

**GOREY
COMMUNITY
SCHOOL SPHE
SUBJECT PLAN**

SPHE Policy

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 wellbeing 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. The logo 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.

Curriculum

Resources at Junior Cycle

- Healthy Living
- Healthy Times
- Healthy Choices

The North Western Health Board

- RSE for Junior Cycle DES
- B4 U Decide website and teacher manual

All students have a workbook from the Healthy living, Healthy Times and Healthy Choices series for 1st, 2nd and 3rd year. All teachers are provided with the accompanying teacher's handbook with detailed class lesson plans. We supplement these with additional resources from the Junior Cycle RSE programme and the B4 U Decide website and manual.

Lesson plan for all 1st year students

Lesson Title	Relating to Module(s)
Working in Groups	Belonging and Integrating
Our Class Rules	Introduction to SPHE
Either Who was the Healthiest? Or Desert Island Dilemma	Introduction to SPHE
Transition and Change	Belonging and Integrating
What Could You do?	Belonging and Integrating/ Self-Management
Patrick's Timetable	Self-Management
Organising Myself	Self-Management
Either A Friend is... or A Walk with My Friends	Friendship
Whose Problem is Bullying?	Belonging and Integrating
Appreciating the Differences in Each Other	Belonging and Integrating / Influences and Decisions
My School Journey	Personal Safety
Listen Up	Communication Skills
Tell a Picture	Communication Skills
What do You think?	Communication Skills
Either It's all about the Balance or Healthy Choices	Physical Health
Get Fit, Keep Fit	Physical Health
What's in the Bag?	Substance Use
Alcohol in our Society	Substance Use
Balance in My Life	Self-Management / Physical Health
Assertiveness	Communication Skills

Either Tobacco Use: The Real Deal or Tobacco Use: Harmless or Deadly	Substance Use
Decisions, Decisions	Substance Use
How am I Feeling?	Emotional Health
Emotional Responses	Emotional Health
It's Good to be Me	Belonging and Integrating / Relationships and Sexuality
Groomed or Doomed	Physical Health
Either A Time of Change or Going Out	Relationships and Sexuality
Changes in Adolescence	Relationships and Sexuality
The Human Reproductive System	Relationships and Sexuality
Menstruation	Relationships and Sexuality
Conception and Intercourse	Relationships and Sexuality
Relationships and Sexuality Review	Relationships and Sexuality
Dear Problem Solver	Relationships and Sexuality
Gender Stereotyping	Relationships and Sexuality
I Make my Own Decisions... or do I?	Influences and Decisions
My Heroes	Influences and Decisions
Keep Yourself Safe	Personal Safety

In preparation for examination:

Why Study?	Self-Management
Five Minute Test	Self-Management

Lesson plan for all 2nd year students

Lesson Title	Relating to Module(s)
Our Class Motto	Introduction to SPHE
The Magic Shop	Belonging and Integrating
Looking Forward	Belonging and Integrating / Self-Management
Developing My Group Work Skills	Belonging and Integrating
Decision Making In Groups	Belonging and Integrating / Influences and Decisions
The Diversity Of Family	Belonging and Integrating
Family Ties	Belonging and Integrating
Prejudice And Discrimination	Belonging and Integrating
I Belong Too	Belonging and Integrating / Relationships and Sexuality

Mind Mapping	Self-Managing
Either Assertiveness Encounters or Saying No	Communication Skills
Get Active	Physical Health
What's In A Label?	Physical Health
Feeling Unwell	Physical Health
Going to The Doctor	Physical Health
Personal Hygiene Review	Physical Health
Friendship Change	Friendship
When Things Go Wrong	Friendship
Strategies For Dealing With Bullying	Friendship
Where Am I Now?	Relationships and Sexuality
Stages Of Pregnancy	Relationships and Sexuality
The People In My Life	Relationships and Sexuality
Maintaining Healthy Relationships	Relationships and Sexuality
Under Pressure	Relationships and Sexuality
Values And Decisions	Relationships and Sexuality
Keeping Healthy, Keeping Safe	Relationships and Sexuality
Thoughts and Feelings	Emotional Health
The Power Of Positive Thinking	Emotional Health
I Can And I Am	Emotional Health
The Camera Never Lies	Emotional Health / Physical Health
Some 'Body' To Love	Emotional Health / Physical Health
What's Your Flavour?	Influences and Decisions
Either Declan Decides or Making Your Mind Up	Influences and Decisions
The Effects Of Substances Use	Substance Use
The Effects Of Alcohol	Substance Use
Cannabis And Its Effects	Substance Use
Where Do You Stand?	Substance Use
Having Fun	Substance Use
Accidents	Personal Safety
Safety In The Home	Personal Safety
Be Careful... Danger	Personal Safety

Lesson plan for all 3rd year students

Lesson Title	Relating to Module(s)
Looking Back, Looking Forward	Belonging and integrating

Goal-setting for Third Year	Belonging and integrating
Work contract	Belonging and integrating
Organising my time	Self-Management
Planning for effective study	Self-Management
Learning studying skills	Self-Management
Coping with examinations	Self-Management
Learning to communicate	Communication Skills
Communication in situations of conflict	Communication Skills
Physical Exercise	Physical Health
Relaxation	Physical Health
Diet	Physical Health
The impact of gender roles on friendship	Friendship
The benefits of having both boy boyfriends and girlfriends	Friendship
Body Image / Self-esteem	Relationships and Sexuality (RSE)
Where am I now?	Relationships and Sexuality (RSE)
Relationships: respect, rights	Relationships and Sexuality (RSE)
The Three R's: Respect, Rights and Responsibilities	Relationships and Sexuality (RSE)
Conflict	Relationships and Sexuality (RSE)
Stress	Emotional Health
Feelings and moods	Emotional Health
Choice making	Influences and Decisions
Making a good decision	Influences and Decisions
Drug addiction	Substance Use
Ecstasy: the realities	Substance Use
Heroin: the realities	Substance Use
Responsibility for your personal safety	Personal Safety
Recognising unsafe situations	Personal Safety
Violence	Personal Safety
Safety on the Internet	Personal Safety
Mobile phone safety	Personal Safety
Help agencies	Personal Safety
Sexually transmitted infections	Relationships and Sexuality (RSE)
Lesson 16 Worksheet 1 B4 U Decide	STI Quiz

Resources at Senior Cycle

- The Trust Pack (Senior Cycle RSE)
- B4 U Decide website and manual
- The C.A.P Pack (Marie Keating Foundation)
- It's Your Life (Mentor)

Transition Year

The Transition Year SPHE plan is based on five six week modules which can be interchangeable but work best in chronological order. In Transition Year Students have one double class of SPHE per week. The Modules covered are:

- Self-Management
- Substance Use
- Assertive Communication
- Relationship and Sexuality
- Mental Well Being

Senior Cycle RSE

In 5th and 6th Year student receive 6 classes of Relationship and Sex Education. In 5th and 6th Year students are taught RSE during Religion. The Modules covered are:

- Fertility and Conception
- Contraception
- Sexually Transmitted Diseases
- Gender Discrimination and Orientation
- Relationships and Consent
- Responsible Parenthood
- Love, Commitment and Marriage

In light of the new Junior Cycle programme of Health and Wellness, the SPHE subject plan is open to change and review.