



## Social, Personal and Health Education/Relationship and Sexuality Education

Social, Personal and Health Education (SPHE) is a programme that provides students with the opportunity to develop the skills and competencies to learn about themselves and others and to make informed decisions about their health, personal lives, and social development.

As the SPHE programme is primarily skills based, teaching methods should be of an experiential nature with an emphasis on discussion reflection and classroom participation. These teaching methods are child centred and must be appropriate to the age and stage of development of the student. The class atmosphere needs to be one of respect for the privacy of each individual student and hallmarked by sensitivity and care.

The curriculum for S.P.H.E. is presented in ten modules. An outline of the content of these modules can be found overleaf. More details can be obtained by contacting the school. The Department of Education and Science recognises that each school has flexibility within this framework to plan the SPHE Programme most suitable for the students and the school.

### Classroom Issues

#### (a) *Participation*

SPHE is a core curricular subject on the Junior Cycle Curriculum. Relationships and Sexuality Education (RSE) is one module of the programme. Each parent has the right to withdraw their child from some or all RSE classes but parents are encouraged to provide alternative RSE at home. The school will respect this choice. It will be necessary for parents of any student opting out of RSE to make suitable arrangements with the school principal for the welfare of their child at these times. Where students are withdrawn from RSE the school cannot take responsibility for any versions of class content passed on to them by other students. Parents wishing to withdraw their sons from RSE must inform the Principal in writing of their decision in September of each year, otherwise the students will take part in the RSE classes.

#### (b) *Sensitive Issues*

Class discussion will be of a general nature, and will not target individuals in accordance with the class ground rules. Inappropriate questions will not be answered by a teacher in class. The SPHE teacher may exercise his or her own professional judgement in deciding whether to answer the question privately after the class has finished. This must be done in harmony with the ethos of the school. If a teacher becomes concerned about a matter that has been raised he/she should seek advice from the Guidance Counsellor, the Principal or the Deputy Principal without identifying the pupil in the first instance.

#### (c) *Confidentiality*

While an atmosphere of trust is pre-requisite of SPHE class, the following limits of confidentiality must be observed. These limits are:

Child abuse: i) Physical, ii) Emotional, iii) Sexual, iv) Neglect.

Intention to harm self or others

Substance misuse

Underage sexual intercourse

SPHE teachers should inform students of these limits at the beginning of the year and where possible before making a disclosure

#### (d) *Referral*

While it is acknowledged that teachers have a professional responsibility to impart the SPHE course content, the personal, social and emotional needs of our students are responded to in a caring and supportive manner. Where it is appropriate, the teacher may refer students to other supportive links

within the school. As far as possible this should be done in negotiation with the student. The teacher should inform the class of external services relevant to the class material. This should be done within the context of the Ardscoil Rís ethos. SPHE teachers, where in doubt as to a course of action, are encouraged to discuss the issue with a senior member of staff without identifying the student in the first instance.

*Parents are welcome to view the full SPHE/RSE Policy and teaching resources by contacting the school office or on [www.ardscoil.com](http://www.ardscoil.com)*

## Post-Primary Social, Personal and Health Education Junior Cycle Programme

Module	Year One	Year Two	Year Three
<b>Belonging and Integrating</b>	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
<b>Self Management</b>	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
<b>Communication Skills</b>	Express yourself Learning to listen Passive, Assertive and aggressive communication	Assertive communication	Learning to communicate Communication in situations of conflict
<b>Physical Health</b>	Body Care Healthy Eating Exercise	Body Care and Body Image	Physical exercise Relaxation Diet
<b>Friendship</b>	Making New Friends A Good Friend	The changing nature of friendship	Boyfriends and Girlfriends
<b>Relationships and Sexuality</b>	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
<b>Emotional Health</b>	Recognising Feelings Respecting My Feelings and the Feelings of Others	Self Confidence Body Image	Stress Feelings and Moods
<b>Influences and Decisions</b>	My Heroes	Positive and negative influences Making decisions	Making a good decision
<b>Substance Use</b>	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
<b>Personal Safety</b>	Looking after myself	Accidents at home Feeling threatened	Recognising unsafe situations Violence Help agencies

The Dept. of Ed. and Science recognises that each school has flexibility within this framework, while comprehensively addressing the curriculum, to plan the SPHE programme most suitable for the students and the school