

Linn Dara School

Policy on Social, Personal and Health Education

Definition of Social, Personal and Health Education

SPHE provides students with an opportunity to develop their understanding of themselves, society and to make informed decisions about their health, personal lives, and social development.

SPHE provides learning opportunities and experiences which help students' social, moral, cultural and personal development. It helps students grow and develop as individual people, and in their relationship to others as a family member, friend or citizen.

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 in 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 Ethos/Mission/Vision/Aims

Linn Dara School is a community which is committed to developing each person's full potential in positive and supportive environment.

The SPHE Programme has developed out of a vision for holistic education of the individual, providing a myriad of valuable life skills which is entirely compatible with the Ethos of Linn Dara School and its commitment to education of the whole student in a caring and supportive environment.

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 stated Mission, Vision and Aims of Linn Dara School

Rationale for Policy

Linn Dara 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,"*

(Paragraph 9 (d) sub section of the Education Act 1998)

Goals of the Policy

That student members of the school community will:

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

Roles & Responsibilities in developing, implementing, monitoring, evaluating this policy

1. Board of Management

The Board will ensure that the ethos and values of the Trustees are reflected in the formulation and implementation of this policy.

2. Principal and Deputy Principal

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

3. SPHE Coordinator

The Coordinator will work with the SPHE Teachers to ensure a coherent and consistent delivery of the programme during each year of school and maintains records of meetings and updates. The Coordinator will work with the various partners in developing the programme to meet the emerging needs of students.

4. Teachers of SPHE

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.

Policy Content

Outline of the Programme and Teaching Methods:

The S.P.H.E. curriculum is delivered in ten modules at Junior 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.

The Ten Modules throughout the three year Junior Cycle are:

- 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

Success Criteria

1. The student members of the school community will:

- Experience a consistent and coherent programme of SPHE
- Be afforded an 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 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.

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

Implementation

Timetabling

SPHE is timetabled for one period a week at Junior and Senior Cycle level.

Teaching & 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 stage of development of the student. Incorporating assessment for learning into SPHE teaching methods, can inform the teacher of the personal response and understanding of pupils to particular topics. 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.

Staff development, training, and resource issues:

The Board of Management will endeavour to provide the necessary human and material resources to support the programme on an ongoing basis. School management will encourage and facilitate teachers to attend relevant in-service training for the continued development of the SPHE Programme. All teachers involved in the delivery of the SPHE programme in a given year, together with the Principal, are involved in the co-ordination of the programme.

Participation:

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.

Publishing the Policy:

An outline of the SPHE programme will be available in the school and on the school website. Further information is available by contacting the Principal.

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. The 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 be personally directed. The SPHE teacher will act as a facilitator and not a counsellor. Teachers advise students to keep parents updated when dealing with sensitive issues. If individual issues emerge they will be referred on by the teacher to the appropriate person(s). All teachers are aware of their responsibilities under Children First.

Review and Evaluation

The policy will be reviewed after three years. The review team will comprise of representatives from: the Board of Management, Students and SPHE teachers. The evaluation of the SPHE programme will take place annually and will include teachers, students and the principal/deputy principal.

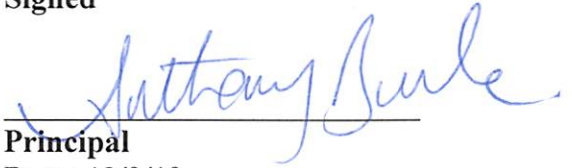
This policy was reviewed by the Board of Management on the 12th September 2019.

Signed



Chairperson of Board of Management
Date: 12/9/19

Signed



Principal
Date: 12/9/19

Date of next review: first Board of Management meeting in the 2022-23 school year.