

Gorey Community
School

Social Personal and Health
Education

GCS Mission Statement

In support of the Deed of Trust of Gorey Community school the aims of Gorey Community School are:

1. To provide a comprehensive system of post-primary education open to all the community.
2. To deliver a broad, balanced curriculum in a structured positive learning environment.
3. To assist students to reach their potential in all aspects of school life practical, academic, creative, social, cultural, spiritual, moral and physical.
4. To provide the students with life skills which will prepare them for their adult/working lives.
5. To develop and implement a programme of pastoral care.
6. To promote equity, equality and justice throughout the school.
7. To encourage a positive self-concept and self-concept and sensitivity to the needs of others in all students.
8. To foster partnership and a working relationship with parents, teachers, students and others in the community.
9. To offer a comprehensive programme of adult education.
10. To nurture and promote a progressive work ethic in all dimensions of the curriculum.
11. To promote qualities which are character enhancing e.g. honesty, appreciation, respect, integrity, courtesy, responsibility, self discipline, ambition.
12. To support and enhance the professional and personal development of the teaching staff both individually and collectively.
13. To support the right of teachers to teach and students to be taught without disruption in a stress free classroom environment.
14. To recognise and nurture the primary educational role of Parent/Guardian.
15. To recognise and develop the role played by the clerical, maintenance and community employment staff in the life of Gorey Community School.

AIMS

Deed of Trust of Community Schools

The school shall be established with the object of providing a comprehensive system of post primary Education open to all children of the community, combining introduction in academic and practical subjects, ongoing education and generally for the purpose of contributing towards the spiritual, moral, mental, physical well being and development of the said community.

1. To help students reach their potential in all aspects of school life practical, academic, creative, social, cultural and sporting.
2. To deliver a broad, balanced curriculum in a structured learning environment.
3. To promote equity and justice in a caring and disciplined school.
4. To develop in each student a sense of personal worth and a sensitivity to the needs of others.
5. To prepare students for adult life.
6. To foster a partnership between parents, teachers and students.
7. To deliver a comprehensive programme of adult education.pil of Gorey CBS,

depicts the amalgamation of the 3 schools in the triangle. The curving lines represent change, while the red triangle at the apex symbolises the striving for excellence.

The SPHE ethos of Gorey Community School

Gorey Community School recognises that the world in which we live presents young people with many opportunities and challenges that affect their health and well-being. A student who has a high self-esteem and a sense of security will be better able to meet these challenges and opportunities. Social Personal and Health Education (SPHE) supports the personal development, health and well-being of young people. It provides them with opportunities to develop skills and competence to learn about themselves and to care for themselves and others and to make informed decisions about their health, personal lives and development.

Gorey Community School recognises that the home is the natural environment in which children grow, develop and mature into adults. In line with the Education Act (1998) Gorey Community School supports parents and guardians in this work by promoting the social and personal development of students and by providing health education for them.. The school's approach to health education is in line with its Mission Statement and supported by all teachers across the curriculum.

Aims of SPHE.

- To enable students to develop skills for self-fulfilment and living in communities.
- To promote self-esteem and confidence.
- To enable students to develop a framework for responsible decision-making.
- To provide opportunities for reflection and discussion.
- To promote physical, mental and emotional health and well-being.

Outline of the programme.

Junior Cycle

The programme is presented as ten modules over three years. The curriculum is an enabling one, its purpose is to offer a flexible framework around which the school can build an SPHE programme. Teachers of SPHE follow the DES guidelines for each year. The order in which the modules are covered may vary depending on the needs of individual classes, as indicated by regular review and the circumstances and issues which may prevail at the time.

Senior Cycle

Students have a double class period for SPHE once a week. At senior cycle, due to the demands of the timetable, religion teachers have been trained to deliver a six week module on RSE, six classes in 5th year and six classes in 6th year. In line with Circular 0027/2008 DES, it is the responsibility of the Board of Management of the school to ensure that an RSE is made available to all students.

Regard must also be had to section 30(e) under which a child may not be required to attend instruction in any subject which is contrary to the conscience of the parent of the student or in the case a student who has reached 18, the student.

Role of coordinator

Gorey Community School has a designated coordinator who is responsible for managing resources, facilitating in-service training and the management and organisation of the curriculum.

In-service

All members of the SPHE team are encouraged to attend in-service training regularly. The team has approximately twenty to 25 members. The coordinator supports all staff to become involved in order to foster a whole school approach to SPHE. Five members of staff have a post-graduate qualification in SPHE from W.I.T. Many other SPHE teachers have attended numerous in-service since the school opened in 1993.

Parents /Guardians.

Each parent/guardian of incoming first year students is informed of the contents of the SPHE curriculum. If a parent/guardian has a concern about any aspect of the curriculum they are invited to contact the Principal to discuss the concern. Each parent has a right to withdraw her/his daughter from the Relations and Sexuality Education (R.S.E.) module.

Guidelines for the Use of External Agencies

The teacher is the primary educator in SPHE. An outside speaker is a resource and does not replace the teacher.

When engaging the services of an outside agency suitably qualified and experienced personnel will be sourced.

The needs of the target group will be identified.

The SPHE teacher will normally be present and boundaries of confidentiality will be agreed beforehand.

Any concerns/issues arising will be followed up in SPHE classes, with referrals to appropriate authorities where necessary,

Sensitive Issues.

While it is acknowledged that teachers have a professional responsibility to impart the S.P.H.E course content, they will respond flexibly to the needs of the students as they arise. Where it is appropriate the school will refer students to other supportive links, internal and external to the school community in line with Child Protection Guidelines for secondary schools. Class discussion will be of a general nature in accordance with previously agreed ground rules and will not be personally directed. Questions not directly related to the lesson content will be addressed appropriately by the S.P.H.E teacher.

Relationships and Sexuality Education.

R.S.E is covered as a module in S.P.H.E. See the school policy on R.S.E.

The school has R.S.E guidelines for teachers

Confidentiality.

The normal limits of confidentiality will apply to any information coming to the attention of the teacher. Any concerns about a student's welfare will be dealt with discreetly and sensitively within the Child Protection Guidelines for post-primary schools issued by the Dept. of Education and Science.