



PRESENTATION SECONDARY SCHOOL, BALLYPHEHANE

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Principal: Mr. Barry O'Shea

Deputy Principal: Ms. Gillian Murphy

SPHE Policy

Presentation Secondary School Ballypnehane, is a Catholic Secondary School under the trusteeship of CEIST and is guided by the ideals of Nano Nagle, foundress of the Presentation Congregation. This school is committed to the pursuit of excellence in a Christian environment.

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 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.

Presentation Secondary School Ballypnehane recognises that the home is the natural environment in which children grow, develop and mature into adults. In line with the Education Act (1998) Presentation Secondary School Ballypnehane 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

1. To enable students to develop skills for self-fulfillment and living in communities.
2. To promote self-esteem and confidence.
3. To enable students to develop a framework for responsible decision-making.

4. To provide opportunities for reflection and discussion.

5. To promote physical, mental and emotional health and well-being..

Outline of the programme

The programme is presented as 4 strands 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 topics 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.

SPHE teaching following the specification guidelines for the Short Course

Strand 1	Strand 2	Strand 3	Strand 4
Who am I	Minding Myself and others	Team Up	My mental Health
How I see myself and others	Being Healthy	Having a friend and being a friend	Positive Mental Health
Being an adolescent	Substance Use	The relationship spectrum	Mental Health and mental ill-health
Self-management	Respectful communication	Sexuality, gender identity and sexual health	Dealing with tough times
My rights and the rights of others	Anti-Bullying	Media influence on relationships and sexuality	Loss and Bereavement

Implementation

In line with Circular M22/00 each first and third years are allocated one class period per week and Second years two classes a week. Staff allocation varies from year to year. Teachers who are not contracted to deliver S.P.H.E do so by choice

The methodology is experiential where each student is actively engaged in her own learning.

In-service

To mark the introduction of SPHE the entire teaching staff received in-service which stressed the whole-school aspects of SPHE and its connections with many other subjects.

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

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. However, it will be necessary for parents of any student opting out of RSE to make suitable arrangements with school management for the welfare of the student at these times. It is important to be aware that in these circumstances the school cannot be responsible for information subsequently passed on by participating students.

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

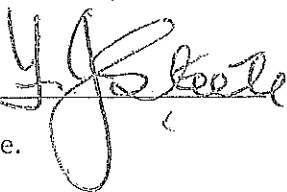
Review and Evaluation

The SPHE course is never static and must be examined and evaluated regularly and adapted to the needs of the students. The SPHE programmes and policy will be reviewed and evaluated on an annual basis by the SPHE team. The opinions of students will be included and SPHE teachers will communicate with the Student Council. The opinions of parents will also be included and SPHE teachers will communicate with the Parents Association. The opinions of management will be included and the SPHE coordinator will communicate with the Principal and the Board of Management.

RATIFIED BY BOM ON: 20/2/2023

POLICY EFFECTIVE FROM: 20/2/2023

Signed: _____



Dr. F.J. Steele.

Chairperson.

Date: _____

