



Salesian Secondary College.
Pallaskenry, Co. Limerick.

POLICY STATEMENT ON SOCIAL, PERSONAL AND HEALTH EDUCATION

Mission Statement.

The mission of Salesian Secondary College, Pallaskenry, is to provide the best possible education based on Christian/Catholic values, in partnership with parents and within a caring community. This school incorporates the characteristics of Salesian Education as practised by St. John Bosco in his “Preventive System”.

In order to achieve this we aim to provide opportunities for students to:

1. gain skills, knowledge and understanding that will be of lasting value throughout their lives;
2. develop each individual’s talents to the level of his/her personal potential for the benefit of Community and Society;
3. develop the characteristics appropriate to a member of a Christian community, including those of mutual respect and concern for others, irrespective of race, colour, gender or creed;
4. promote the physical and emotional well-being of students by developing self-esteem, personal responsibility and the ability to live and work with others;
5. work with staff committed to these ideals.

Scope:

This policy refers to all students of Salesian Secondary College. This also refers to students on exchange programmes and visiting students.

The Policy applies at all times during the school day, from 8am (when school opens) until 6.15 pm (when school closes on a normal school day). The policy also applies to students engaging in extra-curricular activities or who are on school business or school run events, which take place outside of normal school hours. (eg. Study, retreats, matches etc.)

Visitors to the school premises or to school events are informed that this policy is in place.

This policy takes effect from the date of ratification.

Members of the S.P.H.E Departments

- Personnel in the SPHE Department rotates. All teachers of SPHE are informed of this policy.
- This policy recognises that, as part of a school wide Wellbeing Programme, all staff are involved in the provision of education for the social and healthy person.

The Aims of S.P.H.E

Salesian Secondary College's SPHE programme supports the building of wellbeing among our students and staff. The programme exists

- to enable 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 promote opportunities for reflection and discussion
- to promote physical, mental and emotional health and well being
- to promote resilience

SPHE comprises ten modules. These modules are revisited each year as the student matures and their needs and abilities and values important in all these areas.

Modules in SPHE

- Belonging and integrating
- Self management
- Communication Skills
- Physical Health
- Friendship
- Relationships and sexuality
- Emotional Health
- Influences and decisions
- Substance Use
- Personal Safety

Time tabling

Salesian Secondary College has a Wellbeing Programme (under review in 2018), which is facilitated through the provision of a number of key areas on the timetable: SPHE, CSPE, RE, PE, Health, Active Leisure Studies and others. There are cross-curricular links with Home Economics, Science, Biology, Guidance and the Pastoral Care structure. This helps in forming a whole school approach to SPHE and the delivery of our Wellbeing Programme.

In addition, wellbeing (and the objectives of the SPHE programme) can be achieved across all subject departments and in co-curricular and extra-curricular activities. Each Subject Department indicates how wellbeing is facilitated in its Subject Plan.

SPHE is allocated one class period per week to all Junior Cycle students. All class groups are mixed ability. SPHE teachers / facilitators will facilitate the drawing up of a class contract. The SPHE department implements the Literacy and Numeracy policy as outlined by the school. Approximately six SPHE classes per year will be allocated to the RSE module.

- SPHE is allocated one class period per week for all junior classes.
- Transition Year and Fifth Year students are allocated one class period per week.
- For Sixth Year, SPHE and RSE are integrated into the RE programme.

Guidelines for the management and organisation of SPHE in the School

In organising the learning environment the teacher will be careful to create an atmosphere which respects the privacy of each individual student and treats all students with sensitivity and care. Active learning methods will be used to ensure that students actively participate in their own learning.

Contemporary topics and issues, which may emerge in this class, will be dealt with at a level appropriate to the age and stage of the individual student and within a moral framework.

Contact may be made with the Special Needs Co-ordinator, the Guidance Counsellor, Pastoral Care System, SNA's and parents / guardians before facilitation of topics that may prove challenging for students. Opportunities are made available to explore issues that students may find challenging from their personal experiences on a one to one basis, with the Guidance team. Referral can be made by the individual student, parent, staff and management.

Students are advised in advance of areas of sensitivity which may arise in the classroom and are given the opportunity of withdrawing from class, to a supervised location, for a period if necessary. Parents / guardians should communicate this request in the school journal.

Parents / guardians have the primary responsibility for the delivery of sex education to their children and school based RSE is a support to the family in this.

While SPHE is compulsory in Salesian Secondary College, parents / guardians have the right to withdraw their children from RSE classes. Notifications must be made to the Principal in writing. In the event that school resources do not allow for the supervision of a student during a period of withdrawal, parents / guardians will be responsible for the supervision of their son / daughter during this time.

Visitors and guest speakers, who are invited to address students as part of our Wellbeing Programme will be advised of the substance of this policy.

Teachers will be present at all times when a guest speaker is visiting a class.

Issues which arise for students through the SPHE programme may be referred on to the appropriate member of the school community; Year Head, Deputy Principal, Principal, Guidance Counsellor, Chaplain, member of the pastoral care team etc.

At all times, school personnel are required to adhere to the Child Protection Procedures for Primary and Post Primary Schools 2017 and all registered teaching staff are required to adhere to the Children First Act 2015.

Training and resources

All available resources needed in terms of time, finance and personnel, will be used to develop and support the SPHE programme in the school. Teachers' training is seen as an essential element in delivering the programme. The objectives of this training are to enhance the personal growth of teachers and to enable them to acquire the knowledge understanding and skills necessary to teach the programme. The programme will be supported by SPHE / Wellbeing support services and the schools' team within the Health Promotion Services.

RSE (Relationships and Sexuality Education.)

Through RSE, the school aims to provide opportunities for students to learn about relationships and sexuality in an age-appropriate way and in ways that help them think and act in a moral, caring and responsible way, as per our Salesian ethos.

The RSE programme enables students to learn about how relationships are formed and sustained.

Parents / guardians who do not wish their child to participate in RSE must indicate this in writing to the Principal.

SPHE Co- Coordinator.

To allow for the effective delivery and planning of the programme a coordinator will be appointed. The SPHE co- coordinator will rotate from year to year. He / she will liaise with members of the Wellbeing Team, with members of the Pastoral Care team and with school management.

The role of the coordinator is to inform other staff members of in-service training available, to receive correspondence on behalf of other staff and to relay necessary information on to other members of the SPHE Department. The coordinator should also organise guest speakers and resources for the SPHE Department. The coordinator can delegate members to help in the above responsibilities.

Evaluation.

School management will accept feedback from staff, students and parents / guardians made through the proper use of the appropriate channels ie staff meetings, student committees and Parents' Council. This feedback will inform periodic evaluation of the policy by management.

Signed: _____

Date: March 2018

David Dwyer, Chairperson.
Board of Management