

Loreto Secondary School, Balbriggan



Subject Department Plan



SPHE

2018-2019

Mission Statement

We in Loreto Balbriggan strive 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 Loreto ethos of the school.

We aim to:

- To equip students with the necessary skills to function in society.
- To promote self-esteem and self-confidence
- To enable the students to develop a framework for responsible decision making.
- To facilitate an open environment that promotes discussion and self-reflection.
- To foster physical, mental and emotional health and wellbeing.
- To empower our students to assert themselves as confident, competent and capable young women.

SOCIAL PERSONAL AND HEALTH EDUCATION (SPHE)

PROGRAMME

The general aim of education is to contribute towards the development of all aspects of the individual, including the aesthetic, creative, cultural, emotional, intellectual, moral, physical, political, religious, social and spiritual development, for personal and family life, for living in the community, and for leisure.

The SPHE Programme in Loreto Balbriggan from 1st to 3rd year, in conjunction with the broader whole school approach to SPHE is committed to the fulfilment of the aim of education through the teaching and learning of SPHE.

Social, personal and health education (SPHE) provides students with a unique opportunity to develop the skills and competence to learn about themselves and to care for themselves and others and to make informed decisions.

SPHE SUBJECT AIMS

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

SPHE aims:

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

(SPHE Junior Cycle Syllabus p.4)

SPHE Team 2018 - 2019

Subject Co-ordinator:

Elaine Shanahan

Teachers:

1A – Elaine Shanahan

1B – Clíodna Gillen

1C – Niamh Gibney

1D – Shauna Walsh

1E – Jane Woodlock

1G – Shauna Walsh

1H – Paula Grace

2A – Karen Ryan

2B – Laura Lynch

2C – Ciara Murphy

2D – Michelle Gordon

2E – Glenda Finneran

2G – Ruth McKenna

2H – Niamh Dornan

2J – Éadaoin Moore

3A – Gráinne Monks

3B – Ciara Murphy

3C – Catherine McCabe

3D – Michelle Gordon

3E – Emily O Doherty

3G – Laura Lynch

3H – Michelle Briscoe

3J - Ciara Lattimore

Time Allocation

1st, 2nd and 3rd year are allocated one 40 minute period per week.

Timetabling

Each SPHE Class group are timetabled one Class period a week.

Grouping of Pupils

All classes are mixed ability groupings from 1st to 3rd Year.

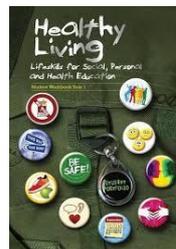
We believe that the mixed ability groupings support the principles of the SPHE programme and allows for the efficient, effective and creative teaching of our subject.

Textbooks

1st Year

Healthy Living student workbook

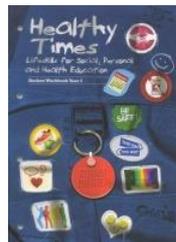
Published by the HSE



2nd Year

Healthy Times student workbook

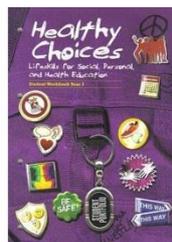
Published by the HSE



3rd Year

Healthy Choices student workbook

Published by the HSE



Course Materials

A SPHE folder and SPHE copy.

SPHE Department Meetings

SPHE Department meetings take place throughout the year, the minute book is kept in the SPHE press in the staffroom.

STUDENT ACCESS TO SPHE

All students from 1st to 3rd year have access to SPHE class.

Parental/Guardian permission is sought for students' participation in RSE lessons/talks/workshops. This letter is in the school journal on pg. 36 and must be signed by a Parent/Guardian for the student to participate in RSE lessons/talks/workshops.

SPHE teachers must ensure that students have permission to participate before teaching RSE and before RSE talks/workshops.

Students are withdrawn from RSE lessons/talks/workshops at Parent/Guardian request.

The school Management Team are informed of students withdrawing from RSE lessons/talks/workshops. The school Management Team accommodate these students.

RSE Permission Slip

Students in Loreto Balbriggan are given the opportunity to participate in the school's RSE programme. At Junior Cycle the programme is taught during

SPHE class and at senior Cycle the programme is taught during Religion class. Details of the programme are available on the school website.

The programme is taught within the guidelines set down by the Department of Education and within the Ethos of the school. Guest speakers may be invited to deliver some of the course content. Questions which arise during the RSE programme will be dealt with in a sensitive, age-appropriate manner.

Your daughter's class may also participate in specialist classes delivered by speakers appointed by the school.

If you are happy for your daughter to participate in the RSE programme and to attend any relevant presentations or courses please sign the permission slip below.

I give my daughter _____ permission to participate in the RSE programme. I am aware that this programme will be taught during SPHE/Religion class. I also give my daughter permission to attend any relevant talk or presentation.

Name of Student: _____ Class: _____

Signed: _____ Parent/Guardian Date: _____

(A copy of this permission slip is found on page 36 of the student journal.)

Planning for Students with Special Needs:

The aims of education for students with special educational needs are set out by the National Council for Curriculum and Assessment in the overview to the NCCA (Draft) Guidelines for Teachers of Students with General

Learning Disabilities, which states that the broad aims of education for students with special educational needs reflect those that are relevant to all students and include

(a) enabling the student to live a full life and to realise his or her full potential as a unique individual through access to an appropriate broad and balanced curriculum;

(b) enabling the student to function as independently as possible in society through the provision of such educational supports as are necessary to realise that potential;

(c) enabling the student to continue learning in adult life.

(National Council for Curriculum and Assessment, 2002, p. 2)

The current aim of SPHE teachers at Loreto Secondary School Balbriggan is to encourage the maximum integration of students with SEN in mainstream school and develop the necessary supports to facilitate this development.

SPHE is uniquely positioned as a subject to provide the skills, attitudes and values that support the integration of all students.

The active learning methodologies of the SPHE Programme encourage and facilitate the participation of all students and provide opportunities for student learning and achievement in creative ways.

Each year teachers will consult with special needs department/year head/form teacher to identify special needs students in their classes (dyslexia, physical disability etc) On an ad hoc basis teachers will give special notes/worksheets to these students. From time to time students may work in small groups to reinforce their own learning.

Differentiation

Differentiation involves recognising that students differ from one another in how they learn, in what they can learn and in the pace and progress of their learning. Differentiation is concerned with appropriately matching teaching and learning approaches to the student, so that learning goals and work completion targets are realistic and attainable for them. A plan for differentiation to cater for the diversity of children's learning needs.

Differentiation includes looking at the student's interests, previous experiences in the area of learning, level of motivation and the pace of learning.

We differentiate in response to a student's

- readiness, skills and background knowledge;
- interests relevant to the content;
- learning profile, which includes how the student likes to learn (i.e. a visual, auditory, or kinaesthetic learner), the student's grouping preferences (i.e. individual, small group, or large group) and the student's preferences for space (e.g. a quiet space in the classroom).

The class teacher will regularly collaborate with the learning support/resource teacher in order to identify appropriate strategies for students with special educational needs.

Interaction with resource/learning support department:

First Year:

First Year teacher meetings take place early in the school year. These meetings help to identify students with SEN or students who may need to be assessed further. As form teachers are also the SPHE teacher for each class group, this allows SPHE teachers to choose methodologies that offer maximum participation and build the self-esteem of all students. All relevant SEN information is available on compass.

Second Year:

SPHE teachers to choose methodologies that offer maximum participation and build the self-esteem of all students liaising with the resource and learning support team. All relevant SEN information is available on compass.

Third Year:

SPHE teachers to choose methodologies that offer maximum participation and build the self-esteem of all students liaising with the resource and learning support team. All relevant SEN information is available on compass.

Cross-curricular links

SPHE has numerous links across different topics

English – using reflections, text from magazines, newspapers articles, poetry and worksheets all promote literacy in the classroom

Maths – examining statistics, taking surveys and calculating BMI helps to incorporate numeracy into SPHE

Home Economics - the study of nutrition and healthy eating, the food pyramid, positive body image, reproductive systems and family relationships all overlap with the SPHE course

Science – as part of Junior Cycle RSE students will learn about the male and female reproductive systems

Music – songs and music may be used as part of meditation to help students relax. Students may also choose a class song while studying friendship

Art – posters and leaflet may be created by students to raise awareness of topics studied in SPHE

Class Organisation:

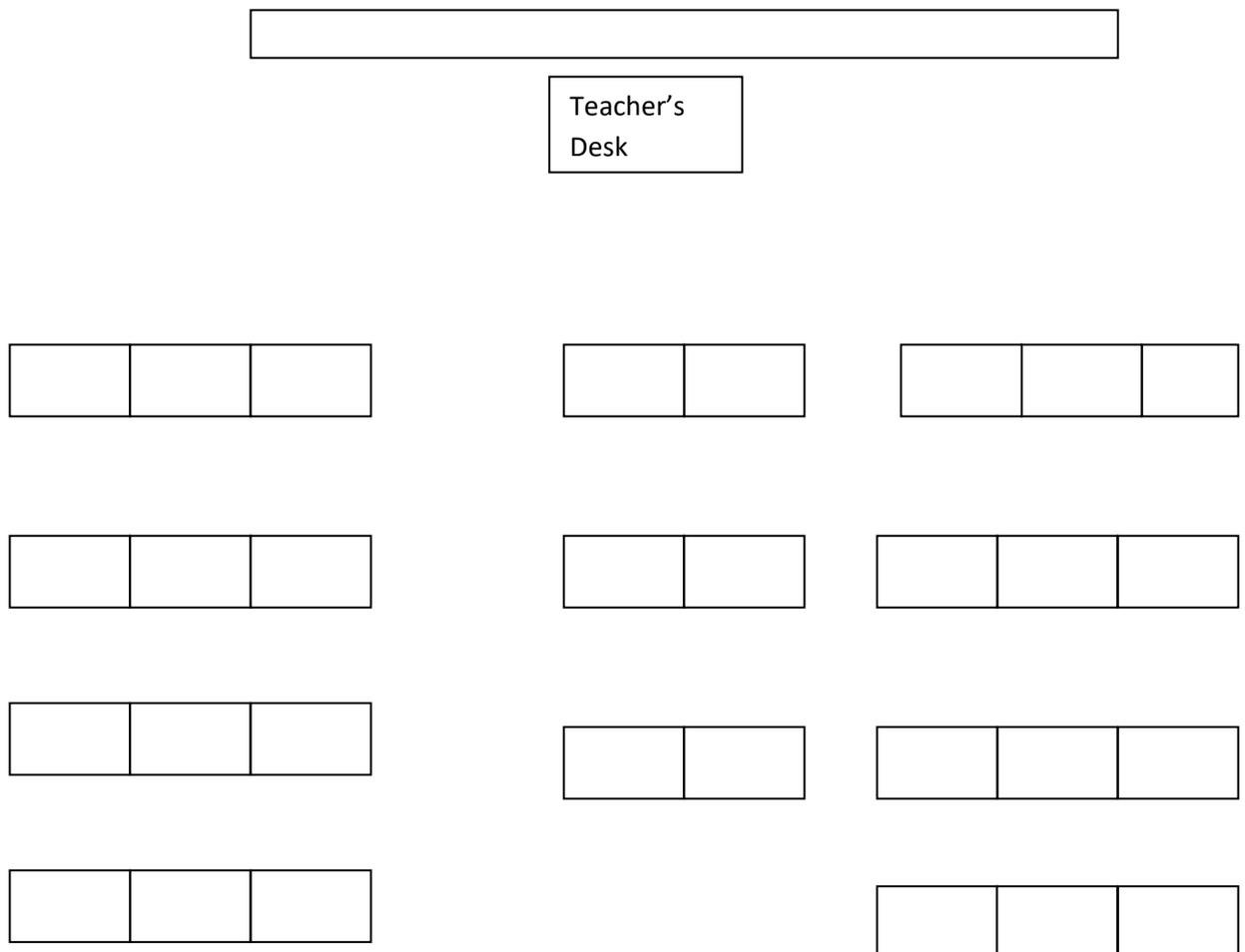
Many classes are organised in three rows of 3, 2, 3 tables respectively in each row.

Group work, paired work and role plays can be facilitated by moving the tables and reorganising the room as the teacher feels necessary.

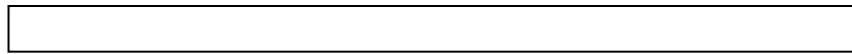
All classrooms are arranged as the teacher sees fit.

Sample Class plans include:

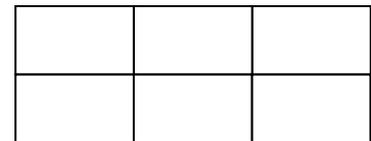
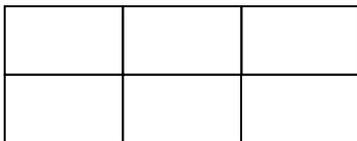
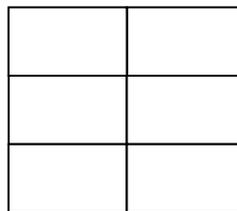
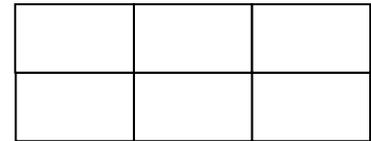
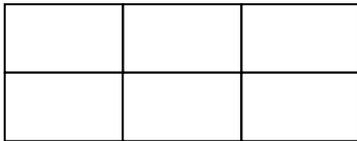
Standard Class Room Plan:



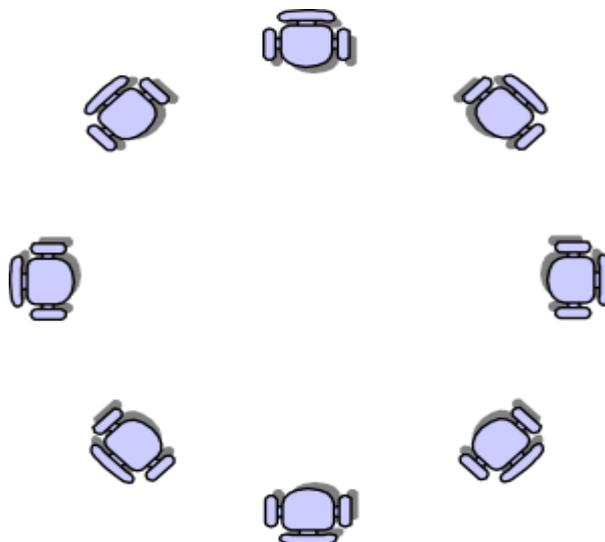
Group Work Class Plan:



Teacher's
Desk



Alternative Plan for Role Play / Discussion: Chairs in a circle to facilitate open discussion.



Classroom Practice:

SPHE teachers in Loreto Balbriggan aim to create an environment where:

- Students are respected and valued in their uniqueness
- Students are understood and their views are accepted rather than judged
- Teachers facilitate open discussions and active learning methodologies to enhance teaching and learning.
- Adequate preparation and planning allows for experiential learning.

Ground Rules/ Class Contract

The development of Ground Rules or a Class Contract is part of the initial working of any learning group. This is especially important in SPHE class where group work and experiential methodologies are being used. Students and teacher are actively involved in identifying and clarifying the Ground Rules/Contract for their class, and agree to abide by them. It enables the students to take responsibility for their own behaviour and learning and enables high visibility, making clear the roles, rights and responsibilities of all involved in the learning relationship. This contributes to the creation of a good working atmosphere where students and teacher feel secure, respected and valued while enjoying optimum conditions for learning. Trust builds as students and teacher commit to the Rules/Contract over time and this leads to a sense of belonging and security and allows effective learning to take place. It is important that rules are kept to a minimum, are stated in the positive and first person and are workable.

Group Work

All groups are comprised of individuals with their own uniqueness and identity. This applies to the SPHE class. What is successful in one class/group may not necessarily be so in another. However SPHE in Loreto Balbriggan aims to use group work when the opportunity arises and if appropriate with a particular group.

The role and involvement of visitors to the SPHE class

Occasionally visitors may be invited by the SPHE teacher to address a SPHE class. Any visitors to SPHE classes will be made aware of the SPHE policy and the ethos of the school.

Visitors are registered in the office and liaise with the co-ordinating SPHE teacher. In relation to speakers and visitors on RSE topics/ themes SPHE teachers will ensure that students have permission to attend. Students withdrawing from these talks/workshops will be accommodated by School Management.

Debriefing of speakers will take place to ensure feedback on sensitive issues or student welfare concerns.

The Principal must be informed in advance of all visiting speakers and the content of their presentation.

Learning through and from experience

Structured experiential or active learning methodologies are used in many SPHE learning situations. Where appropriate, the teacher can -

- bring 'material' from the world of everyday experiences to the class
- construct a suitable activity to promote participation and reflection
- use the class as a 'test laboratory' for skills and experience which can be used beyond the class group, and
- help and enable class members to reflect on their learning and experience, derived within the group, and transfer it into their lives outside the class group.

Managing Sensitive Issues

In managing sensitive issues, it is beneficial that the Form teacher is also the SPHE teacher for each group. This ensures that the SPHE teacher knows the students well, and as such, ensures that sensitive issues are dealt with in an appropriate way. SPHE Teachers are encouraged to check school registers and consult Year Heads (if appropriate) when planning sensitive issues in order to be sensitive to individual student's situations and circumstances.

SPHE Teachers can make a referral of a student to the School Referral System if they have concerns about an individual student.

SPHE Teachers in Loreto Balbriggan are conscious that the SPHE class is not a suitable forum for the disclosure of sensitive issues of a personal

nature. Students should be advised of this, students will be reminded of the school's pastoral supports and of where they can go for help.

If an unexpected disclosure is made that causes concern, the SPHE teacher should refer as appropriate (informed by the school policy) to a colleague and or to the DLP OR DDLP if appropriate. Notices are placed around the school outlining this information.

A copy of the School Child Protection Policy is available for all staff beside the telephone in the Staff Room. The Pastoral Care referral policy is available from the office.

The Experiential Learning Cycle

- Experiencing
- Applying Sharing
- Generalising Understanding

Because SPHE is concerned with the acquisition of knowledge, and the development of attitudes and skills, an open, facilitative teaching style and participative and experiential methodologies are essential.

In SPHE there is a need for a balance between knowledge, concept formation, understanding, skills and attitudes.

Experiential teaching methods allow for the full participation of the students in their own learning. The experiential learning cycle typically involves five steps.

Step 1: Experiencing

This is usually the “activity” stage. Activities include role-play and simulations, skill-practice exercises, games, case discussions, brainstorming, quizzes and demonstrations. Information is generated from the experience.

Step 2: Sharing

This stage aims to help members to reflect on and compare notes about their experience. Questions help to focus the discussion, which often takes place in small groups to maximize participation.

Step 3: Understanding and Interpreting

This stage involves helping participants to make sense of the material, information, feelings and experience generated in Steps 1 and 2.

Step 4: Generalising

The focus shifts from preliminary analysis to generating testable hypotheses or abstract principles or conclusions.

Step 5: Applying

Planning how to apply the learning in relevant situations or reviewing and consolidating what was learnt, whether attitudes have been changed or modified, whether any new skills have been acquired is the purpose of this step. It may include a homework assignment.

The experiential learning cycle maximizes the involvement of students and enables every student to participate at some point through their own preferred learning style. Some exercises are structured in such a way as to promote the acquisition of specific skills, e.g., assertive communication.

SPHE methods are focused not solely on the passing on of new information but on the *processing* of that information and reflecting on the experience of the process/activity itself.

Processing Skills

Processing means helping students to describe their experiences, to analyse what these experiences mean for them and to generalise how they can use the ideas in their lives. The aim is to help students to understand the learning as much as possible for themselves, to consciously involve themselves in their own development.

This may involve:

- emphasising some statements from the groups
- adding to and elaborating on the ideas produced by students
- Clarifying issues that have been raised
- querying some of the reports
- examining consequences and relating these to values

Among the principal processing skills are managing discussion in the classroom and asking questions appropriately.

Some of the important skills for processing are:

- Ask open –ended questions
- Listen carefully.
- Focus on feelings
- Clarifying
- Repeat back
- Draw out learning

- Concentrate on one issue at a time
- Note verbal and non-verbal behaviour
- Bring in others
- Appropriate self-disclosure
- Summarise
- Focus on behaviour
- Diagnosing

SPHE TEACHING METHODS

SPHE in Loreto Balbriggan incorporates a wide range of teaching methods including:

- Group Discussion
- Geographical Voting
- Brainstorming
- Role Play
- Case Studies
- Artwork
- Cartoons
- Narrative expression
- Games – Icebreakers
- Games – simulations
- Debates
- Project work
- Sentence Completion
- Situation Cards
- Dilemma Boards
- Visualisation
- Guided Imagery

- Sculpting
- Ranking Exercises
- Rounds
- Relaxation
- Rounds
- Multi-media / video
- Visitors

Group Discussion

This forms the basis for much of the work done in the SPHE class and many experiential methods are considered suitable for use within the group discussion format.

If group discussion is to be used productively, it is essential that the first task of the group is to establish ground rules, which are adopted as the group contract. Appropriate rules are – listen, no ‘put-downs’, confidentiality, the right to privacy, speak in the first person, address others in the second person. With a beginner group these rules may need to be re-established frequently.

Icebreakers

Icebreakers are used at the beginning of a class or group. They are usually intended as an activity to lessen anxiety and to give teacher and student an opportunity to observe each other. Depending on the activity, some processing may take place but it may be just as a source of fun and/or to energise. The teacher should be comfortable with the activity and pre-testing is advised. Students should be invited to participate at a level with

which they feel comfortable and care should be taken of those who may be carrying physical injury. Ice-breakers should be short and a source of fun.

Geographical Voting

Students are asked to decide if they agree strongly, agree, disagree or disagree strongly with chosen statements and to move to a designated area of the room (which might be marked by placing a label, corresponding to the level of agreement or disagreement on the floor). An exchange of ideas can then be invited between those in one section and those in another – why choices were made etc.

Cartoons

Drawing and cartooning are useful ways for getting at the subjective components of a situation. They can be used to explore feelings, behaviours and alternatives. A picture tells a thousand words! Characters ('stick-people?'), props, word-bubbles and/or thought-bubbles may be included. When a group wishes to focus on specific incidents or events, the production of a cartoon strip is a suggested way of highlighting the main features. The cartoon strip is like a storyboard of perhaps four, six or eight frames in sequence. Cartoons can work well with all age groups and ability levels. It may be necessary to stress that the purpose is not to produce a 'work of art' but to capture the event.

Sentence Completion

Sentence completion exercises are structured techniques that can be used to prompt thinking in a group and for assessment purposes. They can be verbal or written. The sentence stem will indicate the subject or issue that is being looked at (it provides a structure). If completed individually and

anonymously they can be interchanged to generate a discussion and reflection on others' viewpoints.

Sentence completion exercises are particularly useful with students who may not feel confident about making contributions to the group (e.g. as an aid to introductions).

Situation Cards

Index cards or 'Post-it' pads are used to present participants with specific examples of real-life situations that they may encounter. Participants are encouraged to react to each example by expressing their feelings or discussing what they might do next in that event.

Situation cards work well when participants can get together in sub-groups to share ideas and reactions. Care should be taken to promote appropriate disclosure and to allow for an opt-out option. Using smaller groups may generate a safe environment.

Dilemma Boards

Dilemma boards can be used to help students think about how they might respond to particular circumstances. Students may be presented with prepared 'dilemma boards' – a worksheet with three concentric squares (or circles). The 'dilemma' is written into the centre square. The next two concentric squares are divided into four or five segments. In the square adjacent to the dilemma, students may add a possible behaviour option into each segment (four or five options in all). In the next concentric square, students add a reason for each option in the segment adjacent to the

option. This method can be used to address 'what if ...' situations, to plan ahead and 'rehearse' responses.

Visualisation

Visualisation involves the use of the imagination. It is a calling to mind of events that have happened or a rehearsing in the mind of a situation one expects to encounter. It may be used as a relaxation activity in itself or accompanied by a relaxation exercise. The teacher invites students to close their eyes and follow a story that s/he will relate. The story may, for example, take students back in time and allow for personal reflection and discovery with some open-ended questions and prompts.

This technique can be used for stress reduction, for reflection, recall and summary, and/or for forward planning. It can be useful for developing a sense of self and a sense of others.

Guided Imagery

Guided imagery is closely allied to visualisation. Where visualisation is based on life experience, guided imagery takes students into imaginary places and invites them 'dream' of what this is like, to 'create pictures in the head'. Imagination can involve all the senses and not just visual impressions.

Sculpting

Sculpting involves using different people in a group to represent, physically, themselves, other people, or situations. The teacher may invite the class group to represent personal feelings, feelings of another person, or a reaction to a given situation. A 'director' may be nominated to sculpt all or some members of the group to represent a group or a group situation. The

exercise is normally conducted without comment (except from the teacher or 'director') until debriefing. Like role-play (SPHE Junior Certificate Guidelines for Teachers p.27) it is important that participants are debriefed. Questions, clarifications and explanations are allowed but participants should not have to justify themselves or be exposed to criticism.

Ranking Exercises

When groups generate ideas and examples (using methods such as brainstorming or discussion) the volume of ideas is often greater than can be handled by the group. The suggestions may be of variable quality and of greater or lesser relevance, importance or accuracy. A ranking exercise allows such suggestions to be prioritised by individual students and/or by the group. Students may be presented with random statements to be ranked. Ranking can be done by numbering, group voting, group auction, card sorting, or a 'diamond 9' activity.

A 'diamond 9' is a graphic means of presenting ranked statements. The statement regarded as being of most importance is placed at the top of the 'diamond', the two statements of next and more or less equal importance are placed on the second tier and so on, with the statement ranked as of least importance in the bottom section.

Rounds

A 'round' is a good way of including everyone in the group, or of gathering instant reactions and feedback from all participants. One person speaks and the group listens, without comment. Rounds are useful for opening up a group and encouraging participation. They permit each person to make a statement about a particular issue, create an opening for quieter members

and constrain louder members. A 'round' can provide for immediate assessment and self-assessment.

Relaxation

There are various techniques for relaxation training that can be used in the classroom. The methods that you find the simplest are probably the best. Breathing exercises are a good example. Some students are unaware of the difference between relaxation and tension. One way to introduce relaxation is to spend time helping students observe the difference between tensed and relaxed muscles. With a hand placed on a large muscle group it is possible to feel the difference (e.g. biceps muscle in the arm). Students can experience relaxation by tensing all the muscles as tightly as they can and then quickly letting the tension go. This can be repeated two or three times. It helps to talk about relaxation rather than tension. A progressive relaxation exercise, starting with the muscles of the feet, then the legs and working up through the parts of the body to include the neck and facial muscles is usually enjoyed by students.

THE STRUCTURE OF THE SPHE PROGRAMME

This curriculum for SPHE in the junior cycle is presented in ten modules, each of which appears in each year of the three-year cycle.

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

Resources and accommodation for SPHE

The SPHE Department has been allocated two shelves in the main staff room on which to provide resources and programmes for all SPHE teachers. These shelves also provide useful resources for all staff members.

Folders of resources outlining material on SPHE programmes, DVD resources, text books, Syllabi, RSE Programme and other relevant material are displayed and available to teachers.

SPHE teachers have access to the schools ICT Network, classroom laptops and data projectors. This facility allows for the integration of e-learning into the SPHE programme. SPHE teachers utilise ICT resources, websites and teaching material on SPHE related topics.

The School Management Team facilitate SPHE teachers in the organisation of guest speakers, workshops, parent events, orientation programme, as well as, all other whole school activities related to SPHE

Staff development and subject development

SPHE teachers are committed to ongoing Continuous Professional Development. The School Management Team supports and facilitates the SPHE Teachers to participate and engage in Inservice Training and Development

Teachers have participated in the following courses supported by the SPHE Inservice Team in the Drumcondra and Navan Education Centres:

- Introduction to SPHE (2 Day course)
- Junior Cycle RSE
- Personal Safety/ Bullying and the Internet
- Emotional Health
- Mental Health
- Substance Abuse Prevention
- Senior Cycle RSE
- Sexuality and Sexual Orientation
- SPHE Co-ordinators programme
- Senior Cycle Trust Programme.
- Bullying at School: Sharing Best Practice in Prevention and Intervention.

Courses currently offered by the HSE:

- MindOut 2
- Engage (engaging young men in areas of health)
- Whole School Approach to Food Policy Development
- Healthy Food Made Easy

The SPHE support service provides ongoing Continuous Professional Development Courses. SPHE teachers in consultation with the Principal seek permission to attend training programmes that they regard as relevant to the effective teaching and learning of SPHE. New teachers are encouraged to register with the SPHE support service and participate in the Introduction to SPHE course.

E-Learning Culture:

The SPHE Department recognises and embraces the e-learning culture. SPHE teachers integrate ICT into Teaching and learning as highlighted under the heading of resources. Following an e-learning audit, SPHE teachers' highlighted the following use of ICT in teaching and learning:

- Use of websites
- The creation of worksheets
- SPHE online resources
- Project Work – using the computer room
- PowerPoint presentations
- Data Projectors and laptops provided in rooms.
- Teacher/Student Research
- Video Clips

The SPHE Department are committed to promoting the positive benefits of e-learning.

The SPHE Department is also aware that technology can be used in a negative way in students' lives. The SPHE Department together with a whole school approach addresses the issue of;

- Cyberbullying,
- Internet safety
- Personal Safety

These form part of the SPHE programme and the significant themes recalled during e-learning opportunities.

A shared online resource is also available to teachers of SPHE. This folder contains a selection of keywords for each year group. In future, it is hoped that online resources and useful websites will also be uploaded.

Literacy and Numeracy

SPHE aims to assist the whole school strategy to improve literacy and numeracy outcomes and provide educational success for all students.

The SPHE department is committed to the development of students as literate and numerate individuals. The SPHE programme will aim to:

- Promote reading, writing and reflective thinking
- Explore key concepts and key terms associated with SPHE
- Encourage confidence in literacy and numeracy.
- Encourage confidence in Oral Literacy through active teaching methods, discussion and debate
- Foster literacy in Class displays, presentations, narratives and homework.
- Develop opportunities for reading, writing, self-reflection
- Emphasises Health Literacy and Mental Wellbeing Literacy in Self-Esteem development and in relationship and sexuality education
- Create vibrant learning environment in the classroom that allows students to attain and experience success in literacy and numeracy outside of the pressure of terminal written exams.
- Support a variety of assessment techniques to offer opportunities for success and positive feedback to all students.
- Support students with special needs in collaboration with the Special Educational Needs Service within the school.

- Provide opportunities for students to self-evaluate their learning and self-reflect.

Subject Planning for a Culturally Diverse Society

We are committed to enabling students to respect and celebrate diversity, to promote equality and to challenge unfair discrimination.

Therefore the following aims are included in our SPHE programme-

- To support the whole school approach to integration, cultural diversity and tolerance, informed by the school ethos.
- To achieve diversification and enrichment of each student's life through social, personal and health education.
- To enable, through social, personal and health education to development, full and effective participation in society in a variety of roles
- To develop students' critical consciousness in respect of all life choices and empower students to make life affirming decisions.

We strive to have an inclusive SPHE programme:

- Students are provided with opportunities to express and respond to differing opinions, interpretations and ideas, thereby broadening their social and cultural experiences while developing skills in listening, reading, speaking and writing; students are helped to recognise prejudice, bias, propaganda, media manipulation and stereotyping in print and images, and thereby develop a critical consciousness with respect to social, personal and health aspects of life.
- Students are enabled to empathise with the experience and point of view of others by being encouraged to engage in groupwork and

attempt role plays and active learning experiences that help to encourage assertive self-esteem. Students participate in workshops on bullying (The Mighty Bully).

- Students are exposed to cultural diversity through class discussions, projects, Inter-Cultural Day and other whole school activities.
- Syllabus units support themes relevant to tolerance development, respect and self-esteem e.g. growing up, communication, relationships, dealing with stress, adolescent development, bullying and substance abuse, study skill, to name but a few.
- The diversity of students' culture is celebrated, recognised and acknowledged in the SPHE programme

PHYSICAL AND SOCIAL ENVIRONMENT

The physical and social environment is welcoming, encouraging and respectful of each others' cultural backgrounds.

- Each classroom should display a set of **classroom manners** which honours the above ethos.
- Within the classroom the teacher is encouraged to use **active learning methods** such as, simulation games, role play and discussion, which physically and emotionally helps students to know, trust and support each other. This also helps them feel secure in expressing their views and values, and create an atmosphere of learning, characterised by respect and openness in the classroom.
- **Photos and artwork** - students' work is displayed in the general school environment, which depicts and reflects elements of many different cultures.

- **Intercultural Day** is an annual school celebration of the many and varied diverse cultures in our school population. Students showcase many of their traditional arts, crafts, dress, music and dance. All students participate in the celebrations and festivities of the day. On the run up to this day teachers are encouraged to focus on themes that promote interculturalism and encourage an appreciation of the diversity of cultures in Loreto Balbriggan.

The role of the SPHE teacher in teaching in an intercultural environment

When dealing with intercultural issues, teachers should adopt strategies that teach students how to recognise bias, how to evaluate evidence put before them and how to look for alternative interpretations, viewpoints and sources of evidence, above all to give good reasons for everything they say and do, and to expect good reasons to be given by others.

(Bailey, 1998)

The teacher's role in dealing with intercultural issues

1. Be conscious of your own opinions and values, particularly around controversial issues.
2. Be responsive to student's feelings and values.
3. Model respect and fairness.
4. Be able to pronounce student's names phonetically
5. Participate in Intercultural Day
6. Be aware of and promote cultural events in the local Balbriggan community, which has become a multicultural society. Showcase any student's participation in these events or newspaper reports.
7. Be aware of any potential bias in assessment that may prejudice a student from a different culture

Note: The teacher should be guided by the following:

- An assessment of a student's social engagement in class may conclude that a student who does not make eye contact with a teacher is shy or unengaged, whereas in some cultures it is inappropriate for young people to make eye contact with adults.
- An awareness that how a question is phrased may influence the success rate of different ethnic groups in answering the question posed.
- An understanding that the theme or topic in SPHE may be culturally sensitive. e.g. the role of women in cultures- (dress codes) and RSE should, therefore, be chosen carefully and parents given the opportunity to withdraw in relation to RSE.

How parents will be informed and involved (initial and ongoing)

The SPHE Department promotes open and positive lines of communication with students Guardians/Parents. The following opportunities allow for communication with parents:

- In Coming 1st Year Night
- Parent Teacher Meetings
- Permission Letters for Parental/Guardian Consent for RSE programmes/ workshops/speakers.
- School Journal
- Individual Meetings on request

Assessment, Record keeping and reporting

The SPHE Department recognises the NCCA definition of Assessment within the SPHE Curriculum. Assessment in SPHE embraces the following concepts that:

- Assessment should be a continuous part of teaching and learning process, involving students as well as teachers in identifying strengths, weaknesses and the next steps in the learning process.
- The most valuable assessment takes place at the site and time of learning
- Assessment should provide the basis for effective communication with parents, students and all the partners in the learning process
- The choice of assessment tools should be based on the nature of the learning they are designed to assess and the purpose which must be served by any information collected.

Assessment used in SPHE places an emphasis on providing feedback to students and generating feedback from student, on and for learning.

THE SPHE Departments promotes a number of assessment tools that can be utilised by teachers;

- Learning Records kept in class Copy or workbook
- Portfolios
- Class Projects
- Action Reports
- Activities Checklist
- Homework

As with other subjects, an SPHE report is sent to parents/guardians at Christmas and at the end of year in 1st, 2nd and 3rd year.

A SPHE specific bank of comments is available to all teachers through the Compass system, and the use of these comments when reporting is encouraged.

How SPHE is supported by the whole school

The SPHE programme is supported by the Pastoral Care, Guidance and Counselling Service and the Chaplaincy Service

School Policies that inform the SPHE Plan

- Relationships and Sexuality Education Policy
- Anti-Bullying Policy
- Pastoral Care Policy
- Health and Safety Policy

A copy of all policies are available for staff and parents on request.

Schemes of work:

The content and teaching methods for the SPHE curriculum:

1ST Year SPHE Scheme of Work

SPHE Aims:

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

As well as the first year course content, students are first introduced to SPHE through the Loreto Balbriggan Orientation Programme. This programme takes place over two half days in August/September and consists

of a series of workshops and activities that address a wide range of issues that may be encountered by first year students. The workshops aim at making the new student informed, comfortable and happy in their new environment.

First Year students may also participate in a twinning programme to help them settle into secondary school. The objectives of this programme are:

- To help 1st year settle into the new secondary school system
- To give each 1st year a senior student, a 'familiar face' and someone to whom they can go with any what might be thought silly issues
- To provide 1st year form teachers with assistance in work with their form Class particularly when an individual child is having difficulty settling
- To provide individualised solutions for students with regard to locker management, timetabling management, study and school bags, all the little things that make life more difficult for the transition into secondary school
- To provide fun experiences by partaking in quizzes, treasure trails and twinning lunches

Week	Module	Topic	Book Chapter/Resources	Methodology
Week 1	Belonging & Integrating	Coping with change Joining a new group	Follow on from First Year Orientation Programme Pg. 1 Starting School	Simulation Game: Fruit Salad, Name Games, Discussion and Textbook Work.

Week 2	Friendship	Coping with change Joining a new group	Textbook Chapter Making Friends	Narrative Case Study Discussion Group work
Week 3	Belonging & Integrating	Coping with change Joining a new group	Textbook Chapter Getting to Know Your New School	Discussion Class tour of the school. Teacher Exposition on swiping and lockers.
Week 4	Self-Management	Organising Myself	Textbook Chapter Homework Powerpoint Study Tips	Teacher Exposition Discussion Simulation Game
Week 5	Self-Management	Organising Myself	Student Homework Plans Study Record for one week	Discussion Teacher Exposition
Week 6	Communication skills	Appreciating Difference	Textbook Communication 'On my own two feet' Resources Games.	Communication Game Group work Discussion
Week	Belonging &	Bullying is	Video Clip the	Discussion

7	Integrating /	everyone's business	Talent Show Textbook pg.	Video Teacher Exposition Artwork
Week 8	Belonging & Integrating	Bullying is everyone's business	Video Clip the Talent Show Textbook Friendship	Discussion Video Teacher Exposition Artwork
Week 9	Belonging & Integrating	Bullying is everyone's business	Humour fit Drama Workshop	Discussion Drama Student Feedback
Week 10	Belonging & Integrating	Bullying is everyone's business	Bullying Brain Storm Textbook Friendship	Role Play Simulation games
Week 11	Belonging & Integrating	Bullying is everyone's business	Student Drama on Bullying	Group Work Role Play
Week 12	Belonging & Integrating	Bullying is everyone's business	Student Drama on Bullying	Group Work Role Play
Week 13	Friendship	Qualities of Friendship	Group Work	Discussion
Week	Physical	Body care	Textbook	Worksheets/

14	Health			Discussion
Week 15	Physical Health	Healthy eating Exercise	Teacher Exposition	Groupwork
Week 16	Relationship and Sexuality Education	Guest Speaker RSE	Teacher Exposition Powerpoint	Discussion
Week 17	Relationship and Sexuality Education	Me as unique and different	Teacher Exposition Busy Bodies HSE Material	Discussion Teacher Exposition
Week 18	Relationship and Sexuality Education	Changes at adolescence	Teacher Exposition Busy Bodies HSE Material	Teacher Exposition Discussion
Week 19	Relationship and Sexuality Education	The Reproductive system	Teacher Exposition Busy Bodies HSE Material DVD	Teacher Exposition Discussion Teacher Exposition

Week 20	Relationship and Sexuality	Respecting myself and others	Textbook	Discussion
Week 21	Education Flexibility of topics or issues that need to be reinforced depending on Class and teacher.		Textbook Internet DVD	Variety

Learning Objectives

Belonging & Integrating

Students will be able to:

- ✓ Share their fears about starting secondary school by engaging in activities such as pair work.
- ✓ List their teachers and subjects.
- ✓ Give directions from a particular Classroom to various important locations, such as the office, principal's office, the hall.
- ✓ Explain where to go/what to do if they encounter a particular problem/difficulty.
- ✓ Explain why school rules are important.
- ✓ Give their opinion on a selection of school rules.
- ✓ Devise a set of specific classroom rules for SPHE.
- ✓ Introduce themselves to each other and describe an aspect of their personality/life, etc.
- ✓ Identify what it is that makes them different/unique.
- ✓ Outline/discuss changes (physical/emotional) they have experienced recently.
- ✓ Identify the positive aspects of being different.
- ✓ Discuss things that teenagers might do because of peer pressure.
- ✓ Suggest strategies to cope with peer pressure.
- ✓ Define bullying and identify why it happens.
- ✓ Share their opinions/experiences on the issue of bullying.

Self-management: A sense of purpose:

Students will be able to:

- ✓ Share ideas on homework approaches.

- ✓ Suggest effective guidelines for completing homework.
- ✓ Compile a checklist of materials needed to complete homework properly.
- ✓ Complete a homework/study timetable.
- ✓ Suggest how a balanced, healthy lifestyle can be achieved.
- ✓ Outline how many hours are spent sleeping, exercising, relaxing actively/inactively, eating, doing homework, etc.
- ✓ Compare their findings with Class members.
- ✓ Suggest how changes could be made to improve how their time is spent.

Communication Skills:

Students will be able to:

- ✓ Define the word 'relationship'.
- ✓ List the different relationships in their lives.
- ✓ Identify who they enjoy a close relationship with in their lives.
- ✓ Differentiate between verbal and non-verbal communication from suggestions given.
- ✓ Suggest tips on how to appropriately share their feelings.

Physical Health:

Students will be able to:

- ✓ Work out what variety of foods they should be eating to maintain a healthy diet.
- ✓ Produce a food pyramid diagram.
- ✓ Analyse their daily eating using the food pyramid.
- ✓ Decide ways in which they might improve their eating habits.
- ✓ Discuss the various forms of exercise they undertake.

- ✓ Decide which forms of exercise they consider to be important.
- ✓ Explain the importance of eating healthily and exercising regularly.

Friendship:

Students will be able to:

- ✓ Outline the importance of friendship in their lives.
- ✓ Give suggestions on what makes a good friend.
- ✓ Give suggestions on what makes a poor friend.

Relationships & Sexuality:

Students will be able to:

- ✓ Compile a list of the things they do that show they respect their bodies.
- ✓ List their own strengths & weaknesses
- ✓ Explain the term 'self-esteem'.
- ✓ Explain 'discrimination' and give examples of groups that face discrimination regularly.
- ✓ Suggest ways in which they can show respect for others.
- ✓ Explain terms like puberty & adolescence.
- ✓ Differentiate between emotional, physical, social & physical changes.
- ✓ Give suggestions as to what range of emotions a teenager may experience.
- ✓ Outline the physical changes that occur in boys & girls during puberty.
- ✓ List & recognise the male & female reproductive organs.

- ✓ Explain what occurs during a menstrual cycle.

Substance Abuse:

Students will be able to:

- ✓ List and explain some of the toxic substances contained in cigarettes.
- ✓ List the health risks associated with smoking.
- ✓ Calculate the cost of smoking 20 cigarettes every week for year.
- ✓ Explain the term 'passive smoking'.
- ✓ Suggest ways in which smokers could give up the habit.
- ✓ Differentiate between images a healthy lung and a smoker's lung.
- ✓ Suggest ways in which they could raise awareness on the dangers of smoking.

Personal Safety:

Students will be able to:

- ✓ List areas of their lives in which they may face danger.
- ✓ Share any experiences they may have had in the past.
- ✓ Suggest ways in which accidents could be avoided in different scenarios, e.g. on the roads, in the kitchen, in school, using the internet.

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s:

- To enable the

students to confidently communicate their feelings

- To evaluate their experiences of first year

- To examine the changing dynamics in their own families
- To accept and recognise the complexity of human relations
- To analyse situations to allow effective and mature decision making
- To know and identify the harmful effects of drugs and alcohol
- To address body image and confidence issues relating to themselves
- To discuss the risks posed by peer pressure in all areas of their lives
- To make informed choices with regard to personal wellbeing
- To recognise issues pertaining to personal safety issues

Week	Module	Topic	Book Chapter/Resources	Methodology
Week 1	Belonging & Integrating	Looking back and looking forward	Motivation and change	Pairs induction game, Discussion, text book work
Week 2	Belonging & Integration	Looking forward	Motivation and change	Goal setting worksheet, Person you most admire essay
Week 3	Self- Management	Organising Myself	Study Skills	Brainstorming, Discussion, pair work, diagrams
Week 4	Self- Management	Organising Myself	Study Skills	Study skills timetable, textbook for memory skills work

Week 5	Communicati on Skills	Appreciatin g difference	Criticism and Compliments	Discussion, individual work on constructive criticism
Week 6	Communicati on Skills	Appreciatin g difference	Criticism and Compliments	Group work on giving and receiving complements, complements worksheet fill in by all class members
Week 7	Belonging & Integrating	Bullying is everyone's business	Bullying	Group work brainstorm, Class definition of bullying
Week 8	Belonging & Integrating	Bullying is everyone's business	Bullying	Discussion, Class projects on anti bullying environment posters
Week 9	Physical Health	Healthy Eating	Nutrition and Exercise	Discussion on healthy eating habits, Food pyramid poster
Week 10	Physical Health	Healthy Eating	Nutrition and Exercise	Discuss the importance of exercise for teenagers, Create a poster for healthy

				eating for teenagers
Week 11	Relationships and Sexuality Education		ACCORD Talk	Boy/Girl relationships, peer pressure, puberty/mood, friendship with boys, appearance and hygiene, dealing with break ups
Week 12	Relationships And Sexuality Education	Me as unique and different	Body Image	Creating the ideal boy activity, Discussion on body image
Week 13	Relationships and Sexuality Education	Positive self esteem	Body Image	Self esteem exercise Sharon and Ken, Role Playing
Week 14	Relationship and Sexuality Education	Relationships	Relationships with parents	Role Playing, Relationship survey from textbook
Week 15	Relationship and Sexuality Education	Relationships	Relationships with parents	Case Study in textbook, Discuss answers with class
Week 16	Relationship and Sexuality Education	Relationships	Dealing with anger	Role playing, discussion on dealing with anger
Week	Personal	Safety on	Personal safety 2	Discussion,

17	Safety	the internet		Brainstorming, Internet safety leaflet
Week 18	Self- Management	Stress	Mental Health	Stress relieving exercise, meditation
Week 19	Influences and decisions	Decision Making	Influences and decisions	Decision making worksheet and discussion
Week 20	Influences	Decision Making	Influences and decisions	Circle of influence activity, paragraph on biggest influence in my life
Week 21	Substance Use	Drugs Abuse	Medicine and drugs	Brainstorming, Questioning, Leaflets
Week 22	Substance Use	Alcohol Abuse	Alcohol	DVD Pack from inservice including handouts Debate

Learning Objectives

Belonging & Integrating

Students will be able to:

- ✓ Outline/discuss changes (physical/emotional) they have experienced recently.
- ✓ Share their fears about starting second year by engaging in activities such as pair work.
- ✓ Explain what motivates them
- ✓ Outline their goals for second year
- ✓ Identify what it is that makes them different/unique.
- ✓ Identify the positive aspects of being different. .
- ✓ Define bullying and identify why it happens.
- ✓ List the effect of bullying on the victim
- ✓ Share their opinions on the issue of bullying.
- ✓ Discuss the issue of discrimination
- ✓ List the reasons why people may bully others
- ✓ Discuss in pairs how bullying may be prevented in the school environment

Self-management: A sense of purpose:

Students will be able to:

- ✓ Share ideas on study skills
- ✓ Suggest effective guidelines for studying
- ✓ Complete a homework/study timetable.
- ✓ Learn how to summarise a paragraph
- ✓ Learn about note taking and the use of diagrams
- ✓ Study memory skills methods
- ✓ Practice study skills for homework

- ✓ Suggest how changes could be made to improve how their time is spent studying
- ✓ Outline the causes of stress for students
- ✓ Be aware of ways to reduce stress in their everyday lives

Communication Skills:

Students will be able to:

- ✓ Define criticism
- ✓ Explain about the difference between constructive criticism and negative criticism
- ✓ Learn how to use constructive criticism
- ✓ Suggest tips on how to appropriately share their feelings.
- ✓ Understand how to give and receive compliments

Physical Health:

Students will be able to:

- ✓ Understand the importance of healthy eating
- ✓ Research the important nutrients in the diet
- ✓ List and analyse the ingredients found in their favourite foods
- ✓ Design a poster encouraging healthy eating for teenagers
- ✓ Discuss the importance of a healthy diet for teenagers
- ✓ Produce a food pyramid diagram.
- ✓ Analyse their daily eating using the food pyramid.
- ✓ Decide ways in which they might improve their eating habits.
- ✓ Discuss the various forms of exercise they undertake.
- ✓ Decide which forms of exercise they consider to be important.
- ✓ Explain the importance of eating healthily and exercising

regularly.

Relationships & Sexuality:

Students will be able to:

- ✓ Compile a list of the things they do that show they respect their bodies.
- ✓ List their own strengths & weaknesses
- ✓ Explain the term 'self-esteem'.
- ✓ Explain 'body image'
- ✓ Discuss the idea of having realistic ideals .
- ✓ Give suggestions as to what range of emotions a teenager may experience.
- ✓ Outline the physical changes that occur in boys & girls during puberty.
- ✓ Outline the importance of having a good relationship with parents
- ✓ Learn how to deal with anger
- ✓ Understand the difference between love and lust

Substance Abuse:

Students will be able to:

- ✓ Understand the difference between legal and illegal drugs
- ✓ List the health risks associated with taking drugs
- ✓ List the reasons why teenagers misuse drugs
- ✓ Understand the dangers of overdosing on alcohol
- ✓ Discuss the problems with alcohol abuse
- ✓ Suggest ways in which they could raise awareness on the dangers of drinking
- ✓ Debate if the legal age for drinking alcohol is too high or too

low

Personal Safety:

Students will be able to:

- ✓ List areas of danger on the internet
- ✓ Share any experiences they may have had in the past
- ✓ Suggest ways teenagers can be safe on the internet
- ✓ Outline the important of not giving personal details out over the internet
- ✓ Make a leaflet to give out to students to make them aware of internet safety

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SPHE Aims:

- To promote physical, mental and emotional health and well-being
- To enable the students to confidently communicate their feelings
- To evaluate their experiences of second year
- To examine the changing dynamics in their own families
- To devise a personalised study plan
- To analyse situations to allow effective and mature decision making
- To assess their own relationships with respect to sexuality
- To address body image and confidence issues relating to themselves
- To learn to manage exam preparation
- To develop an awareness of physical health

In third year the self management section of SPHE course is taught in conjunction with the career guidance department. This course is run over

the first eight weeks of term one. The following is the course content from the Career Guidance Department.

Week	Topic	Class Content
1	Welcome Back	<ul style="list-style-type: none"> • Welcome back talk • Distribute class notes booklet to students • Explain role of Guidance Counsellor • Outline course to be covered • Students complete personal information sheet • Self care: highlight importance of good diet and exercise, supportive friends and family • Identify and coping with stress • Importance of sleep, hobbies and interests
2	Subject Choice	<ul style="list-style-type: none"> • Introduce senior cycle subjects core and optional • Requirements of core languages • Explanation of points and levels
3	Option Subjects	<ul style="list-style-type: none"> • List of subjects available • Significance of choice on future career

		<ul style="list-style-type: none"> • Refer students to online resources
4	Interests	<ul style="list-style-type: none"> • Introduce John Holland's Theory of career • Fill in interest inventory test and explain results • Start students thinking about areas of interest, in terms of career
5	Choosing option subjects	<ul style="list-style-type: none"> • Explains the role of senior options co-ordinator • Outline procedure for choosing option subjects • Inform students about meeting for their parents
6	Career Websites	<ul style="list-style-type: none"> • Introduce students to careers websites
7	Study Skills Review	<ul style="list-style-type: none"> • Spider diagram for study skills
8	Study Skills	<ul style="list-style-type: none"> • Study highlight areas they are happy with and areas they would like to improve on • Students complete a study timetable • Discuss the importance of study and homework

Week	Module	Topic	Book Chapter/Resources	Methodology
Week 8	Belonging & Integrating	Coping with change	Who am I?	Questioning, Brainstorming, worksheet from 'On my own two feet'
Week 9	Belonging & Integrating	Coping with change	Who am I?	Discussion, Group work on stereotyping
Week 10	Relationships and Sexuality Education	Appreciating difference	Stand up – homophobic bullying	Group work, Class discussion, DVD presentation
Week 11	Relationships and Sexuality Education	Appreciating difference	Stand up – homophobic bullying	Group work, Class discussion, DVD presentation
Week 12	Relationships and Sexuality Education	Relationships	Love or Lust	Worksheets from RSE book, class discussion
Week 13	Relationships and Sexuality Education	Relationships	Love or Lust	Worksheets from RSE book, class discussion
Week	Communicati	Relationships	Conflict in	Class discussion,

14	on Skills		relationships	Role Play, Group work exercise from textbook
Week 15	Physical Health	Body Care	Visiting the doctor	Individual work, Class discussion
Week 16	Emotional Health	Depression	Preventing depression	Group discussion, Leaflet for positive mental health
Week 17	Substance Abuse	Drug Abuse	Drug Abuse	Brainstorming, class discussion
Week 18	Substance Abuse	Disease	HIV and Aids	Class discussion, group work
Week 19	Influences and decision	Coping with change	Teenage Pregnancy	Role Play, Class discussion, Individual reflection
Week 20	Influences and decisions	Coping with change	Teenage Pregnancy	Class discussion, Group work, worksheet
Week 21	Influences and decisions	Parenting	Teenage Parenting	Class discussion, Group work, group work exercise 'How my life would change'
Week 22	Emotional Health	Grief	Grief	Class discussion, Group work

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Learning Objectives

Belonging & Integrating

Students will be able to:

- ✓ Discuss their personality traits and how they are unique
- ✓ Identify what it is that makes them different/unique.
- ✓ Identify the positive aspects of being different.
- ✓ Discuss things that teenagers might do because of peer pressure
- ✓ Explain how peer pressure can affect teenagers behaviour
- ✓ Explain how teenagers are stereotyped

Communication Skills:

Students will be able to:

- ✓ Define the word 'relationship'.
- ✓ Identify areas in their lives that could cause conflict
- ✓ Identify who they enjoy a close relationship with in their lives.
- ✓ Suggest tips on how to appropriately share their feelings
- ✓ Discuss ways to cope with a break up in a relationship

Physical Health:

Students will be able to:

- ✓ Development an awareness of the importance of good physical health
- ✓ Understand how good diet and exercise can prevent disease
- ✓ Discuss ways in which the can try to prevent heart disease
- ✓ Identify the different types of diabetes

- ✓ Highlight the importance of looking after your body
- ✓ Discuss the ways people become infected with aids
- ✓ Identify ways to protect against HIV
- ✓ Identify other STI's

Relationships & Sexuality:

Students will be able to:

- ✓ Discuss the difference between love and lust
- ✓ Evaluate the skills necessary to form healthy friendships and relationships
- ✓ Identify different types of relationships
- ✓ Define homophobic bullying
- ✓ Discuss homophobic relationships
- ✓ Compile a list of the things they do that show they respect their bodies.
- ✓ Explain the term 'self-esteem'.
- ✓ Suggest ways in which they can show respect for others.
- ✓ Differentiate between emotional, physical, social & physical changes.
- ✓ Give suggestions as to what range of emotions a teenager may experience
- ✓ Discuss the reasons for an increase in teenage pregnancy
- ✓ Understand how pregnancy occurs and how to make the best decisions
- ✓ Identify the physical, social, emotional and financial consequences associated with unplanned pregnancy
- ✓ Identify the value of family life and appreciate the responsibilities of parenthood

Emotional Health:

Students will be able to:

- ✓ List the causes of depression
- ✓ Understand why people get depressed
- ✓ Recognise the signs of depression
- ✓ Understand how to deal with depression
- ✓ Understand how to cope with grief

Substance Abuse:

Students will be able to:

- ✓ Understand the difference between legal and illegal drugs
- ✓ List the health risks associated with taking drugs
- ✓ List the reasons why teenagers misuse drugs
- ✓ Understand the dangers of overdosing on drugs
- ✓ Discuss the different types of drugs available

Please note:

The layout of content for 1st to 3rd year SPHE may change slightly from class to class due to issues that may arise in form class. Teachers may feel the necessity to cover topics in a different order to suit their own class needs, however they will endeavour to stick to the layout as much as possible.