

St. Mary's College Dundalk



Social, Personal and Health Education Policy

Ratified by The Board of Management on 3rd November 2009

School Mission Statement

St. Mary's College is a Catholic Co-educational Secondary School under the patronage of the Marist Fathers. The primary aim of this school, through its spiritual and humanistic endeavours, is to promote and develop a sense of community where those entrusted to its care can be brought to the fullness of their human potential in accordance with the teachings of the Gospel.

The school, through its academic, pastoral and spiritual undertakings strives to provide for the holistic development and welfare of each of the students in its care.

Policy Rationale

The general aim of education is to contribute towards the development of all aspects of the individual. Our commitment to education in the area of SPHE arises out of this holistic aim. We value the way in which the subject 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 about their health, personal lives, and social development.

All these decisions must be made in the context of the wider community. Support from the Board of Management, from the wider community and in particular from parents will be necessary for the successful implementation of the school's programme of SPHE.

Aims of Social, Personal and Health Education

- ❑ To enable 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.

Staffing

Subject Co-ordinator – Andrea Flanagan

Subject teachers : Each class in First, Second, Third and Transition years are provided with an SPHE teacher for their timetabled classes

Time Allocation

- First year – 1 class (35-40 minutes) per week
- Second year – combined with form class (30 minutes), 1 period per week
- Third year – combined with form class (30 minutes), 1 period per week

Timetabling

- First Year – individual class at random
- Second/Third Year – first class on Tuesday morning (30 minutes)

Grouping of Pupils

Students are in their form class group which is of mixed ability.

Cross-curricular Planning

- RSE module is covered in conjunction with the R.E department.
- Physical Health module can be covered in conjunction with Home Economics, P.E. and Science departments.
- As SPHE overlaps with many areas, all subjects can be linked.

Curriculum and Resources

In each year the following ten modules are covered :

- ❑ Belonging and Integrating
- ❑ Self-management : A sense of purpose
- ❑ Communication Skills
- ❑ Physical Health
- ❑ Friendship
- ❑ Relationships and Sexuality
- ❑ Emotional Health
- ❑ Influences and Decisions
- ❑ Substance Use
- ❑ Personal Safety

** See "Appendix A" at the end of this policy for a more detailed account of the above topics.*

Textbooks

- ❑ North Western Health Board Core Resources – Healthy Living, Healthy Choices, Healthy Times
- ❑ Substance Abuse Prevention Programme Core Resources
- ❑ Students in First, Second and Third Years have the NWHB workbook

Resources and Facilities

- ❑ SPHE resource room –
 - Health Promotion leaflets, various topics

- Videos, various topics
 - HPU posters, various
 - RSE Department book, booklets, posters, worksheets
 - A-Z magazine articles etc.
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- G.P. room
 - A.V. room
 - Computer room
 - School library
 - OHP, data projector and screen

Staff Support and Development

Practical support by management :

- SPHE teachers are released by management to attend in-service courses each term (up to 3 teachers per day, usually)
- Financially, the department is supported in the provision of useful resources, including books, dvd's etc.
- A meeting of SPHE teachers is included in the subject planning meetings at the start of each school year

Budget :

- There is no allocated annual budget. However money is available from school management for any necessary purchases.

Induction programme for new teachers to SPHE

- ❑ Provision of Department syllabus and guidelines books, overview of subject and availability of schemes of work for the different years at September meeting.
- ❑ On-going review through subject meeting throughout the year, but scheduled in teacher's own time.
- ❑ Up-to-date agendas for in-services, especially for the 2day introductory course.
- ❑ Informal support among other teachers within the SPHE department is ongoing.

Support Services outside the school

- ❑ SPHE Support Service post primary
- ❑ Health Promotion Unit
- ❑ SPHE Garda Liaison Officer

Assessment Procedures and Homework

- ❑ There is no formal examination in this subject
- ❑ Teachers are free to assess various activities in their own way
- ❑ Students workbooks are monitored frequently
- ❑ Homework may be given, at teacher's discretion
- ❑ No weekly marks are given in this subject
- ❑ SPHE does not appear as a subject on monthly or summer reports, and is not included for Parent-Teacher meetings

Record Keeping Procedures

- ❑ Teachers' journals can be used to keep records of attendance, correction of workbooks etc.

Reporting Procedures

- ❑ Liaison with Pastoral Care team, Chaplains, Critical Incidence team, Career Guidance, Form Teachers, Year Heads, Principal and any other relevant people in authority is important should issues arise in class which, according to our various policies, need attention.

Monitoring and Review

Effective policy requires constant monitoring and evaluation to ensure successful implementation and to review what adjustments may be necessary from time to time. In order that the tasks of monitoring and evaluation are effective, consideration of the following may be helpful :

- ❑ Annual review of policy with particular reference to the issue of timetabling in 2nd and 3rd year
- ❑ Teachers, Parents, Board of Management and other relevant groups should be involved in the evaluation of this policy.

*** APPENDIX**

A

**DETAILS OF FIRST, SECOND,
THIRD AND TRANSITION YEARS
SCHEMES OF WORK**