

Meánscoil na mBráithre Críostaí, Cill Chainnigh
Christian Brothers Secondary School, Kilkenny.

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SPHE Policy March 2017

School Name:	Christian Brothers Secondary School, Kilkenny
School Address:	James's Street, Kilkenny
School Details:	CBS Kilkenny is a Voluntary Roman Catholic Secondary School under the Trusteeship and the Patronage of the Edmund Rice Schools Trust. The School is grant aided by the Department of Education & Skills and is a single sex (boys) school.
School Management:	The Board of Management of CBS Kilkenny is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

Mission Statement

Inspired by its founder, CBS Kilkenny aims to provide Catholic education in the Edmund Rice tradition. The school endeavours to be a caring Christian Community which promotes to the best of its ability the personal, spiritual, physical and intellectual development of its students.

Ethos

As an Edmund Rice School, CBS Kilkenny seeks to promote the five key elements of an Edmund Rice School as espoused by the ERST Charter:

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

Rationale

The general aim of education is to contribute towards the development of all aspects of the individual. Our commitment to education in the area of 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 competence 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 programme 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.

Aims of SPHE

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

1. to enable the 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 School Ethos

We see the above aims as contributing towards the school's 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 Kilkenny recognises that the 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 + Student access to SPHE

SPHE is compulsory at Junior Cycle. This is in line with the Rules and Programmes for Secondary Schools. Each junior class has one period per week of SPHE. During Transition Year all students study the relationships and sexuality module in their Health Education class. In 5th and 6th Year the relationships and sexuality module is delivered through the Religious Education rotation programme. Students study the module for 6-8 weeks and have 3 classes 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 in the shared Google folder in the school network, and recommended methodologies are applied.

Cross-Curricular Planning

The SPHE department works well with a number of other departments including the **Religious Education** department (especially in relation to the delivery of Relationship and Sexuality Education (RSE) for senior students). The **Guidance** department provides assistance to students across the school, but especially at senior level with study skills and stress management, goal setting and organisational training.

The **SPHE** department collaborates widely with the **Guidance Counsellor** and **pastoral care** system, the **Religious Education** department, **Home Economics** department, **Physical Education** department, **Science** department and the **CSPE** department. The SPHE department also has occasion to liaise with the **Art** department for poster campaigns, etc.

Resources

Resources are stored in a designated SPHE press in the staffroom or in the Coordinator's classroom. A SPHE 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 programme on an ongoing basis. School management encourages and facilitates teachers to attend relevant in-service training for the continued development of the SPHE programme. The SPHE Coordinator informs and encourages the SPHE team to avail of the 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 Programme & Teaching Methods employed

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

- belonging and integrating
- self-management
- a sense of purpose
- communication skills
- physical health
- friendship
- relationships and sexuality
- emotional health
- influences and decisions
- substance use
- personal safety

As the SPHE programme 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
- pair work
- class discussion
- debates
- guest speakers
- using the eBook for quizzes and games
- watching videos and listening to case studies
- research and class projects
- case studies
- brainstorming
- role-play
- art work

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- narrative expression
- games
- project work
- multi-media materials.

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

RSE and SPHE

The RSE programme 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 which adolescents come into contact with. A positive attitude to sexuality will be expressed in responsible and respectful attitudes and behaviour towards oneself and others. It will recognise 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 (RSE) 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 programme are consistent with the core values and ethos of the school. Senior cycle students will receive RSE through their Religion/ Health Education rotation programme.

Assessment

The aims of assessment are to:

- identify strengths and weaknesses and share constructive comment 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.

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SPHE will not be formally examined in the Junior Cert. examination. Assessments for learning approaches are integral to the SPHE programme. These include:

- sharing learning outcomes 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 students' 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 (**APPENDIX 1**).

The Role of Visitors

Visitors to SPHE classes will present topics and deal with discussions in line with the aims of the programme and the ethos of the school. In keeping with Child Protection Guidelines, all visiting speakers and facilitators to the school with unsupervised access to students will have Garda clearance and will sign in and out of the school. Speakers will be made aware of, and asked to work within, the parameters of the school ethos.

Sensitive Issues

Class discussion is of a general nature and is not personally directed. If individual issues emerge they will be referred on to the Year Head or Guidance Counsellor where an appropriate support referral will be given. The SPHE teacher acts as a facilitator and not as a counsellor. Confidentiality will be applied in line with Childcare Protection Guidelines, and every effort will be made to deal with personal information in a sensitive and discreet manner.

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Parents/guardians are informed that their son will be studying an SPHE programme 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 (**APPENDIX 2**).

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 Kilkenny Board of Management.

Signed:

Chairperson, Board of Management

Date:

APPENDIX 1

Key Skills First Year

1. Being able to reflect on my own learning e.g. Diary entry/Oral feedback to class
2. Listening and expressing myself e.g. participating fully in group work
3. Co-operation: fulfilling the role assigned in group work e.g. reporter or observer.

Key Skills Second Year

1. Express my ideas and emotions (through art, role-play, verbal or written word)
2. Respecting difference. Show respect and openness for people of different culture, background, religion and sexual orientation.
3. Reflecting on and evaluating my own learning. Reflect on and review my progress and set targets for future learning.

Key Skills for Third Year

1. Making considered decisions. Understand the importance of thinking through my decisions, considering different perspectives and consequences.
2. Being safe. Identify the likely consequences of risky and unhealthy behaviours
3. Discussing and debating. Participate confidently in class. Present my point of view and explain it.

Suggested Tasks

Module 1: Belonging and Integrating

Year 1:

- Diary type piece outlining challenges in moving from Primary to Secondary school
- Poster identifying places to get help/ who to ask if having any difficulty in First Year
- Design an anti-bullying leaflet for First Years.

Year 2:

- Review/Reflective piece outlining the concerns the student had coming into First Year. How many of those concerns remain/ have changed?
- Looking forward: Set short and long term goals for the year ahead. Display as mind map or poster. Include a plan of your week to show how you gradually towards each goal.
- Respond to a letter where the writer outlines a bullying scenario and offer guidance.

Year 3:

- Reflective piece: What are my motivations? How do they help me to set goals? How do I plan towards my goals?
- Design a flow chart or mind-map to show where/ how I can get help and support during my exam year.
- As a group, complete a joint project around one of the following topics; The qualities of a caring school community: The benefits of activity and exercise: How to balance life and cope with stress in exam year?

Module 2: Self-Management: A sense of purpose

Year 1:

- Prepare a sample timetable of your life across two weeks showing the balance of study and homework, physical activity, online or game activity/TV, time spent with family and friends, reading etc.
- What motivates you to succeed? Write a short story about motivation, with yourself as the central character.

Year 2

- What are my short term/ long term motivations? How do motivations help identify goals? Who can help me achieve? How do I plan for success and measure it? Illustrate the thought process with poster, chart or reflective writing.
- Study Skills: Create two examples of mind maps within two exam subjects that you are studying.

Year 3

- Planning for effective study. Make a detailed study plan for a week, for the term. How can I measure my success?
- Prepare a graphic/poster to show the different areas of your life. Show in pie chart/ bar chart the amount of time dedicated to each area.

Module 3: Communication Skills

Year 1

- Describe the three types of communicator. Participate in role play e.g. from chapter 10, to demonstrate the qualities of each type.
- Write a short story describing a situation where listening made a positive difference

Year 2

- Prepare a visual or written piece which illustrates situations where teenagers face peer pressure.
- Write or illustrate your top 10 guidelines for staying safe online,

Year 3

- Conflict. Compose a dialogue around a situation of conflict involving a parent and their teenager/ two friends/ a student and teacher. Write a dialogue showing statements that escalate conflict and rewrite to show helpful statements which lessen likelihood of conflict
- Role Play: Prepare a piece in groups of three which demonstrates an effective way of dealing with conflict. Note verbal and body language.

Module Four: Physical Health

Year 1

- Prepare a project on the health effects of smoking. Design an anti-smoking poster.
- Prepare a flyer to promote physical activity in your school.
- As a group of three, script a radio advertisement which encourages young people to exercise.

Year 2

- Respond to the pieces on Ann and Paul in lesson nine and write your advice on personal hygiene for teenagers.
- Project: Research the main preventative causes of heart disease and present your findings to the class.

Year 3

- Design a programme of activity for a teenager of your own age.
- Using the food pyramid as a guide, illustrate what an exercise pyramid might look like.

Module Five: Friendship

Year 1

- Respond to Clare's story from lesson five. What advice would you give her?
- Design a *Wanted* advertisement outlining all the characteristics you seek in a good friend. Outline three occasions where you have shown some of those qualities in your own behaviour.

Year 2

- Respond to the group work activity on bullying in lesson 13. Write a charter/guide which helps strengthen a caring atmosphere within a school community/ amongst friends
- Write a short story involving cyber bullying. What is your advice on resolving the issue in the story? Write your top 10 guidelines on being responsible online.

Year 3

- Prepare a collage illustrating *Friendship*
- Write an exploratory piece or story outlining a minimum of 5 different benefits of the friendship relationship

Assessment in SPHE

The emphasis is on Assessment **for** Learning rather than Assessment **of** Learning.

Assessment is geared to

- To identify strengths and weaknesses
- To identify the next steps in the learning process
- It is best carried out at the site and time of learning
- Focus is placed on sharing assessment feedback with the student and with the parent
- It helps the teacher to plan the next stage of work
- Student self-evaluation is very important
- Constructive comment is shared with the student
- Where marks are given in reports home, these should be based on effective level of participation, a high level of engagement in class and completion of tasks given

An example of assessment in First Year:

- Exercise:** To examine the characteristics of a good friend.
- Method:** Prepare an advertisement for a magazine under the heading *A good friend wanted* or design the main page of a website www.friend.com
- Feedback:** Are all the characteristics discovered in class included? What has been left out? Which is your favourite website and why.

An example of assessment in Second Year

- Exercise:** To be able to name the symptoms of common ailments
- Method:** Complete a matching test between symptoms and illnesses
- Feedback:** Were you accurate in your matching? Which parts were hardest and why?

An example of assessment in Third Year

- Exercise:** Making good decisions
- Method:** Watch video footage or complete a reading exercise based on a teenage dilemma e.g. on whether to do transition year or which subjects to choose for Leaving Cert. Work in groups of four and decide on the

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criteria which would help make the decision. Each person records the group results.

Feedback: Teacher gives oral feedback when the group presents their work. Written comment is given on the recorded information.

Home Tasks should:

- Challenge students on the work done in class
- Engage students in creative and meaningful activity
- Encourage students to do their own thinking and research
- Be followed up//used in the next lesson, presented to peers/teacher.

APPENDIX 2

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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 module is integral to the SPHE course.

The 10 modules covered in SPHE are as follows:

- Belonging and integrating
- Self-management: a sense of purpose
- Communication skills
- Physical health
- Friendship
- Relationships and sexuality
- Emotional health
- Influences and decisions
- Substance abuse
- Personal safety

We recognise that parents and guardians have the primary responsibility for the personal development of their children and we aim to complement that role. We hope that you can support the SPHE programme at home by communicating with your child about his own growth, development, friendships, decisions and health.

Students will also study a Relationships and Sexuality module in Fifth and Sixth Year. If you have a query about curriculum content or find out more about SPHE you can visit www.sphe.ie or contact the SPHE Coordinator through the school office.

Yours sincerely

SPHE Coordinator