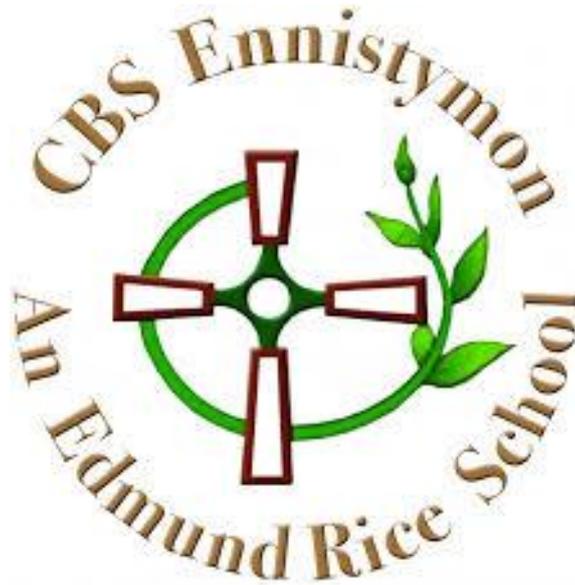


CBS Ennistymon

SPHE Policy



Reviewed	Ratified by the Board of Management	Review Date
12-06-2019		12-06-2021

Meánscoil na mBráithre

Christian Brothers School, Ennistymon

School Name: Christian Brothers Secondary School Ennistymon

School Address: Monastery Lane, Ennistymon, Co Clare.

School Management: The Board of Management of Meánscoil na mBráithre is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

Mission Statement

We are a voluntary Catholic Secondary School for boys under the trusteeship of the Edmund Rice Schools Trust (ERST), focusing on the importance of a value-based Christian education in the Catholic tradition.

We endeavour to educate our students so that as emerging adults they will have the confidence and skills necessary to participate fully:

- In community life
- In family life
- In their work life
- In leisure

Ethos

The characteristic spirit of our school is based on the vision and values of the Edmund Rice Schools Trust Charter. The five characteristics of an Edmund Rice school underpin the operation of Edmund Rice Secondary School, namely:

- Nurturing faith, Christian spirituality and Gospel-based values
- Promoting partnership
- Excellence in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership

Rationale

The aim of education is to contribute towards the development of all aspects of the individual. Our commitment to education in the area of Social, Personal and Health Education (SPHE) arises out of this holistic aim. We value the ways in which the subject provides students with a unique opportunity to develop the skills and competencies to learn about themselves and others and to make informed decisions about their health, personal lives and social development.

Definition of Social, Personal and Health Education

SPHE is a program that provides students with the unique opportunity to develop the skills and competencies to learn about themselves and others and to make informed decisions about their health, personal lives and social development. This policy has been reviewed in accordance with the CBS Ennistymon Child Safeguarding Statement and in line with the Children First Act 2015 and the Child Protection Procedures for Primary and Post- Primary Schools 2017. While renewing this SPHE policy due consideration has been given to all aspects of the wellbeing of students at CBS Ennistymon. General Data Protection Regulation came into force in May 2018, and this policy has been reviewed in line with this legislation.

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

1. to enable students to develop skills for self-fulfilment and living in communities
2. to promote self-esteem and self-confidence
3. to enable students to develop a framework for responsible decision making
4. to provide opportunities for reflection and discussion
5. to promote physical, mental and emotional health and well-being.

How SPHE links with the CBS Ennistymon Ethos

We see the above aims as contributing towards the CBS Ennistymon commitment to nurturing the Christian values of respect, justice and integrity in all aspects of school life and to fostering the holistic development of students in our care.

CBS Ennistymon recognises that home is the natural environment where children grow, develop and mature into adults. However, it also accepts, as stated in paragraph 9 of the Education Act 1998, its own role in supporting parents in this work and in fostering the social, moral, spiritual and personal development of the students.

Timetabling: Time Allocation and Student Access to SPHE

SPHE is compulsory at Junior Cycle and is incorporated into the area of Wellbeing. This is in line with the Rules and Programs for Secondary Schools and the New Junior Cycle Framework. Each junior class is timetabled for one period per week of SPHE. During

Transition Year all students study the Relationships and Sexuality Education (RSE) module in their Health Education class. In 5th and 6th Year the RSE module is delivered through the Religious Education rotation program. Each rotation is of six to eight weeks' duration, and students have two class periods per week.

Planning for Students with Special Educational Needs

Students with special educational needs are welcomed and facilitated within this subject. SNAs work in some classes with the teacher to facilitate student learning. Learning Support teachers are informed of work that needs to be carried out by students, and assistance with work is provided. Individual Education Plans (IEPs) are accessible on the SEN folder on Sharepoint, and recommended methodologies are applied.

Cross-Curricular Planning

The SPHE programme forms cross-curricular links with the following subject areas: RSE, Science, PE, Home Economics, IT and CSPE.

The **Guidance** department provides support and assistance to students across the school. The SPHE department collaborates widely with the Guidance Counsellor and our school Pastoral care system.

Resources

Resources are stored in a designated SPHE press in the staffroom or in the Coordinator's classroom. A Wellbeing notice board is maintained which highlights the SPHE themes, information on healthy eating and general health education.

Staff in-career Development, Training and Resourcing

The Board of Management endeavours to provide the necessary resources to support the SPHE program on an ongoing basis. School management encourages and facilitates teachers to attend relevant in-service training for the continued development of the SPHE program. The SPHE Coordinator informs and encourages the SPHE team to avail of in-service training available through the SPHE regional support services. The Coordinator liaises with staff in relation to the selection and organisation of speakers and workshops.

Outline of the SPHE Program & Teaching Methods employed

Teaching staff of CBS Ennistymon make use of a variety of available resources in the planning and delivery of the SPHE program. Every effort is made to engage students in a reflective process aimed at challenging and, where appropriate, changing thoughts and behaviour. The strands covered within the program are:

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 student 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 helping them to support themselves and others in challenging times.

As the SPHE program is primarily skills-based, teaching methods are of an experiential nature with emphasis on discussion, reflection and classroom participation. Teaching methods are person-centred and are appropriate to the age and stage of development of the student. The class atmosphere is one of respect for the privacy of each individual and is characterised by sensitivity and care. Teaching methodologies include:

- group activities and projects
- role-play
- pair work
- class discussion
- debates
- multi-media materials
- using the eBook for quizzes
- case studies
- brainstorming
- art work
- narrative expression
- games
- research and class projects
- guest speakers

and games

- watching videos and listening to case studies

There is ongoing evaluation of the program structure and materials at SPHE department meetings.

RSE and SPHE

The SPHE program makes full provision for the delivery of RSE within the curriculum. The RSE program aims to:

- help young people to understand and develop friendships and relationships
- promote an understanding of sexuality
- promote a positive attitude to one's own sexuality and relationships with others
- promote knowledge of, and respect for, human reproduction
- enable young people to develop attitudes and values towards their sexuality in a moral, spiritual and social framework.

Student development calls for the critical evaluation of a wide range of information, opinions, attitudes and values with which adolescents come into contact. A positive attitude to sexuality is expressed in responsible and respectful attitudes and behaviour towards oneself and others. It

recognises that sexual behaviour is not just a personal and private matter but that it has social and community implications as well.

The relationships and sexuality module is located within the overall framework of SPHE and thus within the moral, spiritual and social framework of the school. The values inherent in the program are consistent with the core values and ethos of CBS Ennistymon. Senior cycle students receive RSE through their Religion/ Health Education rotation program.

Assessment

The aims of assessment are to:

- identify strengths and weaknesses in learning and to share constructive commentary with the student
- to help the teacher plan the next stage of work
- to identify the next steps in the learning process
- to further the skill of student self-evaluation. SPHE will not be formally examined in the Junior Cycle examination. Assessment for Learning (AfL) methodologies are integral to the SPHE program. These include:

- sharing learning intentions at the beginning of the lesson
- students record and review their own progress
- teachers use constructive feedback and seek to praise specific qualities in the student's contribution
- teachers use a mix of closed and open questions and differentiation
- different types of homework are assigned. Homework might involve preparing something for the next class, written work which reinforces learning, research to expand on topics covered or tasks to encourage creativity and development of students' own ideas
- teachers may give oral or written feedback on work done or contributions made. Feedback is given in reports home and is reflective of a student's level of participation and engagement in class. It is also reflective of the quality of work and level of completion of tasks given. Teachers also share feedback with parents at Parent - Teacher meetings.

It is intended that assigned tasks will:

- challenge the student and engage him in creative and meaningful activity
- encourage him to do his own thinking and research
- help to develop the student's presentation skills.

The SPHE department has identified and seeks to help the student develop three key skills in each year of the Junior Cycle

The Role of Visitors

Visitors to SPHE classes will present topics and deal with discussions in line with the aims of the program and the ethos of the school. In keeping with child safeguarding guidelines, all visiting speakers and facilitators to the school with unsupervised access to students will have Garda clearance. Speakers will be made aware of, and asked to work within, the parameters of the school ethos with due reference to the Child Protection Procedures for Primary and Post- Primary Schools 2017 and General Data Protection Regulation.

Sensitive Issues

Class discussion is of a general nature and is not personally directed. If individual issues emerge they will be referred to the Year Head or Guidance Counsellor where appropriate support and/or referral will be provided, with due reference to the Child Protection Procedures for Primary and Post- Primary Schools 2017 and General Data Protection Regulation. The SPHE teacher acts as a facilitator, not as a counsellor. Confidentiality will be applied in line with child safeguarding guidelines, and every effort will be made to deal with personal information in a sensitive and discreet manner. Parents/guardians are informed that their son will be studying an SPHE program at both Junior and Senior cycle. They are informed that this is inclusive of an RSE module. Parents/guardians are encouraged to familiarise themselves with the course content and to contact the SPHE Coordinator should they have any concerns or queries (see APPENDIX 1).

Policy Review

This SPHE policy will be reviewed on an ongoing basis. The policy is circulated amongst all staff and can be viewed on the school website.

Approval

This policy has been approved by CBS Ennistymon Board of Management.

Signed:  Chairperson, Board of Management Date: 12-06-2019

APPENDIX 1

Christian Brothers Secondary School,

Ennistymon

Dear Parent/Guardian

Please be aware that Social, Personal and Health Education (SPHE) is taught for one period a week in First, Second and Third Year. Your son will also have studied SPHE in primary school. Please note that a Relationships and Sexuality Education (RSE) module is integral to the SPHE course. Strands covered are as follows:

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 student 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 helping them to support themselves and others in challenging times.

We recognise that parents/guardians have primary responsibility for the personal development of their children and we aim to complement that role. We hope that you can support the SPHE program at home by communicating with your son about his own growth, development, friendships, decisions and health. Students will also study a Relationships and Sexuality module in Transition Year, Fifth and Sixth year. If you have a query about curriculum content or wish to find out more about SPHE you can visit www.sphe.ie or contact the SPHE Coordinator through the school office.

Yours sincerely

SPHE Coordinator