



Social Personal and Health Education Policy

Nagle Community College is a centre of Education that encourages the holistic development of all, in an environment which is caring, respectful and just.

Revision History

Date: April 2006

Staff Consultation on Staff Development Day: March 2008

Review and Development Day: April 2011

Update: September 2011

Review September 2018 following a whole school wellbeing day and the inclusion of SPHE at Senior Cycle.

Last Reviewed March 2019

Introduction

We believe that school has a formative role to play in the child's Social, Personal and Health Education. However we also understand that it is a shared responsibility.

SPHE is a lifelong process and as such begins before the child comes to school. We, the Principal, SPHE coordinator and teaching staff, believe that our main role is one of supporting the home in this process.

Our School's approach to SPHE

In this school we aim to teach a comprehensive curriculum that will inform the child's actions and decisions and provide a basis for further development. Our approach will be to provide the environment, the approaches and a variety of learning experiences that will help the child to understand themselves, to relate to

others, and to establish and maintain healthy patterns of behaviour. We envisage that SPHE will complement and support work continuing in other subject areas.

In line with our school ethos, Social, Personal and Health Education will provide opportunities for the individual child to develop a frame work of values, attitudes, understanding and skills that will inform their decisions and actions now and in the future-enabling them to respect and relate to themselves and others and become active and responsible citizens in society.

It should empower, enhance and enable Pupils and Teachers to live a fuller life, taking into account the diverse nature of the profile of the pupils. It should also develop a sense of self-awareness, self-esteem, and a sense of belonging to a whole-school community, essentially, we aim to prepare the children for life.

Aims and objectives

While seeking to meet the pupil's needs, we will follow the broad aims and objectives of the S.P.H.E curriculum.

We aim:

1. To promote the personal development and well being of the child.
2. To foster in the child a sense of care and respect for himself/herself and others.
3. To promote the health of the child and provide a foundation for healthy living.
4. To enable the child to make informed decisions and choices.
5. To develop in the child a sense of social responsibility and an appreciation of democracy.
6. To enable the child to respect human diversity and to appreciate the interdependent nature of the world.

Objectives

Our main objectives are to enable the child to:

Be self-confident and have a positive sense of self-esteem.

Develop a sense of personal responsibility and come to understand his/her sexuality and the process of growth, development and reproduction.

Develop and enhance the social skills of communication, co-operation and conflict resolution.

Create and maintain supportive relationships both now and in the future.

Develop an understanding of healthy living, an ability to implement healthy behaviour and a willingness to participate in activities that promote and sustain

health.

Develop a sense of safety and an ability to protect him/herself from danger and abuse.

Make decisions, solve problems and take appropriate actions in various personal, social and health contexts.

Become aware of, and discerning about, the various influences on choices and decisions.

Begin to identify, review and evaluate the values and attitudes that are held by individuals and society and to recognize that these affect thoughts and actions.

Respect the environment and develop a sense of responsibility for its long-term care.

Develop some of the skills and abilities necessary for participating fully in-groups and in society.

Become aware of some of the individual and community rights and responsibility that come from living in a democracy.

Begin to understand the concepts of personal, local, national, European and global identity.

Appreciate and respect the diversity that exists in society and the positive contributions of various cultural, religious and social groups.

Promote the values of a just and caring society in an age-appropriate manner and understand the importance of seeking truth and peace.

Develop a tolerance for others, and a respect for difference, considering the diverse nature of the profile of pupils in Nagle Community College.

Policies informing our approach to SPHE

The following policies related to SPHE are also in place in the school and should be read in conjunction with this policy.

Nagle Community College Substance use policy

Nagle CC RSE policy

Nagle Community College Anti-Bullying policy.

Nagle Community College Enrolment policy

Nagle Community College Health and Safety Statement.

Nagle Community College Code of behaviour

Nagle Community College Child Protection policy

Teaching/Learning Context:

Since SPHE is spiral in nature we will cover the following content at each level throughout the school over a two year period:

Myself Self-identity (sep-Oct)
Developing citizenship (Sep-Oct)
My friends and other people (Nov-Dec)
Safety and protection (Nov-Dec)
Making decisions (Jan-Feb)
Myself and Others Myself and my family (Jan-Feb)
Taking care of my body (March-April)
Relating to others (March-April)
Myself and the wider world Growing and changing (May-June)
Media (May-June)

Teaching/learning contexts/opportunities for SPHE

SPHE will be taught in a combination of the following contexts for learning:

1. Creating a positive school atmosphere and climate
2. Discrete time
3. Integration

1) Creating a positive school climate and atmosphere

In creating a positive school climate and atmosphere we will adopt strategies such as

Building effective communication within the school

Catering for individual needs where appropriate

Creating a health promoting physical environment

Developing democratic processes

Enhancing self-esteem

Fostering respect for diversity

Fostering inclusive and respectful language

Developing appropriate communication between home and school

Developing a school approach to assessment.

2) Time allocation

One 40 minute class per week for first, second, third, fourth, fifth and sixth years.

First years are currently following 'Friends for Life 1'. Second years are following 'My Friend's Youth'.

Fifth years are following the 'Mind Out' programme.

SPHE for the new JC consists of one class in the 400 hours of wellbeing. This is provided by a Healthy Lifestyles module and a RSE module on a rotation of ten weeks each.

3) Integration:

We recognise that S.P.H.E is not an isolated area and that it permeates throughout each subject area, in some form. Some S.P.H.E teaching, therefore, may be integrated with other curricular areas to achieve the optimum learning experience for the child. Indeed, Some subject areas provide the most appropriate context for exploring SPHE

Special needs/sensitivities:

Social, Personal and Health Education seeks to develop a generic approach to the acquisition of attitudes, values, skills and understanding that will inform children in a variety of situations.

Approaches and Methodologies

SPHE requires children to be engaged in activity-based learning. We will include the following approaches and methodologies which are central to the overall curriculum:

Talk and discussion

Skills through content

Collaborative learning

Problem solving

Use of the environment

Active learning which includes drama activities, co-operative games, use of pictures, photographs and visual images, written activities, use of media and information, technologies and looking at children's work. It is recommended Methodology for SPHE.

Resources

We acknowledge that the most obvious resources are the children themselves. Their own ideas and interactions can provide a valuable starting point for many S.P.H.E. lessons.

Attached here is a list of resources available in school and for use in SPHE. These resources were assessed by the SPHE coordinator re-suitability using the suggested check list in the SPHE Curriculum Teacher Guidelines

- Teacher Guidelines
- RSE programme and resources

Online resources: The following resources may help with planning for SPHE:

www.staysafe.ie

www.webwise.ie

www.drugs.ie

www.classresources.ie

www.teachnet.ie

www.education.ie

Success Criteria/Assessment

Assessment is a central part of the everyday learning and teaching process in S.P.H.E. It can provide valuable information on the child's progress and on the effectiveness and the suitability of the program. This information will help the teacher to discern what the child knows and understands and how they transfer learning from one situation to another.

We recognise however that it can be difficult to assess the effects of personal, social and health messages on an individual child, and on the manner in which they internalise the learning.

Assessment method:

Teacher Observation.

This will take place while children are engaged in various activities, both within the class and outside. Observations of incidental happenings will inform effectiveness of SPHE teaching. Recording relevant observations can contribute to the child's development and can serve as a reference for the Teacher when communicating with Parents.

Home / School / Community / Links:

S.P.H.E. involves learning for life. Much of the child's experiences come from their interaction with others in their family, within the School community, and within society as a whole. It is important, therefore, to recognize the important role, which the home environment plays in the formation of interpersonal skills.

S.P.H.E. then, should not begin or end at school. We understand that the S.P.H.E. program can be most effective when a partnership approach can be developed, involving teachers, parents, children, Board of Management and relevant members of the community. Our aim is to ensure that children are provided with a consistent experience in S.P.H.E. and are able to make connections between life at home, in school, and in the community. In that context, the Principal, HSCL Teacher and SPHE coordinator have developed a number of initiatives within the school, and shall continue to review and expand this process.

The Role of the Visitor

Visiting speakers are seen as complementing and supporting the SPHE programme in the school. Teachers inviting these speakers must

1. Inform the Principal in advance
2. Make the speaker available of the SPHE ethos and policy in the school.
3. Agree the content of the presentation in advance.
4. Do preparatory and follow-up work where possible/appropriate.

How Pupils Will be Informed

Students will be informed of the policy through the student council and in class.

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 coordinator in the school. While SPHE is part of the core curriculum for JC 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 SPHE policy. The Department of Education and Skills will make them aware of any substantial changes to the programme via 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 coordinator.

Staff Development, Training and Resources

The value placed on SPHE by the school will be evident by the commitment on the part of the management to develop a core of trained SPHE teachers. CPD is an integral part of this process. The role of the SPHE coordinator is seen as vital to a meaningful and successful SPHE programme. School management will facilitate and encourage teachers to attend relevant CPD for the continued development of the SPHE programme.

Conclusion

SPHE is a shared responsibility between parents, the school, health professionals and the community. This includes Parents, Teachers, Principal, Board of Management, health professionals, pupils, and ancillary and support staff.

We will seek at all times to consult parents, management and ancillary staff to develop positive relations with all these parties.

Mary Gordon

SPHE Coordinator