

Social, Personal and Health Education (SPHE) Policy for the Junior Cycle

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Mission Statement

Social, Personal and Health Education in Coachford College seeks to provide students with an opportunity to explore current and future life issues in a safe classroom environment. Students will be able to make clear and informed decisions for their lives both inside and outside of school.

Coachford College Mission Statement

We are a Community. Together we share mutual respect in a positive environment. We develop individual potential in all fields.

Programmes and Levels

SPHE in Coachford College falls into two recognised levels of education; Junior Cycle from 1st to 3rd Year and Senior Cycle from 4th to 6th Year.

1. Subject Aims:

Building on the aims of SPHE in the primary school, post-primary level SPHE in Coachford College seeks :

- To enable the students to develop skills for selfless self-fulfilment, generous and stable family and community living.
- To promote self-esteem and self-confidence with respect to their role in society and in the service of others.
- To enable the students to develop a framework for free, responsible and well -ordered decision-making based on the truth of the human person.
- To provide opportunities for reflection and discussion on the truth of what it is to be a human person.
- To promote physical, mental and emotional health and well-being.

2. Subject Objectives:

The general aim of education is to contribute towards the development of all aspects of the individual. 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, social and spiritual development. All these decisions must be made in the context of the wider community.

Support from the Board of Management, from the wider community and in particular from parents, teachers and pastors will be necessary for the successful implementation of Coachford College's programme of SPHE. With such support, students can be enabled to participate as active and responsible adults in personal and social dimensions of society. It allows them to make responsible decisions that respect the common search for goodness, truth, beauty and their own dignity, as well as the dignity of others based on the desire for happiness.

3. Subject Co-Coordinator: Mrs Anne Twomey

4. Subject Teachers: Mrs Anne Twomey, Ms Jessica Heaphy, Ms Colette Kidney and Mr Cillian Brennan.

5. Time Allocation: 1 class period per week, i.e. 40 minutes per week for all groups.

6. Timetabling:

- Teachers are asked to teach SPHE before the timetable is made out.
- Teachers take SPHE classes from year to year.

7. Grouping of Pupils (mixed ability, streaming):

- All classes are of mixed ability
- All classes take SPHE with their main class group i.e. 1J, 1K etc...
- Classes are co-educational, usually round 50% boys and 50% girls

8. Student Access to Subject/Level

- All students take SPHE in 1st, 2nd and 3rd Year
- Relationship and Sexuality Education (RSE) in Senior Cycle 4th, 5th, 6th Year (see separate RSE policy).
- Religion is taken by 1st, 2nd, 3rd, 4th, 5th and 6th Years.

9. Class Organisation:

- 1 Class of 40 minutes duration each week.
- Takes place in various classrooms or in teacher's own subject room.
- Seating Plan is organised by the teacher at the start of the year.

10. Textbook and Course Materials:

1st, 2nd and 3rd Year

- Healthy Lifestyles – Edel O'Brien, Roisin Moore SPHE Activities 1,2,3
- Minding Me 1,2,3 – Fiona chambers, Anne Jones, Anita Stackpoole, Mentor Books
- Junior Cycle SPHE, Group Up Revised Edition – Stephanie Mangan, Folens
- Healthy Living, HSE – Lisa O'Hagan, Student Workbook Year 1,2 and 3.

Course Materials

- Teachers Guidelines
- Junior Cycle Syllabus SPHE
- Guidelines for teachers, Junior Certificate SPHE, An Roinn Oideachais agus Eolaiochta
- Minding Me Teachers Resource Book – Fiona Chambers, Anne Jones & Anita Stackpoole
- Mentor SPHE in Action – HSE
- Healthy Living – HSE, Teachers lesson plans Year 1
- Healthy Lifestyles Teachers Resource Book for SPHE – Edel O'Brien
- On My Own Two Feet Resource Pack – HSE
- It's Your Life SPHE for Senior Cycle – Fiona Chambers & Anita Stackpoole, Mentor Books
- **Videos** – Bullying, Obesity (Supersize Me, Sex has a Price Tag (Pam Stenzel)

11. Planning for Students with Special Needs:

National Council for Curriculum Assessment NCCA Booklet – Guidelines for teachers of Students with General Learning Disabilities: SPHE section followed.

Text – Junior Schools Programmes – Learning outcomes for SPHE

12. Cross-Curricular Planning:

Many topics from SPHE syllabus are covered or referred to in Religious Education, Home Economics, Physical Education, Science, Guidance, CSPE, Art, English etc...

13. Subject Planning for a Culturally Diverse Society:

Teachers are sensitive to how cultural difference can impact upon content and methodologies chosen.

Interculturalism in the SPHE subject plan seeks to respect every child and teachers cultural, social and specific religious beliefs.

With reference to the 2006 NCCA Guidelines for schools on Intercultural Education in the Post-Primary School, SPHE seeks to enable students to respect and celebrate diversity, to promote equality and to challenge unfair discrimination.

The understanding, knowledge, attitudes, values, skills and capacities of intercultural education are integrated across a range of modules within the SPHE programme such as:

- Belonging and integrating – awareness of belonging to different cultural groups.
 - E.g. from the Travelling Community.
- Differences and similarities – students to be made aware of cultural diversity around them.
- Spiritual Health – large diversity of views can be held at the level of faith practice.
 - Respect for freedom of religion is an important moral imperative.
- Physical Health – e.g. areas of modesty or cultural practices at puberty.
- Emotional Health – expressions of anger, affection or grief with respect to the person themselves and others.
- Friendships – learning what is appropriate as friendship according to gender, age and culture.
- SPHE – Develop in the students empathetic listening skills; encourage discussing of values and attitudes in relation to cultural and religious background.

14. Effective Teaching Methodologies:

Use of textbook, video/DVD and discussion, Active Methodologies such as Case Studies, Brainstorming, Role-Play, Questionnaires, Ranking Exercises, Hand-outs, visitors to the school from appropriate bodies and organisations, drawings/collage artwork, guided fantasies – mediation, games, ice-breakers and word searches.

15. Range/Variety of Sources:

CF. No. 11 – Text books and Teacher Resource Book.

See Circular 0023/2010 for best practice guidelines (A copy of c23/2012 is included in this document as the final 3 pages)

Extract from c23/2010 re Outside Speakers –“ if schools wish to enhance or supplement SPHE by inviting visitors to the classroom precise criteria must apply. Outside contributors can play a valuable role in supplementing, complementing and supporting the SPHE programme.

Outside visitors use appropriate evidence based methodologies with clear educational outcomes.

Such programmes are best delivered by those specifically qualified to work with young people”.

A central storage cupboard has been requisitioned.

16. Availability and use of ICT Facilities:

Use of ICT room may be organised if needed – Classrooms 1A, 5C, 8C, 9B.

Most school classrooms have a TV, DVD player and data Projectors. 10B Library is the most congenial room in which to view video presentations. Access to websites/internet is available throughout most of the school via a wireless network and school Ethernet.

The following Websites have been referred:

17. Provision for Health and Safety Requirements:

- See School Health and Safety Policy with Documents in Folder.
- School policy on substance Abuse attached to this subject plan with documents in folder.
- Section on Active Methodologies, e.g. placing of school bags, moving tables and chairs at discretion and under the supervision of the teacher only.
- Accident – reporting book in Reception, all accidents to be reported in this book.

18. Curriculum Content – Long-Term Planning

Module	Year One
Belonging and Integrating	<ul style="list-style-type: none"> • Coping with change, • Joining a new group, • Appreciating difference, • Bullying is everyone’s business, • Coping with loss.
Self-Management	<ul style="list-style-type: none"> • Organising myself, • Organising my work at home and in school, • Balance in my life.
Communication Skills	<ul style="list-style-type: none"> • Express yourself, • learning to listen, • Passive/assertive and aggressive communication
Physical Health	<ul style="list-style-type: none"> • Body care • Healthy Eating • Exercise
Friendship	<ul style="list-style-type: none"> • Making New Friends • A Good Friend
Relationships & Sexuality	<ul style="list-style-type: none"> • Me as Unique and Different • Friendship • Changes at Adolescence • The Reproductive System • Images of Male and Female • Respecting Myself and Others
Emotional Health	<ul style="list-style-type: none"> • Recognising Feelings • Respecting my feelings and those of others
Influence and Decisions	<ul style="list-style-type: none"> • My Heroes
Substance Use	<ul style="list-style-type: none"> • Why Use Drugs? • Alcohol: The Facts • Smoking and its effects • Smoking: Why, Why Not? • Solvent Use
Personal Safety	<ul style="list-style-type: none"> • Looking after myself • Internet Safety

Module	Year 2
Belonging and Integrating	<ul style="list-style-type: none"> • Looking Back • Looking Forward • Group Work • Family Ties
Self-Management	<ul style="list-style-type: none"> • What motivates me? • Study Skills
Communication Skills	<ul style="list-style-type: none"> • Assertive Communication
Physical Health	<ul style="list-style-type: none"> • Body Care • Body Image • Exercise
Friendship	<ul style="list-style-type: none"> • The changing nature of friendship
Relationships & Sexuality	<ul style="list-style-type: none"> • From conception to birth • Recognising and expressing feelings and emotions • Peer pressure and other influences • Managing relationships • Making responsible decisions • Health and personal safety

Emotional Health	<ul style="list-style-type: none"> • Body confidence • Body image
Influence and Decisions	<ul style="list-style-type: none"> • Positive and negative influences • Making decisions
Substance Use	<ul style="list-style-type: none"> • The effects of drugs • Alcohol and its effects • Alcohol: why, why not? • Head shops • Cannabis and its effects • Cannabis: why, why not?
Personal Safety	<ul style="list-style-type: none"> • Accidents at home • Feelings threatened • Internet safety

Module	Year 3
Belonging and Integrating	<ul style="list-style-type: none"> • Goal setting for 3rd Year • Work contract
Self-Management	<ul style="list-style-type: none"> • Organising my time • Planning for effective study • Coping with examinations
Communication Skills	<ul style="list-style-type: none"> • Learning to communicate • Communication in situations of conflict
Physical Health	<ul style="list-style-type: none"> • Physical exercise • Relaxation • Diet
Friendship	<ul style="list-style-type: none"> • Boyfriends and girlfriends
Relationships & Sexuality	<ul style="list-style-type: none"> • Body image • Where am I now? • Relationships – what’s important • The 3 R’s – respect, rights and responsibilities • Conflict
Emotional Health	<ul style="list-style-type: none"> • Stress • Feelings and moods
Influence and Decisions	<ul style="list-style-type: none"> • Making a good decision
Substance Use	<ul style="list-style-type: none"> • Ecstasy: the realities • Heroin: the realities • Cocaine • Alcohol
Personal Safety	<ul style="list-style-type: none"> • Recognising unsafe situations • Violence • Help agencies

19. Homework Procedures

General policy in Coachford College is that no SPHE homework is given.

20. Assessment and Examination Procedures

- One minute paper – summary at the end of each class.
- At the end of each module a review of class copy will take place.
- Discussion and Evaluation completed at the end of each topic.

21. Record Keeping Procedures

- Roll taken at the beginning of each class.
- Information on each student available on each student available and stored by each class teacher.
- Records kept by each teacher on pupils

22. Reporting Procedures

Reports to be filled in for each student and sent home at Christmas and summer.

23. Teacher In-Career Development:

2009-2012

Anne Twomey 22/23rd September 2009
5th November 2009
8/9th March 2010
Oct/Nov 2011

Introductory Training for SPHE Teachers
Junior Cycle RSE
RSE In-Service
Mental Health 1&2

24. Active Methodologies

Art Spiral	Back-to-back	Taboo
Carousel	Clustering	Thumb tool
Conscience Alley	Consequence wheel	Using photographs
Creative Matrix	Dartboard evaluation	Word games
Dot Voting	Drama techniques	CAF (consider all factors)
Fact or Opinion	Fishbone strategy	Card ranking
Five Questions	Freeze frame	Collage
Graffiti Board	Hassel lines	Constructing walls
Hot Seating	Ideas funnel	Diamond ranking
Memory Game	Just a minute	Each one teach one
Mysteries	Mind maps	Fist-to-five
Opinion Finders	No easy answers board	Giant steps
Priority Pyramid	OPV (other people's views)	Hot air balloon
Snowballing	People bingo	Jeopardy
Spectrum Debate	Revolving circle	KWL (know-want to know-learn)
SWOT (strengths weaknesses opportunities and threats)	Stick debate	Lifelines
Mind movies	Odd one out	PMI (plus-minus-interesting)
Post-it collection	Simulation	Talking Heads
Traffic Lights	Walking Debate	Zone of Relevance

Circular 0023/2010

**To Chairpersons of Boards of Management and Principals
of all Post-Primary Schools
Social, Personal and Health Education (SPHE) & Relationships and Sexuality Education (RSE)
Best Practice Guidelines for Post-Primary Schools**

INTRODUCTION

The Department of Education and Science wishes to advise management authorities of the necessity to adhere to best practice guidelines in the mandatory implementation of SPHE/RSE in the junior cycle and RSE in the senior cycle.

National and international research has consistently shown that the qualified classroom teacher is the best placed professional to work sensitively and consistently with students and that s/he can have a powerful impact on influencing students' attitudes, values and behaviour in all aspects of health education.

The SPHE/RSE programme should have a substantial skills development element and should not merely be information based. Such skills are developed over time and founded on an ongoing relationship based on trust, understanding and mutual respect.

Young people flourish in an environment where there is a whole-school approach to the holistic growth of students and where there is a shared belief in their potential for development, learning and wellbeing.

RESPONSIBILITY OF SCHOOLS

The Education Act (1998) states that:

A recognised school shall promote the moral, spiritual, social and personal development of students and provide health education for them, in consultation with their parents, having regard to the characteristic spirit of the school.

School management, principals and teachers have a duty to provide the best quality and most appropriate social, personal and health education for their students. They also have a duty to protect students in their care at all times from any potentially harmful, inappropriate or misguided resources, interventions or programmes.

VISITORS TO POST-PRIMARY SCHOOLS: GUIDELINES

If schools wish to enhance or supplement SPHE/RSE by inviting visitors to the classroom precise criteria must apply. Outside facilitators who contribute to the SPHE/RSE programme can play a valuable role in

supplementing, complementing and supporting a planned, comprehensive and established SPHE/RSE programme. Any such visitor or visiting group should adhere to the guidelines of good practice as set out in the SPHE Handbook Section 7 and which are condensed herewith:

- Visitors to the classroom or school, particularly those engaging directly with students, should be aware of relevant school policies including the school's child protection policy, RSE policy and substance misuse policy. Any such visit must be carefully planned in advance in line with the relevant whole-school SPHE/RSE programme(s) and policies.
- Talks/programmes delivered by outside agencies or speakers must be consistent with and complementary to the school's ethos and SPHE/RSE programme. Visits should be planned, researched and implemented in partnership with school personnel.
- Relevant teachers need to liaise with and be involved with all visitors and external agencies working with the school and the whole staff needs to be made aware of same.
- It is strongly recommended that parents should be consulted and made aware of any such visiting people or agencies to classrooms / schools.
- The school's SPHE/RSE coordinator may also help in the process of whole-school planning and coordination to support the effective implementation of SPHE/RSE.
- It is of the utmost importance that classroom teachers remain in the classroom with the students and retain a central role in delivery of the core subject matter of the SPHE/RSE programme. The presence of the classroom teacher should ensure that the school follows appropriate procedures for dealing with any issue(s) that may arise as a result of the external input(s).
- All programmes and events delivered by visitors and external agencies must use appropriate, evidence-based methodologies with clear educational outcomes. Such programmes are best delivered by those specifically qualified to work with the young people for whom the programmes are designed.
- All programmes, talks, interventions and events should be evaluated by students and teachers in terms of the subject matter, messages, structure, methodology and proposed learning outcomes.

PLEASE NOTE

Research findings indicate that the following teaching approaches have limited effect and are counterproductive to the effective implementation of SPHE. In light of this, schools are advised to avoid the following approaches:

Scare tactics

Information that induces fear, and exaggerates negative consequences, is inappropriate and counterproductive.

Sensationalist interventions

Interventions that glamorise or portray risky behaviour in an exciting way are inappropriate and can encourage inappropriate risk taking.

Testimonials

Stories focused on previous dangerous lifestyles can encourage the behaviour they were designed to prevent by creating heroes/heroines of individuals who give testimony.

Information only interventions

Programmes which are based on information alone are very limited in the learning outcomes they can achieve and can in fact be counterproductive in influencing values, attitudes and behaviour.

Information that is not age appropriate

Giving information to students about behaviours they are unlikely to engage in can be counterproductive in influencing values, attitudes and behaviour.

Once off/short term interventions

Short-term interventions, whether planned or in reaction to a crisis, are ineffective.

Normalising young people's risky behaviour

Giving the impression to young people, directly or indirectly, that all their peers will engage/are engaging in risky behaviours could put pressure on them to do things they would not otherwise do.

Didactic approach

Didactic approaches which are solely directive in nature are ineffective in the successful implementation of SPHE/RSE.

FURTHER INFORMATION

Information, advice and support is available from the SPHE Support Service which is a partnership between the Department of Education and Science, the Department of Health and Children, and the Health Service Executive, in association with Marino Institute of Education.

SPHE Support Service Tel: (01) 805-7718

(Post-Primary) Fax: (01) 853-5113

Marino Institute of Education Email: sphe@mie.ie

Griffith Avenue Website: www.sphe.ie

Dublin 9.

Please bring this circular to the attention of teachers and members of the school board of management. This circular may also be accessed at www.education.ie under Education Personnel/Circulars.

Alan Wall

Principal Officer

Teacher Education Section

March 2010