

Social, Personal and Health Education Policy

Definition of Social, Personal and Health Education

Social, Personal and Health Education (SPHE) contributed to developing the work of the School in promoting health and well-being of children and young people. This happens in the context of their emotional, moral and spiritual growth, as well as their intellectual, physical, religious and creative development.

Social, Personal and Health Education provides students with a unique opportunity to develop the skills and competencies to learn about themselves and care for themselves and others and to make informed decisions about their health, personal lives and social development.

Support from the Board of Management, from the wider community and in particular from parents, will be necessary for the successful implementation of this school's programme of SPHE.

The aims of SPHE

Building on the aims of SPHE in the primary school, at post primary level SPHE aims:

- To develop skills for self- fulfilment and living communities.
- To promote self-esteem and self confidence
- 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.

Relationship to School Mission

Columba College, as a Post Primary School, aims to provide a learning environment which will allow all students to achieve their full potential and enable them to develop into caring and responsible adults/citizens capable of contributing to and fulfilling their roles in the Community/Society.

Columba College is a community which is committed to developing each person's full potential in a positive and supportive environment. The SPHE programme has developed out of a vision for holistic education of the individual, providing valuable life skills which are compatible with the Mission of the school. This policy is rooted in our fundamental aim to

develop each member of the school community. Through the implementation of this policy we strive to enact the Mission.

Rationale for Policy

Columba College understands that the home is the natural and primary place where students grow, develop and mature into adults. However as educators we have a duty 'to 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' (Education Act 1998)

Goals of the Policy

That student members of the school community will:

- Be afforded an opportunity to develop their understandings of themselves, society and to make informed decisions about their health, personal lives and social environment development.
- Be provided with learning opportunities and experiences which help students' social, moral, cultural and personal development.
- Be enabled to grow and develop as individual people, and in their relationship to others as a family member, friend or citizen.
- Experience a consistent and coherent programme of SPHE during each academic year.

Roles and Responsibilities in developing, implementing, monitoring and evaluating this policy.

Board of Management

The board will ensure that the mission and values of the school are reflected in the formulation and implementation of this policy.

Principal/Deputy Principal

The principal and Deputy Principal are committed to supporting all those involved in delivering the SPHE Programme in Columba College. The management will facilitate in house staff development and encourage participation in external programmes and courses particularly when these programmes have a direct influence on student learning within the SPHE Programme.

SPHE Teachers

Teachers conduct classes in a structured and ordered environment. The relationship fostered in the classroom is based on mutual respect. Teachers will avail of opportunities to participate in external programmes/courses that have a direct influence on student learning within the SPHE Programme. Teachers will work together to ensure a coherent and consistent delivery of the programme during each school year.

Timetable:

- 2 Classes per week 1st Years *provision of short course
- 1 Class period a week is provided to each 2nd & 3rd year class group for SPHE education.
- 6 class groups in a year will be dedicated to RSE.

Cross Curricular links:

Religious Education

Physical Education

Home Economics

Science

Policy Content:

The SPHE curriculum is delivered in ten modules at Junior Certificate and nine modules at Leaving Certificate. The Department of Education and Science recognises that each school has flexibility within this syllabus to plan and order the delivery of the SPHE Programme according to school or class needs and circumstances.

Junior Cycle Modules:

- Belonging and Integrating
- Self-Management: A sense of purpose
- Communication Skills
- Physical Health
- Friendship
- Relationships and Sexuality Education (RSE)
- Emotional Health

- Influences and decisions
- Substance use
- Personal Safety

The topics for senior cycle students will build on elements covered in Junior Cycle and will treat issues in ways suitable for the students. Topics will include:

- Treating women and men with equal respect
- Making responsible choices regarding sexual activity
- Sexual Harassment
- Awareness of what constitutes a loving relationship
- A deeper understanding of Pregnancy and the developing foetus
- The long-term commitment involved in marriage
- Parenting and family life
- Fertility and family planning
- Sexual abuse, rape, legal rights, voluntary and statutory agencies

Success Criteria

The student members of the school community will:

- Experience a consistent and coher<mark>ent</mark> programme of SPHE during each academic year.
- Be afforded and opportunity to develop their understanding of themselves, society and to make informed decisions about their health, personal lives and social development.
- Be provided with learning opportunities and experiences which help student's social, moral, cultural and personal development.
- Be enabled to grow and develop as individual people, and their relationship to others as a family member, friend or citizen.

The SPHE teachers will have access to in house staff development and be encouraged to participate in external programmes and courses particularly when these programmes/course have a direct influence on student learning within the SPHE Programme.

Teaching and Learning Methods

As the SPHE programme is mainly skills based, teaching and learning styles will be of an active, experiential nature with an emphasis on discussion, reflection and classroom participation. These teaching methods will be appropriate to the age and the stage of development of the students. Incorporating assessment for learning into SPHE teaching

methods, can inform the teacher of the personal response and understanding of pupils to particular topics. The school authorities will identify and assemble material and resources deemed appropriate for the delivery of SPHE.

Creating a safe learning environment is vital, which can be achieved for example through distancing techniques such as the use of drama or non-personalized debate. The class atmosphere needs to be one of respect for the privacy of each individual student and of sensitivity and care.

The Role of Visitors

It is the duty of the teacher who organises the visit to ensure the suitability of the visit to the programme and the school. Teachers will remain with the class for the duration of the visit. Principal must be informed in advance of all visiting speakers and the content of their presentation.

Sensitive Issues

Class discussion will be of a general nature and not personally directed. The SPHE teacher will act as a facilitator and not a counsellor.

Review and Evaluation

The policy will be review after two years. The evaluation of the SPHE programme will take place annually and will include teachers, students and the principal/deputy principal.

Signature	Chairperson of Board of Management
Signature	School Principal
Date of next review:	