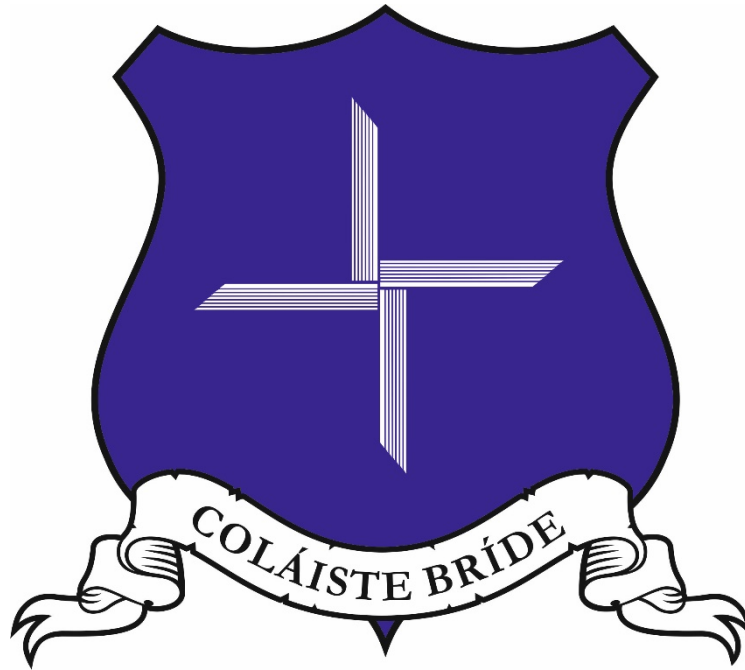


# Social Personal and Health Education Policy



## **Coláiste Bríde, Enniscorthy, Co. Wexford.**

**Ratified by the Board of Management**

**Signed: \_\_\_\_\_**  
**Chairperson,**  
**Board of Management**

**Review Date: 13<sup>th</sup> May, 2019**

**Signed: \_\_\_\_\_**  
**Secretary,**  
**Board of Management**

## MISSION STATEMENT

*“We are working to promote a secure and caring environment,  
Where Respect, Responsibility and Christian commitment grow,  
Drawing forth the positive of each individual”*

Coláiste Bríde is a Catholic School founded by the Mercy Order under the trusteeship of CEIST. It has a long tradition of academic excellence and is committed to the development of the whole student. It offers a curriculum designed to meet fully the needs of the student.

The school wishes to cater for the academic, spiritual, moral, aesthetic, interpersonal and physical needs of the student. The characteristics of the school are the pursuit of tolerance, compassion and a sense of justice and equality for all.

We aim to develop in each student, confidence, self-respect and respect for others.

The school and its staff value its partnership with parents in meeting the personal and educational requirements of students and staff alike.

The core values of CEIST are:

### ***Promoting Spiritual and Human Development***

We believe a knowledge of and a personal relationship with Jesus Christ gives meaning and purpose to our lives.

### ***Achieving Quality in Teaching and Learning***

We are committed to excellence and to continually improving the quality of teaching and learning.

### ***Showing Respect for Every Person***

We respect the unique and intrinsic value of every person.

### ***Creating Community***

Our schools are faith communities of welcome and hospitality where Gospel values are lived and where there is special care for those most in need.

### ***Being Just and Responsible***

We seek to act justly and responsibly in all our relationships

## Introduction

The Social, Personal and Health Education (SPHE) Policy has been developed following consultation between staff, parents, students, Principal and the Board of Management. In this policy document the term 'parent' is taken to include 'guardian'. 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.

## Policy Context

This policy is informed by and should be read in conjunction with:

- The Mission Statement of Coláiste Bríde
- The Relationships and Sexuality Education Policy
- The Code of Positive Behaviour
- Child Safeguarding Statement
- The Internet Acceptable Use Policy
- The Special Educational Needs Policy (Draft)
- Wellbeing Plan
- The Guidance Plan

## Aims

Social, Personal & Health Education (SPHE) aims to develop students' positive sense of themselves and their physical, social, emotional and spiritual health and wellbeing. It also aims to build the capacity of young people to develop and maintain healthy relationships. Relationships and Sexuality Education (RSE) is an integral part of the Junior Cycle SPHE and the Wellbeing curriculum. Its aim is to help young people to acquire a knowledge and understanding of human relationships and sexuality through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework (2017, Wellbeing Guidelines, p.47).

## Rationale

It is accepted that the home and the parents are the primary educators of their children in the area of Social, Personal and Health Education and Relationships and Sexuality Education. Programmes in these areas carried out in the school are extensions of the education already begun in the home.

SPHE aims to help students develop skills which will enable them to make informed decisions about their health, social development and personal lives thus enabling them to make responsible decisions that respect their own dignity and the dignity of others.

Early adolescence is a time of significant change for young people, physically, emotionally and socially. Through the use of experiential methodologies and group work, students have the dedicated space and time in SPHE classes to develop their understanding and skills to learn

about themselves, to care for themselves and others and to make informed decisions about their health and wellbeing in a rapidly changing world.

In SPHE, students have opportunities to revisit different themes which focus on developing self-awareness and respect for others, and the skills of self-management, communication, coping, decision-making and relating to others. This spiral approach of revisiting key ideas and topics is familiar from existing approaches to SPHE. This new Wellbeing programme builds on this approach but also emphasises the importance of student agency and engagement in the learning process as key to learning in the affective domain. The skills involved are vital for self-fulfilment, for living in communities and for full engagement in learning beyond SPHE. Personal reflection, resilience and empathy are also promoted through SPHE.

Relationships and Sexuality Education (RSE) is important for young people at this stage of their lives. SPHE provides the context within which young people can learn about important physical, social, emotional and moral issues around relationships, sexual health, sexuality and gender identity. Please refer to our Relationships and Sexuality Education Policy for more information on this.

The context for learning in SPHE helps to ensure that students learn to make informed decisions about their health and wellbeing. These decisions are further supported and encouraged by school, community and national policies and guidelines. Ground rules/class contracts are drawn up by the class teacher in consultation with the class at the start of each school year. Ground rules should be clear and simple and adhered to by all.

In Junior Cycle, six indicators have been identified as central to students' wellbeing:

- Active
- Responsible
- Connected
- Resilient
- Respected
- Aware

Learning in SPHE provides learning opportunities designed to enhance each of these indicators thereby contributing significantly to the school's Wellbeing programme in junior cycle.

### Timetabling

In First, Second and Third Year SPHE is timetabled for one class per week as part of our Junior Cycle Wellbeing Programme.

SPHE is also timetabled for one period per week in Transition.

In Fifth student receive one class of Mental Health. Our RSE programme is delivered to Fifth and Sixth years as a six class period module as per our RSE Policy.

### Staff Development, Training and Resources

The value placed on SPHE by the school will be evident by the commitment on the part of School Management to develop a core of trained SPHE teachers. Continuing professional development is an integral part of this programme. School Management is responsible for the relevant training needs of SPHE teachers. As part of the core curriculum, SPHE will have a budgetary allocation in line with its stage of development and its teaching methodologies and timetabled allocation. School Management is committed to the appointment of an SPHE Co-ordinator. School Management encourages and facilitates continuing professional development for new and existing teachers of SPHE.

### Participation

SPHE is a core curricular subject on the Junior Cycle curriculum and it plays a central role in educating students in Wellbeing. Relationships and Sexuality (RSE) is one module of the subject. Each parent has the right to withdraw their child from RSE (see Relationships and Sexuality Policy). If a student is withdrawn from the lessons pertaining to the sensitive elements of the RSE programme, parents must give a notice in writing to the school that they are withdrawing their child. The student may be accommodated in another teacher's classroom in the school. However, it will be necessary for parents of any student opting out of RSE to make suitable arrangements with School Management for the welfare of their child at these times. It is important to be aware that in these circumstances the school cannot be responsible for information subsequently passed on by participating students.

### Sensitive Issues

While it is acknowledged that teachers have a professional responsibility to impart the SPHE course content, the needs of the students will be addressed in a caring and supportive manner. Where it is appropriate, the school will refer students to other supportive links or services, internal or external to the school community e.g. Care Team, Guidance Counsellor, etc. Class discussion will be of a general nature in accordance with the previously agreed ground rules and will not be personally directed. If any questions asked by students are deemed to be inappropriate, the teacher will refer the student to their parents or state that this information may be available at a later stage of the curriculum. Teachers may choose to say that it is not appropriate to deal with that question at this time. If a teacher becomes concerned about a matter that has been raised, he/she should seek advice from the Principal. When deciding whether or not to answer questions the teacher should consider the age and readiness of the students, the SPHE / RSE programme content, the ethos of the school, the RSE policy and use their professional judgment.

## Confidentiality

The normal limits of confidentiality will apply to any information coming to the attention of the teacher. However, every effort should be made to ensure that this information is dealt with in a sensitive and discreet manner. It is important that students are made aware of the limits of confidentiality and that teachers cannot give unconditional guarantees of confidentiality. Confidentiality should be respected unless the teacher feels that the child is at risk. In such a case, the appropriate action should be taken in accordance with the procedures set down in the Child Protection Procedures for Post-Primary Schools, the school's Child Safeguarding Statement and the Children First legislation (2017).

## Cross-Curricular Links

As a school that promotes health and wellbeing, a number of whole school initiatives are organised for example our 'I am Worth it Week' and our Healthy Active Week. SPHE teachers work in conjunction with the Home Economics and the PE Departments to promote physical fitness and healthy eating. Extra-curricular sports such as athletics, basketball, camogie, football, hockey and soccer promote physical activity, teamwork, leadership, fair play and social skills. Opportunities to represent Coláiste Bríde in co-curricular or extra-curricular quizzes, debating, mini-companies, sports, Young Scientist, Junk Kouture and many other school events instils a sense of school pride. Positive mental health is further promoted through the Amber Flag, mindfulness workshops and meditation classes.

## SPHE and RSE as part of the Wellbeing Programme

This SPHE & RSE Policy was collated by SPHE teachers who formed part of the Wellbeing Planning team. It is envisaged that the Wellbeing programme will achieve synergy and a cohesive approach to Wellbeing. All components of the Wellbeing programme, spanning SPHE, CSPE, PE and Other Units of Learning are linked to the Indicators of Wellbeing. Course content is aligned to the 2015 Junior Cycle Framework, 2017 Wellbeing Guidelines and NCCA Course Specifications.

## Junior Cycle Course Content

SPHE is designed to enable students to develop a positive sense of themselves and a commitment to caring for themselves and others.

**Strand 1: Who am I?** This strand focuses on developing self-awareness and building self-esteem.

**Strand 2: Minding myself and others.** This strand provides opportunities for students to reflect on how they can best take care of themselves and others.

**Strand 3: Team up.** This strand focuses on students learning about important relationships in their lives and building relationship skills.

**Strand 4: My mental health.** This strand focuses on building positive mental health, examining young people’s experience of mental ill health and learning how to support themselves and others in challenging times.



#### Statements of Learning: Links to SPHE

The following tables show how SPHE may be linked to the central features of learning and teaching in junior cycle.

Statement of learning	Example of related learning in SPHE
The student has an awareness of personal values and an understanding of the process of moral decision making (SoL 5)	Students participate in a range of activities that promote responsible behaviours and help them to develop skills for making personal and group decisions that respect their own dignity and the dignity of others.
The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she lives. (SoL 6)	In SPHE, students have opportunities to discuss opinions, examine problems and decide how these might be approached with their peers, thereby helping them to appreciate the value of different perspectives. By examining case studies and undertaking role-play, students can learn to be more empathetic towards others and to respect different values, beliefs and traditions.

<p>The student takes action to safeguard and promote her/his wellbeing and that of others</p> <p>(SoL 11)</p>	<p>Students examine how their values, attitudes and behaviour impact on their own and others' health and wellbeing. They develop different resources designed to support young people in making informed decisions for their own wellbeing and that of others.</p>
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### Key Skills Developed Through SPHE



Key Skill	Element	Student learning activity
Being Creative	Exploring options and alternatives	Students explore and evaluate options and alternatives in the context of decisions they make. They record and communicate their learning in creative ways.
Being Literate	Expressing ideas clearly and accurately	Students learn to articulate their thoughts and feelings clearly and respectfully through group work, roleplay and reflections, and by



		exploring and discussing scenarios and case studies.
Being Numerate	Gathering, interpreting and representing data	Students gather information through questionnaires, surveys and personal records and present their findings in graphic form to different audiences.

Communicating	Listening and expressing myself	Students learn to express themselves clearly and respectfully, to ask for help, to listen to other peoples' viewpoints and discuss ideas and opinions.
Managing Information and Thinking	Gathering, recording, organising and evaluating information	Students become familiar with how and where they can access information and support to maintain their physical and mental health in a holistic way.
Managing Myself	Knowing myself	Students learn more about themselves as they engage in decision-making activities and goal setting. They learn to be flexible, to organise themselves, to plan to achieve their goals and to develop a sense of balance in their lives.
Staying Well	Being healthy and physically active	Students learn about taking responsibility for their wellbeing and relationships. They also learn how to include a balanced diet, physical activity and relaxation as part of a healthy lifestyle.
Working with others	Respecting difference	Students learn about group processes and how group membership can affect an individual's thinking and behaviour. They develop greater empathy as they learn about other peoples' perspectives and develop skills for relating effectively to others.

## Wellbeing Indicators & SPHE Learning Outcomes

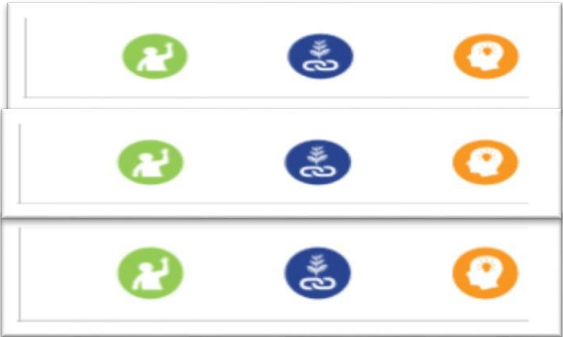
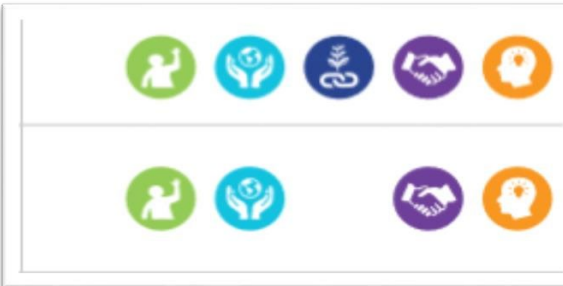
The six wellbeing indicators make explicit what is important learning in Wellbeing. The learning outcomes in each of the four strands of SPHE are aligned to the indicators for Wellbeing in junior cycle

































Learning Outcomes:





























Learning outcomes are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having completed the four strands of the junior cycle SPHE course. Each SPHE learning outcome is aligned to the indicators of wellbeing.

SPHE Strand 1: Who am I?		
Students learn about	Students should be able to	
How I see myself and others	<p>1.1 appreciate the importance of building their own self-esteem and that of others</p> <p>1.2 welcome individual difference based on an appreciation of their own uniqueness</p>	<p>A graphic showing six wellbeing indicators: ACTIVE (pink), RESPONSIBLE (green), CONNECTED (blue), RESILIENT (dark blue), RESPECTED (purple), and AWARE (orange). Each indicator is represented by a vertical text label above a corresponding icon. The icons are arranged in two rows: the top row contains RESPONSIBLE, CONNECTED, RESPECTED, and AWARE; the bottom row contains ACTIVE, RESPONSIBLE, RESPECTED, and AWARE.</p>
Being an adolescent	<p>1.3 participate in informed discussions about the impact of physical, emotional, psychological and social development in adolescence</p> <p>1.4 recognise how sexuality and gender identity is part of what it means to be human and has biological, psychological, cultural, social and spiritual dimensions.</p>	<p>A graphic showing six wellbeing indicators: ACTIVE (pink), RESPONSIBLE (green), CONNECTED (blue), RESILIENT (dark blue), RESPECTED (purple), and AWARE (orange). Each indicator is represented by a circular icon. The icons are arranged in two rows: the top row contains ACTIVE, RESPONSIBLE, CONNECTED, RESILIENT, RESPECTED, and AWARE; the bottom row contains ACTIVE, RESPONSIBLE, CONNECTED, RESILIENT, RESPECTED, and AWARE.</p>

<p>Self-management</p>	<p>1.5 identify short, medium and long-term personal goals and ways in which they might be achieved</p> <p>1.6 apply decision-making skills in a variety of situations</p> <p>1.7 source appropriate and reliable information about health and wellbeing</p>	
<p>My rights and the rights of others</p>	<p>1.8 explain how stereotyping can contribute to a person's understanding and experience of rights and wellbeing</p> <p>1.9 appreciate the importance of respectful and inclusive behaviour in promoting a safe environment free from bias and discrimination</p>	

SPHE Strand 2: Minding Myself and Others		
Students learn about	Students should be able to	
Being healthy	<p>2.1 evaluate how diet, physical activity, sleep/rest and hygiene contribute to self-confidence, self-esteem and wellbeing</p> <p>2.2 critique the impact of the media, advertising and other influences on one's decisions about health and wellbeing</p> <p>2.3 describe what promotes a sense of belonging in school, at home and in the wider community and their own role in creating an inclusive environment</p> <p>2.4 distinguish between appropriate care giving and receiving</p>	<p><b>ACTIVE</b></p> <p><b>RESPONSIBLE</b></p> <p><b>CONNECTED</b></p> <p><b>RESILIENT</b></p> <p><b>RESPECTED</b></p> <p><b>AWARE</b></p> <hr/>   <hr/>   <hr/>     <hr/>   <hr/>     <hr/>    
Substance use	<p>2.5 demonstrate the personal and social skills to address pressure to smoke, to drink alcohol and/or use other substances</p> <p>2.6 reflect on the personal, social and legal consequences of their own or others' drug use</p> <p>2.7 critique information and supports available for young people in relation to substance use.</p>	  <hr/>     <hr/>    

<p>Respectful communication</p>	<p>2.8 use the skills of active listening and responding appropriately in a variety of contexts</p> <p>2.9 use good communication skills to respond to criticism and conflict</p>	
<p>Anti-bullying</p>	<p>2.10 describe appropriate responses to incidents of bullying</p> <p>2.11 appraise the roles of participants and bystanders in incidents of bullying</p> <p>2.12 review the school's anti-bullying charter and internet acceptable usage policy explaining the implications for students' behaviour and personal safety</p>	

SPHE Strand 3: Team up		<b>AWARE</b> <b>RESPECTED</b> <b>RESILIENT</b> <b>CONNECTED</b> <b>RESPONSIBLE</b> <b>ACTIVE</b>
Students learn about	Students should be able to	
Having a friend and being a friend	3.1 establish what young people value in different relationships and how this changes over time	  
	3.2 evaluate attitudes, skills and values that help to make, maintain and end friendships respectfully	    
	3.3 recognise their capacity to extend and receive friendship	  
The relationship spectrum	3.4 explain the different influences on relationships and levels of intimacy	  
	3.5 analyse relationship difficulties experienced by young people	  
Sexuality, gender identity and sexual health	3.6 describe fertility, conception, pre-natal development and birth, and the particular health considerations for each	 
	3.7 explain what it means to take care of their sexual health	  
	3.8 demonstrate assertive communication skills in support of responsible, informed decision-making about relationships and sexual health that are age and developmentally appropriate	 
	3.9 reflect on the personal and social dimensions of sexual orientation and gender identity	   

<p>Media influence on relationships and sexuality</p>	<p>3.10 critically analyse the use of sexual imagery and gender stereotyping in various forms of media</p> <p>3.11 critique the influence of media on their understanding of sexuality and sexual health</p>	
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