information is given to parents on their family interview day. A copy of the policy will be made available to parents on request. SPHE is part of the core curriculum in St. Angela's. Parents have the right to withdraw from the RSE module. Applications for withdrawal from the RSE module are to made in writing to the Principal. Resources may not allow for the removal of the student from class; she may disengage from the activity of the class. See RSE policy for details regarding this.

6.) Resources & Training

- The Board of Management will support the programme within the school and facilitate continued professional development of teachers involved in delivering the SPHE programme.
- The role of the SPHE co-ordinator is seen as vital for the success of the SPHE Programme.
- Resources are kept in a central location for all teachers to access with additional resources. Currently, each teacher is supplied with a "I Belong" textbook and teachers resource book. This is open to review. Each classroom has a computer and projector to allow ICT integration into the classroom experience.
- See Appendix 1 for staff training.

7.) Management on sensitive issues, on confidentiality and referral.

Each SPHE teacher/facilitator will facilitate each group drawing up their class contract at the start of each academic year. This contract aids the protection of the student and the group within this experiential process.

The SPHE teacher/facilitator will facilitate the programme in a sensitive manner. He/She will be aware that certain issues may cause distress, concern or anxiety for individual students because of their personal circumstances. (Supports as outlined under organisation)

Concerns or disclosures concerning child protection issues will be reported to the Designated Liaison Person (DLP) or Deputy Designated Liaison (DDL) in line with *Children First Guidelines* and *Child Protection Guidelines and Procedures*.

Review:

This policy will be reviewed every two years.

Ratified: Oct. 15th 2015

Signed: _____
Chairman, BOM.

Appendix 1:

List of staff training: (as at Oct. 2015)

Kathy Morrissey Postgrad/SPHE

Sinead Kelly - Guidance Counsellor ASIST-Suicide Prevention. SPHE Coordinator Training, 2010, Child Protection Training, 2014

Alice Power-Murphy- Guidance Counsellor ASIST-Suicide Prevention-Nov 2010/ role of SPHE co-ordinator-November 2011/Solution Focused Brief Therapy-Nov 2013/ Body Right-Rape Crisis Centre-2013/Foróige Training with the National Youth Development-Nov 2014/Personal Safety-March 2015/Junior Cycle RSE – September 2015, Child Protection Training, December 2015

Finola Moore-Senior Cycle RSE training-2009

Caroline Doyle-Senior Cycle RSE training-2009

Gary Carley (on secondment) Received training in all aspects of SPHE

Linda Walsh- Foróige Training with the National Youth Development-2014

Michaela Dunne- Foróige Training with the National Youth Development-2014

Anne Mulhall- Foróige Training with the National Youth Development-2014/Introduction to SPHE – October 2015

Susan Fitzpatrick - Introduction to SPHE – October 2015

Emilie Darmody - Introduction to SPHE – October 2015

Megan McCarthy - Introduction to SPHE – October 2015

Elaine Farrell - Introduction to SPHE – October 2015

Niamh Prendergast - Introduction to SPHE – October 2015

Core SPHE team meeting-March 2015 with PDST representative.

Teresa Fox/Caroline Doyle/Finola Moore-Senior Cycle RSE Review-March 2015

Caitríona Morgan-O'Brien, Child Protection Training, December 2015

Bernie McGlynn, Child Protection Training, December 2015