

## **Coláiste Phobal Ros Cré** **S.P.H.E. Policy**

### Mission Statement

Coláiste Phobal Ros Cré is a Community College in County Tipperary. The Mission Statement of Coláiste Phobal Ros Cré states that in active partnership with the whole community, Coláiste Phobal Ros Cré is committed to:

- ❑ Recognising the worth of each individual
- ❑ Educating our students in a caring environment
- ❑ Promoting our cultural heritage
- ❑ Preparing the student for a meaningful and spiritual life
- ❑ Contributing to the life of the community.

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

The Education Act 1998 (Section 9, subsection d) requires all recognised schools to promote the moral, spiritual, social and personal development of students and provide health education for them, in consultation with their parents, having regard for the characteristic spirit of the school.

Coláiste Phobal Ros Cré, founded through the amalgamation of three schools, Roscrea Vocational School, Christian Brothers' School and Sacred Heart Convent, has a long tradition of commitment to the personal development of its students.

A summary of what the school currently provides, for the general well-being of the students both formally and informally, to support S.P.H.E, is included in Appendix A. Social, Personal and Health Education, as part of the curriculum, supports the personal development, health and well-being of young people and helps them create and maintain supportive relationships.

### 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.

These aims are consistent with the Coláiste Phobal Ros Cré Mission Statement in that they foster the personal development of the individual, by preparing the student for a meaningful and fulfilled life within the community.

The S.P.H.E. programme is organised around ten modules. These are revisited each year depending on the needs and level of development of the class. An outline of the programme is given in Appendix B.

The Department of Education and Science recognises that each school has flexibility within this framework to plan the S.P.H.E. programme most suitable for the students and the school.

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

### Timetable and Resourcing Issues

S.P.H.E. will be timetabled for one class period a week for First, Second and Third Years.

The value placed on S.P.H.E. by the school will be evident by the commitment on the part of management to developing a core of trained S.P.H.E. teachers and an appointed coordinator over the next five years. In-Career development is an integral part of this programme. Management are responsible for responding to the relevant expressed and perceived needs of S.P.H.E. teachers and whole staff. As part of core curriculum, S.P.H.E. will have a budgetary allocation in line with its stage of development, it's teaching methodology and time-tabled allocation.

### Sensitive Issues/Participation

According to Circular M22/00 every Junior Cycle student participates in the S.P.H.E. programme. Relationship and Sexuality Education is one module of our S.P.H.E. programme. If parents choose not to allow their child to attend the school R.S.E. class and provide R.S.E. at home, it is their right as a parent to do so. The school will respect this choice as their right. While we acknowledge 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. 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.

### Role of Visitors

Visitors to S.P.H.E. classes will deal with discussions in line with the aims of the programme and the ethos of the school. Management will be informed of school visit in advance. Where appropriate, members of pastoral care team will be informed so that follow-up support can be available to students. It is the duty of the teacher who organised the visit to ensure this. Teacher(s) will remain in the classroom while visitors are there. Preparatory and follow-up work must be undertaken by the class.

### How parents will be involved/informed

Appendix B will be sent to all parents of incoming students. A full and complete syllabus, core resource material and the policy document will be available in the school if it is wished to be viewed. Parents will be made aware of any substantial changes by the Department of Education and Science through the appropriate and usual channels.

### How Staff will be informed

Teachers will be provided with a full copy of the school S.P.H.E. policy. The Coordinator will ensure that an explanatory booklet on S.P.H.E. will be made available to all teachers. Staff will be made aware of any substantial changes by the Department of Education and Science through the appropriate and usual channels. Interested teachers or those delivering the programme will be afforded the opportunity for a deeper exploration of issues in meetings with the coordinator.

Students

Students will be informed of the policy through prefects and student representatives.

Review and Evaluation

Review of the programme is on a yearly basis. This includes meeting with relevant personnel; these include teachers and students. Management will be informed of the results of this review.

The policy will be reviewed on a regular basis. This is the responsibility of the S.P.H.E. Coordinator.

Evaluation will take place in consultation with Management and the S.P.H.E. team at least every second year.

**Audit**

**Appendix A**

1. Policies
  - Bullying Policy
  - Discipline Policy
  - Drugs Policy
  
2. Pastoral Care
  - Guidance Programmes
  - Year Head – Tutor (Pastoral Care System)
  - Chaplaincy
  - Psychological Service through Roscrea 2000
  - Prefect System
  - Guidance Counselling
  - Social Area – Canteen
  - Journal
  - Communication with Parents
  - Lunch-time Group with local Youth Worker
  - Award System
  - Retreats
  - Pastoral Care Week
  - Cáirde
  
3. School Programmes
  - L.C.A.
  - Transition Year
  - Repeat L.C.
  - L.C.V.P.
  - P.L.C.
  - B.T.E.I.
  - R.E.
  - Music
  - Sport
  - Learning Support
  - Resource Hours
  
4. Extra-Curricular Activities
  - After-school Study
  - Debating
  - Drama
  - Social – Irish – Cultural Activities
  - School Tours
  - Yearbook
  - Website
  
5. School Bodies
  - Parents' Association
  - Student Council
  - B.O.M.