



Coláiste Shliabh Na mBan

Green Lane, Clonmel, Co. Tipperary E91 RF 38

Phone: 052 6183000

John Johnston Principal Sinéad Corrigan Deputy Principal

Seán Mac Eogháin Príomhoide, **Sinéad Ní Chorragain** LeasPríomhoide

Registered Charity Number: 20083595 Uimhir Charthanais Chláraithe: 20083595



COLÁISTE SHLIABH NA MBAN

SPHE/RSE Policy



etb

Bord Oideachais agus
Oiliúna Thiobraid Árann
Tipperary Education and
Training Board



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Coláiste Shliabh na mBan

S.P.H.E./RSE Policy

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OUR SCHOOL

Coláiste Shliabh na mBan provides a positive educational experience for boys whose diverse needs have not been met by mainstream education for a variety of reasons.

MISSION STATEMENT

To provide a positive child-centered education based on care and respect for each person in the school community.

DEFINITION OF S.P.H.E.

S.P.H.E. provides students with the opportunity to develop skills to learn about themselves and to care for themselves and others, and to make informed decisions about their health, personal lives and social development.

Aims of S.P.H.E.

- To enable students to develop a positive sense of themselves and their physical, social, emotional and spiritual health and well-being.
- To build capacity of young people to develop and maintain healthy relationships.

JUNIOR CYCLE WELLBEING

Since 2017, S.P.H.E. has been part of the Junior Cycle Wellbeing programme. The six indicators of Wellbeing are:

- Active
- Responsible
- Connected
- Resilient
- Respected
- Aware



These can be used:

- To review current provision for learning in Wellbeing
- To plan teaching and learning
- To plan conversations about how the school's Wellbeing programme might best support young people's wellbeing and wellbeing with stakeholders including students, teachers and parents
- To scaffold conversations with students
- To frame the student's self-assessment
- To report on learning in Wellbeing

JUNIOR CYCLE S.P.H.E SHORT COURSE

This 100-hour short course is built on the Junior Cycle S.P.H.E. framework which S.P.H.E. teachers currently use to plan their S.P.H.E. programme in Junior Cycle. By doing this programme, students have dedicated space and time to learn about themselves and others and making informed decisions for their health and wellbeing.

The 4 strands are:

- Who am I? - focuses on building self-awareness and developing self-esteem
- Minding Myself and Others – reflect on taking care of themselves and others
- Team Up – identifying important relationships and building relationship skills
- My Mental Health - building positive mental health, examining young people's experience of mental ill-health and learning how to support themselves and others in challenging times.

Delivery of Programme

The Department of Education recognises that each school has flexibility within this framework to plan the S.P.H.E. programme reflecting students' needs and the needs of the school's resources. In Coláiste Shliabh na mBan, the S.P.H.E. course is delivered through a one 1-hour class on a weekly basis.

TEACHING METHODOLOGIES

Methodologies should be active and experiential in nature with an emphasis on discussion, reflection, and participation. The teaching methods will be student-centered and appropriate to the age and developmental needs of the students. Useful active teaching methodologies include:

- Icebreakers
- Think-Pair-Share
- Group Discussion
- Question Box



- Visual Prompts
- Diamond 9

Proposed Scheme of Work for Junior Cycle S.P.H.E.

Strand	Unit	1st Year	2nd Year	3rd Year
1. Who am I? September to October midterm	Unit 1 Unit 2 Unit 3	How I see myself and others Self- Management- making a new start Looking ahead Being an adolescent	How I see myself and others Self-management- Learning to study Being an adolescent	How I see myself and others Self-management- Being safe! Being an adolescent
2. Minding myself and others. October midterm to Christmas	Unit 1 Unit 2 Unit 3 Unit 4	Being healthy Substance use Respectful communication Anti-bullying	Being healthy Substance use Respectful communication Anti-bullying	Being healthy Substance use Respectful communication Anti-bullying
3. Team Up! January to March	Unit 1 Unit 2 Unit 3	Having a friend and being a friend Sexuality, Gender identity and sexual health: changes in adolescence- what's happening inside your body? Sexuality, Gender identity and sexual health	Having a friend and being a friend The relationship spectrum Sexuality, Gender Identity and sexual health	Having a friend and being a friend The relationship spectrum Sexuality, Gender Identity and Sexual Health
4. My Mental Health April to June	Unit 1 Unit 2	Positive mental health Dealing with tough times	Positive mental health Mental health and mental ill-health	Positive mental health Mental health and mental ill-health



SENIOR CYCLE S.P.H.E.

Aim

Senior cycle S.P.H.E. aims to support students in making choices for health and wellbeing.

Objectives

The objectives for S.P.H.E. in Senior Cycle are:

- To develop self-awareness through opportunities to reflect on thoughts, values, attitudes and feelings
- To enhance students' knowledge and understanding of essential health concepts and the wider influences on health and wellbeing to enable informed decision making
- To develop student's 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 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 wellbeing
- To develop a willingness to participate in the creation and maintenance of healthy communities and environments

S.P.H.E. in senior cycle is built around 5 areas of learning. These areas of learning focus on what is important for students in senior cycle to know, understand and be able to do to make and maintain healthy lifestyle decisions.

The five areas of learning are:

- Mental health
- Gender studies
- Substance use
- Relationships and sexuality education
- Physical activity and nutrition

S.P.H.E. in the senior cycle will focus on these five areas of learning and will be addressed through initiatives in the school, guest speakers, in-class lessons but primarily through the subjects of Social and Health Education, Recreation and Leisure, Active Leisure and Vocational Preparation and Guidance. These are core subjects within the Leaving Certificate Applied programme, which all our senior cycle student's study.

R.S.E. is a developmental process through experiential learning in which students participate to help cultivate a healthy attitude towards themselves and others, particularly in sexuality and relationships. R.S.E. within the S.P.H.E. curriculum in Coláiste Shliabh na mBan aims to:



- To help students understand and develop friendships and relationships
- To promote an understanding of sexuality
- To promote a positive attitude to one's own sexuality and in one's relationships with others
- To promote knowledge and respect for reproduction
- To enable students to develop attitudes and values towards their sexuality in a moral, spiritual and social framework in keeping with the policy of the school
- To provide opportunities for students to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way

Proposed scheme of work L.C.A Year 1

<u>Self and Others</u>	<u>Taking Care of Yourself</u>	<u>Relationships and Sexuality</u>
Effective Communication	Understanding what it means to be Healthy	Develop an awareness of gender expectation
Personal qualities and strengths	Factors that contribute to a healthy lifestyle	Look at sex-role stereotyping and its portrayal in the media
Different learning styles	Stress and coping mechanisms	Recognise changing relationships and the needs relationships meet in people's lives.
Different behaviour types	Drugs and their effects	Consequences of sexual activity and the importance of sexual responsibility
	Smoking and its effects	Explain the functions of reproductive organs and the process of reproduction using appropriate vocab.
	Clarify attitudes to smoking and taking drugs	Learn about S.T.I.'s and how they are transmitted
	Know the effects of alcohol on the body and outline the effects of addiction	



Proposed scheme of work L.C.A Year 2

<u>Communication</u>	<u>Relationships</u>	<u>Coping with problems</u>
Identify feelings and learn how to express and talk about them	Identify different relationships and factors that help or hinder them	Dealing with death and grief
Dealing with feelings and the physical responses they evoke	Understand the needs of family life	Nature and meaning of sexual harassment and how to deal with it
Acquire skills to deal with anger in a constructive way	Discuss parenthood and factors that influence it	Understand the differences between mental disability and mental health
Learn to deal constructively with criticism	Discuss the responsibilities of parenthood	Understand rape, sexual assault, sexual abuse and its impact on the victim
Develop conflict resolution skills	Identify problems that might occur in families and ways of dealing with family conflict	Identify different groups that exist to provide support in crisis and how to access this support
	Discuss attitudes to and develop understanding of sexual orientation	

RESOURCES

- S.P.H.E. Junior Cycle syllabus and guidelines
- Junior Cycle Wellbeing guidelines
- I Belong 1,2,3
- R.S.E. Junior Cycle materials
- R.S.E. Senior Cycle materials
- Social and Health Education L.C.A. syllabus
- H.S.E website
- Various internet sites to support curriculum content
- Trust (R.S.E)
- Know the Score (Substance Use)
- Jigsaw
- Mindout (Mental Health and Wellbeing)
- Guest Speakers

This list is not exhaustive.



CONTINUOUS PROFESSIONAL DEVELOPMENT

In-career development is an integral part of the programme and staff are encouraged and will be facilitated by management of Coláiste Shliabh na mBan to attend courses that will develop skills and knowledge and will enhance the development of and delivery of the programme.

PARTICIPATION, SENSITIVE ISSUES, CONFIDENTIALITY AND REFERRAL

S.P.H.E. is a core subject on the Junior Cycle curriculum and part of the Coláiste Shliabh na mBan Wellbeing programme. Social and Health Education is also a core subject at L.C.A. level. Relationships and Sexuality Education (R.S.E.) is one module of the programme. R.S.E. is mandatory in accordance with the guidelines of the Department of Education. However, each parent has the right to withdraw their child from some or all the R.S.E classes but is required to provide alternative R.S.E. at home. Students must complete the module at senior cycle as it is a module in Social and Health Education.

Where students are withdrawn from R.S.E., the school cannot take any responsibility for any versions of the class content passed onto them by other students.

Class discussion is not to be personally directed and will be general in nature, in accordance with previously agreed ground rules.

If a student feels unable to ask a question, they will be allowed to hand in a written question. The teacher will use their professional judgement to determine whether it will be dealt with in class. The teacher will consider the age and stage of the students, as well as the curriculum when considering how to answer questions.

While an atmosphere of trust is a prerequisite of S.P.H.E. class, the following limits of confidentiality must always be observed. The limits are outlined in the Child Safeguarding Risk Assessment. Staff understand that there are four areas of concern which are:

- Child abuse – physical, emotional, sexual, neglect
- Intention to harm self or others
- Substance use
- Underage sexual intercourse (the age of consent is 17)

The S.P.H.E. teacher should outline the limits to the class at the beginning of the school year and inform the students that the teacher is a mandated person.

While it is acknowledged that teachers have a professional responsibility to impart the S.P.H.E. course content, the needs of our students will be addressed in a caring and supportive manner. Where it is appropriate, the teacher may refer to other supportive links inside and outside the school. However, if issues arise pertaining to Child Protection, the teacher should only discuss with the Designated Liaison Person (D.L.P.), in line with school policy.



VISITING SPEAKERS/EXTERNAL FACILITATORS

In line with Circular 43/2018, Coláiste Shliabh na mBan adopts the following procedures when using external speakers:

- External facilitators supplement, compliment or support an identified component of the S.P.H.E. course
- They are approved by the principal or deputy principal
- All external facilitators are compliant with the school's child safeguarding statement and other relevant school policies and procedures
- They are aware of the school's S.P.H.E policy
- The principal is happy that any vetting obligations arise under The Vetting Act and in line with Circular 0031/2016 for such external facilitator
- They are delivered by qualified people working within the specific area of content
- Relevant school staff liaise with external facilitators
- Preparatory work is done in advance by the teacher
- External facilitators always work under the guidance and supervision of relevant teachers who remain in the classroom
- Relevant school staff are informed

Appraisal of appropriate use of External Facilitators

When appraising appropriate use of visiting speakers, teachers should consider the following best practices:

- Facilitators supply comprehensive information to the school about their organisation, programme content and programme methodology
- They demonstrate skills in facilitating and managing groups of students
- They show an understanding of the role of management, school support structures, roles of support staff and in the event of a challenging incident

Appraisal of appropriate use of Programmes

When appraising the use of a programme, the following should be considered:

- The programme supports and compliments the S.P.H.E. programme
- There are benefits to completing the programme
- It is appropriate for the age and stage of the students and has clear educational outcomes
- It is appropriate for the culture and gender of the students
- It is independently evaluated and informed by evidence and research



RELATIONSHIPS AND SEXUALITY (R.S.E)

Coláiste Shliabh na mBan's R.S.E. policy is nested within the overall context of the S.P.H.E. programme. The R.S.E. policy acknowledges the importance of R.S.E. being taught in the context of Wellbeing/S.P.H.E./Social and Health Education and a whole school climate that is inclusive and respectful. It provides opportunities for students to develop personal and social skills which foster integrity, self-confidence and self-esteem, while nurturing sensitivity to the feelings and rights of others.

Definition of R.S.E.

R.S.E. is a developmental process through experiential learning in which students participate to help cultivate a healthy attitude towards themselves and others, particularly around sexuality and relationships.

R.S.E and S.P.H.E.

S.P.H.E is spiral, developmental in nature and age appropriate in content and methodology. R.S.E. is designed to follow the same path and principle. Apart from specific lessons within R.S.E., S.P.H.E. covers other areas which would be pertinent to the development of a healthy attitude to sexuality in oneself and one's relationship with others. S.P.H.E. deals with many issues such as self-esteem, assertiveness, communication and decision-making skills, all of which contribute to the effectiveness of the R.S.E. programme.

Aims of the R.S.E. programme in Coláiste Shliabh na mBan

- To help students understand and develop friendships and relationships
- To promote an understanding of sexuality
- To promote a positive attitude to one's own sexuality and one's relationship with others
- To promote knowledge of reproduction
- To enable students to develop attitudes and values towards their own sexuality
- To provide students with opportunities to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way

Guidelines for the management and organisation of R.S.E. in Coláiste Shliabh na mBan

1. Arrangement regarding the teaching of the programme and deployment of staff will be made by school management.
2. Parents are the primary educators and their role in education concerning the R.S.E. is seen by the school as being very important. It is discussed with parents at induction. A printed copy of this policy is available to any parent on request.
3. The school's function is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling. Sources of professional information may be



identified by teachers for students where they can receive treatment or advice. Advice is not directive and should be appropriate to the age of the student.

4. It may not be appropriate to deal with some explicit questions in class. It is important that students understand that teachers are mandated persons and that there are limits to confidentiality within R.S.E. classes. Teachers may choose to say that it is not appropriate to deal with it. If a teacher becomes concerned, they should seek advice from the principal. When deciding whether to answer questions, the teacher should consider the age and readiness of the students, the R.S.E. programme, the school ethos and R.S.E. policy.
5. It is school policy that in circumstances where a pupil is considered at some risk of any type of abuse or in breach of the law, the teacher must refer this to the principal immediately. The principal will decide on the course of action - inform parents, appropriate authorities, may arrange counselling.

The following is also school policy:

- Teachers must not promise absolute confidentiality
- Pupils must be made aware that any incident may be conveyed to principal and/or parents if it is in the student's best interest
- The teacher must use professional judgement to decide whether confidence can be maintained having heard information
- The teacher must clearly indicate to students when the content of a conversation can no longer be kept confidential

The Child Protection Guidelines for Post-Primary schools state in 4.1.1 and 4.2.1.

- 4.1.1** If a member of staff receives an allegation or has a suspicion that a child may have been abused, or is at risk of abuse, he/she should, without delay, report the matter to the D.L.P. in that school. A written record of the report should be made and placed in a secure location by the D.L.P. The need for confidentiality at all times, as previously referred to in Chapter 1, paragraph 1.2 of these guidelines, should be borne in mind. The support of the school should continue to be made available to the child.
- 4.2.1.** If the D.L.P. is satisfied that there are reasonable grounds for the suspicion or allegation, he/she should report the matter to the relevant health board immediately.

Withdrawing from the R.S.E. programme

- Parents are asked to opt in or out of programme
- Parents who do wish to opt out must make an appointment to discuss arrangements with the principal
- Once the parent wish to withdraw is made, that request must be complied with.



Special Educational Needs/Additional Educational Needs

Students with additional needs may need more help than others coping with the physical and emotional demands of growing up. They may also need help understanding behaviour that is not acceptable, and in being warned and prepared against abuse by others. Teachers may need the support of Special Needs Assistants in the classroom in the delivery of the programme.

Ongoing Support, Development and Review

All teachers involved in this work do not have to be “experts” on the issues concerned. However, they do require sensitivity to the needs of the group and are able to deal with questions openly and honestly and have a preparedness for more expert advice if necessary.

The school will facilitate teachers to obtain training in this field.

Resources

The school will purchase appropriate R.S.E. teaching materials which have been identified by staff as useful, approved by the principal and within the budgetary framework of the school.

Monitoring, Evaluating and Reviewing the R.S.E. policy

We are committed to monitoring, evaluating and reviewing the effectiveness of the R.S.E. programme. Specifically, important to the R.S.E. programme are:

- Pupil feedback
- Staff review and feedback
- Parental feedback

PARENTS

Coláiste Shliabh na mBan accepts that it is in the interest of all parents that their child grows up in a healthy and mature fashion. The school will strive to keep parents informed of the contents of the S.P.H.E./R.S.E. programmes and policies. Policies are available to parents on request. The involvement of parents is a core aspect of S.P.H.E.

ASSESSMENT, RECORD-KEEPING AND REPORTING

Junior Cycle S.P.H.E. consists of completion of the 100-hour short course. This includes the completion of a Classroom Based Assessment. They will also keep an S.P.H.E. portfolio with reflections on their learning after each class. Results will be recorded on their Junior Cycle Profile of Achievement. S.P.H.E. teacher reports will be included in term reports and will meet parents at Parent Teacher meetings.



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At Senior Cycle, assessment is in the form of completion of key assignments in each term, completing a task in Session 3 and a final exam at the end of the 2-year programme. Teacher's reports will be included in term reports, and they will be present at Parent Teacher meetings.

The S.P.H.E team will meet regularly to review, plan and evaluate S.P.H.E. in the school. Minutes of all meetings will be recorded and kept in the S.P.H.E. subject folder.

WHOLE SCHOOL SUPPORT FOR S.P.H.E.

While specific teachers are tasked and charged with the responsibility of the delivery of the programme, in Coláiste Shliabh na mBan, we see every teacher as a teacher of S.P.H.E. in that they from time to time see opportunities to promote healthy lifestyles and encourage responsible and mature decision making. There is a whole school approach to key areas of S.P.H.E. including Anti-Bullying, Inclusivity, Healthy Minds and Bodies.

RELATED POLICIES

R.S.E Policy
Child Safe-Guarding Statement
Anti-Bullying Policy
Substance use Policy
Behaviour Support Framework

REVIEW AND EVALUATION

The S.P.H.E. programme is never static and must be examined and reviewed regularly to suit the changing needs of students. This programme and policy will be reviewed on an annual basis by the S.P.H.E. team.

The opinions of students will be included as well as the opinions of parents, management and the S.P.H.E. team.

Ratified By

Staff _____

Date _____

Board of Management _____

Date _____

ETB _____

Date _____