

Loreto Secondary School

Balbriggan



SPHE

Subject Department Plan

2022-2023

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 primary school, at post-primary level SPHE aims:

- to develop students' positive sense of themselves.
- to develop students' emotional and spiritual health and wellbeing.
- to build the capacity of young people to develop and maintain healthy relationships.

(SPHE Junior Cycle Specification, p.5)

SPHE Team 2022 – 2023

Subject Co-ordinators:

Gráinne Murphy & Jessica Sweeney

Teachers:

1A – Barbara O’Neill

1B – Karen Ryan

1C – Ann Ahern

1D – Karen Davis

1E – Jenna McGillivray

1G – Ann Kimmage

1H – Gráinne Murphy

2A – Niamh Russell

2B – Jessica Sweeney

2C – Ann Kimmage

2D – Gráinne Murphy

2E – Michelle Briscoe

2G – Áine Murray

2H – Nicole Bradshaw

2J - Caoimhe Darcy

3A – Sean Stringer

3B – Fiona McMaster

3C – Claire O’Brien

3D – Eoin Daly

3E – Robert Prizeman

3G – Denise Caffrey

3H – Mary O’Connell

The SPHE Plan involves all aspects of school life and as such it is a whole school activity. While the SPHE co-ordinator has the overall responsibility for coordinating and compiling the plan, the SPHE teamwork in tandem with the guidance counselors, SEN department, pastoral care team, year heads, wellbeing tutors and management.

Time Allocation and Timetabling

1st Year - 1 hour long class once a week

2nd Year - 1 hour long class during week A

3rd Year - 1 hour long class once a week

Grouping of Pupils

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

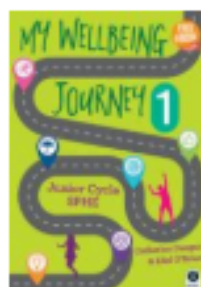
We believe that the mixed ability groupings support the principles of the SPHE programme and allow for the efficient, effective and creative teaching of our subject.

Textbooks

1st Year

My Wellbeing Journey 1 student workbook

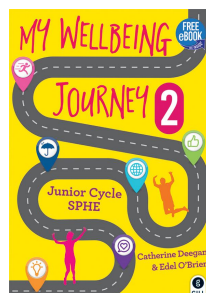
Published by Gill



2nd Year

The Wellbeing Journey 2 student workbook

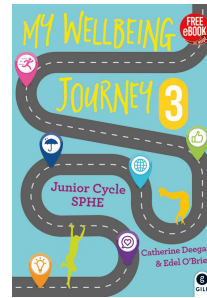
Published by Gill



3rd Year

My Wellbeing Journey 3 student workbook

Published by Gill



Course Materials

An SPHE poly pocket in main binder

Personal Learning Diary (PLD) in binder

SPHE Department Meetings

SPHE Department meetings take place throughout the year in August, October and March. The minutes are typed and kept on the SPHE Google Drive.

STUDENT ACCESS TO SPHE

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

As RSE is a mandatory programme in Ireland, students will partake in this programme for a minimum of 5 weeks. Communication is made with parents/guardians prior to the commencement of the programme and will receive details on what the programme entails. Parents/Guardians have the right to withdraw their child from the RSE programme. If they decide to withdraw their child from the RSE programme, they must provide the school with a written withdrawal.

The school Management Team are informed of students withdrawing from RSE lessons/talks/workshops. The school Management Team work with parents/guardians of students to work out appropriate accommodation.

Please see Appendix 1 for updated RSE policy.

Planning for Students with Additional Needs:

The aims of education for students with additional 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 additional 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.

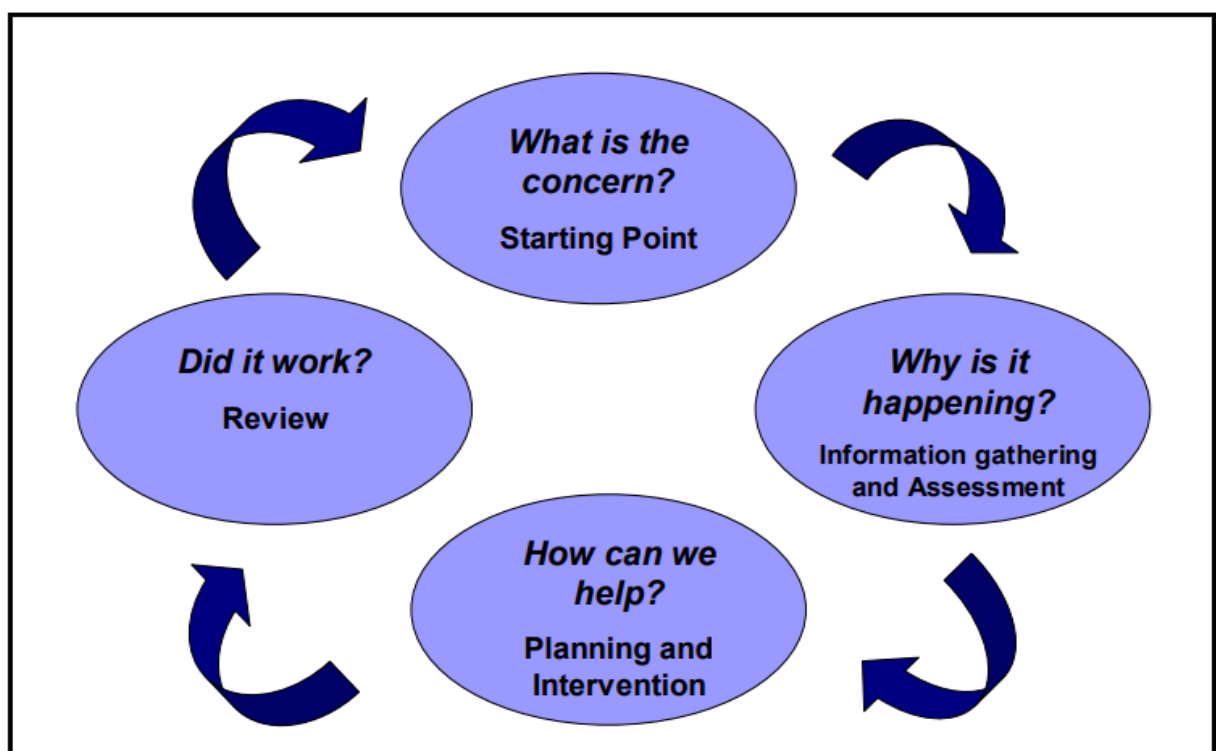
The active learning methodologies of the SPHE Programme encourage and facilitate the participation of all students and provide opportunities for student learning and achievement in creative ways.

Each year teachers will consult with the additional educational needs department/year head/form teacher to identify any additional needs students in their classes (dyslexia, physical disability etc). Teachers will provide supplementary notes/worksheets to these students when needed. From time to time students may work in small groups to reinforce their own learning.

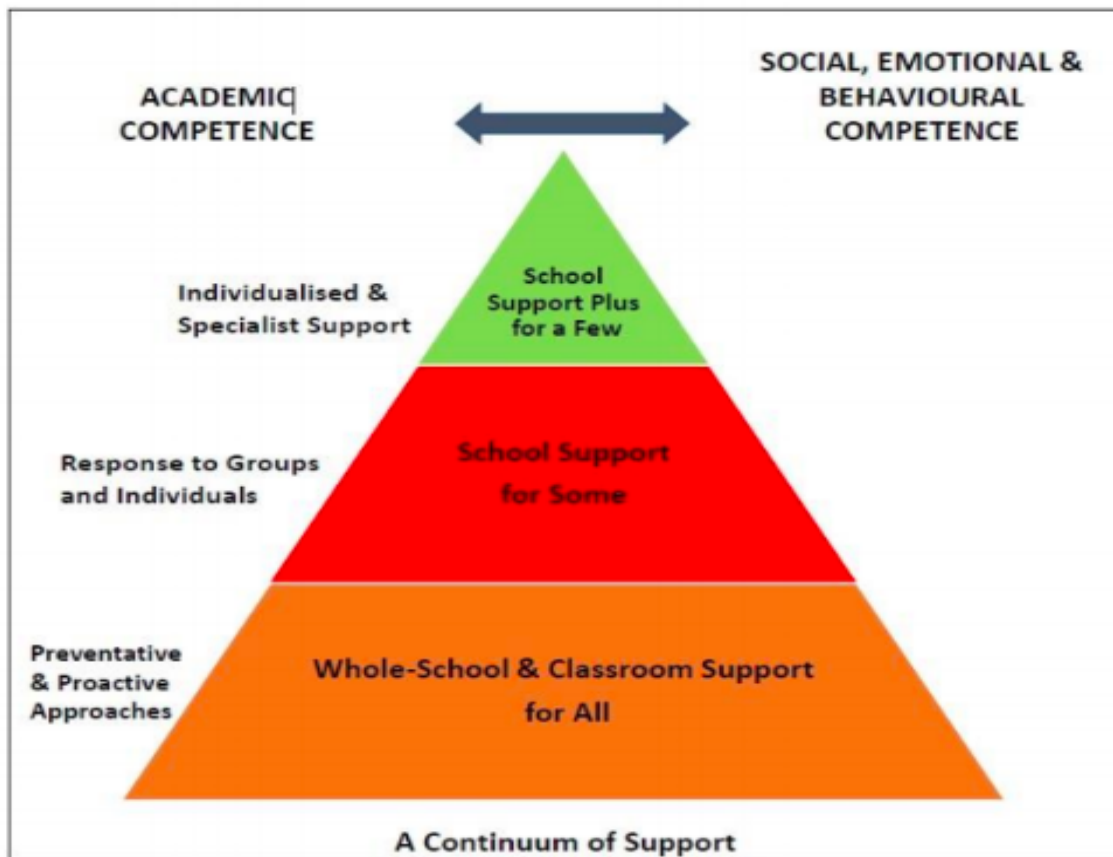
Continuum of Support

In Loreto Balbriggan, we use the Continuum of Support Framework set out by the Department of Education to identify and support children with additional needs. Like this framework, we recognise that additional educational needs occur along a continuum, ranging from mild to severe, and from transient to long-term and that students require different levels of support depending on their identified additional needs. By using this framework, it helps us implement a staged approach to ensure that our support and interventions are incremental, moving from class-based interventions to more intensive and individualised support, and are informed by careful monitoring of progress.

The Continuum of Support is a problem-solving model of assessment and intervention that enables us to gather and analyse data, as well as to plan and review the progress of individual students. This problem-solving process is illustrated as follows:



The Continuum of Support suggests the following levels of support



Roles and Responsibilities

	Subject Teachers	Specialist teachers (learning support/ resource/ language (EAL*)/ guidance counsellors/ HSCL*/ tutors/ heads of year)	School Management
Whole School and Classroom Support for All Stage 1	Differentiate teaching and learning activities Create positive classroom environment, including use of positive and constructive feedback Assess & monitor progress Create opportunities for success Communicate concerns to SEN Team Collaborate with SET team	Collection and analysis of school-wide screening data, including in-take screening, transfer information, attendance and behavioural records Collaboration with subject teachers	Leadership in developing relevant whole school policies: enrolment/ assessment/ inclusion Strategic management of implementation of policies and practices Strategic support for evidence based interventions
School Support for Some Stage 2	As above, plus Contribute to group or individual planning and review Implement agreed strategies Communicate progress and concerns to SET team	As above plus Diagnostic testing Liaising with parents Gathering information from subject teachers/ other staff Plan, implement and review individual and/or group intervention Seek external professional advice, as needed Undertake tasks of coordinating teacher as needed	As above plus Assign roles and responsibilities Keep records of those receiving this level of support
School Support Plus for a Few Stage 3	As above plus Prepare information for student support planning meetings Implement individualised and specialist programmes and strategies Direct the work of SNAs* in the classroom	As above plus Plan, implement, monitor and review specialist and individualised responses Direct the work of SNAs in the school	As above plus Compliance with statutory requirements when EPSN* is implemented.

*EAL- English as an Additional Language *SNA - Special Needs Assistant *HSCL – Home School Community Liaison *EPSN - Education for Persons with Special Educational Needs Act 2004

Meeting the Needs and Allocating Teaching and Learning Support

We acknowledge that there is a spectrum of ability and disability of every category of Special Educational Need in line with the New Model for Special Education Teaching Allocation – ‘the highest level of need should have access to the greatest level of support’.

Stage 2 School Support	<p>Students with an identified need assessed by a professional</p> <p>Students with an emerging need assessed by SET team and or classroom teacher through informal and formal assessment</p> <p>Student on or under the 12th Percentile in Literacy/Numeracy Standardised Test (CAT4)</p> <p>Student who is above the 12th Percentile but has complex identified needs and will be allocated support on a case by case basis</p> <ul style="list-style-type: none"> • Physical Disability • Hearing Impairment • Visual Impairment • Emotional Disturbance • Borderline Mild/Mild/General Learning Disability • Severe/Profound General Learning Disability • Autistic Spectrum Disorder • Assessed Syndrome • Specific Speech and Language Disorder/Impairment • Specific Learning Difficulty • EAL • Chronic Medical Conditions • Co-Morbid Condition 	Group or Student Support Plans and or Learning Programme	<p>Type of Support</p> <p>Curricular</p> <p>Differentiation</p> <p>Curricular Reduction</p> <p>Team-Teaching</p> <p>Intervention</p> <p>Group Withdrawal</p> <p>Individual Withdrawal</p> <p>Inclusion of SNA</p> <p>Personnel</p> <p>SET teacher</p> <p>Class Teacher</p> <p>Guidance Counsellor</p> <p>SNA</p> <p>Outside Agencies</p>
Stage 3 School Support Plus	<p>Students with identified complex needs who have received a diagnosis from a professional.</p> <ul style="list-style-type: none"> • Physical Disability • Hearing Impairment • Visual Impairment • Emotional Disturbance • Moderate General Learning Disability • Severe/Profound General Learning Disability • Autistic Spectrum Disorder • ADHD • Assessed Syndrome • Specific Speech and Language Disorder/Impairment • Specific Learning Difficulty • EAL • Chronic Medical Conditions • Co-Morbid Condition 	Student Support Plans	<p>Type of Support</p> <p>Curricular</p> <p>Differentiation</p> <p>Curricular Reduction</p> <p>Team-Teaching</p> <p>Intervention</p> <p>Group Withdrawal</p> <p>Individual Withdrawal</p> <p>Inclusion of SNA</p> <p>Personnel</p> <p>SET teacher</p> <p>Class Teacher</p> <p>Guidance Counsellor</p> <p>SNA</p> <p>Outside Agencies</p>

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;
- SSP (student support plan), 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 additional 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 AEN 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 AEN information is available on compass.

Second Year:

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

Third Year:

SPHE teachers choose methodologies that offer maximum participation and build the self-esteem of all students liaising with the resource and learning support team. All relevant AEN 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, such as, the Wellbeing indicators

Guidance 2019/2020

The SPHE team work alongside the Guidance department to arrange the following:

1st Year:

- First Year Induction Programme
- Transition to secondary school with module with guidance department
- Students can avail of counselling with a guidance counsellor or member of the pastoral care team
- Stand Up Week
- Mental Health Week

2nd Year:

- Students can avail of counselling with a guidance counsellor or member of the pastoral care team
- Stand Up Week
- Mental Health Week
- Jigsaw workshops
- Sleep Programme
- Anti-bullyinh Programme with An Garda Siochana

3rd Year:

- Students can avail of counselling with a guidance counsellor or member of the pastoral care team
- Stress buster workshops
- Study Skills workshops
- Stand Up Week
- Mental Health Week
- Careers fair

Class Organisation:

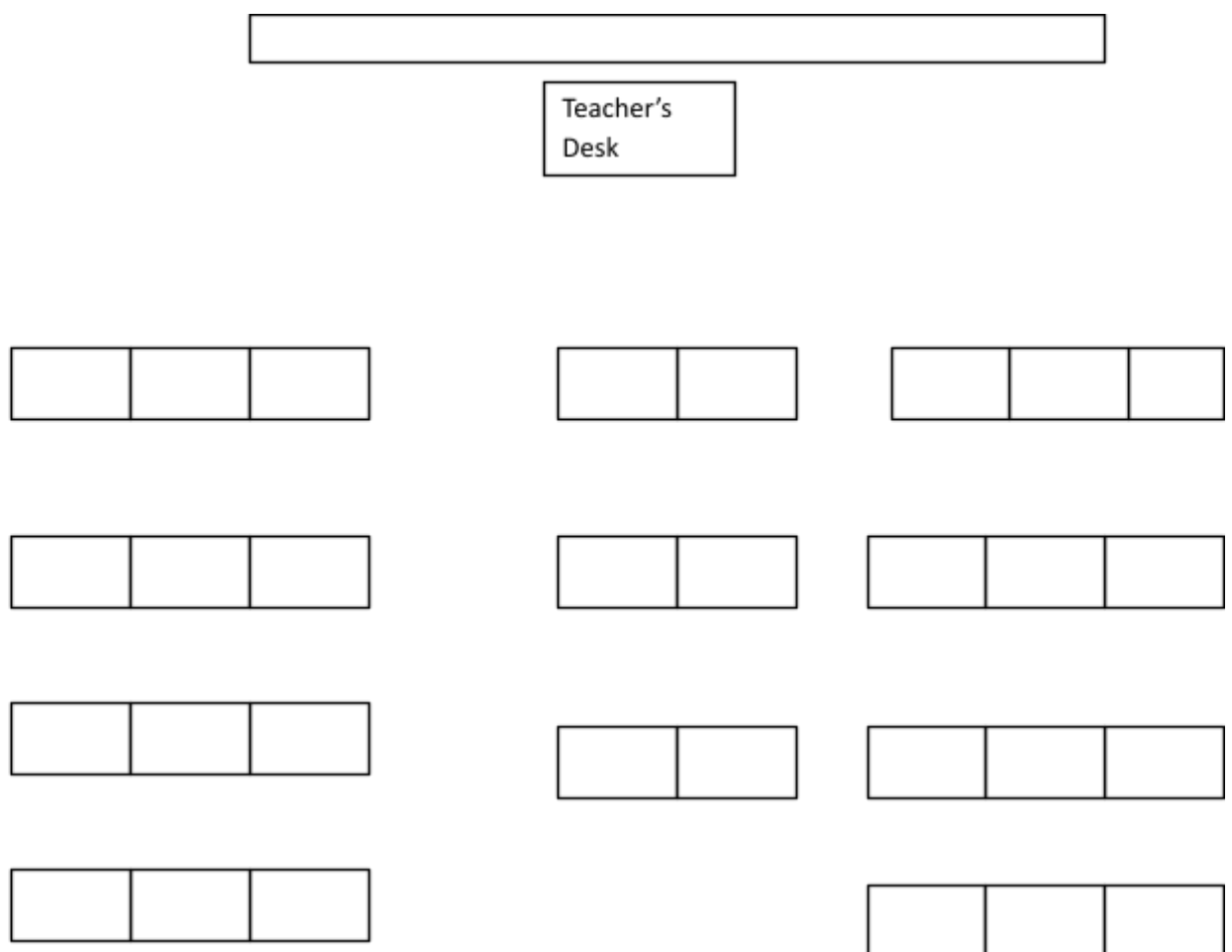
Many classes are organised in three rows of 3,2,3 tables respectively in each row.

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

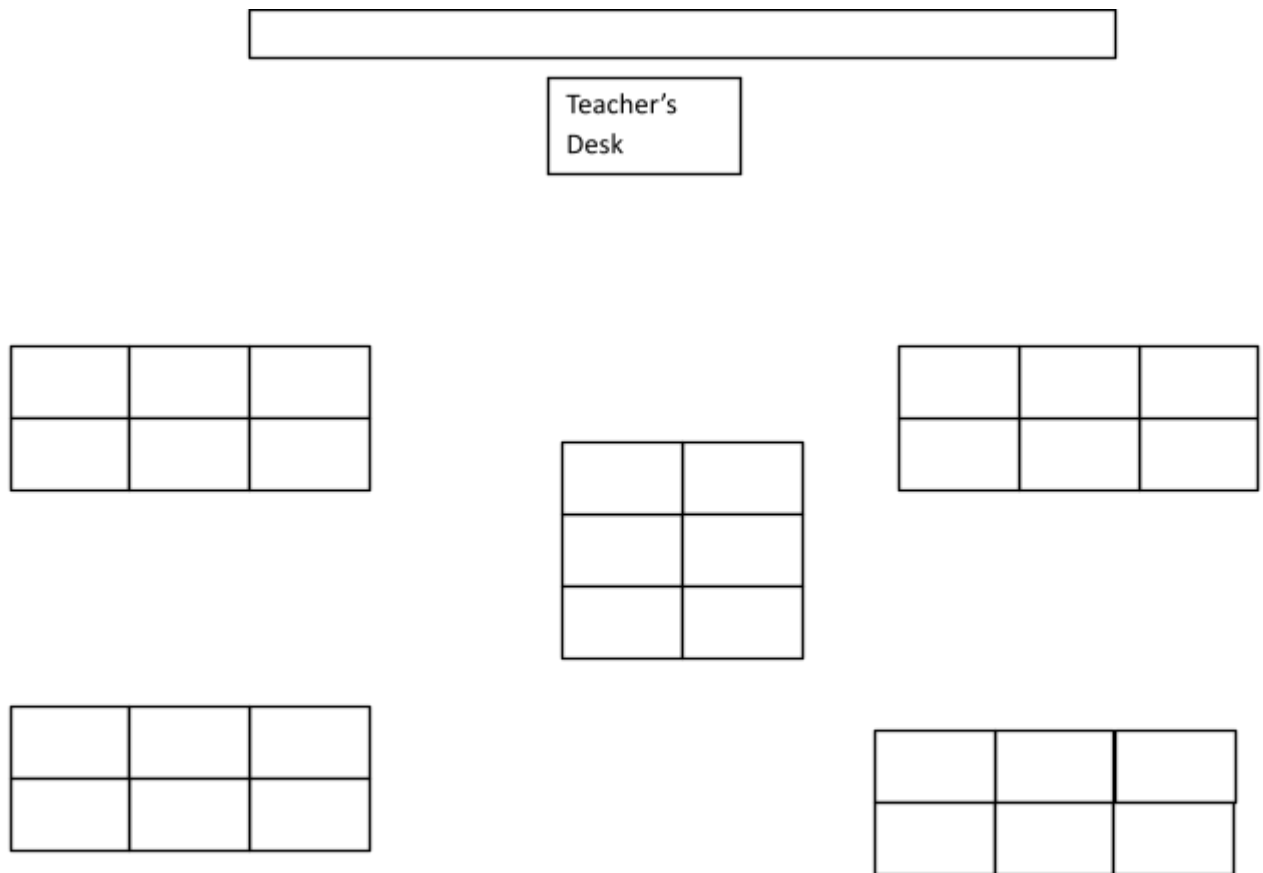
All classrooms are arranged as per up-to-date Covid School Guidelines.

Sample class plans include:

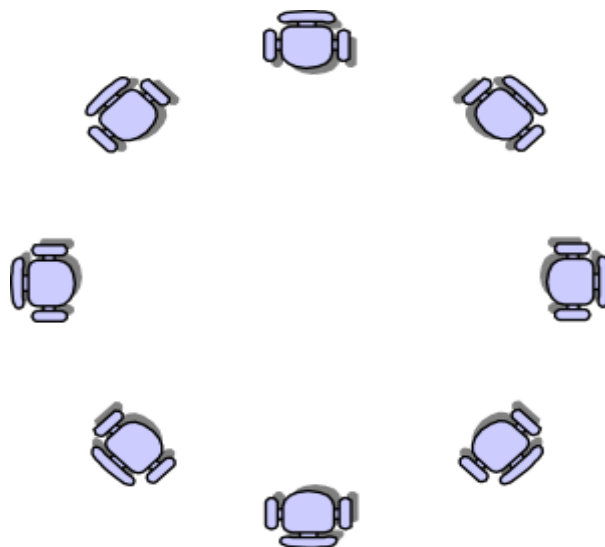
Standard Class Room Plan:



Group Work Class Plan:



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. Both 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 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, SPHE teachers are encouraged to consult Compass, Form teachers or Year Heads (if appropriate) when planning sensitive issues in order to be sensitive to individual student's situations and circumstances.

SPHE Teachers can speak to Form teachers and Year Heads to make a referral of a student to the Compass 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, outside the Principal's office and Deputy Principal's office. The Pastoral Care referral policy is available in 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 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 principle 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
- Multimedia / 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 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 is 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

The specification for SPHE in junior cycle is presented in four strands, each of which appears in each year of the three-year cycle.

Strand 1: Who Am I?

Strand 2: Minding Myself

Strand 3: Team Up

Strand 4: My Mental Health

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. All SPHE teachers have access to resources on the subject Google Drive. Teachers are invited to share resources with each other as part of our collaborative planning approach to SPHE.

Folders of resources outlining material on SPHE programmes, DVD resources, text books, Specification, 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 on-going Continuous Professional Development.

The School Management Team supports and facilitates the SPHE Teachers to participate and engage in In-service Training and Development

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

- Introduction to SPHE (2 Day course)
- Junior Cycle RSE
- Senior Cycle RSE
- Child Protection for DLPs and DDLPs
- Junior Cycle Personal Safety Lessons

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 on-going 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. We are currently planning on rolling out an e-portfolio for students' to complete their PLDs.

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;

- Cyber bullying
- Internet safety
- Personal Safety

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

A shared drive of resource is also available to teachers of SPHE. Online resources and useful websites have been uploaded. This folder contains a selection of keywords for each year group.

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
- Emphases 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 additional needs in collaboration with the Additional Educational Needs Service within the school.

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

Independent learning:

Independent learning is when students take responsibility for their own learning. An independent learner will tend to be self-directed and self-reliant. They are aware of their own strengths as learners and areas of weakness. They connect the learning within the classroom to the real world and can set their own goals. They tend to be intrinsically motivated by making progress in learning and can reflect on their own progress.

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 other's cultural backgrounds.

- Each classroom should display a set of **classroom manners** which honours the above ethos.
- Each classroom should also display the **Wellbeing Indicators** which students build on in the SPHE classroom.
- 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 inter-culturalism 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.
- 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 on-going)

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

- Incoming 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 Specification. Assessment in SPHE embraces the following concepts that:

- Assessment should be a continuous part of the 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 students, on and for learning.

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

- Learning Records kept in class textbook and folder
- Personal Learning Diary
- Portfolios (including reflection activities)
- 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 the year in 1st, 2nd and 3rd year. This report includes a comment.

An SPHE specific bank of comments is available to all teachers through the Compass system, and the use of these comments when reporting is encouraged. The comment bank was updated October 2019 collaboratively by all SPHE teachers and is a working document.

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.

The content and teaching methods for the SPHE specification:

1ST Year SPHE Scheme of Work

SPHE Aims:


































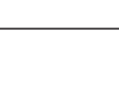







- To enable the students to develop skills for self-fulfilment and living in communities
- To promote self-esteem and self-confidence
- To enable the students to develop a framework for responsible decision-making
- To provide opportunities for reflection and discussion
- To promote physical, mental 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 Wellbeing Tutors with assistance in work with their tutor 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

First Year Term 1

August/September	October	November	December
Strand 1: Topics: <ol style="list-style-type: none"> 1. Joining a New Group 2. Class Contract 3. Teamwork 	Strand 1: Topics: <ol style="list-style-type: none"> 4. Appreciating Difference 6. Looking after Myself 7. Fire Safety 	Strand 2: Topics: <ol style="list-style-type: none"> 11. Express Yourself 12. Learning to Listen 13. Passive, Aggressive and Assertive Communication 	Strand 2: Topics: <ol style="list-style-type: none"> 14. Balance in My Life 15. Body Care 16. Healthy Eating
Learning outcomes: 1.1, 1.2, 1.6, 1.8, 1.9	Learning outcomes: 1.5, 1.6, 1.7	Learning outcomes: 2.8, 2.9	Learning outcomes: 2.1
Statements of Learning: 5, 6, 11	Statements of Learning: 11, 22	Statements of Learning: 6, 11	Statements of Learning: 11, 13
Key skills:      	Key skills:      	Key skills:      	Key skills:      
Wellbeing indicators:   	Wellbeing indicators:  	Wellbeing indicators:      	Wellbeing indicators:      
Resources: Most resources in 'My Wellbeing Journey 1' Google Drive material (PP/worksheets etc)	Resources: Most resources in 'My Wellbeing Journey 1' Google Drive material (PP/worksheets etc)	Resources: Most resources in 'My Wellbeing Journey 1' Venn diagram p.60	Resources: Most resources in 'My Wellbeing Journey 1' Health Triangle Food Pyramid exercise

Learning Outcomes:

Strand One: Who Am I?

Students will be able to:

- ✓ 1.1 Appreciate the importance of building their self-esteem and that of others.
- ✓ 1.2 Welcome individual difference based on an appreciation of their uniqueness.
- ✓ 1.3 Participate in informed discussions about the impact of physical, emotional, psychological and social development in adolescence.
- ✓ 1.4 Recognise how sexuality and gender identity is part of what it means to be human and has biological, psychological, cultural, social and spiritual decisions.
- ✓ 1.5 Identify short-, medium- and long-term personal goals and ways in which they might be achieved.
- ✓ 1.6 Apply decision-making skills in a variety of situations
- ✓ 1.7 Source appropriate and reliable information about health and wellbeing
- ✓ 1.8 Explain how stereotyping can contribute to a person's understanding and experience of rights and wellbeing.
- ✓ 1.9 Appreciate the importance of respectful and inclusive behaviour in promoting a safe environment free from bias and discrimination.

Strand Two: Minding Myself and Others:

Students should be able to:

- ✓ 2.1 Evaluate how diet, physical activity, sleep/rest and hygiene contribute to self-confidence, self-esteem and wellbeing.
- ✓ 2.5 Demonstrate the personal and social skills to address pressure to smoke, to drink alcohol and/or use other substances.
- ✓ 2.6 Reflect on the personal, social and legal consequences of their own or others' drug use.

- ✓ 2.7 Critique information and supports available for young people in relation to substance use.
- ✓ 2.8 Use the skills of active listening and responding appropriately in a variety of contexts.
- ✓ 2.9 Use good communication skills to respond to criticism and conflict.
- ✓ 2.10 Describe appropriate responses to incidents of bullying.
- ✓ 2.11 Appraise the roles of participants and bystanders in incidents of bullying.

Strand Three: Team Up

Students will be able to:

- ✓ 3.2 Evaluate attitudes, skills and values that help to make, maintain and end friendships respectfully.
- ✓ 3.3 Recognise their capacity to extend and receive friendships
- ✓ 3.4 Explain the different influences on relationships and levels of intimacy
- ✓ 3.6 Describe fertility, conception, pre-natal development and birth, and the particular health considerations for each.
- ✓ 3.9 Reflect on the personal and social dimensions of sexual orientation and gender identity.

Strand Four: My Mental Health

Students should be able to:

- ✓ 4.1 Explain what it means to have positive mental health.
- ✓ 4.2 Appreciate the importance of talking things over, including recognising the links between thoughts, feelings and behaviour.
- ✓ 4.3 Practise some relaxation techniques
- ✓ 4.4 Participate in an informed discussion about mental health issues experienced by young people and/or their friends and family
- ✓ 4.5 Appreciate what it means to live with mental ill-health
- ✓ 4.7 Explain the significance of substance use for one's mental health.
- ✓ 4.8 Practise a range of strategies for building resilience.
- ✓ 4.9 Use coping skills for managing life's challenges.

- ✓ 4.10 Explain the wide range of life events where they might experience loss and bereavement.
- ✓ 4.11 Outline the personal, social, emotional and physical responses to loss and bereavement.
- ✓ 4.13 Describe how they might care for themselves and be supportive of others in times of loss or bereavement.









SPHE 2nd Year Scheme of Work

SPHE Aims:




















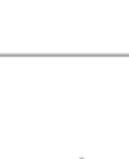





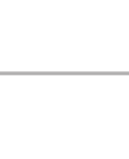








- To enable the students to confidently communicate their feelings
- To evaluate their experiences of first year
- To examine the changing dynamics in their own families
- To accept and recognise the complexity of human relations
- To analyse situations to allow effective and mature decision making
- 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

www.reachout.com www.sphe.ie – 'Alcohol & Drugs' Assessment: PLD: Personal Learning Diary 'Your Communication Style' Quiz	True/False quiz Assessment: PLD: Personal Learning Diary Project on Substance Abuse	www.B4UDecide.ie Stereotyping: https://www.youtube.com/watch?v=9uccExOPMrI Assessment: PLD: Personal Learning Diary 'Being a Teenager' Comic p.23
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Second Year Term 1

August/September	October	November	December
Strand 1: Topics: 1. Class Contract 2. Looking Back, Looking Forward 3. What Motivates Me?	Strand 1: Topics: 4. Making Decisions 5. Feeling Unwell 6. Accidents at Home and at School	Strand 1 & 2: Topics: 7. Respecting My Privacy 8. Family Ties 9. Sense of Belonging 10. Sleep (subject to guidance plan)	Strand 2: Topics: 11. Anti-bullying Policy 12. Cyberbullying
Learning outcomes: 1.5, 1.9	Learning outcomes: 1.6, 1.7, 2.5	Learning outcomes: 1.8, 1.9, 2.1	Learning outcomes: 2.1, 2.3
Statements of Learning: 11	Statements of Learning: 6,11	Statements of Learning: 11, 12, 13	Statements of Learning: 11
Key skills: 	Key skills: 	Key skills: 	Key skills: 
Wellbeing indicators: 	Wellbeing indicators: 	Wellbeing indicators: 	Wellbeing indicators: 

Second Year Term 2

January	February	March
Strand 2: Topics: 13. Assertive Communication 14. The Effects of Drugs 15. Alcohol and its Effects	Stand 2 & 3: Topics: 16. Cannabis and its Effects 17. Peer Pressure and Other Influences 18. Being an Adolescent	Strand 3: Topics: 19. The Changing Nature of Friendship 20. Managing Relationships 21. Health and Personal Safety 22. Sexuality, Sexual Identity and Sexual Orientation
Learning outcomes: 2.5, 2.6, 2.8, 2.9, 2.10, 2.11, 2.12	Learning outcomes: 2.5, 2.6, 3.1, 3.2, 4.7	Learning outcomes: 1.3, 1.4, 2.5, 3.4, 3.5, 3.9
Statements of Learning: 6, 11, 24	Statements of Learning: 5, 11	Statements of Learning: 5, 11
Key skills:    	Key skills:      	Key skills:      
Wellbeing indicators:      	Wellbeing indicators:      	Wellbeing indicators:      

Second Year Term 3

April	May
Strand 3: Topics: 23. From Conception to Birth 24. Self-Confidence 25. Positive and Negative Influences	Strand 4: Topics: 26. Body Image 27. Understanding Mental Health 28. Building Resilience
Learning outcomes: 2.2, 3.6, 4.2, 4.4, 4.5, 4.6	Learning outcomes: 1.6, 1.7, 3.10, 4.2, 4.8, 4.9, 4.11, 4.12, 4.13
Statements of Learning: 11	Statements of Learning: 6, 11
Key skills:     	Key skills:     
Wellbeing indicators:     	Wellbeing indicators:     
Resources: Most resources in 'My Wellbeing Journey 2' Google Drive materials Youtube: 'Fetal Development month by month'	Resources: Most resources in 'My Wellbeing Journey 2' Fact VS Myth, p.195 Google Drive materials www.bodywhys.ie Youtube: 'Photoshopping real women into cover models'
Assessment: PLD: Personal Learning Diary Positive Mental Health Badges/Wristbands	Assessment: PLD: Personal Learning Diary – taking a look back

Learning Objectives

Strand One: Who Am I?

Students will be able to:

- ✓ 1.3 Participate in informed discussions about the impact of physical, emotional, psychological and social development in adolescence
- ✓ 1.4 Recognise how sexuality and gender identity is part of what it means to be human as well as biological, psychological, cultural, social and spiritual dimensions
- ✓ 1.5 Identify short-, medium- and long-term personal goals and ways in which they might be achieved
- ✓ 1.6 Apply decision-making skills in a variety of situations
- ✓ 1.7 Source appropriate and reliable information about health and wellbeing
- ✓ 1.8 Explain how stereotyping can contribute to a person's understanding and experience of rights and wellbeing
- ✓ 1.9 Appreciate the importance of respectful and inclusive behaviour in promoting a safe environment free from bias and discrimination

Strand Two: Minding Myself and Others:

Students will be able to:

- ✓ 2.1 Evaluate how diet, physical activity, sleep/rest and hygiene contribute to self-confidence, self-esteem and wellbeing
- ✓ 2.2 Critique the impact of the media, advertising and other influences on one's decisions about health and wellbeing
- ✓ 2.3 Describe what promotes a sense of belonging in school, at home and in the wider community and their own role in creating an inclusive environment
- ✓ 2.5 Demonstrate the personal and social skills to address pressure to smoke, to drink alcohol and/or use other substances

- ✓ 2.6 Reflect on the personal, social and legal consequences of their own or others' drug use
- ✓ 2.8 Use the skills of active listening and responding appropriately in a variety of contexts
- ✓ 2.9 Use good communication skills to respond to criticism and conflict
- ✓ 2.10 Describe appropriate responses to incidents of bullying
- ✓ 2.11 Appraise the roles of participants and bystanders in incidents of bullying
- ✓ 2.12 Review the school's anti-bullying policy and internet safety guidelines explaining the implications for students' behaviour and personal safety

Strand Three: Team Up:

Students will be able to:

- ✓ 3.1 Establish what young people value in different relationships and how this changes over time
- ✓ 3.2 Evaluate attitudes, skills and values that help to make, maintain and end friendships respectfully
- ✓ 3.4 Explain the different influences on relationships and levels of intimacy
- ✓ 3.5 Analyse relationship difficulties experienced by young people
- ✓ 3.6 Describe fertility, conception, pre-natal development and birth, and the particular health considerations for each
- ✓ 3.9 Reflect on the personal and social dimensions of sexual orientation and gender identity
- ✓ 3.10 Critically analyse the use of sexual imagery and gender stereotyping in various forms of media

Strand Four: My Mental Health









Students will be able to:

- ✓ 4.2 Appreciate the importance of talking things over, including recognising the links between thoughts, feelings and behaviour
- ✓ 4.4 Participate in an informed discussion about mental health issues experienced by young people and/or their friends and family
- ✓ 4.5 Appreciate what it means to live with mental ill-health
- ✓ 4.6 Critique mental health services available to young people
- ✓ 4.7 Explain the significance of substance use for one's mental health
- ✓ 4.8 Practice a range of strategies for building resilience
- ✓ 4.9 Use coping skills for managing life's challenges
- ✓ 4.11 Outline the personal, social, emotional and physical responses to loss and bereavement
- ✓ 4.13 Describe how they might care for themselves and be supportive of others in times of loss or bereavement





































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














Third Year Term 1

August/September	October	November	December
Strand 1: Topics: 1. Class Contract 2. Making Good Decisions 3. Recognising Unsafe Situations	Strand 1: Topics: 4. Violence 5. Learning to Communicate 6. Constructive Criticism	Strand 2: Topics: 7. Your Style in Conflict 8. Dealing with Conflict 9. Healthy Eating	Strand 2: Topics: 10. Food, Media and Advertising 11. Physical Activity
Learning outcomes: 1.1, 1.5, 1.9 Statements of Learning: 6, 11	Learning outcomes: 1.5, 1.6, 1.7 Statements of Learning: 5, 6, 11	Learning outcomes: 2.8, 2.9, 2.1 Statements of Learning: 6, 11	Learning outcomes: 2.9, 2.1, 2.2 Statements of Learning: 11, 13
Key skills: 	Key skills: 	Key skills: 	Key skills: 
Wellbeing indicators: 	Wellbeing indicators: 	Wellbeing indicators: 	Wellbeing indicators: 
Resources: Most activities in 'My Wellbeing Journey 3' Google Drive material	Resources: Most activities in 'My Wellbeing Journey 3' Google Drive material	Resources: Most activities in 'My Wellbeing Journey 3' Google Drive material	Resources: Most activities in 'My Wellbeing Journey 3' Google Drive material

Third Year Term 2

January	February	March
Strand 2: Topics: 17. Physical Activity 19. Substance Use: The Reality 10. Where Am I Now?	Strand 3: Topics: 20. Boyfriends and Girlfriends 21. Relationships: What's Important? 22. Healthy vs Unhealthy Relationships	Strands 3: Topics: 23. The Three Rs: Respect, Rights and Responsibilities/Sexing 24. Conflict and Breaking Up 25. Sexually Transmitted Infections
Learning outcomes: 1.3, 2.1, 2.5, 2.6	Learning outcomes: 3.1, 3.3, 3.4, 3.5, 3.7, 3.8	Learning outcomes: 1.4, 3.4, 3.5, 3.7, 3.8, 3.10, 3.11
Statements of Learning: 11, 12	Statements of Learning: 11, 24	Statements of Learning: 5, 6, 11, 24
Key skills:      	Key skills:      	Key skills:      
Wellbeing indicators:      	Wellbeing indicators:      	Wellbeing indicators:      
Resources: Most activities in 'My Wellbeing Journey 3' Google Drive material www.safefood.eu Assessment: PLD: Personal Learning Diary A Talk on Underage Drinking	Resources: Most activities in 'My Wellbeing Journey 3' Google Drive material Youtube: 'Bruno Mars 'Count on Me' www.belongto.ie Assessment: PLD: Personal Learning Diary	Resources: Most activities in 'My Wellbeing Journey 3' Google Drive material www.b4udeade.ie Assessment: PLD: Personal Learning Diary Advice Blog on Relationships

Third Year Term 3

April	May
Strand 3 & 4: Topics: 21. Consent 22. Positive and Negative Influences 23. Managing Stress in Our Lives	Strand 4: Topics: 24. Relaxation 25. Understanding Depression 26. Help Agencies
Learning outcomes: 2.2, 3.6, 4.2, 4.4, 4.5, 4.6	Learning outcomes: 1.6, 1.7, 4.2, 4.8, 4.9
Statements of Learning: 5, 6, 11	Statements of Learning: 6, 11
Key skills:   	Key skills:   
Wellbeing indicators:    	Wellbeing indicators:   
Resources: Most activities in 'My Wellbeing Journey 3' Role Play activities Google Drive material www.b4udecide.ie Assessment: PLD: Personal Learning Diary Mental Health Leaflet	Resources: Most activities in 'My Wellbeing Journey 3' Google Drive material Mindfulness session Youtube: 'Mind Your Selfie' exercise Assessment: PLD: Personal Learning Diary – taking a look back Wellbeing Wall

Learning Objectives

Strand One: Who Am I?

Students will be able to:

- ✓ 1.1 Appreciate the importance of building their own self-esteem and that of others
- ✓ 1.3 Participate in informed discussions about the impact of physical, emotional, psychological and social development in adolescence
- ✓ 1.4 Recognise how sexuality and gender identity is part of what it means to be human and has biological, psychological, cultural, social and spiritual dimensions
- ✓ 1.5 Identify short-, medium- and long-term personal goals and ways in which they might be achieved
- ✓ 1.6 Apply decision-making skills in a variety of situations
- ✓ 1.7 Source appropriate and reliable information about health and wellbeing
- ✓ 1.9 Appreciate the importance of respectful and inclusive behaviour in promoting a safe environment free from bias and discrimination

Strand Two: Minding Myself and Others:

Students will be able to:

- ✓ 2.1 Evaluate how diet, physical activity, sleep/rest and hygiene contribute to self-confidence, self-esteem and wellbeing
- ✓ 2.2 Critique the impact of the media, advertising and other influences on one's decisions about health and wellbeing
- ✓ 2.4 Distinguish between appropriate care giving and receiving
- ✓ 2.5 Demonstrate the personal and social skills to address pressure to smoke, to drink alcohol and/or use other substances

- ✓ 2.6 Reflect on the personal, social and legal consequences of their own and others' drug use
- ✓ 2.7 Critique information and supports available for young people in relation to substance use
- ✓ 2.8 Use the skills of active listening and responding appropriately in a variety of contexts
- ✓ 2.9 Use good communication skills to respond to criticism and conflict

Strand Three: Team Up:

Students will be able to:

- ✓ 3.1 Establish what young people value in different relationships and how this changes over time
- ✓ 3.3 Recognise their capacity to extend and receive friendship
- ✓ 3.4 Explain the different influences on relationships and levels of intimacy
- ✓ 3.5 Analyse relationship difficulties experienced by young people
- ✓ 3.7 Explain what it means to take care of their sexual health
- ✓ 3.8 Demonstrate assertive communication skills in support of responsible, informed decision-making about relationships and sexual health that are age and developmentally appropriate
- ✓ 3.10 Critically analyse the use of sexual imagery and gender stereotyping in various forms of media
- ✓ 3.11 Critique the influence of media in their understanding of sexuality and sexual health

Strand Four: My Mental Health:

Students will be able to:

- ✓ 4.2 Appreciate the importance of talking things over, including recognising the links between thoughts, feelings and behaviour

- ✓ 4.3 Practise some relaxation techniques
- ✓ 4.5 Appreciate what it means to live with mental ill-health
- ✓ 4.6 Critique mental health services available to young people locally
- ✓ 4.7 Explain the significance of substance use for one's mental health
- ✓ 4.8 Practise a range of strategies for building resilience
- ✓ 4.9 Use coping skills for managing life's challenges

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 SPHE class. Teachers may feel it necessary 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. All teachers will commence their 6 week (minimum) 'RSE' unit of learning between February and March.

Appendix 1

LORETO BALBRIGGAN



RSE POLICY

Mission Statement

Loreto Secondary School, Balbriggan, is a Catholic girls' secondary school. In the spirit of Mary Ward we aim to develop all the abilities of our students in order that they realise their full potential and use their talents for the service of others.

We also aim to encourage self confidence and self esteem in a happy atmosphere and structured environment.

The school community, collaborating together in mutual, respect strives for holistic excellence.

Definition of Relationships and Sexuality Education

“RSE is a lifelong process of acquiring knowledge, understanding and skills which enable us to develop attitudes beliefs and values about sexual identity, relationships and intimacy” (DES 1997). Sexuality is a key element of healthy social and personal development in all our lives, but particularly important in the life of the adolescent.

At post primary level RSE aims to provide “young people with information and skills to critically evaluate the wide range of information, opinions, values and

attitudes offered today, and so make positive, responsible choices about themselves and the way they live their lives.” (RSE Policy Guidelines, 1997)

As a catholic school we wish to support parents/guardians in this important aspect of their child’s education and preparation for life. In keeping with our mission statement, we believe we have a complimentary role in preparing young people for their place in society.

RSE class will provide structured opportunities for students to gain knowledge and understanding of human relationships and sexuality through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework.

Loreto Balbriggan recognises that the national RSE policy is currently under review by the NCCA which commenced in June 2018.

The Aims of our RSE Programme

- To help students to understand and develop friendships and relationships.
- To promote a healthy understanding of sexuality.
- To promote a positive attitude to one’s own sexuality and in one’s sexuality with others. This will aid the development of personal wellbeing and enhance relationships with others.
- To promote knowledge of and respect for reproduction.
- To enable students to develop healthy attitudes and values towards their sexuality, in a moral, spiritual and social framework in keeping with our school ethos.
- To provide opportunities for students to learn about relationships and sexuality in ways that helps them to think and behave in a moral, caring and responsible way.
- To foster self-esteem, self-respect and a positive sexual identity.
- To provide a programme, curricular and extra-curricular, which develops the whole person.

It is acknowledged that in a course of limited duration these aims are aspirational.

The Objectives of our RSE Programme

The RSE Programme in Loreto Secondary School should enable students to:

- Acquire the understanding and skills necessary to form healthy friendships and relationships.

- Develop a positive sense of self-awareness and the skills for building and maintaining self-esteem.
- Become aware of the variety of ways in which individuals change and grow, especially during adolescence and to develop respect for difference between individuals.
- Understand human physiology with particular reference to the reproductive cycle, human fertility and sexual activity and associated health consequences.
- Understand sexual development and identity and explore aspects of sexuality including sex roles, stereotyping, gender issues and cultural influences on sexuality.
- Develop a Christian value system encompassing respect, responsibility, co-operation, honesty and fairness.
- Value family life and appreciate the responsibilities of parenthood.
- Develop strategies for decisions and actions consistent with personal moral integrity and be respectful of the rights and dignity of others.
- Develop skills for coping with peer pressure, conflicts and threats to personal safety.

Relationship of RSE to SPHE

In Loreto Secondary School, RSE is taught as an integral part of the SPHE programme which is a required part of the Junior Certificate curriculum for all students (Section 4 of the Rules and programme for Secondary Schools). This is also clearly expressed in DES RSE Policy (Circular 0027/0028)

The SPHE programme promotes the health and wellbeing of young people. Throughout all areas of SPHE students are encouraged to act in a moral, caring and responsible way and are given clear information, so that, in the context of their own lives that they can communicate effectively and implement informed decisions. Sexuality is a key aspect of development in the life of the adolescent and therefore along with the specific lessons of RSE, SPHE also covers areas which are relevant to the development of a healthy attitude to sexuality in oneself and one's relationships with others.

What we currently provide:

The RSE programme as taught in our school is the programme laid out by the NCCA (National Council for Curriculum and Assessment).

The school follows all themes outlined in both Junior Cycle and Senior Cycle RSE syllabi provided by the Department of Education & Science.

RSE at Junior Cycle is delivered as part of the SPHE programme and is allocated a minimum of 6 weeks. At senior cycle RSE is taught in Religion classes and is allocated a minimum of 6 weeks. This is a designated module in the R.E. programme.

At present:

- The school encourages parents/guardians to ensure that students participate in this programme as a way of supporting parents as the primary health educators of their children.
- An RSE programme which discusses relationships, values, peer pressure, conflict and decision-making.
- Student centred pastoral care structure supports including Principal, Deputy Principals, Year Heads, Wellbeing Tutors, Guidance and Counselling Team, Chaplaincy Team, Student Support Team, Additional Educational Needs Team, Head Girls, Captains and Co-Coordinator and Senior Prefects,.
- Possibility of one to one conversations with the school Guidance Counsellors for students having difficulty settling into the school and other issues.
- A Code of Behaviour emphasising respect for the rights and dignity of others.
- Anti- Bullying policy published in the student journal and website.
- Education of human physiology and human reproduction – Science, Biology, Religion (senior cycle) and SPHE (junior cycle)
- Home Economics which discusses relationships within the family, maturity, adolescence and dealing with conflict, independence and responsibility.
- Visits by speakers on topics such as drugs and alcohol misuse, sexual maturity and relationships.
- Ongoing Mental Well Being initiatives particularly highlighted in a dynamic Mental Well Being week.

Guidelines for the management and organisation of RSE in our school

Arrangements regarding the teaching of the programme and the deployment of staff will be made by the Principal.

Staff are encouraged to attend training and in-service in relation to RSE.

The SPHE and Wellbeing co-ordinator works with RSE Teachers to promote and develop a programme to meet the emerging needs of our students.

Involving and Informing Parents

Parents are the primary educators of their children and their role in education concerning relationships and sexuality is seen by the school as being very important. Communication between parents and school is therefore essential. A copy of the

RSE Policy will be placed on school website under school documentation for parents to access.

Parents are informed in advance of the delivery of the RSE programme and its contents via email. This ensures that they are aware of what their daughters are learning and it provides them with an opportunity to discuss with their daughters the topics that are covered in class.

Parents/Guardians of First year students will be invited to an information evening in the school. As with all policies, Parents' Association representatives and the views expressed by parents will be taken into account when reviewing the policy.

Withdrawal from Class

As per DES Circular 0037/2010, parents have a right to withdraw their child from the RSE programme in school and the school will respect this decision. Parents will however be expected to demonstrate how the RSE programme is at variance with their conscience and beliefs. The collaborative and supportive role of parents and school is emphasised in all areas of learning. Once a parent's request to withdraw is made, that request must be complied with until revoked by parent. The school may not be able to provide alternative supervision during her RSE class, in which case a parent/guardian will be asked to aid in that regard.

The role of the RSE Teacher

The relationship between teacher and student is a core aspect of successful learning in all areas of education but this is especially true in RSE, given the personal nature of the subject. Students respond positively to teachers who show authenticity and empathy and who are willing to listen to and respect their views. At the same time the teacher must be able to set limits and boundaries. The following points should be considered by teachers of RSE:

- Ongoing professional development and training for all teachers of RSE/SPHE will support the effective delivery of RSE.
- Teachers assigned to teach RSE/SPHE must have an understanding with the range of active and experiential methodologies associated with education in this area.
- All teachers of RSE at Senior Cycle should inform themselves about the previous learning of students at Junior Cycle in RSE/SPHE and to what extent students are familiar with participative methodologies. If this is a new way of working for a group, participative methodologies should be introduced gradually and carefully.

- Teachers must be familiar with their school’s RSE policy, particularly with regard to some of the sensitive moral issues that may arise in a RSE class. A school does not have a right to omit any aspect of RSE. It is the responsibility of the RSE teacher to articulate the values expressed in the school’s RSE policy in a way that is respectful to all. This can be done while also allowing students to express their views and opinions in a respectful way.
- The teacher is responsible for ensuring that the classroom is a safe environment for students. A way of fostering this climate from the beginning is to help students to establish ground rules for working together as a group.
- Teachers should be sensitive to the needs of students of all sexual orientations and gender identities.
- It may be necessary to set boundaries for students in terms of what can be discussed and what questions can be answered in an RSE class.
- Given the sensitivity of many of the topics in RSE teachers should be aware of the range of pastoral and counselling supports available within the school and outside school.

Confidentiality

At the beginning of each academic year and at regular intervals throughout the year students are informed that complete confidentiality cannot be guaranteed.

It is school policy that in circumstances where a student is considered at some risk of any type of abuse or breach of the law, the teacher must refer this immediately to the Designated Liaison person or Deputy Designated Liaison person if DLP is not available. Teachers must indicate clearly to students when the content of a conversation can no longer be kept confidential. The student can then decide whether to proceed or not.

The Child Protection Procedures for Primary and Post-Primary Schools 2017 states in 4.4.1 that

“Mandated persons who receive a disclosure of harm from a child, which is at or above the threshold of harm (Section 4.3), must make a mandated report of the concerns to Tusla. Children First National Guidance 2017 states that “mandated persons are not required to judge the truth of the claim or the credibility of the child.”

The Child Protection Procedures also state that if the school becomes aware that a young person is sexually active under the age of consent it has a responsibility to inform her parents. The legal age of consent in Ireland is 17 for boys and girls for heterosexual and for homosexual sex.

Lesbian, Gay, Bisexual, Transgender and Intersex+

Lesbian, gay, bisexual and transgender (LGBTI+) young people follow the same developmental challenges and pathways as those of their heterosexual peers. Additionally LGBTI+ students may have to cope with negative attitudes, discrimination and harassment directed towards LGBTI+ people. Loreto Secondary School aims to ensure a positive school climate and culture where difference is welcomed. An LGBTI+ young person may wish to seek support or come out during their time in secondary school. A positive school climate and culture will provide an appropriate environment of support where an LGBTI+ person may choose to come out. RSE classes will promote this climate in all lessons and class discussions, thereby giving all students the educational support required while facing the challenges of adolescence.

The Equal Status Act 2000 to 2015 is the key piece of legislation protecting young people in school who are LGBTI+. The main provisions of the Act aim to:

- Promote equality of opportunity
- Prohibit discrimination on nine specific grounds (gender, marital status, sexual orientation, religion, age, race, membership of the Traveller community and disability)
- Prohibit harassment on these grounds and to prohibit sexual harassment.
- Require reasonable accommodation of people with disabilities.
- Allow for positive action.

In May 2012 the Department of Education and Skills established a Working Group on Tackling Bullying, including homophobic bullying, cyber-bullying and racist bullying.

Loreto Secondary School is mindful of the above in all aspects of school life and in policy formation and implementation.

Additional Educational Needs.

Students with additional educational needs may require more help than others in coping with the physical and emotional aspects of growing up. They may also require more support in learning what sorts of behaviour are and are not acceptable and in being warned and prepared against abuse by others. If learning activities are to be meaningful and achievable for all students, it is important that differentiated approaches and methodologies are used. Additional teaching and support in this regard may be delivered by the student's SEN teacher in consultation with the RSE teacher and as part of an overall Individual Learning Plan. It is the responsibility of the class teacher to familiarise themselves with the educational needs of the student.

Offering Advice

The purpose of RSE is to provide a general education about sexual matters and issues and **not to offer individual advice, information or counselling on aspects**

of sexual behaviour. Issues that arise in the RSE class will be addressed by staff in a professional manner that reflects the ethos of the school.

If an issue arises in class, the RSE teacher may decide it necessary to inform the relevant Wellbeing Tutor, Year Head, Deputy Principal or Principal.

In some cases it may be necessary to refer a student to the school's Guidance service/Chaplaincy service for further assistance.

Explicit Questions

In RSE class it is important that we are particularly mindful of the various ranges of levels of maturity and experience among our students. It may not be appropriate to deal with some explicit questions that might arise in class. Teachers may choose to say that it is not appropriate to deal with that question at this time. When deciding whether or not to answer the question the teacher will consider the age and readiness of the students, the RSE programme content, the ethos of the school and the RSE policy. If a teacher becomes concerned about a matter that has been raised he/she should seek advice and take appropriate steps as outlined in **The Department of Education and Skills Circular 0081/2017 on Child Protection Procedures for Primary and Post-Primary Schools 2017 and the school's Child Safeguarding Statement and Risk Assessment** (all documents are available on the school website).

Using Guest Speakers

It is school policy that most of the RSE programme is best delivered by teachers. Circular 0043/2018 states "The qualified classroom teacher is the best placed professional to work sensitively and consistently with students and he/she can have a powerful impact on influencing students' attitudes, values and behaviour in all aspects of wellbeing education." If outside agencies or guest speakers can enhance the quality of the provision of the programme then they may be considered in addition but not instead of the planned RSE programme in the school.

In line with Circular 0043/2018, *Best practice guidance for post primary schools in the use of programmes and/or external facilitators in promoting wellbeing consistent with the Department of Education and Skills' Wellbeing Policy Statement and Framework for practice* the following should be considered when supplementing or complementing wellbeing promotion:

- Does the programme and/or external facilitator address an identified need?
- Will the programme be delivered to class groups with the involvement of school staff?
- Does the programme enhance protective factors which predispose students to positive outcomes in the face of adversity?

When engaging external speakers the staff member who books the visitor will provide them in advance of the visit with a copy of this RSE policy. Once approval has been given by the Principal the organising teacher will also make the speaker aware of the ethos of the school and the manner of delivery of the RSE Programme.

External facilitators must be compliant with the school's Child Safeguarding Statement and other relevant school policies and procedures.

- Programmes used must be delivered by facilitators who are qualified to work with the specific area of content and with students for whom the programmes are designed.
- Relevant school staff should be informed of the details of the programme being provided prior to the visit.
- External facilitators must always work under the guidance and supervision of the relevant classroom teacher who will remain in the room for the duration of the visit unless the speaker is vetted by the school prior to their visit. If vetted the classroom teacher may not remain in the classroom.
- It is the responsibility of the person organising the external speaker that the content of the programme and the method of delivery is suitable for the student needs and appropriate for the age group.
- The programme will then be evaluated by the teachers and students with regard to the subject matter, methodology and messages communicated after the programme has been delivered.

Further Development and Evaluation

The school will facilitate participating teachers in taking part in ongoing professional development so as to provide the proper delivery of the RSE programme. It will also ensure that appropriate teaching materials which have been identified by staff as useful and approved by the Principal are available for delivery of the programme.

The teachers involved in the delivery of the programme will evaluate the RSE programme each year and modifications may be made if this is considered desirable for an effective delivery of a relevant programme within the provisions of this policy statement.

Provisions for Ongoing Support, Development and Review

1. Staff training

We maintain an updated record of In-Service courses attended by staff. All SPHE staff are encouraged to register with the SPHE website (www.sphe.ie) for In-Service. Where possible, staff will be given opportunities to attend further professional development courses. Information received at In-Service will be made available to all relevant teachers through subject department meetings at the beginning of the academic year.

2. Planning

The SPHE team meets three times a year for subject planning and information sharing. At these meetings the SPHE coordinator will update staff in relation to In-Service training available and updates relating to the curriculum etc and to complete a review at the end of the academic year.

3. **Parents**

The school will continue to offer supports to parents as the need arises and ask parental opinion to help review the policy.

4. **Resources**

We have core and supplementary resources available to all SPHE and RSE staff. All resources are made available on the staff Google drive and located in the staff room in the SPHE section. Staff may also avail of web based resources for class planning. All staff are encouraged to harness the valuable IT resources available. As the need arises, the SPHE department will identify necessary resources for their subject and submit requests to the Principal.

Related Policies:

Child Safeguarding statement and associated risk assessment

Pastoral Care Policy

Religious Education Policy

Anti-Bullying Policy

Code of Behaviour

SEN Policy

AUP Policy