



*Name of School*

*De La Salle College Churchtown*



*Subject Department Plan*

*Social, Personal & Health Education (SPHE)  
&  
Relationships & Sexuality (RSE)*

*Academic Year*

*2015/2016*

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## **School**

De La Salle College Churchtown is a Catholic, voluntary, post primary school for boys founded by the De La Salle Brothers and now under the trusteeship of the Le Cheile Trust.

## **Mission Statement**

‘The Lasallian School of today must ensure a good academic level, good discipline, good atmosphere for life and work and a good reputation.’

The college seeks to foster the spiritual, moral, intellectual, social, cultural and physical education of all its pupils in a safe, secure and caring environment and in an atmosphere of mutual respect.

De La Salle is proud to welcome all students to the best of its ability. All school policies, practices and the general atmosphere of the school, allied to the excellent relations among the students, and between the students and the teachers and staff, combined to encourage the participation, integration and attainment of all the students.

The college motto ‘Recta Sapere’ means ‘Correct Judgement’ which we interpret as ‘The wisdom to know what is right and the courage to do it’.

## **Links with SPHE**

SPHE provides students with an opportunity to develop the skills and competencies to learn about themselves and to care for themselves and others, and to make informed decisions about their health, personal lives and social development. It allows the holistic development of the student, a multi-dimensional vision of society and a recognition of the complexity and richness of the relationship between the individual and his local, national and global communities.

## **Subject Aims:**

- To enable the 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.

## **Subject Objectives:**

Students will:

- Develop life skills.
- Have the skills to enhance their own self-esteem and self confidence.
- Have learned how to make responsible healthy decisions.
- Be able to reflect on and discuss issues.

Be aware of the importance of and the necessity to maintain physical, mental, emotional and sexual health and well being.

## **SPHE Curriculum**

The Junior Cycle curriculum is presented in ten modules, each of which appears in each year of the three-year cycle. These modules are:

- 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

### **Informing and Involving Parents:**

Parents are the primary educators of their children and their role in education concerning Social, Personal & Health Education and Relationships and Sexuality Education is seen by the school as very important. Parents are informed about the SPHE & RSE and related issues at the Incoming First Year Information Evening, TY Parent-Information Evenings and Parent-Teacher meetings. Parents of all year groups will be sent a letter to inform them when their son will be receiving RSE.

Prior to the commencement of RSE in First Year, parents are informed of the contents of the First Year RSE by letter and invited to contact the school if they have any concerns / queries.

The SPHE & RSE policies have been designed in consultation with Parents' Association representatives and the views expressed by parents will be taken into account when reviewing the policies. The SPHE & RSE policy will be available in the school and on the school website.

### **Withdrawing pupils from the RSE**

While it is hoped that all students would take part in Relationships and Sexuality Education, parents reserve the right to request withdrawal of their son from the RSE Module of the SPHE Programme. This request should be made in writing to the Principal/ Deputy Principal. Where parents make this request, they should discuss supervision arrangements with the Principal/Deputy Principal and undertake to make alternative arrangements for the education of their child in Relationships and Sexuality Education.

### **SPHE/RSE Co-ordinator**

S. Foster

## **SPHE Junior Cycle Subject Teachers:**

**1st Year** - S. Kelleher

**2nd Year** - S. Kelleher

**3rd Year** - S. Kelleher

## **RSE Subject Teachers**

**Transition Year** - S. Foster

**5th Year** - S. Foster

**6th Year** - S. Foster

## **Time Allocation:**

1<sup>st</sup> Year: 1x40 min period per week for whole year

2<sup>nd</sup> Year: 1x40 min period per week for whole year

3<sup>rd</sup> Year: 1x40 min period per week for whole year

4<sup>th</sup> Year: 1x40 min periods for a 10 week module

5<sup>th</sup> Year: 6x40 min periods

6<sup>th</sup> Year: 6x40 min periods

## **Timetabling & Student Access to Subject:**

- All 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> Year students are timetabled for one class period of SPHE for the academic year.
- All Transition Year students are timetabled for one class period for a 10 week RSE Health & Well Being module.
- In 5<sup>th</sup> and 6<sup>th</sup> Year, 6 class periods of RSE is to be provided for all students within the non- examination Religious Education programme in the Leaving Certificate Course.

## **Class Groups & Planning for Students with Special Needs:**

### **Junior Cycle:**

- There are 3 class groups in each year. One class group in each year is streamed and the other 2 are mixed ability. Students are taught according to their form class groups.
- The aim of this department is to find ways to respond to student's diversity by using different approaches and methodologies. (See also the Guidelines for Teachers of Students with General Learning Difficulties, NCCA). Teachers plan for differentiation within the class with worksheets, questions and tasks. Some practical approaches include allowing students more time to complete tasks, ensuring comprehension of class work and tasks, aiding organisation and use of school journal in remembering work/ research due for lessons.

- All student's psychological assessments and details of specific educational needs are kept on file and each teacher teaching the programme is aware of the learning needs of the students.

### **Transition Year:**

- There are 3 mixed ability class groups in TY
- Teachers plan for differentiation within the class with worksheets, questions and tasks. Some practical approaches include allowing students more time to complete tasks, ensuring comprehension of class work and tasks, aiding organisation and use of school journal in remembering work/ research due for lessons.
- As with students in the Junior Cycle, teachers have access to psychological assessments and are aware of special needs of their students

### **Senior Cycle:**

- All students are taught RSE in their RE non examination classes. Students are encouraged to participate fully and it promotes their personal and social development.
- As with students in the Junior Cycle, teachers have access to psychological assessments and are aware of special needs of their students.

### **Class Organisation:**

Depending on the topic students sit in pairs, groups or in a semi- circle.

### **SPHE/RSE Resources:**

#### **Junior Cycle**

First Year - Healthy Living Series (HSE WEST)

Second Year - Healthy Times Series (HSE WEST)

Third Year Healthy - Choices Series (HSE WEST)

#### **Transition Year & Senior Cycle**

TRUST Pack (DES SPHE Support Service, HSE & Crisis Pregnancy Agency)

B4UDecide (DES SPHE Support Service, HSE & Crisis Pregnancy Agency)

CAP Pack Cancer Awareness Programme Marie Keating Foundation

Growing Up Lesbian, Gay, Bisexual and Transgender

If I Were Jack: An Educational Resource About Young Men & Unintended Pregnancy (Queen's University Belfast)

DES Senior Cycle Relationship and Sexuality Education

"It's Your Life" – Fiona Chambers & Anita Stackpoole

#### **Additional Resources:**

SPHE 1 2 & 3. Anne Potts & Nodlaig O' Grady (Ed Company)

Healthy Lifestyles 1,2 &3 Edel O'Brien (Gill & Mac Millan)

Grow Up. Stephanie Mangan (Folens)

On My Own Two Feet (DES)

Consequences – Substance Misuse Cards (DES)

DES Junior Cycle Relationship and Sexuality Education  
DES Senior Cycle Relationship and Sexuality Education  
Be Safe Be Webwise ( Webwise & SPHE Support Service)  
Under the Influence (WIT)  
Working Things Out Through SPHE (Mater Hospital & SPHE Support Service)  
Mental Health Matters ( Mental Health Ireland)  
Understanding Eating Disorders & Body Image Issues- (Siobhan Foster Ryan & Bodywhys)  
Safe Food – (Deciphering Food Labelling)  
Mega Bites – National Dairy Council.  
You Are Not Alone – A guide for survivors in managing the aftermath of a suicide.  
Echoes of Suicide (Siobhan Foster Ryan & Luke Monahan)  
HSE Leaflets on a variety of health related topics – may be distributed to students

The SPHE/RSE Team will make informed decisions at planning meetings about the use of Classroom Resources/DVDs/Internet Resources/Speakers relevant to the course content, appropriate for the age and needs of students and in keeping with the ethos of De La Salle College.

## **The Role of Guest Speakers**

It is school policy that the SPHE/RSE programme is best taught by teachers who are known to and trusted by the students. However visitors can enhance the quality of the provision as long as they are used in addition to, not instead of a planned programme of SPHE/RSE.

It is the responsibility of the SPHE/RSE teacher in consultation with the SPHE/RSE Team & Management to ensure that the talk / programme is consistent with the School's ethos and policies. They should also ensure that it is appropriate to SPHE/RSE programme and to the age /needs of the students.

Visitors to the classroom should be made aware of relevant school policies beforehand, in particular the RSE Policy & Child Protection Procedures. The Principal should be informed in advance of the visit and of the content of the presentation. Teachers will remain with the class for the duration of the visit.

## **Availability/Use of ICT Facilities:**

There is a Computer Room and Audio Visual Room which may be booked in advance for use by any class. All class have interactive white boards and sound systems.

## **Cross-Curricular Planning:**

It is this departments aim to build a whole - school approach to the development of SPHE in the college in the context of a Health Promotion School Environment and the DLSC Whole School Plan. SPHE is not seen in isolation, but as part and parcel of every strand of school life. In De La Salle College our SPHE/RSE programme supports the view that every teacher and staff member, every class and extra-curricular activity has offered and continues to offer opportunities for enhancing the personal and social development of the students.

SPHE/RSE is supported and reinforced by:



- Health Promotion School Plan & Health Promotion Week
- Our Pastoral Care System ( Guidance Counsellor, Care Team, Class Tutors, Year Heads, Deputy Principal, Principal and our Mentors, Prefects and Student Council)
- Our School Policies & Plans (Anti-Bullying, RSE, Code of Behaviour, Health & Safety, Critical Incident Response Plan, Guidance Plan...etc.)
- The school day-to-day classes, activities and interactions between staff, students and parents.

The SPHE/RSE programme allows for many instances of cross curricular learning. There are many learning experiences in the programme that are shared across courses. The course syllabus promotes cross-curricular learning by the inclusion of links with other courses to achieve specific learning outcomes. There are strong links with subjects like Religious Education, CSPE, Science, PE and English. To aid cross-curricular planning in De La Salle a document outlining the topics students learn in SPHE will be made available to all teachers. It is hoped that this will enable teachers to identify common topics that can be linked to another course thus reinforcing the students' learning experiences in SPHE.

DLSC endeavours to promote the core principles of SPHE to nurture the self esteem and self confidence and encourage the holistic development of all our students.

### **Subject Planning for a Culturally Diverse Society:**

SPHE ensures that students acquire a keen awareness of their National and European heritage and identity, coupled with a global awareness and a respect and care for the environment. As previously noted, parents reserve the right to request the withdrawal of their son from the RSE Module of the SPHE Programme, decisions that may be made for religious or cultural reasons.

### **Effective Teaching Methodologies:**

SPHE and RSE aims to challenge our young people's attitudes, provide a unique opportunity to develop the skills and competence to learn about themselves and others and to make informed decisions about their health and well being, personal lives and social development. Teaching methods must be of an experiential nature with an emphasis on discussion, reflection and classroom participation. These active learning teaching methods will be student centred and appropriate to the age and stage of development of the students. These methods include the following list:

- Group Facilitation
- Critical Reflection
- Role Play
- Artwork
- Games/Icebreakers
- Visualisation
- Brainstorming
- Discussion
- Use of IT & DVDs
- Guest Speakers

The class atmosphere must be one of respect for the privacy of the individual and hallmarked by sensitivity and care.

## **Literacy and Numeracy**

### **The Role of SPHE**

The concept of literacy does not only apply to reading and writing, important though these are. It also incorporates speaking and listening. New approaches to literacy also emphasise the value of active, collaborative and independent learning.

Speaking and listening are a key part of SPHE. For this reason the teacher of SPHE has the potential to make a unique contribution to a young person's capacity to communicate and to their emotional and health literacy.

Self expression through language, whether written or spoken, requires a level of self confidence. The SPHE teacher can create a supportive environment, in which students are listened to and are encouraged to speak or write about their views or feelings.

Many SPHE methodologies facilitate students to reflect on the way in which they talk and listen and to practice skills for talking and listening more skilfully. Students can become more aware of the connection between good self esteem and their ability to communicate confidently.

Many SPHE methodologies involve reading or writing on topics related to health. This can increase the health literacy of the student by improving their knowledge about health and emphasising the importance of seeking help when it is required.

### **Practical Strategies for Improving Literacy in the SPHE Classroom**

The SPHE teacher can help young people to become more literate in the broadest sense by creating a safe environment in which they can reflect on their own experience and communicate with others, as discussed above.

The SPHE teacher can promote literacy by encouraging students to reflect on the nature of communication itself and on how good communication can improve personal well-being and relationship with others.

By paying particular attention to the language used to describe feelings the SPHE teacher can increase language acquisition while at the same time helping students to be more aware of their emotions. Awareness of how one is feeling is a core element of personal growth and development

At the beginning of each lesson the teacher should:

- Clearly state the aims and learning objectives of the class
- Select a few key words relevant to the topic, write them on the board and ensure that students understand them at the start. Appropriate repetition of the key words, orally and in writing or reading, will help to reinforce the language and the concepts.

## **Specific Methodologies – Some Examples**

### **Literacy**

- Role play
- Walking debates
- Feelings card in On My Own Two Feet
- Case studies exploring feelings and experience of others
- Practicing styles of communicating – assertive, aggressive, passive
- Activities practicing expressing feelings/saying no
- Quizzes, crosswords, word games
- Reading health leaflets
- Writing reflective journal or reflective comment at the end of a class

### **Numeracy**

- Making study plans/time management
- Lessons about nutrition/calories
- Surveys/ simple statistics from research findings
- Understanding the menstrual cycle

## **Assessment**

SPHE/RSE is not at present formally examined at Junior Cycle or Senior Cycle Levels.

In DLSC a combination of Assessment For Learning and Assessment Of Learning Strategies may be implemented in SPHE/RSE. We aim to make Self Assessment an integral part of the teaching and learning in SPHE. Student Self Assessment techniques include Student Self Reflective Questionnaires, Worksheets and Journal Work.

Peer Assessment may also be used by the SPHE/RSE teacher so that groups/pairs of students can assess how well they are progressing and working together.

Students may also be assessed as they complete specific tasks, classroom activities, written work and project work.

Students may also complete a verbal/written assessment sheet at the end of each class.

Teachers will complete a brief assessment at the end of each class.

It is envisaged that the knowledge & skills student's gain in their SPHE/RSE class will enhance their everyday lives.

## **Evaluation**

A review of the JC SPHE, TY RSE Health & Wellbeing Module and SC RSE Programme will be undertaken annually when the programmes are completed. Students, teachers and where possible, parents will be involved in this review which will involve both verbal and written evaluations. This evaluation will include a review of

- How SPHE & RSE is structured in the school
- The SPHE & RSE Programme Content

- Materials & Resources
- Guest Speakers
- SPHE Team & CPD needs
- Role of the SPHE Coordinator
- Communication with Parents
- Health Promotion Week
- SPHE Subject Plan
- RSE Policy

### **Provision for Health and Safety Requirements:**

The SPHE/RSE Department adopts the Health and Safety Policy of De La Salle College Churchtown.

### **Staff Development & CPD**

The Principal and Deputy Principal are committed to the promotion of a wholeschool approach to the promotion of SPHE/RSE within the school community and to supporting all those involved in delivering the SPHE/RSE Programmes. They aim to familiarise the staff with the policy and to facilitate staff development and teacher-participation in continuing professional development (CPD) particularly when these programmes / courses have a direct influence on student learning within the RSE Programme. They are also committed to supporting SPHE/RSE by providing time for the planning, delivery and appraisal of the programme, by allocating resources, and by managing the review and evaluation process.

In this academic year (2015/2016) the staff have received inservice on Becoming a Health Promotion School and we are currently involved in a 2 year process to receive our school Health Promotion Flag and become a member of the Health Promotion Schools Network.. The staff also had a presentation by NEPs on the New Mental Health Guidelines for Schools and the Continuum of Support. The vital role and significance of SPHE/RSE was highlighted and discussed at both of these whole staff events.

In this academic year (2015/2016) we have also begun the process of training up a new SPHE/RSE teacher. They have attended the PDST 2 Day Introduction to SPHE Training and 2 Day RSE training, the HSE Health Promotion Schools Training Day for Coordinators and the NEPS 2 Day Friends for Life Training.

We have also begun the process of introducing RSE into Transition Year, 5<sup>th</sup> and 6<sup>th</sup> Year.

**DES Subject Department Inspection:**

**Date:**

**Recommendations:**

**Outline of Action Plan to address recommendations:**