

KILRUSH COMMUNITY SCHOOL

a) Social Personal Health (S.P.H.E.) / Relationships Sexual Education (R.S.E.) Policy

MISSION STATEMENT

In an Irish, European and Christian context, Kilrush Community School endeavours to create a community atmosphere of mutual understanding and respect within which students learn, mature and develop their respective talents.

Kilrush Community School Aims

1. To develop a challenging learning environment which promotes high expectations of individual performance from students and enables staff to professionally discharge their duties.
2. To give students access to a broad and balanced curriculum within a caring, co-operative community.
3. To ensure that all staff and students enjoy equality of esteem and opportunity.
4. To foster among students an awareness of their environment, heritage and health enabling them to play a positive role within the local and wider community.
5. To equip students with a strong sense of self-esteem, self-discipline and self-motivation.
6. To foster universal values of compassion, integrity, honesty and respect.

b) Definition of S.P.H.E., its aims and how it links with the school ethos

S.P.H.E. is a programme that provides students with the unique opportunity to develop the skills and competence to learn about themselves and others and to make informed decisions about their health, personal lives and social development.

The aims of S.P.H.E.

- ❑ To enable the students to develop skills for self-fulfilment and living in communities
- ❑ To promote self-esteem and self- 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

The above aims of S.P.H.E. contribute to the overall aims of Kilrush Community School in promoting the holistic development of our students.

c) Outline of programme content and teaching methods

The curriculum for S.P.H.E. is presented in ten modules, each of which appears in each year of the three year cycle as outlined in Appendix A.

The emphasis will be on developing skills, understanding, attitudes and values important to all these areas. The ten modules are:

- ❑ Belonging and Integrating
- ❑ Self-Management – a sense of purpose
- ❑ Communication Skills
- ❑ Physical Health
- ❑ Friendships
- ❑ Relationships and Sexuality
- ❑ Emotional Health
- ❑ Influences and decisions
- ❑ Substance Use
- ❑ Personal Safety

The Department of Education and Science recognises that each school has flexibility within this framework to plan the S.P.H.E. programme in harmony with the students' needs and the schools resources.

Kilrush Community School recognises that the primary responsibility for the moral, spiritual, social and personal development of children lies with their parents. However the school has a long tradition of supporting parents in this role.

A summary of what the school provides both formally and informally to promote holistic development of our students is included in Appendix B.
S.P.H.E is seen as building on this.

d) Teaching Methods: How S.P.H.E. will be taught and timetabled.

Because the programme is primarily skills-based teaching methods must be of an experiential nature with an emphasis on discussion, reflection and classroom participation. These teaching methods will be child centred and appropriate to the age and stage of development of the student.

The class atmosphere must be one of respect for the privacy of the individual and hallmarked by sensitivity and care. S.P.H.E. is allocated one class period a week for 1st years, 2nd years and 3rd years and will be taught in the context of the Mission Statement of Kilrush Community School.

e) Staff development, training and resource issues.

The value placed on S.P.H.E. by the school will be evident by the commitment on the part of management to develop a core of trained S.P.H.E. teachers. In-Career development is an integral part of this programme.

f) Sensitive issues/Participation

S.P.H.E. is a core curricular subject on the Junior Cycle Curriculum. Relationships and Sexuality is one module of the Programme. Each parent has the right to withdraw their child from some or all R.S.E. classes but are encouraged to provide alternative R.S.E. at home. It will be necessary for parents of any student opting out of R.S.E. to make suitable arrangements with school Management for the welfare of their child at these times.

Where children are withdrawn from R.S.E. the school cannot take responsibility for any versions of school content passed onto them by other students.

Class discussion will be of a general nature and will not be personally directed in accordance with the previously agreed class ground rules. Inappropriate questions will not be answered by a teacher nor from student to student. Only questions directly pertinent to the lesson content will be addressed in class.

While it is acknowledged that teachers have a professional responsibility to impart the S.P.H.E. course content, the needs of our students will be addressed in a caring and supportive manner. Where it is appropriate, the teacher will refer students to other supportive links or services internal or external to the school community. As far as possible this should be done in negotiation with the student.

While an atmosphere of trust is a pre-requisite of S.P.H.E. class, the legal limits of confidentiality must always be observed. These limits are:

a) Child abuse

- i) Physical
- ii) Emotional
- iii) Sexual
- iv) Neglect

b) Intention to harm self or others.

Where possible students should be informed of these limits before making a disclosure.

g) The Role of Visitors

Visiting speakers are seen as complimenting and supporting the S.P.H.E. programme in the school. Teachers inviting these speakers must:

- i. Inform the Principal in advance.
- ii. Make the speaker aware of the ethos and S.P.H.E. policy of the school.
- iii. Agree the content of the presentation in advance.
- iv. Do preparatory and follow-up work where possible.
- v. Under normal circumstances remain with the class group during the visit.

h) How parents and students will be informed.

Present Junior Cycle students will be informed of this policy through their S.P.H.E. class. The outline of the S.P.H.E. programme (Appendix A) and a summary of the policy will be given to parents of incoming students.

i) How Staff will be informed.

This policy will be available for all staff in the school by its inclusion with the Policy Documents, which are kept in the Principal's office. Copies will be given to each S.P.H.E. teacher by the Co-ordinator.

j) How the S.P.H.E. programme and policy will be reviewed and evaluated.

The S.P.H.E. programme will be reviewed on an annual basis by the S.P.H.E. team. The opinions of the students will be included as part of this review.

The S.P.H.E. **policy** will be reviewed in line with the schools programme of School Development Planning.

Ratified by the Board of Management on.....

Signed: _____

Date: _____

**Sr. K. Conway,
Chairperson – B.o.M.**

Appendix A

Social, Personal and Health Education Junior Cycle Programme

Module	Year One	Year Two	Year Three
Belonging and Integrating	Coping with Change Joining a new group Appreciating Difference Bullying is everyone's business Coping with Loss	Looking Back, Looking Forward Group work Family ties	Goal Setting for Third Year Work Contract
Self Management	Organising Myself Organising my work at home and at school Balance in my life	What motivates me? Study Skills	Organising my time Planning for effective study Coping with examinations
Communication Skills	Express yourself Learning to listen Passive, Assertive and aggressive communication	Assertive communication	Learning to communicate Communication in situations of conflict
Physical Health	Body Care Healthy Eating Exercise	Body Care and Body Image	Physical exercise Relaxation Diet
Friendship	Making New Friends A Good Friend	The changing nature of friendship	Boyfriends and Girlfriends
Relationships and Sexuality	Me as Unique and Different Friendship Changes at Adolescence The Reproductive System Images of Male and Female Respecting myself and others	From conception to birth Recognising and expressing feelings and emotions Peer pressure and other influences Managing relationships Making responsible decisions Health and Personal safety	Body Image Where am I now? Relationships – what's important The three R's: respect, rights and responsibilities Conflict
Emotional Health	Recognising Feelings Respecting My Feelings and the Feelings of Others	Self Confidence Body image	Stress Feelings and Moods
Influences and Decisions	My Heroes	Positive and negative influences Making decisions	Making a good decision
Substance Use	Why use drugs? Alcohol: the facts Smoking and its effects Smoking: why, why not?	The effects of drugs Alcohol and its effects Alcohol: why, why not? Cannabis and its effects Cannabis: why, why not?	Ecstasy; the realities Heroin: the realities
Personal Safety	Looking after myself	Accidents at home Feeling threatened	Recognising unsafe situations Violence Help agencies

The Dept. of Education & Science recognises that each school has flexibility within this framework to plan the SPHE programme most suitable for the students and the school.

Appendix B

Programmes, structures and activities that promote the holistic development of the students of Kilrush Community School.

- ❖ Sport
- ❖ Drama
- ❖ Retreats
- ❖ Carol Service
- ❖ Pastoral Care
- ❖ Chaplain
- ❖ Green Schools
- ❖ School Tours
- ❖ Awards - varied
- ❖ L.C.V.P.
- ❖ L.C.A.
- ❖ Year Heads
- ❖ Tutors
- ❖ After School Study
- ❖ Young Scientist
- ❖ Guidance
- ❖ Class Captains
- ❖ Special Needs Teacher
- ❖ Learning Support
- ❖ Classroom Assistants
- ❖ Home School Liaison
- ❖ Fund Raising - Social Awareness
- ❖ Programme of Visiting Speakers
- ❖ Policies to support student welfare
- ❖ School Magazine
- ❖ Induction Day
- ❖ Competitions e.g. Texaco Art, Cookery
- ❖ Parents Association.
- ❖ Student's Council

Kilrush Community School,
Kilrush,
Co. Clare.

Dear Staff Member,

Attached please find the draft S.P.H.E. / R.S.E. policy. You are invited to read it and suggest amendments.

To facilitate this process written suggestions should be submitted to the policy development group before _____. Only these suggestions will be discussed at the staff meeting of _____. Agreed amendments should then be forwarded to this group for consideration.

Similar consultations are occurring with B.O.M., parents and student representative groups.

Yours sincerely,

Morna Glynn

Aisling McCormack

Mrs. Pauline Frawley

Sr. Margaret Pepper

Kilrush Community School,
Kilrush,
Co. Clare.

Dear

Enclosed you will find draft S.P.H.E. / R.S.E. policy document for Kilrush Community School.

You are invited to consider the document and we would welcome any suggested amendments. These will be considered by the S.P.H.E. / R.S.E. Policy Development Group. Any such amendments should be submitted in writing by

_____.

Yours sincerely,

Morna Glynn

Aisling McCormack

Mrs. Pauline Frawley

Sr. Margaret Pepper

This letter is to accompany Draft Policy to: B.O.M., Parent's Council and Student's Council.