

SPHE/RSE Policy

2019

SPHE/RSE Policy

St. Ailbe's School, Tipperary Town.

Social Personal and Health Education Policy

Mission Statement:

To provide quality education that meets the actual needs of young people in the best quality learning environment, creating an atmosphere of trust and confidence between students, parents, and staff which enhances self-esteem and self-worth.

To help all pupils reach their full potential in all areas of life, moral, academic, social and vocational, recognising that there is no single standard that applies to all.

School Information

1. Name and address of school:

'St. Ailbe's School,
Rosanna Road,
Tipperary Town,
Co. Tipperary.

2. Description of School:

St. Ailbe's School is a co-educational vocational school under the management of Tipperary ETB.

3. Mission Statement of School:

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To help all pupils reach their full potential in all areas of life, moral, academic, social and vocational, recognising that there is no single standard that applies to all.

Definition of S.P.H.E.

S.P.H.E. is a programme which provides students with the 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.

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

These aims are consistent with the mission statement of St. Ailbe's School in that they foster the personal development of the individual by preparing the student for a meaningful and fulfilled life within the community.

Outline of Programme, content and teaching methods.

Junior Cycle:

The curriculum for S.P.H.E. is presented in ten modules, each of which appears in each year of the three-year Junior Cycle.

The emphasis will be on developing skills, understanding, attitudes and values important to these areas.

The ten modules are:

1. Belonging and Integrating
2. Self-management-a sense of purpose
3. Communication Skills
4. Physical health
5. Friendship
6. Relationships and Sexuality
7. Emotional Health
8. Influences and decisions
9. Substance Use
10. Personal Safety

Senior Cycle:

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's resources.

SPHE teaching methodology

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 stage of development of the student.

A team approach is implemented in the planning and delivery of the programme. Folders are compiled of resources for all year groups which are shared.

The class atmosphere must be one of respect for the privacy of the individual, student and teacher, and hallmarked by sensitivity and care.

S.P.H.E. is allocated one class period per week for 1st, 2nd and 3rd years, RSE is part of Transition Year and is part of the RE programme in Senior Cycle and is taught to LCA students. It is taught in the context of the mission statement of the school.

Whole school commitment to the holistic development of students.

St. Ailbe's recognises that the primary responsibility for the moral, spiritual, social and personal development of children lies with their parents. However, this 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 our students is included in Appendix A. S.P.H.E. is seen as building on this.

Staff development, training and resource issues.

St. Ailbe's has a team of teachers trained to teach SPHE and continues to be committed to the continuous professional development of these staff. In-career development is an integral part of this programme.

Management are responsible for responding to the relevant needs of S.P.H.E. teachers for training. Teachers are encouraged to attend SPHE training. As is the practice S.P.H.E. will have a budgetary allocation in line with its stage of development, its teaching methodologies and time-tabled allocation. The school management recognises the value of an S.P.H.E. co-ordinator/department.

Participation, sensitive issues, confidentiality and referral.

S.P.H.E. is a core curricular subject on the Junior Cycle curriculum. It is also included in the 5th and 6th year in the Religion programme.

Relationships and Sexuality(R.S.E.) is one module of the programme. RSE is mandatory from the point of view of the DES.

However, each parent has the right to withdraw their child from some or all R.S.E. classes but are required to provide alternative R.S.E. at home. It will be necessary for parents of any student opting out of R.S.E. to contact the school principal.

Where students are withdrawn from R.S.E. the school cannot take responsibility for any versions of class content passed onto them by other students. Class discussion will not be personally directed and will be of a general nature, in accordance with the previously agreed ground rules.

If a student feels unable to ask a question in a classroom situation they will be allowed to hand in a written question. The teacher will use his/her professional judgement to determine whether the question will be dealt with in a classroom situation or privately with a student afterwards.

While an atmosphere of trust is a pre-requisite of S.P.H.E. class, the following limits of confidentiality must always be observed.

The limits are outlined in the Child Safeguarding Protection Procedures available to staff.

- Child Abuse- physical, emotional, sexual and neglect
- Intention to harm self or others
- Substance Use
- Underage sexual intercourse

Where possible students should be informed of these limits before making a disclosure. The S.P.H.E teacher should outline the limits to the class. While it is acknowledged that teachers have a professional responsibility to impart the S.P.H.E. course content, the needs of our students will be addressed in a caring and supportive manner.

Where it is appropriate, the teacher may refer students to other supportive links within the school. As far as possible this should be done in negotiation with the student. The teacher may inform the class of external support services relevant to the subject matter. This should be done within the context of the school's characteristic spirit.

SPHE teachers, where in doubt as to a certain course of action, are encouraged to discuss the issue with a relevant member of staff. However, if the issue pertains to Child Protection, the staff members should only discuss this with the DLP, in line with school policy. Information revealed about a student should be on a need to know basis.

External Programmes and Facilitators

In line with circular letter 43/2018 St. Ailbe's adopts the following procedures when using external programmes and facilitators.

Use of External Programmes/External Facilitators:

Use of programmes and/or external facilitators can play a role in supplementing SPHE and RSE. Programmes and/or external facilitators are most likely to be effective when they:

- are part of a whole school approach and address an identified need
- are delivered to class groups with the involvement of school staff and the appropriate involvement of parents/carers
- enhance protective factors which predispose students to positive outcomes in the face of adversity such as: facilitating supportive adult pupil relationships, strengthening life skills, helping students believe in their capacity to overcome hardship and building a sense of mastery over life circumstances
- adopt a planned implementation process, for example, incorporate needs analysis, use evidence informed programmes and track and evaluate outcomes for student
- are implemented and used in a school in a sustained way over a number of years in order to bring about lasting effects and benefits

Guidance for Engaging External Facilitators:

When engaging external facilitators schools are advised to consider the following best practice criteria:

- External facilitators supplement, complement or support an identified component of the school's Wellbeing Promotion Process.
- External facilitators are approved by the SPHE coordinator/principal in consultation with the relevant teaching staff.

- All materials proposed for use by the external facilitator must also be agreed in advance by the SPHE team/principal and teacher involved.
- All external facilitators are compliant with the school's child protection policy and other relevant school policies and procedures.
- External facilitators are aware of the schools SPHE policy
- The SPHE coordinator/principal is happy that any vetting obligations that arise under the Vetting Act and in line with Circular 0031/2016, for such external facilitators.
- Programmes used are delivered by facilitators who are qualified to work within the specific area of content and with the students for whom the programmes are designed.
- Relevant school staff liaise with facilitators in advance of the delivery.
- Preparatory work is done with the class in advance of the visit by the class teacher
- *External facilitators always work under the guidance and supervision of the relevant classroom teacher who remains in the classroom with the students at all times and retains a central role in the delivery of the subject matter. Absence of the teacher may undermine the integrity of the curriculum, and the credibility and professionalism of the teacher. It may also compromise the safety of the students.*
- Relevant school staff are informed of the details of the programme being provided by external facilitators.
- Parents/carers are consulted and made aware in advance of the content of the programmes provided by external facilitators.
- External facilitators and programmes are evaluated by students and teachers with regard to the subject matter, messages communicated, methodology and proposed learning outcome.

How parents and students will be informed:

Present students will be informed of this policy through their S.P.H.E in Junior Cycle and Religious Education class for Senior Cycle. Parents will be informed that the teaching of RSE will begin by the RSE teachers, parents will be asked to read and sign the attached form. Parents will be provided with a full copy of this policy upon request.

How staff will be informed:

This policy will be available for all staff in the school by its inclusion on the Agenda at staff meeting and it will be on the school website.

How the S.P.H.E. programme and policy will be reviewed and evaluated:

The S.P.H.E. programme and policy will be reviewed and evaluated on an annual basis by the S.P.H.E. team. The opinion of the students will be included as part of the review. The S.P.H.E. policy will be reviewed in line with the schools' programme of School Development Planning.

Ratified by the Board of Management on Effective from _____

Appendix A

Provision for holistic development of students in St Ailbe's School (formal and informal).

- Teachers
- Principal & Deputy Principal
- Students Council
- Friends
- Extra Curricular Activities
- Parent's Association
- Supervised Study
- R.S.E. Programme
- Resource/Learning Support Teachers
- S.P.H.E. Programme
- School Policies
- Talks – outside speakers
- Class Tutors
- School Tours
- Year Heads
- Youth Group
- Journal
- Services
- Career Guidance Counselor
- Religion Classes
- Awards Ceremony
- Co-curricular activities
- School Meal Vouchers
- School web site
- Christmas Concert
- First and Sixth Year Retreat
- Book Scheme
- Coaching Skills training
- Peer Education
- Positive Comments in Journal
- Employers – Work Experience
- Special Needs Assistants
- Bus Shelter
- Mentoring
- Canteen
- Team Teaching
- Walkway
- Cultural Activities
- Community Education Prog.
- Mixed Ability Teaching
- Programmes to suit all levels
- Study Skills Course
- Parent Teacher Meetings
- Induction Evening
- Assessments
- Enrolment
- Open Night
- Intercom
- Visits to Primary Schools
- Check and Connect
- Homework Club
- Credits System
- Parenting Programme
- CPR Training for Students
- Behavioural Support
- Debates
- Information Nights for Parents
- Leaving Certificate Applied
- LCVP
- School Magazine
- Local Paper Notes
- Parents Information Evenings
- Music
- Progress reports to Leaving Cert. students and parents
- TV Display in canteen
- Professional Counselling Support