



**St Brogan's College  
Bandon  
Co. Cork.**

# **Social Personal and Health Education Policy 2018**

## **St. Brogan's College Mission Statement**

St. Brogan's College strives to be a happy, safe, caring and inclusive community where everyone is supported to reach their potential.

The college ethos is enshrined in caring for all the community within St Brogan's. All students are cherished equally and encouraged to make a positive contribution to their school, teachers, visitors and their peers. It is expected that all students will acquire a sense of pride of place within the school and that their individual and collective contribution is recognized and valued at all times.

St. Brogan's is a constituent College of the Cork Educational Training Board. The school is a co-educational, multi-denominational school.

### **Definition of S.P.H.E. and its aims.**

S.P.H.E. is a programme which provides students with the opportunity to develop the skills and competence to learn about themselves and others, it assists informed decision making about their health, personal lives and social development.

### **Aims of S.P.H.E.**

- To enable students to develop skills for self-fulfilment and living in communities.
- To promote self-esteem and self-confidence.
- To enable 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.

The above aims of S.P.H.E. contribute to the ethos of St. Brogan's College

### **Outline of Programme Content and Teaching Methods**

The curriculum for Junior Cycle S.P.H.E. is presented in ten modules, over a three year cycle. See Appendix A. For Transition Year Module see Appendix B. The emphasis will be on developing skills, understanding attitudes and values important to these areas. These ten modules are:

- Belonging and integrating
- Self-management – a sense of purpose
- Communication Skills
- Physical Health
- Friendship
- Relationship and Sexuality
- Emotional Health

- Influences and Decisions
- Substance Use
- Personal Safety

The Department of Education and Science recognises that each school has flexibility within this framework to plan the S.P.H.E. programme in harmony with the students' needs and the school resources.

St. Brogan's recognises that the primary responsibility for the moral, spiritual, social and personal development of children lies with their parents. However, the school has a long tradition of supporting parents in this role.

A summary of what the school provides both formally and informally to promote the holistic development of students is included in Appendix C. These activities enhance the S.P.H.E programme in St. Brogan's.

### **Teaching Methods: How S.P.H.E. will be taught and timetabled**

Because the programme is primarily skills based teaching methods must be of an experiential nature with an emphasis on discussion, reflection and classroom participation. These teaching methods will be student centred and appropriate to the age and the stage of development of the student.

The class atmosphere must be one of respect for the privacy of the individual and hallmarked by sensitivity and care. S.P.H.E. is allocated one class period a week for First, Second, Junior Cert and Transition Year pupils and will be taught in the context of the ethos of St. Brogan's.

### **Staff Development, Training and Resources**

The value placed on S.P.H.E. by the school will be evident by the commitment on the part of management to develop a core of trained S.P.H.E. teachers. In-career development is an integral part of this programme. The role of the SPHE co-ordinator is seen as vital to a meaningful SPHE Programme. School management will encourage and facilitate teachers to attend relevant in-service training for the continued development of the SPHE programme.

### **How Parents Will Be Informed:**

A full and complete syllabus, core resource material and the policy document will be available in the school for viewing. Parents who require further information may contact the SPHE co-ordinator in the school. While SPHE is part of the core curriculum for Junior Certificate students, parents may withdraw their child from the RSE module. In this event, suitable supervision must be agreed with the school management.

### **How Teachers will be informed:**

All teaching staff will be provided with a copy of the school policy and an explanatory leaflet of the SPHE programme. The Department of Education and Science will make them aware of any substantial changes, to the programme, through the usual channels. Teachers delivering the SPHE programme will be afforded the opportunity for a deeper exploration of all the issues in meetings with the SPHE Co-ordinator.

### **How Students will be informed:**

Students will be informed of the policy through The Students Council and in class.

### **The Role of Visitors:**

Visiting speakers are seen as complementing and supporting the S.P.H.E. Programme in the school. Teachers inviting these speakers must:

- i) Inform the Principal in advance
- ii) Make the speaker aware of the ethos and S.P.H.E. Policy of the school.
- iii) Agree the content of the presentation in advance.
- iv) Do preparatory and follow up work where possible
- v) Under normal circumstances remain with the class group during the visit.

### **Cross-curricular Links**

SPHE topics occur in other curricular subjects namely:

- Religion
- Science
- Biology
- Home Economics
- CSPE
- Physical Education.

Cross curricular approach deepens exploration and understanding of a topic and helps integrate it more fully into students' lives.

### **Related Policies**

1. Anti-bullying policy
2. Relationships and Sexuality Policy
3. Substance Mis-use policy
4. Pastoral Care policy

### **How the S.P.H.E. Programme and Policy will be Reviewed and Evaluated**

The S.P.H.E. programme will be reviewed in line with the school's programme of School Development Planning.

## Social, Personal and Health Education Junior Cycle Programme

NO	Module	Year One	Year Two	Year Three
1	Belonging and Integrating	Coping with Change Joining a New Group Appreciating Difference Bullying is everyone's business Coping with loss	Looking back, Looking forward Group work Family ties	Goal Setting for third year contract
2	Self Management	Organising Myself Organising my work at home and at school Balance in my life	What motivates me Study skills	Organising my time Planning for effective study Coping with examinations
3	Communication Skills	Express Yourself Learning to Listen Passive, Assertive and Aggressive Communication	Assertive Communication	Learning to communicate Communication in situations of conflict
4	Physical Health	Body Care Healthy Eating Exercise	Body care and Body Image	Physical exercise Relaxation Diet
5	Friendship	Making new Friends A Good Friend	The Changing Nature of Friendship	Boyfriends and Girlfriends
6	Relationships and Sexuality	Me as unique and different Friendship Changes at Adolescence The Reproductive System Images of Male and Female Respecting myself and others	From conception to birth Recognising and expressing feelings and emotions Peer pressure and other influences Managing relationships Making responsible decisions Health and personal safety	Body image Where am I now? Relationships – What's important The three R's: Respect, rights and responsibilities Conflict
7	Emotional Health	Recognising feelings Respecting my feelings and the feeling to others	Self confidence Body image	Stress Feelings and moods
8	Influences and Decisions	My Heroes	Positive and negative influences Making decisions	Making a good impression
9	Substance Use	Why use drugs Alcohol: The Facts Smoking and its effects Smoking; Why, why not	The effect of drugs Alcohol and its effects Alcohol: why, why not? Cannabis and its effects Cannabis: why, why not?	Ecstasy: The Realities Heroin: The Realities
10	Personal Safety	Look after yourself	Accidents at home Feeling threatened	Recognising unsafe situations Violence Help Agencies

The Department of Education and Science recognised that each school has flexibility within the framework to plan the S.P.H.E. Programme most suitable for the students needs and the schools resources.

## **Social, Personal and Health Education Transition Year Programme Module**

### **Belonging and Integrating**

Goal Setting for Transition year  
Settling into new class grouping  
Work Contract

### **Self Management**

Organising my time  
Organising my Transition Year Folder

### **Communication Skills**

Learning to communicate  
Communication in situations of conflict

### **Physical Health**

Physical exercise  
Relaxation  
Nutrition

### **Friendship**

Boyfriends and Girlfriends

### **Relationships and Sexuality**

Body Image  
Relationships – What's important  
The three R's: respect, rights and  
Responsibilities

### **Emotional Health**

Stress  
Feelings and Moods

## **Influences and Decisions**

Making a good decision  
Assertiveness

## **Awareness of Substance Mis-Use**

Addiction – what it is and what it does  
Smoking, alcohol and other addictions

## **Personal Safety**

Recognising unsafe situations  
Keeping safe  
Help agencies

## *Appendix C*

### **School Supports/Activities that enhance the SPHE Programme**

Pastoral Care Activities  
Home School Liaison Officer  
Year Head System  
Class Tutors  
Career Guidance Counsellor  
Learning Support  
Physical Education  
Sport  
R.E. Programme  
Drama Workshops  
Big Brother  
Debates / Public Speaking  
School Completion Initiative  
Parents Association Awards System  
Participation in Charitable Events and Fundraising  
Student Council  
Homework Club  
Graduation Ceremony for Leaving Cert and Transition Years  
Annual School Awards Ceremony  
Workshops  
Guest Speakers

School Magazine

*This list is not all inclusive.*