



POLICY FOR SOCIAL PERSONAL AND HEALTH EDUCATION (SPHE)

Moville Community College Post-Primary School

ETB schools are state, co-educational, multi-denominational schools underpinned by the core values of:

- Excellence in Education
 - Care
 - Equality
- Community
- Respect

Mission Statement

Moville Community College is a school where everybody is encouraged and expected to be the best that they can be.

Vision

Moville Community College is a second level school under the management of Donegal Education and Training Board. We provide a broad curriculum and a high quality education to learners in our community. We promote academic success and always recognise our students' achievements. Our staff, supported by parents, enable the



students to develop the skills and attitudes necessary to become responsible young adults who contribute positively to society. We value mutual respect, tolerance and positive relationships. We celebrate diversity and we seek to foster a sense of belonging. We include all students in our school and we aim to create a safe and supportive learning environment for all.

Context

Moville Community College is a co-educational school with an enrolment of approx 630 pupils.

The 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 wellbeing 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.



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.

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.

Modules.

1. Belonging and integrating.
2. Self-Management: a sense of purpose.
3. Communication Skills
4. Physical Health.
5. Friendship.
6. Relationships and Sexuality
7. Emotional Health.
8. Influences and Decisions
9. Substance Use.
10. Personal Safety.

Implementation

In line with Circular M22/00 each class is allocated one class period per week. SPHE is taught to both Junior and Senior Cycle. The college has a Tutor system in place. At Junior Cycle, each tutor is timetabled with his/her tutor group for one period of SPHE per week. At Senior Cycle, each class group receives one lesson of SPHE per week which is timetabled and is taught by a suitably trained member of staff. LCA students are timetabled for five periods of Social Education per week, though which SPHE is taught. Staff allocation varies from year to year.



Teachers who are contracted to deliver S.P.H.E do so by choice and become involved by a process of consultation. The school currently has a coordinator for SPHE. The methodology is experiential where each student is actively engaged in his/her own learning.

In-service.

Each year details of SPHE in-service will be circulated to the staff who will be facilitated to choose the in-service of interest to them.

Parents /Guardians

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 Relationship 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 respected. 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 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.



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.