

## **St. Joseph's Secondary School, Newfoundwell, Drogheda, Co. Louth.**

### **Social, Personal & Health Education**

#### **St. Joseph's Secondary School Mission Statement:**

Our school recognises that each pupil who enrolls is unique and has different gifts as well as different needs. It is our wish that our pupils leave us with enhanced self-confidence and with life skills and attitudes which will enable them to lead lives satisfying to themselves and lives which may contribute to the betterment of society.

We recognise that a pupil's development is closely linked to a good self-image and so we strive to present the school's total curriculum in such a manner as to allow all to realise their full potential.

We see ourselves as working in partnership with parents/guardians to develop these gifts and to meet the needs of all.

We regard our school as a Christian community characterised by care and justice, inspired by the spirit and charism of Blessed Edmund Rice.

Our School is a member of the Edmund Rice Schools Trust (ERST)

The Five Key Elements of the Edmund Rice School:

- Nurturing faith, Christian Spirituality and Gospel-based values;
- Promoting partnership in the school community;
- Excelling in teaching and learning;
- Creating a caring school community;
- Inspiring transformational leadership.

#### **Definition of S.P.H.E.**

S.P.H.E. is a programme that provides students with the unique opportunity to develop the skills and competencies to learn about themselves and others, and to make informed decisions about their health, personal and social development.

#### **The Aims of Junior Cycle S.P.H.E**

- 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.

## **Outline of the Junior Cycle SPHE Programme Content**

The programme for S.P.H.E. is presented in ten modules as follows. The emphasis will be on developing skills, understanding, attitudes and values pertaining to all these areas.

### S.P.H.E. Modules:

1. Belonging and Integrating
2. Self-Management
3. Communication Skills
4. Physical Health
5. Friendships
6. Relationships and Sexuality
7. Emotional Health
8. Influences and Decisions
9. Substance Use
10. Personal Safety

The Department of Education and Science recognises that each school has flexibility within this framework to plan the S.P.H.E. programme most suitable for the students and the school. S.P.H.E. will be timetabled for one class period a week for all year groups. It will be taught in the context of the Mission Statement and ethos of the school.

### **Current in-school provision:**

#### **Junior Cycle:**

All Junior Cycle classes have one class period per week timetabled for S.P.H.E.

#### **Senior Cycle:**

TY, LCA & 5th Year classes have one class period timetabled for Pastoral Care.

6th year classes have SPHE & RSE integrated into the non-examination RE programme.

### **Resources & Training:**

All Junior Certificate classes are provided with a base SPHE book, "Grow Up" by Stephanie Mangan, published by Folens. This is provided under the school book rental scheme.

Teachers are provided with a variety of additional texts and resources e.g.

Healthy Living 1st Year Teachers Pack

Healthy Times 2nd Year Teachers Pack

Healthy Choices 3rd Year Teachers Pack

Minding Me 1, 2 & 3 etc.

It's your Life - Senior Cycle S.P.H.E.

Online resources from [sphe.ie](http://sphe.ie); [ncca.ie](http://ncca.ie), [hse.ie](http://hse.ie) and other relevant websites.

Teachers are supported in attending in-service training provided by the SPHE support services.

**Teaching Methodologies:**

The programme is primarily skills-based, therefore teaching methods are of an experiential nature with an emphasis on discussion, reflection and classroom participation. These teaching methods are child-centred and appropriate to the age and stage of development of the student.

**Suitable Methodologies include:**

- Group Discussions
- Case Studies
- Brainstorming
- Role Play
- Art work
- Narrative Expression
- Games - Ice Breakers
- Debates
- Project Work.
- Pair Work
- Circle Time
- Presentations

**Literacy**

Through the teaching of SPHE teachers will endeavour to improve students general literacy skills by; • Completing Reflection exercises. • Writing key terms for each topic on the board, word bank etc. • Explaining key terms. • Reading aloud in class. • Group work: Assigned writer and spokesperson. • 'Circle time' facilitates student exploration of language and ideas. • Recording student feedback on the board eg. Brainstorming, Graffiti board, Mind mapping etc. • The use of games to explore difficult concepts eg. Fruit salad, Walking debate and other games etc. • The use of crosswords or word searches to reinforce terminology in some topics.

**Numeracy**

Through the teaching of SPHE teachers will endeavour to improve students numeracy skills by; • Time management when doing group work in class. • Using numbers to formulate groups. • Teaching students to understand the school timetable. • Teaching students how to manage study/leisure time outside of school.

• Learning about Healthy eating/ portion size/ numbers of portions from food groups per day. • Learning about alcohol measurements/units. • Understanding the Menstrual Cycle and stages of Pregnancy etc.

**Pastoral supports provided:**

Our school currently provides the following supports for the general well-being of students, both formally and informally, to support S.P.H.E.

S.P.H.E. builds on this existing provision to the care and development of students within the school community.

School Policies including the following: Pastoral Care Policy, Admission, Discipline, Anti-Bullying, Substance Use, etc.

Pastoral Care Team

School Chaplains (lay and ordained)

Career Guidance & Counselling  
 Year Heads  
 Class Teachers  
 S.E.N. Co-ordinator.  
 Parents' Council  
 Parent Teacher Meetings  
 Learning Support  
 After School Study  
 Extra-Curricular Activities  
 Students' Council  
 Outside Speakers  
 Study Skills  
 Open Night for Parents  
 Senior Prefects Mentor System  
 Subject Fieldtrips  
 School Masses, Ceremonies, Masses for the Dead, Liturgical Displays etc.  
 School Music Group  
 School Fundraising activities e.g. Drogheda Cares at Christmas; The India Immersion Project, Drogheda Women's Refuge etc.  
 Cross-Curricular links  
 Transition Year Activities  
 Peer Education programme.  
 Sports Teams and Training  
 Teambuilding Outings etc.

### 1<sup>st</sup> Year Programme:

Timeframe	Module	Topic
	<b>Introduction</b>	<ul style="list-style-type: none"> <li>• What is SPHE?</li> <li>• Class Contract</li> <li>• Rules/ Respect.</li> <li>• Buddy System</li> <li>• My Goals (letter)</li> <li>• My new school</li> </ul>

	<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• Express Yourself –how to be heard.</li> <li>• Learning to Listen (listening test!!)</li> <li>• Active Listening</li> <li>• Mind your language – the power of language, tone of voice.</li> <li>• Body Language – facial expressions etc.</li> </ul>
	<b>Belonging &amp; Integrating</b>	<ul style="list-style-type: none"> <li>• Change</li> <li>• Joining in a Group</li> <li>• Differences &amp; Similarities (Green &amp; Blues Game)</li> <li>• Bullying</li> </ul>
	<b>Friendship</b>	<ul style="list-style-type: none"> <li>• Making new friends</li> </ul>
	<b>Self- Management</b>	<ul style="list-style-type: none"> <li>• Organising Myself</li> <li>• Homework</li> <li>• Time Management</li> </ul>
	<b>Personal Safety</b>	<ul style="list-style-type: none"> <li>• Looking After Myself</li> <li>• Sharing is Caring</li> <li>• Road Safety</li> </ul>
	<b>Physical Health</b>	<ul style="list-style-type: none"> <li>• Healthy Eating (Food Diary)</li> <li>• Body Care – Personal Hygiene</li> <li>• Relaxation (time management)</li> <li>• Meditation &amp; Relaxation Techniques</li> </ul>
	<b>Emotional Health</b>	<ul style="list-style-type: none"> <li>• Recognising Feelings (feelings monopoly game)</li> <li>• Self-Esteem</li> <li>• Respect</li> </ul>
	<b>Friendship</b>	<ul style="list-style-type: none"> <li>• A good friend is.....</li> <li>• Peer Pressure</li> </ul>

	<b>RSE</b>	<ul style="list-style-type: none"> <li>• Me as unique and different</li> <li>• Friendship</li> <li>• Changes at adolescence (puberty)</li> <li>• The Reproductive System</li> <li>• Images of male and female</li> <li>• Respecting myself and others.</li> </ul>
	<b>Self- Management</b>	<ul style="list-style-type: none"> <li>• Teamwork (games)</li> </ul>
	<b>Influences &amp; Decisions</b>	<ul style="list-style-type: none"> <li>• Significant Influences</li> <li>• Valuing Individuality</li> </ul>
	<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• Assertiveness &amp; Recap on communication skills</li> </ul>
	<b>Substance Use</b>	<ul style="list-style-type: none"> <li>• Definition &amp; brainstorm</li> <li>• Smoking &amp; it's effects</li> <li>• Peer Pressure (recap)</li> <li>• Assertiveness – being ok with saying no.</li> </ul>
	<b>Self-Management</b>	<ul style="list-style-type: none"> <li>• Organising Myself</li> <li>• Revision Skills</li> <li>• Self- Assessment – What have I learned about:               <ol style="list-style-type: none"> <li>1. Myself</li> <li>2. My Class</li> <li>3. Topics etc</li> </ol> </li> </ul>

## 2<sup>nd</sup> Year Programme

<b>Timeframe</b>	<b>Module</b>	<b>Topic</b>
	<b>Belonging &amp; Integrating</b>	<ul style="list-style-type: none"> <li>• Group Work</li> <li>• Our Charter</li> <li>• Respect</li> </ul>
	<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• Communication Skills</li> <li>• Listening Skills</li> <li>• Assertive Communication</li> <li>• Criticism and Compliments</li> </ul>

	<b>Friendship</b>	<ul style="list-style-type: none"> <li>• The changing nature of friendship</li> </ul>
	<b>Self- Management</b>	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Goals</li> <li>• Study Skills</li> </ul>
	<b>Influences &amp; Decisions</b>	<ul style="list-style-type: none"> <li>• Positive &amp; Negative Influences</li> <li>• Making Decisions - Skills</li> </ul>
	<b>Substance Use</b>	<ul style="list-style-type: none"> <li>• Medicines and Drugs</li> <li>• Alcohol</li> </ul>
	<b>Emotional Health</b>	<ul style="list-style-type: none"> <li>• Self-confidence</li> <li>• Body Image</li> <li>• Dealing with anger</li> <li>• Expressing feelings</li> </ul>
	<b>RSE</b>	<ul style="list-style-type: none"> <li>• Conception to Birth</li> <li>• Peer pressure</li> <li>• Other influences</li> <li>• Personal Safety</li> <li>• Responsible Decisions</li> </ul>
	<b>Belonging &amp; Integrating</b>	<ul style="list-style-type: none"> <li>• Relationship with parents/ guardians/ care-givers.</li> </ul>
	<b>Physical Health</b>	<ul style="list-style-type: none"> <li>• Body Care</li> <li>• Nutrition</li> <li>• Exercise</li> </ul>
	<b>Self- Management</b>	<ul style="list-style-type: none"> <li>• Study Skills recap.</li> <li>• Self- Assessment – What have I learned about myself, My Class</li> <li>• Topics etc</li> </ul>

### **3<sup>rd</sup> Year Programme**

<b>Timeframe</b>	<b>Module</b>	<b>Topic</b>
	<b>Belonging &amp; Integrating</b>	<ul style="list-style-type: none"><li>• Goal Setting</li><li>• Planning Ahead</li><li>• Who am I?</li></ul>
	<b>Friendship</b>	<ul style="list-style-type: none"><li>• Boyfriend / Girlfriend</li><li>• Love or Lust?</li><li>• Conflict in relationships</li></ul>
	<b>RSE</b>	<ul style="list-style-type: none"><li>• Relationships</li><li>• Respect</li><li>• Rights / Responsibilities</li></ul>

		<ul style="list-style-type: none"> <li>• Consequences</li> <li>• Teenage Pregnancy</li> <li>• Teenage parenting</li> <li>• HIV &amp; AIDS</li> </ul>
	<b>Personal Safety</b>	<ul style="list-style-type: none"> <li>• Assessing Situations</li> <li>• Fight / Flight</li> </ul>
	<b>Physical Health</b>	<ul style="list-style-type: none"> <li>• Visiting the Doctor</li> <li>• Exercise</li> <li>• Diet</li> <li>• Relaxation Techniques</li> <li>• Prevention is better than cure</li> <li>• Men's Health Issues</li> </ul>
	<b>Self- Management</b>	<ul style="list-style-type: none"> <li>• Organising Myself</li> <li>• Study skills</li> <li>• Effective Time Management</li> </ul>
	<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• Dealing with conflict</li> </ul>
	<b>Influences &amp; Decisions</b>	<ul style="list-style-type: none"> <li>• Decision Making Skills</li> </ul>
	<b>Substance Use</b>	<ul style="list-style-type: none"> <li>• Ecstasy</li> <li>• Cannabis</li> </ul>
	<b>Emotional Health</b>	<ul style="list-style-type: none"> <li>• Stress</li> <li>• Expressing Feelings</li> <li>• Depression</li> <li>• Help Available</li> </ul>
	<b>Personal Safety</b>	<ul style="list-style-type: none"> <li>• Help Agencies</li> <li>• Personal strengths</li> </ul>
	<b>Self- Management</b>	<ul style="list-style-type: none"> <li>• Exam Focus</li> <li>• Self – Assessment</li> </ul>

		<ul style="list-style-type: none"> <li>• My Achievements</li> </ul>
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## Senior Cycle SPHE

### **Aim:**

Senior Cycle SPHE aims to support students in making choices for health and wellbeing.

### **Objectives:**

The objectives for SPHE in senior cycle are to:

- develop self-awareness through opportunities to reflect on thoughts, values, attitudes and feelings.
- enhance students' knowledge and understanding of essential health concepts and the wider influences on health and well-being to enable informed decision making.
- develop students' self-efficacy, the confidence to think and behave independently especially in the face of social pressure.strengthen students' capacity to empathise with another person's situation, feelings and motives in order to enhance relationships with other people.
- develop coping strategies for adolescence and adult life in support of greater resilience.

- develop students' health literacy skills, including the ability to obtain, critically evaluate and act on health information in support of health and well-being.
- develop a willingness to participate in the creation and maintenance of healthy communities and environments.

### **Course Overview:**

The curriculum framework for SPHE in senior cycle is built around five areas of learning:

- Mental Health
- Gender Studies
- Substance use
- Relationships and Sexuality Education
- Physical activity and Nutrition.

### **Related Learning:**

SPHE is part of the curriculum in primary schools and for junior cycle post-primary education. SPHE in senior cycle builds on students' prior learning in SPHE by providing students with opportunities to examine social, personal and health issues and concerns at this stage of mid to late adolescence. There is an added emphasis on students understanding the wider influences on health and wellbeing and how these impact on their experience of health and wellbeing. SPHE has potential links with the following senior cycle subjects:

- Religious Education
- Biology
- Physical Education.

Each of these subjects include content which may also be addressed in SPHE, for example, the characteristics of life in Biology, moral decision making in Religious Education, diet and nutrition and physical health and wellbeing in physical education.

It is important to emphasise the potential value of cross-curricular links in adding to students' appreciation of the integrated nature of their lives and the value of different perspectives. The unique experience in SPHE however, is that students are provided with dedicated space and time where they can develop their knowledge and understanding about health and wellbeing.

They can be encouraged to set realistic and worthwhile personal goals for themselves. Students can also develop interpersonal skills by participating in a wide range of learning activities with other students from various social and cultural backgrounds. In doing so, students learn to respect different points of viewpoint while gaining an understanding of why different people make different lifestyle choices. Finally, students can be given opportunities to examine how they might cope constructively with life challenges including personal stress, change, loss, peer pressure, and conflict.