



Social Personal Health Education (SPHE) Plan incorporating Relationships Sexuality Education (RSE) Plan

Section 1 Introduction

Creagh College is dedicated in its endeavor to provide the best educational opportunities for its school community. We recognize that the holistic development of the person is crucial, as is their ability to foster relationships between the individual and the local, national and global community. Due to the growing school population on a yearly basis, it has had to be dynamic and resourceful in its approaches to supporting and caring for its students. The goal of the school is to equip them with the necessary skills to make good decisions and healthy choices in a world that is always changing, challenging and at times confusing. The SPHE plan has been developed within this context along with ethos of our school Mission Statement.

Overall aims and objectives of S.P.H.E.

Subject Aims: Building on the aims of SPHE in the primary school, as post primary level SPHE aims:

- To enable the students to develop skills for self-fulfillment and living in communities
- To promote self-esteem and self-confidence
- To enable the students to develop a framework for responsible decision making
- To provide opportunities for reflection and discussion
- To promote the physical, mental, emotional health and well-being

Subject Objectives:

Social Personal and Health Education should enable the students to:

- Identify and name feelings. Distinguish between feeling and actions
- Develop a framework for making informed and healthy choices and decisions
- Develop an awareness that decisions and actions have consequences
- Listen to and respect different opinions
- Understand the difference between passive, aggressive and assertive behaviour
- Develop skills in the use of assertive behaviour

School Ethos and S.P.H.E.

The SPHE Department in Creagh College believes in the provision of a positive learning experience that nurtures mutual respect and personal responsibility within a safe, fair and caring environment. We are committed to the pursuit of excellence in all our activities.

Section 2 SPHE Plan Context and Rationale

Our SPHE programme deals with contemporary issues and topics at an age-appropriate level. The Social, Personal and Health Education offered to our young people is as valuable as all other curriculum offered in our school. It gives each student an opportunity to develop the skills and competencies needed to take care of themselves and others in order to flourish as young adults going into the wider community. A student who has a high degree of self-worth and a sense of security will be more predisposed to school life and to the variety of learning situations it offers.

The school acknowledges that their parents have primary responsibility for children's personal development. However, it also accepts, as outlined in the 1998 Education Act, its role in supporting parents in this work. ~Section 4 of the Rules and Programme for Secondary Schools requires schools to have an agreed policy for RSE and a suitable RSE programme in place for all students at both Junior and Senior Cycle.

The plan is also developed in the context of the DES circulars 0023/2010, 0037/2010 and the Education Act (1998) Section 9 (e) which specifies that:

‘Schools have a responsibility to promote the moral, spiritual, social and personal development of students and promote health education for them, in consultation with their parents, having regard to the characteristic spirit of the school’

Further to this, Circular 15/2017 ‘Arrangements for the Implementation of the Framework for Junior Cycle. The philosophy of the plan also draws on the NEPS document “Wellbeing in Post-Primary Schools” and the Department of Education and Skills ‘Junior Cycle Wellbeing Guidelines’.

The school adopts and adheres to the DES Child Protection Procedures, Children First Legislation (2017) and has a Child Protection Policy/Child Safeguarding Statement, with the Principal as Designated Liaison Person (DLP) and the Deputy Principals as the Deputy DLPs. The RSE Policy is conscious of all aspects of our current Child Protection Policy/Child Safeguarding Statement

This Plan is informed by:

- The Child Protection Policy
- Child Safeguarding Statement
- The School Positive Behavior Code
- The Special Needs Policy
- Creagh College Mission Statement

Section 3 Scope of this Plan

The plan will apply to all aspects of teaching and learning about all aspects of Social, Personal and Health Education. It will also apply to school staff, students, Board of Management, parents, visiting speakers and external facilitators.

Every class offer opportunities for enhancing the personal and social development of the students. The culture of the school endorses behaviors where,

- People feel valued,
- Self-esteem is fostered
- Respect, tolerance and fairness are evident
- High expectations and standards are promoted
- Open communication is the norm
- Effort is recognized and rewarded
- Uniqueness and difference is valued
- Social, moral and civic values are promoted

Section 4 Practical issues in relation to SPHE

The SPHE Department in 2018 decided to change the Textbook from Healthy Living for the Junior Cycle Curriculum to My Wellbeing Journey and Essential Wellbeing 1. These textbooks were introduced into the Junior Cycle SPHE Curriculum and used for 1st, 2nd and 3rd Year students. All first year students in 2018/19 worked from the Essential Wellbeing Wellness Journal so as not to overlap the class material being covered by the Short Course of SPHE Students.

The Short Course of SPHE was chosen by a small number of students in First Year 2018/19 . They also attend their timetabled wellbeing classes weekly. There are twenty students in the class. This is a double class. Half of the class is theory based and the other is project and activity based. In these classes, students have participated in mindfulness walks, meditation sessions, restorative circles and they have watched some documentaries for example 'Raised by the Village' on the RTE Player. In their second year, students will be studying the newly published book by Sinead Burke entitled 'Break the Mould'. This book is about finding your voice, embracing your own identity and identifying skills on how to make a change in the world. The students studying the SPHE short course will complete their CBA this academic year and they will focus on an issue or theme that they have covered so far on the course.

During 19/20 school academic year, a group of SPHE teachers consulted with Learning House Ferns (Billy Redmond) in developing a programme for all the second year Wellbeing Classes in 20/21. Due to Covid19 this programme was unfortunately not implemented. Work on the programme is ongoing and we hope to implement it for second year Wellbeing students in 21/22.

Section 5 Relationship and Sexuality Plan

RSE Plan

Definition of Relationships and Sexuality Education

RSE is a developmental process through experiential learning with which students participate to help cultivate a healthy attitude towards themselves and others, particularly in the area of sexuality and relationships.

Relationships and Sexuality Education within Social Personal and Health Education

The guidelines for RSE (NCCA, June 1995, 1.2) state that the social personal and health education is "spiritual, developmental in nature and age appropriate in content and methodologies". The RSE programme is designed to follow this principle and pattern. Apart from the specific lessons of RSE, SPHE covers other areas which would be pertinent to the development of a healthy attitude to sexuality in oneself and one's relationship with others. SPHE deals with many issues such as, self-esteem, assertiveness, communication and decision-making skills, all of which can contribute to the effectiveness of the RSE Programme.

The aim of our Relationship and Sexuality Education programme

Relationships and sexuality education which is in the overall framework of Social Personal and Health Education, has its specific aims:

- a) To help students to understand and develop friendships and relationships
- b) To promote an understanding of sexuality
- c) To support a positive attitude to one's own sexuality and in one's relationship with others
- d) To promote knowledge of and respect for reproduction
- e) To enable students to develop attitudes and values towards their sexuality in a moral, spiritual and social framework in keeping with the policy of the college
- f) To provide opportunities for students to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way

It is acknowledged that in a course of limited duration these aims are aspirational

Guidelines for the management and organization of Relationships and Sexuality Education in our College.

1. Teaching the programme

Arrangements regarding the teaching of the programme and the deployment of staff will be made by the principal.

2. Informing and involving parents

Parents are the primary educators of their children and their role in education concerning relationships and sexuality is seen by the college as very important. Relevant sections of the policy will be communicated to the parents at the relevant time. For senior cycle a link to HSE Booklets given to all students will be made available on the college's website.

3. Offering Advice

The College's function is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling on aspects of sexual behavior and contraception – however sources of professional information and advice will be identified when appropriate. Teachers may provide students with information about where and from whom they can receive sexual advice and treatment, eg. Their doctor or other suitable agency. Information should not be directive and should be appropriate to the age of the student.

4. The Division between biological and non-biological aspects of sex education

The College policy is that the Science Department deals primarily with the biological aspects of reproduction.

5. Contraception

This topic will be dealt with in an age appropriate, open manner, looking at all sides of the issues in a non-directive way. At senior cycle students will be given a copy of a HSE Booklet in class to assist with the lesson. Students may take this home if they wish.

6. Abortion

This topic will be dealt with in an age appropriate, open manner, looking at all sides of the issues in a non-directive way.

7. Sexually Transmitted Infections

Given that the rate of STI transmission is increasing, it is important that the subject is addressed in the College. While the awareness of STIs is one of the objectives of the Third Year SPHE/RSE syllabus, STIs are mainly addressed in Senior Cycle. At senior cycle students will be given a copy of a HSE booklet in class to assist with the lesson. Students may take this home if they wish.

8. Special Needs

Students with Special Needs: Students who have additional educational needs may need more help than others in coping with the physical and emotional aspects of growing up. They may also need more help in learning what sorts of behavior are and are not acceptable, and in being warned and prepared against abuse by others. The SEN teacher liaises with the wellbeing teacher to stay informed on topics being completed and discussed.

Section 6 General guidelines for the provision and organization of SPHE and RSE in Creagh College

6.1 Timetabling of SPHE and RSE

General guidelines for the provision and organization of SPHE and RSE in Creagh College, SPHE is an integral part of the Wellbeing/SPHE programme and is timetabled in all Junior Cycle classes. RSE is taught to Transition Years in Wellbeing. Fifth Years are taught RSE during Guidance. Sixth Year students are taught RSE during Wellbeing. The programme is delivered in a mixed setting of boys and girls.

6.2 Guest Speakers in SPHE and RSE

(a) It is College policy that most of the RSE programme is best discussed openly with teachers who are known and trusted by the students. However, visitors can enhance the quality of the provision if they are used in addition to, not instead of a planned programme of RSE.

(b) The SPHE Co-ordinator will provide the visitor, well in advance of the visit, with a copy of this RSE policy. After gaining approval from the Deputy Principal for the visit the organizer makes the visitor aware of the ethos of the College and the manner of delivery of the RSE programme. Issues to consider are:

1. The degree of explicitness of the content and presentation.
2. Will the visitor be accompanied by teaching staff?
3. Will the staff take an active role in the visitor's activities?
4. How will the visitor be prepared for the visit?
5. How will the visit be built upon and followed up?

(c) Visitors should be given advance notice of the composition of the class and an idea of how their contribution fits into the scheme of work.

(d) In order to inform the visitor of the precise requirements of a group and to make better use of the time of the visitor it is advisable for the group to draw up questions in advance and these should be forwarded to the visitor. This will involve the students in the visit and will make the experience more relevant for them.

(e) School Management and the Office should be informed of the date and name of the visitor.

6.3 Provision of Support, Training and Staff Development

Two coordinators of SPHE

Teachers are encouraged and facilitated to attend RSE and SPHE training

Teachers of RSE and SPHE have access to teaching materials and resources

Teachers who express an interest in SPHE/RSE will be given consideration

6.4 Inclusion of Parents

Parents of all students are notified by letter at least one week in advance of the RSE module commencement

6.4.1 Withdrawing students from the RSE programme

The Education Act (1998: section 30, subsection (2)(e) provides that a student is not required to attend instruction in any subject which is contrary to the consent of the parent or in the case of a student who has reached the age of eighteen years; The students' parents have a right therefore to withdraw their son/daughter from all or any aspect of RSE. Parents must notify the Principal in advance of their wish to have their child withdrawn from all or part of the programme. The school will ask the parent to put their request in writing.

Section 7 Ethical/Moral Considerations – Guidelines for Teachers

7.1 Answering Explicit Questions

It is unlikely to be appropriate to deal with a student's explicit questions by dealing with it in front of the whole class. In practice this means that teachers should say that it is not appropriate to deal with that question at this time. The teacher may also exercise his or her own professional judgement in deciding whether to answer the question privately after the class has finished. If a teacher becomes concerned about a matter that has been raised, he/she may seek advice from the Guidance Counsellor and may refer to the DLP.

7.2 Confidentiality

It is College policy that in circumstances where a student is considered at some risk of abuse (physical, sexual, emotional or neglect) or in breach of the law, the teacher must refer this immediately to the DLP, or the DDLP. The DLP or the DDLP will decide whether to inform the parents and will inform the appropriate authorities and may arrange for counselling. Teachers must not promise absolute confidentiality.

Students must be made aware that any incident may be conveyed to the DLP and possibly to parents the DLP decides that it is in the best interests of the student to notify parents.

Teachers must use their professional judgement to decide whether confidence can be maintained having heard the information.

Teachers must indicate clearly to students when the content of a conversation can no longer be kept confidential – the student can then decide whether to proceed or not.

7.3 Sexual Activity

The RSE policy statement gives teachers a framework, related to morals and values within which the issue of sexual activity should be addressed. These are to be found within the RSE Programme and resource itself. Teachers will give young people information on the age of consent which is 17 years of age for both males and females, for heterosexual and homosexual relationships. Teachers who become aware that a student is sexually active under the age of consent must bring this information to the DLP who will then inform the parents/TUSLA. Under the 'Childrens First' Guidelines if teachers become aware of a student who is sexually active and is under the age of 18 but above the age of consent, he or she must bring this information to the DLP who will then inform the parents.

7.4 Lesbian, Gay, Bisexual and Transgender Identities, Sexual Orientations and Related Issues

Teachers do not promote any one lifestyle as the only acceptable one for society and therefore it is inevitable and natural that sexual orientation, sexual identity and gender identity will be discussed during a programme of sex education.

7.5 Sensitive issues e.g., Sexual Activity, Abortion and Contraception

These will be dealt with in an age-appropriate, open manner, looking at all sides of the issues in a non-directive way, within the context of the school's ethos.

Section 8 Curriculum

8.1 SPHE and Statements of Learning in Junior Cycle

Links between Junior Cycle SPHE and the Statements of Learning

SOL 11: The student takes action to safeguard and promote his/her wellbeing and that of others. Students examine how their values, attitudes and behaviour impact on their own and others' health and wellbeing. They develop different resources designed to support young people in making informed decisions for their own wellbeing and that of others.

SOL 5: The student has an awareness of personal values and an understanding of the process of moral decision-making. Students participate in a range of activities that promote responsible behaviours and help them to develop skills for making personal and group decisions that respect their own dignity and the dignity of others.

SOL 6: The student appreciates and respects how diverse values and an understanding of the process of moral decision making in SPHE. Students have opportunities to discuss respects of how diverse values, beliefs, opinions, examine problems and decide how these and traditions have contributed and might be approached with their peers.

8.2 Strands in SPHE

Strand 1: Who am I?

This strand focuses on developing self-awareness and building self-esteem. Strand 1: Who am I?

Learning outcomes Students learn about	Students should be able to	
How I see myself and others	1.1 appreciate the importance of building their own self-esteem and that of others 1.2 welcome individual difference based on an appreciation of their own uniqueness	
Being an adolescent	1.3 participate in informed discussions about the impact of physical, emotional, psychological and social development in adolescence 1.4 recognise how sexuality and gender identity is part of what it means to be human and has biological, psychological, cultural, social and spiritual dimensions	
Self-management	1.5 identify short, medium and long-term personal goals and ways in which they might be achieved 1.6 apply decision-making skills in a variety of situations 1.7 source appropriate and reliable information about health and wellbeing	
My rights and the rights of others	1.8 explain how stereotyping can contribute to a person's understanding and experience of rights and wellbeing	

	1.9 appreciate the importance of respectful and inclusive behaviour in promoting a safe environment free from bias and discrimination	
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Strand 2: Minding myself and others

This strand provides opportunities for students to reflect on how they can best take care of themselves and others.

Students learn about	Students should be able to
Being healthy	2.1 evaluate how diet, physical activity, sleep/rest and hygiene contribute to self-confidence, self-esteem and wellbeing 2.2 critique the impact of the media, advertising and other influences on one's decisions about health and wellbeing 2.3 describe what promotes a sense of belonging in school, at home and in the wider community and their own role in creating an inclusive environment 2.4 distinguish between appropriate care giving and receiving
Substance use	2.5 demonstrate the personal and social skills to address pressure to smoke, to drink alcohol and/or use other substances 2.6 reflect on the personal, social and legal consequences of their own or others' drug use 2.7 critique information and supports available for young people in relation to substance use
Respectful communication	2.8 use the skills of active listening and responding appropriately in a variety of contexts 2.9 use good communication skills to respond to criticism and conflict
Anti-bullying	2.10 describe appropriate responses to incidents of bullying 2.11 appraise the roles of participants and bystanders in incidents of bullying 2.12 review the school's anti-bullying policy and internet safety guidelines explaining the implications for students' behaviour and personal safety

Strand 3: Team up

This strand focuses on students learning about important relationships in their lives and building relationship skills.

Students learn about	Students should be able to
Having a friend and being a friend	3.1 establish what young people value in different relationships and how this changes over time 3.2 evaluate attitudes, skills and values that help to make, maintain and end friendships respectfully 3.3 recognise their capacity to extend and receive friendship
The relationship spectrum	3.4 explain the different influences on relationships and levels of intimacy 3.5 analyse relationship difficulties experienced by young people
Sexuality, gender identity and sexual health	3.6 describe fertility, conception, pre-natal development and birth, and the particular health considerations for each 3.7 explain what it means to take care of their sexual health 3.8 demonstrate assertive communication skills in support of responsible, informed decision-making about relationships and sexual health that are age and developmentally appropriate 3.9 reflect on the personal and social dimensions of sexual orientation and gender identity
Media influence on relationships and sexuality	3.10 critically analyse the use of sexual imagery and gender stereotyping in various forms of media 3.11 critique the influence of media on their understanding of sexuality and sexual health

Strand 4: My Mental Health

This strand focuses on building positive mental health, examining young people's experience of mental ill health and learning how to support themselves and others in challenging times.

Students learn about	Students should be able to
Positive mental health	4.1 explain what it means to have positive mental health 4.2 appreciate the importance of talking things over, including recognising the links between thoughts, feelings and behaviour 4.3 practise some relaxation techniques
Mental health and mental ill-health	4.4 participate in an informed discussion about mental health issues experienced by young people and/or their friends and family 4.5 appreciate what it means to live with mental ill-health 4.6 critique mental health services available to young people locally 4.7 explain the significance of substance use for one's mental health
Dealing with tough times	4.8 practise a range of strategies for building resilience 4.9 use coping skills for managing life's challenges
Loss and bereavement	4.10 explain the wide range of life events where they might experience loss and bereavement 4.11 outline the personal, social, emotional and physical responses to loss and bereavement 4.12 compare how loss and bereavement are portrayed in a variety of contexts and cultures 4.13 describe how they might care for themselves and be supportive of others in times of loss or bereavement

8.3 Assessment

The Classroom-Based Assessment

Reflects the learning students undertake in this NCCA short course. The SPHE short course has been designed for approximately 100 hours of student engagement. Third Year students will undertake the CBA in the Second Half Term. Dates are 2.11.20-30.11.20. SLAR will take place on the 9.12.20.

Students in the Short Course SPHE in Second Year will complete CBAs from Monday 22.2.21 to 22.3.21. SLAR proposed for 25.3.21

SPHE has a strong affective dimension, how can 'progress' in feelings and attitudes be measured? e.g the students' knowledge about drugs could be assessed more easily than their attitudes towards substance abuse.

With advances in understanding of how learning takes place, we have been asked to see assessment, not only as the measurement of learning (after a lesson), but of putting a new emphasis on feedback at the heart of the lesson for learning to take place. This is particularly significant for SPHE with its focus on students' self-awareness and self-esteem. Research has shown that the average student responds to constructive comments much more than to marks or grades. A greater focus is now placed on the sharing of information by the teacher with the student so that the learner can plan for better learning by comparing what he/she is learning with the aims and objectives of each lesson and look forward to the next stage. See SPHE Guidelines for Teachers, DES, 2001, p60-70.

In addition to the above, other methods recommended by the DES include:

Self- assessment: Students may be provided with worksheets/questionnaires on which they can record their own progress in each skill. Sometimes this assessment remains private, at other times it can be placed in students' folders for further discussion.

Peer- assessment: Groups of students, facilitated by the teacher, evaluate how well they work as a team.

Record of work and Portfolio:

All students have a folder which keeps a record of their handouts, poster work and their online book/book.

Students are responsible for their folders.

Assessment of student by teacher: This would involve the assessment of students work and skills through specific tasks, homework or project work and discussion with the student. Samples of work completed in SPHE are to be kept in students' folders.

Personal Learning Diary

The nature of much of students' learning in SPHE is concerned with attitudes, values and feelings and is personal to the student. Students should be encouraged to keep a personal learning diary for the duration of the short course, where they can reflect privately on their learning in SPHE.

8.4 Methodologies:

The methodologies used by the SPHE will include but not be limited to the following:

Art work

Visualisation

Projects

Brainstorming

Story Board

Ranking exercises

Debates

Role play

Videos

Visitors

Dilemma boards

Group Discussion: This forms the basis for much of the work done in the SPHE class and many experiential methods are considered suitable for use within the group discussion format. If group discussion is to be used productively, it is essential that the first task of the group is to establish ground rules, which are adopted as the group contract. Appropriate rules are – listen, no ‘put-downs’, confidentiality, the right to privacy, speak in the first person, address others in the second person. With a beginner group these rules may need to be re-established frequently.

Icebreakers

Icebreakers are used at the beginning of a class or group. They are usually intended as an activity to lessen anxiety and to give teacher and student an opportunity to observe each other. Depending on the activity, some processing may take place, but it may be just as a source of fun and/or to energize.

The teacher should be comfortable with the activity and pre-testing is advised.

Students should be invited to participate at a level with which they feel comfortable and care should be taken of those who may be carrying physical injury. Icebreakers should be short and a source of fun.

Cartoons

Drawing and cartooning are useful ways for getting at the subjective components of a situation. They can be used to explore feelings, behaviours and alternatives. A picture tells a thousand words! Characters (‘stick-people?’), props, word-bubbles and/or thought-bubbles may be included. When a group wishes to focus on specific incidents or events, the production of a cartoon strip is a suggested way of highlighting the main features. The cartoon strip is like a storyboard of perhaps four, six or eight frames in sequence. Cartoons can work well with all age groups and ability levels. It may be necessary to stress that the purpose is not to produce a ‘work of art’ but to capture the event.

Sentence Completion

Sentence completion exercises are structured techniques that can be used to prompt thinking in a group and for assessment purposes. They can be verbal or written. The sentence stem will indicate the subject or issue that is being looked at (it provides a structure). If completed individually and anonymously they can be interchanged to generate a discussion and reflection on others’ viewpoints.

Sentence completion exercises are particularly useful with students who may not feel confident about making contributions to the group (e.g. as an aid to introductions).

Situation Cards

Index cards or 'Post-it' pads are used to present participants with specific examples of real-life situations that they may encounter. Participants are encouraged to react to each example by expressing their feelings or discussing what they might do next in that event.

(Pre-printed index cards accompany a number of lessons in the 'On My Own Two Feet' pack – a recommended core resource for SPHE.

Situation cards work well when participants can get together in sub-groups to share ideas and reactions. Care should be taken to promote appropriate disclosure and to allow for an opt-out option. Using smaller groups may generate a safe environment.

Dilemma Boards

Dilemma boards can be used to help students think about how they might respond to different circumstances. Students may be presented with prepared 'dilemma boards' – a worksheet with three concentric squares (or circles). The 'dilemma' is written into the centre square. The next two concentric squares are divided into four or five segments. In the square adjacent to the dilemma, students may add a possible behaviour option into each segment (four or five options in all). In the next concentric square, students add a reason for each option in the segment adjacent to the option. This method can be used to address 'what if ...' situations, to plan ahead and 'rehearse' responses.

Visualisation

Visualisation involves the use of the imagination. It is a calling to mind of events that have happened or a rehearsing in the mind of a situation one expects to encounter. It may be used as a relaxation activity in itself or accompanied by a relaxation exercise. The teacher invites students to close their eyes and follow a story that s/he will relate. The story may, for example, take students back in time and allow for personal reflection and discovery with some open-ended questions and prompts. This technique can be used for stress reduction, for reflection, recall and summary, and/or for forward planning. It can be useful for developing a sense of self and a sense of others.

Guided Imagery

Guided imagery is closely allied to visualisation. Where visualisation is based on life experience, guided imagery takes students into imaginary places and invites them 'dream' of what this is like, to 'create pictures in the head'. Imagination can involve all the senses and not just visual impressions.

Dilemma Boards

Dilemma boards can be used to help students think about how they might respond to particular circumstances. Students may be presented with prepared 'dilemma boards' – a worksheet with three concentric squares (or circles). The 'dilemma' is written into the centre square. The next two concentric squares are divided into four or five segments. In the square adjacent to the dilemma, students may add a possible behaviour option into each segment (four or five options in all). In the next concentric square, students add a reason for each option in the segment adjacent to the option. This method can be used to address 'what if ...' situations, to plan ahead and 'rehearse' responses.

Sculpting

Sculpting involves using different people in a group to represent, physically, themselves, other people, or situations. The teacher may invite the class group to represent personal feelings, feelings of another person, or a reaction to a given situation. A 'director' may be nominated to sculpt all or some members of the group to represent a group or a group situation. The exercise is normally conducted without comment (except from the teacher or 'director') until debriefing. Like role-play (SPHE Junior Certificate Guidelines for Teachers p.27) it is important that participants are debriefed. Questions, clarifications and explanations are allowed but participants should not have to justify themselves or be exposed to criticism.

Ranking Exercises

When groups generate ideas and examples (using methods such as brainstorming or discussion) the volume of ideas is often greater than can be handled by the group. The suggestions may be of variable quality and of greater or lesser relevance, importance or accuracy. A ranking exercise allows such suggestions to be prioritised by individual students and/or by the group.

Students may be presented with random statements to be ranked. Ranking can be done by numbering, group voting, group auction, card sorting, or a 'diamond 9' activity. A 'diamond 9' is a graphic means of presenting ranked statements.

The statement regarded as being of most importance is placed at the top of the 'diamond', the two statements of next and more or less equal importance are placed on the second tier and so on, with the statement ranked as of least importance in the bottom section.

Rounds

A 'round' is a good way of including everyone in the group, or of gathering instant reactions and feedback from all participants. One person speaks and the group listens, without comment. Rounds are useful for opening a group and encouraging participation. They permit each person to make a statement about a particular issue, create an opening for quieter members and constrain louder members. A 'round' can provide for immediate assessment and self-assessment.

Relaxation

There are various techniques for relaxation training that can be used in the classroom. The methods that you find the simplest are probably the best. Mindfulness and breathing exercises are a good example. Some students are unaware of the difference between relaxation and tension. One way to introduce relaxation is to spend time helping students observe the difference between tensed and relaxed muscles. With a hand placed on a large muscle group it is possible to feel the difference (e.g. biceps muscle in the arm). Students can experience relaxation by tensing all the muscles as tightly as they can and then quickly letting the tension go. This can be repeated two or three times. It helps to talk about relaxation rather than tension. A progressive relaxation exercise, starting with the muscles of the feet, then the legs and working up through the parts of the body to include the neck and facial muscles is usually enjoyed by students.

8.5 Cross-Curricular support:

Wellbeing lends itself to be included in all subjects across the curriculum. Subjects such as Civic, Social and Political Education (CSPE), Science, Home Economics may also deal with topics related to SPHE but, given the methodological approach that is at the core of SPHE, the main focus of the programme should be on the designated class period.

8.6 Resources

NCCA SPHE Returning to School to support, 1st, 2nd, 3rd and Senior Cycle students in their return to school 2020-2021

Student Textbook – My Wellbeing Journey 1,2 & 3 Junior Cycle

My Wellbeing Teacher Resource book

Student Textbook – Senior Cycle It's Your Wellbeing

Trust Pack – RSE Senior Cycle

The Truth about Drugs - Substance Use

MINDOUT – Teacher manual promoting positive mental health

Working things out – depression, fears, bullying and eating problems

Growing Up LGBT – Junior and Senior Cycle

Marie Keating Foundation Cancer Pack

On My Own Two Feet - HSE

Healthy Times Packs 1,2&3

Choose Life – suicide awareness DVD

Just the Facts DVD – RSE

Websites – B4udecide.ie

BeLonG To – Stand Up!

Spunout.ie - physical health, mental, RSE, A general website for Teens

Webwise.ie - Sharing explicit self-generated images

Section 9 Implementation Arrangements, Roles and Responsibilities

9.1 Implementation

The Board of Management has assigned the role of coordinating the implementation of this plan to the Principal and the SPHE CO-Ordinators.

SPHE Coordinator(s) - Jude D’Arcy

Yvonne Foxton

SPHE Team and Wellbeing Team: Jude D’Arcy, Yvonne Foxton, Edel Peters, Amy Eastwood, Anna Clare, Ciara Spellman, Clair Swinburne, Declan O’ Toole, Elaine Parker, Elizabeth Doyle, Evelyn Egan, Janet Wallace, Keith Manley, Laura Keane, Lisa Nolan, Marie O’ Leary, Niamh Farrell, Nicole McDonald, Pdraig Foley, Paul Glynn, Roisin Ruth, Sinead Rickerby, Siobhan Lillis, Triona Conroy, Beicy Wang

The Team meet and communicate regularly, through face-to-face meetings, emails and Teams App. This is a very valuable support network, where planning, organizing and dealing with issues are undertaken.

Junior and Senior Cycle SPHE RSE Timetable	
1 st Years	2 Timetabled periods a week for academic year 20/21
2 nd Years	2 Timetabled periods a week + 2 periods a week for Short Course Students for academic year 20/21
3 rd Years	1 Timetabled period a week for academic year 20/21
4 th Years	10 Week RSE Programme (TY Turnover)
5 th Years	6 Weeks RSE Programme during Guidance (LCVP)
6 th Years	6 Weeks RSE during Wellbeing

Digital technologies are an integral part of the SPHE program. Students are encouraged to use the books online, so that they do not have to carry them. Work is carried out in their copies and their Textbook. Assignments are given through Teams also if preferred.

This plan is in process of updating the previous SPHE Plan and RSE Policy. All teaching staff will need to become familiar and become aware of any changes implied in curriculum delivery.

The Board of Management and Senior Management Team are committed to ensuring access to CPD opportunities for all teachers involved in SPHE and RSE, to providing relevant RSE school resources.

Any teacher has the right to opt out of teaching the sensitive elements of RSE in consultation with the principal.

9.2 Schemes of Work

Relationship Sexuality Education Scheme of Work 2020-2021

Transition Year Students

Module/Topic	Learning Outcomes	Methodologies	Resources	Student Assessment	Teacher Assessment
What We Value in Relationships	Lesson 1 -An enhanced awareness of the qualities they bring to relationships -An enhanced awareness of the qualities they value in others -An appreciation of an important relationship in their lives	Group Discussion Group Work	Trust Pack and DVD	Reflections Worksheets	Written and Oral Feedback
Healthy Relationships	Lesson 2 -Be more aware that relationships are affected by the ways in which both people act -Be more aware of behaviours that nourish relationships -Recognise that relationships are enriched when there is give and take	Group Discussion Group Work	Trust Pack and DVD	Reflections Worksheets	Written and Oral Feedback
Self Esteem	-Have an increased	Group Discussion	Trust Pack and DVD	Reflection	Written and Oral Feedback

	<p>awareness of their own sense of self-worth</p> <ul style="list-style-type: none"> -Have recognised and affirmed their strengths -Feel more empowered in relationships 	Group Work	Lesson 3	Worksheets	
Understanding our Boundaries	<p>Lesson 6</p> <ul style="list-style-type: none"> -Be more aware of their own boundaries -Understand how their values and beliefs influence their boundaries -Be more able to recognise the inner cues that help them to feel safe 	<p>Group Discussion</p> <p>Group Work</p>	<p>Reflection</p> <p>Trust Pack and DVD</p>	<p>Reflections</p> <p>Worksheets</p>	Written and Oral Feedback
Communicating Boundaries	<p>Lesson 7</p> <ul style="list-style-type: none"> -Have reflected on the importance of communicating their boundaries to others -Have an increased awareness of how to communicate their boundaries -Have practised skills for communicating their 	<p>Group Work</p> <p>Reflection</p>	<p>Worksheets</p> <p>Trust Pack and DVD</p>	Reflections	Oral Feedback

	boundaries assertively -Have practised skills for listening to another person communicating their boundaries Group Discussion				
Sexual Orientation	Lesson 10 Have a clearer understanding of what is meant by sexual orientation -Have an increased awareness of the experience of someone who is gay, lesbian or bisexual -Have explored their own attitudes towards sexual orientation Group Discussion	Group Work Reflection	Trust Pack and DVD Reflections Worksheets	Written Feedback	Oral Feedback

Relationship Sexuality Education Scheme of Work 2020-2021

5th Year Students

It was decided to schedule RSE to start in February as this provides the teachers with an opportunity to get to know their students in advance of introducing this programme.

Week	Module/Topic	Learning Outcomes	Methodologies	Resources	Student Assessment	Teacher Assessment
1 22.2.21	Human Reproduction & Fertility	Revise, if necessary and understand the human reproductive systems - Understand how conception takes place - Understand male and female fertility -Be aware of related health issue	s Group Discussion Group Work	Trust DVD HSE Sexual Health Information Booklets www.healthinfo.ie	Reflection Lesson 14 Trust Pack Worksheets 1,2,3	Reflections Worksheets Learning outcomes
2 1.3.21	Unplanned Pregnancy	Reflect on the issues surrounding an unplanned pregnancy for young people -Be aware of the supports and services available to someone with an unplanned pregnancy -Consider how they could best support a friend who is experiencing an unplanned pregnancy	Group Discussion	Trust Pack DVD Reflections Worksheet	Group Work Reflection Lessons	Learning outcomes Written and Oral Feedback
3 8.3.21	STI – What's What	-Know more about the various	Case studies	Reflection Lesson 19 Trust Pack	Reflections Worksheets	Written and Oral Feedback

		<p>categories of STIs</p> <ul style="list-style-type: none"> -Know the causes, transmission routes and treatments of a range of STIs <p>Understand some of the barriers to people accessing STI services</p>	<p>Group Discussion</p> <p>Group Work</p>	<p>DVD</p> <p>Worksheets 1,2</p> <p>HSE Sexual Health Information Booklets</p> <p>www.healthinfo.ie</p>	<p>Learning outcomes</p>	
<p>4</p> <p>15.3.21</p>	<p>Intimacy</p> <p>Lesson 8</p>	<p>Have reflected on what intimacy in a relationship means</p> <ul style="list-style-type: none"> -Have reflected on the stages of intimacy in a relationship -Be more aware of an intimate relationship in their own lives 	<p>Group Work</p>	<p>DVD</p> <p>Worksheets 1,2</p> <p>HSE Sexual Health Information Booklets</p> <p>www.hse</p>	<p>Reflections</p> <p>Worksheets</p> <p>Learning outcomes</p>	<p>Written and Oral Feedback</p>
<p>5</p> <p>22.3.21</p>	<p>Sexual Orientation</p>	<ul style="list-style-type: none"> -Have a clearer understanding of what is meant by sexual orientation 	<p>Group Work</p>	<p>Reflection</p> <p>DVD</p> <p>Trust Lesson 20</p> <p>Worksheets 1,2</p>	<p>Reflections</p> <p>Worksheets</p> <p>Learning outcomes</p>	<p>Written and Oral Feedback</p>

		<ul style="list-style-type: none"> -Have an increased awareness of the experience of someone who is gay, lesbian or bisexual -Have explored their own attitudes towards sexual orientation 		HSE Sexual Health Information Booklets www.healthinfo.ie		
6 29.3.21	Healthy and Unhealthy Relationships	<ul style="list-style-type: none"> -Be more aware that relationships are affected by the ways in which both people act -Be more aware of behaviours that nourish relationships -Recognise that relationships are enriched when there is give and take 	Group Work	Trust Pack DVD Worksheets 1,2 HSE Sexual Health Information Booklets www.healthinfo.ie	Reflection	Evaluation Written and Oral Feedback

Relationship Sexuality Education Scheme of Work 2020-2021

6th Year Students

It was decided to schedule RSE to start in February as this provides the teachers with an opportunity to get to know their students in advance of introducing this programme.

Week	Module/Topic	Learning Outcomes	Methodologies	Resources	Student Assessment	Teacher Assessment
1 22.2.21	Contraceptive Methods 2	-Have a greater understanding of the range of contraceptive methods available and some of their advantages and disadvantages Understand that people's choice of contraceptive is dependent on many factors including health, lifestyle, beliefs, attitudes and values	Group Work Worksheet where they match the method of contraception to its effects	Trust Pack Lesson 17 Worksheet 1, 2 DVD Think Contraception leaflet and website designed for 18-25 year olds www.thinkcontraception.ie The facts – A Sex education resource (includes a condemnation on DVD Reflections Worksheets	Reflection	Group Discussion Q&A
2 1.3.21	Growing up LGBT Sexual Orientation	Know what is meant by sexual orientation Have increased awareness of the experience of someone who is gay,	Group Work	Trust Pack Be-Long Stand-up Week B4udecide.ie Spunout.ie	Q&A from Teacher Reflection	Discussion Questions

		lesbian or bisexual Explore their own attitudes towards sexual orientation				
3 8.3.21	STI STI – Transmission	Have a better understanding of STI transmission risks associated with sexual activity -Have a better understand of how people can avoid contracting STIs and how sexually active people can reduce the risk of infection -Have revised their knowledge with regard to STIs	Group work on case studies Symptoms and Cure match up activity	Trust Lesson 19-20	Q&A Quiz	Discussion
4 15.3.21	Responsible Relationships	-Be more aware of the difficulties of resisting pressure -Have practised skills for resisting	Pair and group work	Worksheet 1 Trust DVD Reflections Worksheets	Group Work Reflection Q&A	Group Discussion

		pressure to be sexually active if they do not wish to be				
5 22.3.21	Fertility	Understand what happens in the body during the menstrual cycle Know the most likely fertile time in a regular menstrual cycle	Group work	Trust DVD Worksheet	Reflection	Q&A
6 29.3.21	Influence of the Media	Be aware of false information in relation to sexual intercourse Understand that sex can be romanticised through the social media	Discussion in groups	Netflix 10mins of 'Sex Education' Apps being used	Q&A Reflection	Q&A

1ST Year SPHE Plan 2020-21

WEEK	Lesson	Learning Outcomes	Methodology	Student/Teacher Assessment
Week 1	Strand 1: Who Am I	1.1 Appreciate the importance of building their own	Discussion Class Contract signed by all	Q&A Written work contract

	Joining a New Group (1)	self-esteem and that of others 1.2 Welcome individual difference based on an appreciation of their own uniqueness 1.9 Appreciate the importance of respectful and inclusive behaviour in promoting a safe environment free from bias and discrimination		
Week 2	Strand 1: Who Am I Class Contract (2)	1.1 Appreciate the importance of building their own self-esteem and that of others 1.9 Appreciate the importance of respectful and inclusive behaviour in promoting a safe environment free from bias and discrimination	Textbook Group work Discussion	Q&A
Week 3	Strand 1: Who Am I Coping with Change in your new school (3)	1.1 Appreciate the importance of building their own self-esteem and that of others 1.6 Apply decision making skills in a variety of situations	Discussion Group work	Q&A
Week 4	Strand 1: Who Am I Teamwork (4)	1.2 Welcome individual difference based on an appreciation of their own uniqueness 1.6 Apply decision making skills in a variety of situations	Discussion groupwork	Q&A
Week 5	Strand 1: Who Am I Appreciating Difference (5)	1.1 Appreciate the importance of building their own self-esteem and that of others 1.8 Explain how stereotyping can contribute to a persons	Groupwork Textbook	Q&A

		understanding and experience of rights and wellbeing 1.9 Appreciate the importance of respectful and inclusive behaviour in promoting a safe environment free from bias and discrimination		
Week 6	Strand 1: Who Am I Organising Myself at Home and at School (6)	1.5 Identify short; medium- and long term personal goals and ways in which they might be achieved 1.6 Apply decision making skills in a variety of situations	Pair work Discussion	Q&A
Week 7	Strand 1: Who Am I Homework and Study Skills (7)	1.5 Identify short; medium- and long term personal goals and ways in which they might be achieved 1.6 Apply decision making skills in a variety of situations	Group Work Discussion Textbook	Q&A
Week 8	Strand 1: Who Am I Looking after Myself (8)	1.6 Apply decision making skills in a variety of situations	Textbook Role play	Q&A
Week 9	Strand 1: Who Am I Fire Safety (9)	1.7 Source appropriate and reliable information about health and wellbeing	Group Work	Q&A
MIDTERM BREAK				
Week 10	Strand 2: Minding Myself and Minding Others Express Yourself (11)	2.8 Use the skills of active listening and responding appropriately in a variety of contexts	Role Play Textbook	Q&A
Week 11	Strand 2: Minding Myself and Minding Others	2.8 Use the skills of active listening and responding	Discussion	Q&A

	Learning to Listen (12)	appropriately in a variety of contexts		
Week 12	Christmas Tests			
Week 13	Strand 2 Minding Myself and Minding Others Passive, Aggressive and Assertive Communication (13)	2.8 Use the skills of active listening and responding appropriately in a variety of contexts 2.9 Use good communication skills to respond to criticism and conflict	Role play	Q&A
Week 14	Strand 2: Minding Myself & Minding Others Balance in My Life (14)	2.1 Evaluate how diet, physical activity, sleep/rest and hygiene contribute to a person's understanding and experience of rights, and wellbeing	Textbook Discussion Stretches in Class, running on the spot	Q&A Written feedback
Week 15	Strand 2: Minding Myself & Minding Others Body Care (15)	2.1 Evaluate how diet, physical activity, sleep/rest and hygiene contribute to a person's understanding and experience of rights, and wellbeing	Discussion Textbook	Q&A
Week 16	Strand 2: Minding Myself & Minding Others Healthy Eating (16)	2.1 Evaluate how diet, physical activity, sleep/rest and hygiene contribute to a person's understanding and experience of rights, and wellbeing	Textbook Discussion	Q&A Written feedback
Christmas Holidays				
Week 17	Strand 2: Minding Myself & Minding Others Physical Activity (17)	2.1 Evaluate how diet, physical activity, sleep/rest and hygiene contribute to a person's understanding and experience of rights, and wellbeing	Discussion Textbook	Q&A
Week 18	Strand 2: Minding Myself & Minding Others Why Use Drugs? (18)	2.6 Reflect on the personal, social and legal consequences of their own or others' drug use	Discussion	Q&A

Week 19	Strand 2: Minding Myself and Others Smoking and its effects (19)	2.5 Demonstrate the personal and social skills to address pressure to smoke, to drink alcohol and or use other substances 2.6 Reflect on the personal, social and legal consequences of their own or others' drug use	Discussion Group Work matching activity	Q&A
Week 20	Strand 2: Minding Myself and Others Alcohol: The Facts (20) Strand 4: My Mental Health	2.5 Demonstrate the personal and social skills to address pressure to smoke, to drink alcohol and or use other substances 2.6 Reflect on the personal, social and legal consequences of their own or others drug use 4.7 Explain the significance of substance use for one's mental health hers' drug use	Group Work	Q&A
Week 21	A Talk on Being Healthy	A different outlook	Guest speaker	Q&A
Week 22	Strand 4: My Mental Health Recognising & Expressing Feelings (29)	4.1 Explain what it means to have positive mental health	Discussion	Q&A
Midterm Break				
Week 23	Strand 1 Being an Adolescent Changes at Adolescence (10)	1.3 Participate in informed discussions about the impact of physical, emotional, psychological and social development in adolescence	Discussion Group Work	Q&A
Week 24	Strand 3 Relationships and Sexuality The Female and Male Reproductive Systems (25)	3.6 describe fertility, conception, pre-natal development and birth, and the particular health considerations for each	Worksheet Textbook	Q&A

Week 25	Strand 3: Relationships and Sexuality Sexual Intercourse and Conception (26)	3.6 describe fertility, conception, pre-natal development and birth, and the particular health considerations for each	Worksheet Discussion	Q&A
Week 26	Strand 3: Relationships and Sexuality Gender Stereo Types and Discrimination (27)	3.9 Reflect on the personal and social dimensions of sexual orientation and gender identity	Discussion Group Work	Q&A
Week 27	Strand 3: Relationships and Sexuality Sexuality, Sexual Identity and Sexual Orientation (28)	3.9 Reflect on the personal and social dimensions of sexual orientation and gender identity	Discussion Worksheet	Q&A
Easter Holidays				
Week 28	Strand 4: My Mental Health Coping with Loss (34)	4.10 Explain the wide range of life events where they might experience loss and bereavement 4.11 Outline the personal, social, emotional and physical responses to loss and bereavement 4.13 Describe how they might care for themselves and be supportive of other's in times of loss or bereavement	Pair work Discussion	Q&A
Week 29	Write a Poem on Change or Loss	Address loss Understand how it must feel for other people	Pair/group work	Q&A Written feedback
Week 30	Quiz – How do I view the World?	General knowledge of the world	Discussion	Q&A
Week 31	Strand 1: Who Am I Unique and Different Me	1.1 Appreciate the importance of building their own self-esteem and that of others	Group work Paying each other compliments on post-its so you can remain anonymous	Q&A

Week 32	Challenge	Evaluate your learning in Wellbeing	Discuss in pairs and fill in form	Written feedback on Wellbeing
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2nd Year SPHE Plan 2020-21

WEEK	Less	Learning Outcomes	Methodology	Assessment
Week 1	Strand 1: Who Am I Class Contract (1)	1.1 Appreciate the importance of building their own self-esteem and that of others 1.2 Welcome individual difference based on an appreciation of their own uniqueness 1.9 Appreciate the importance of respectful and inclusive behaviour in promoting a safe environment free from bias and discrimination	Discussion Group Work	Q&A
Week 2	Strand 1: Who Am I Looking Back, Looking Forward (2)	1.5 Identify short, medium and long term personal goals and ways in which they might be achieved	Pair work Discussion	Q&A
Week 3	Strand 1: Who Am I What Motivates Me? (3)	1.5 Identify short, medium and long term personal goals and ways if which they might be achieved	Group Work Discussion	Q&A

Week 4	Strand 1: Who Am I Study Skills (5)	1.5 Identify short, medium and long term personal goals and ways in which they might be achieved	Discussion Group Work	Q&A
Week 5	Strand 1: Who Am I Making Decisions (6) Strand 2: Minding Myself and Minding Others	1.6 Apply decision-making skills in a variety of situations 2.5 Demonstrate the personal and social skills to address pressure to smoke, to drink alcohol and or use other substances	Textbook Discussion	Q&A
Week 6	Strand 1: Who Am I Feeling Unwell (7)	1.7 Source appropriate and reliable information about health and wellbeing	The truth about drugs DVD	Q&A
Week 7	Strand 1: Who Am I Accidents at home and at school (9)	1.7 Source appropriate and reliable information about health and wellbeing	Discussion	Q&A
Week 8	Strand 1: Who Am I Respecting my Privacy – My Digital Footprint (10)	1.7 Source appropriate and reliable information about health and wellbeing	Group Work	Q&A
Week 9	Strand 1: Who Am I Stereotyping and Discrimination (12)	1.8 Explain how stereotyping can contribute to a person's understanding and experience of rights and wellbeing 1.9 Appreciate the importance of respectful and inclusive behaviour in promoting a safe environment free from bias and discrimination	Group Work Post-its put them in groups and ask how they feel	Q&A

Week 10	Strand 1: Who Am I Family Ties (11)	1.9 Appreciate the importance of respectful and inclusive behaviour in promoting a safe environment free from bias and discrimination	Discussion Group Work	Q&A
Week11	Strand 2: Minding Myself and Minding Others Diet, Oh Sugar (13)	2.1 Evaluate how diet, physical activity, sleep/rest and hygiene contribute to self-confidence, self-esteem and wellbeing	Group Work Discussion	Q&A
Week 12	Strand 2: Minding \myself and \minding \others Physical Activity (14)	2.1 Evaluate how diet, physical activity, sleep/rest and hygiene contribute to self-confidence, self-esteem and wellbeing		
Week 13	Strand 2: Minding Myself and Minding Others Sleep (15)	2.1 Evaluate how diet, physical activity, sleep/rest and hygiene contribute to self-confidence, self-esteem and wellbeing	Discussion Group Work	Q&A
Week 14	Strand 2: Minding Myself and Minding Others Sense of Belonging (16)	2.3 Describe what promotes a sense of belonging in school, at home and in the wider community and their own role in creating an inclusive environment	Discussion Textbook Group work	Q&A
Week 15	Strand 2: Minding Myself and Minding Others School Anti-Bullying Policy (17)	2.12 Review the schools' anti-bullying policy and internet safety guidelines explaining the implications for students' behaviour and personal safety	Discussion	Q&A
Week 16	Stages of Grief (34)	Look at the different stages. Know what they are	Discussion	Q&A
Week 17	Strand 2: Minding Myself and Minding Others	2.10 Describe appropriate	Role play	Q&A

	Cyberbullying (18)	responses to incidents of bullying 2.11 Appraise the roles of participants and bystanders in incidents of bullying	Discussion	
Week 18	Assertive Communication (19) Strand 2: Minding Myself and Minding Others	2.5 Demonstrate the personal and social skills to address pressure to smoke, to drink alcohol and or use other substances 2.8 Use skills of active listening and responding appropriately in a variety of contexts 2.9 Use good communication skills to respond to criticism and conflict	Discussion Textbook	Q&A
Week 19	The Effects of Drugs (20) Strand 2: Minding Myself and Minding Others	2.6 Reflect on the personal, social and legal consequences of their own or others drug use	Discussion	Q&A
Week 20	Alcohol and its Effects (21) Strand 2: Minding Myself and Minding Others	2.5 Demonstrate the personal and social skills to address pressure to smoke, to drink alcohol and or use other substances 2.6 Reflect on the personal, social and legal consequences of their own or others drug use	Discussion Role play	Q&A
Week 21	Cannabis and its Effects (22) Strand 2: Minding Myself and Minding Others	2.5 Demonstrate the personal and social skills to address pressure to smoke, to drink alcohol and	Textbook Group Work Discussion	Q&A

	Strand 4: My Mental Health	or use other substances 2.6 Reflect on the personal, social and legal consequences of their own or others drug use 4.7 Explain the significance of substance use for one's mental health		
Week 22	Peer Pressure and Other Influences (24) Strand2: Minding Myself and Minding Others Strand 3: Minding Myself and Minding Others	2.5 Demonstrate the personal and social skills to address pressure to smoke, to drink alcohol and or use other substances 3.4 Explain the different influences on relationships and levels of intimacy	Discussion Role play Textbook	Q&A
Week 23	Strand 1: Who Am I Being an Adolescent (4)	1.3 Participate in informed discussions about the impact of physical, emotional, psychological and social development in adolescence	Discussion Group Work	Q&A
Week 24	Strand 3: Team Up The Changing Nature of Friendship (23)	3.1 Establish what young people value in different relationships and how this changes over time 3.2 Evaluate attitudes, skills and values, that help to make, maintain and end friendships respectfully	Discussion Group Work Worksheet	Q&A
Week 25	Managing Relationships (25) Strand 3: Team Up	3.4 Explain the different influences on relationships and levels of intimacy	Discussion Group work	Q&A

Week 26	Health & Personal Safety (26)S Strand 3: Team Up	3.5 Analyse relationship difficulties experienced by young people	Discussion Role Play	Q&A
Week 27	Strand 1 Who Am I Sexuality, Sexual Identity and Sexual Orientation (28) Strand 3: Team Up	1.3 Recognise how sexuality and gender identity is part of what it means to be human and has biological, psychological, cultural, social and spiritual dimensioning and gender identity 3.9 Reflect on the personal and social dimensions of sexual orientation and gender identity	Discussion Group work	Q&A
Week 28	Strand 3: Team Up From Conception to Birth (27)	3.6 Describe fertility, conception, pre-natal development and birth, and the particular health considerations for each	Worksheets Group work	Q&A
Week 29	Strand 4: My Mental Health Self-Confidence (29)	4.2 Appreciate the importance of talking things over, including recognising the links between thoughts, feelings and behaviour.	Textbook Pair work Discussion	Q&A
Week 30	Strand 2: Minding Myself and Minding Others Positive and Negative Influences (30) Strand 4: My Mental Health	2.2 Critique the impact of the media, advertising and other influences on ones decisions about health and wellbeing 4.2 Appreciate the importance of talking things over, including	Students to discuss adverts Discussion Group work	Q&A

		recognising the links between thoughts, feelings and behaviour.		
Week 31	Body Image (31) Strand 3: Team Up Strand 4: My Mental Health	3.10 Critically analyse the use of sexual imagery and gender stereotyping in various forms of media 4.2 Appreciate the importance of talking things over, including recognising the links between thoughts, feelings and behaviour.	Discussion Textbook	Q&A
Week 32	Strand 4: My Mental Health Understanding Mental Health (32)	4.4 Participate in an informed discussion about mental health issues experienced by young people and or their friends and family 4.5 Appreciate what it means to live with mental ill-health 4.6 Critique mental health services available to young people locally	Discuss pros and cons of services available Textbook Show websites	Q&A
Week 33	Strand 1: Who Am I Water Safety (8) 1.6 Apply decision-making skills in a variety of situations 1.7 Source appropriate and reliable information about health and wellbeing			
Week 34	Strand 4: My Mental Health Building Resilience (33) 4.8 Practise a range of strategies for building resilience 4.9 Use coping skills for managing life's challenges			
Week 35	Strand 4: My Mental Health The Stages of Grief 4.11 Outline the personal, social, emotional and physical responses to loss and bereavement 4.12 Compare how loss and bereavement are portrayed in a variety of contexts and cultures			

	4.13 Describe how they might care for themselves and be supportive of others in times of loss of bereavement
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3rd Year SPHE Plan 2020-21

WEEK	Less	Learning Outcomes	Methodology	Assessment
Week 1	Strand 1: Who Am I Class Contract (1)	1.4 Appreciate the importance of building their own self-esteem and that of others 1.8 Explain how stereotyping can contribute to a persons understanding and experience of rights and wellbeing	Whole class contract contribution Suggestions written on board Sign contract	Q&A
Week 2	Strand 1: Who Am I Goal Setting for Third Year (3)	1.2 Welcome individual difference based on an appreciation of their own uniqueness 1.5 Identity, short, medium- and long term personal goals and ways in which they might be achieved	Group work Worksheet	Q&A Writing Goals
Week 3	Strand 1: Who Am I Organise My Time for Effective Study (3)	1.5 Identity, short, medium- and long term personal goals and ways in which they might be achieved	Fill in organiser with leisure time and school time	Q&A
Week 4	Strand 1: Who Am I Planning for Effective Study (4)	1.5 Identity, short, medium- and long term personal goals and ways in which	Paired work discuss goals both long and short	Q&A

		they might be achieved		
Week 5	Strand 1: Who Am I Coping with Examinations (5)	1.5 Identity, short, medium- and long term personal goals and ways in which they might be achieved	Discussion Post-its to all students Students remain anonymous and teacher reads them out	Q&A
Week 6	Strand 1: Who Am I Making Good Decisions (7)	1.6 Apply decision-making in a variety of situations	Group work Role model a case study	Q&A
Week 7	Strand 1: Who Am I Recognising Unsafe Situations (8)	1.6 Apply decision-making in a variety of situations	Case studies suggesting ideas and solutions	Q&A
Week 8	Strand 1: Who Am I Violence (9)	1.6 Apply decision-making in a variety of situations	Group work discussion Read textbook	Q&A
Week 9	Strand 2: Minding Myself and Minding Others Learning to Communicate (11)	2.8 Use the skills of active listening and responding appropriately in a variety of contexts	Modelling Hot seat questions checking listening	Q&A
Week 10	Strand 2: Minding Myself and Minding Others Constructive Criticism (12)	2.9 Use good communication skills to respond to criticism and conflict	Group work Textbook	Q&A
Week11	Strand 2: Minding Myself and Minding Others Your Style in Conflict (13)	2.9 Use good communication skills to respond to criticism and conflict	Group work Textbook	Q&A CBA is introduced around this time
Week 12	Strand 2: Minding Myself and Minding Others Dealing with Conflict (14)	2.9 Use good communication skills to respond to criticism and conflict	Textbook Student A and B take turns	Q&A CBA Work
Week 13	Strand 2: Minding Myself and Minding Others Healthy Eating (15)	2.1 Evaluate how diet, physical activity, sleep/rest and hygiene contribute to self-confidence, self esteem and wellbeing	Textbook Fill in text Group work	Q&A CBA Work
Week 14	Strand 2: Minding Myself and Minding	2.1 Evaluate how diet, physical activity,	Pair work	Q&A

		what it means to be human and has biological, psychological, cultural, social and spiritual dimensions		
Week 19	Strand 3: Team Up Boyfriends and Girlfriends (20)	3.3 Recognise their capacity to extend and receive friendship	Textbook	Q&A
Week 20	Strand 3: Team Up relationship what's important (21)	3.4 Explain the different influences on relationships and levels of intimacy 3.5 Analyse relationship difficulties experienced by young people	Discussion Read case studies and suggest solutions to problems	Q&A
Week 21	Strand 3: Team Up Healthy vs Unhealthy Relationships (22)	3.1 Establish what young people value in different relationships and how this changes over time 3.5 Analyse relationship difficulties experienced by young people	Discussion Group work Textbook and students to come up with most common problems	Q&A
Week 22	The Three Rs: Respect, Rights and Responsibilities	3.5 Analyse relationship difficulties experienced by young people	Discussion Group work	Q&A
Week 23	Strand 3: Team Up Conflict and Breaking Up (24)	3.4 Explain the different influences on relationships and levels of intimacy 3.5 Analyse relationship difficulties experienced by young people	Role play a respectful breakup v's disrespectful breakup	Q&A
Week 24	Strand 3: Team Up Sexually Transmitted Infections (25)	3.7 Explain what it means to take care of their sexual health	Discussion Textbook	Q&A

Week 25	Strand 3: Team Up Consent (27)	3.8 Demonstrate assertive communication skills in support of responsible, informed decision-making about relationships and sexual health that are age and developmentally appropriate	Role play assertive and passive communication techniques	Q&A
Week 26	Strand 3: Team Up Sexting (26)	3.8 Demonstrate assertive communication skills in support of responsible, informed decision-making about relationships and sexual health that are age and developmentally appropriate	Role play	Q&A
Week 27	Strand 1: Who Am I Influences on Relationships and Sexuality (10)	1.4 Recognise how sexuality and gender identity is part of what it means to be human and has biological, psychological, cultural, social and spiritual dimensions	Discussion Textbook	Q&A
Week 28	Strand 4: My Mental Health Relaxation	2.1 Evaluate how diet, physical activity, sleep/rest and hygiene contribute to self-confidence, self esteem and wellbeing	Textbook Discussion Group Work	Q&A
Week 29	Strand 4: My Mental Health Positive and Negative Stress (29)	4.2 Appreciate the importance of talking things over, including recognising the links	Textbook Group Work	Q&A

		between thoughts, feelings and behaviour		
Week 30	Strand 4: My Mental Health Managing Stress in Our Lives (30)	4.2 Appreciate the importance of talking things over, including recognising the links between thoughts, feelings and behaviour 4.3 Practise some relaxation techniques 4.8 Practice a range of strategies for building resilience 4.9 Use coping skills for managing life's challenges	Discussion Meditation Don't Just Do Something Sit There Play Music	Q&A
Week 31	Strand 4: My Mental Health Understanding Depression (32)	4.5 Appreciate what it means to live with mental ill-health	Role Play Discussion	Q&A
Week 32	Strand 4: My Mental Health Help Agencies (33) 4.6 Critique mental health services available to young people locally			

Section 10 Ongoing Support, development and Policy Review

Program Evaluation:

Towards the end of the school year, the SPHE team will meet to discuss how the SPHE plan was implemented throughout the year and what changes can be made for the following year.

1. All teachers involved in this work do not necessarily have to be 'experts' on the issues concerned. However, they do require sensitivity to the needs of the group, an ability to deal with questions openly/honestly and a preparedness to refer to more expert advice if necessary. The skills acquired in general teaching apply also to health education. Furthermore, many teachers have training in related areas such as counselling. Some teachers have expert training in the specific areas of health, relationships and sexuality education and will be encouraged to train other teachers.

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2. The college will facilitate teacher s to obtain expert training in this field, bearing in mind the overall budgetary framework and the need for the ongoing teaching and learning programme of the college to continue with as little disturbance as possible.

Updated 6th April, 2021

In January 2021, due to Covid19 all schools remained closed and provided online teaching to its students. All teachers delivering Wellbeing and SPHE, were asked to continue delivering their RSE programmes. A decision was made that if there were aspects of the programme that teachers were not comfortable delivering that when the students returned to school, these elements of the programme would be delivered.

The minutes of the Wellbeing Department meetings have been distributed to all its members on Teams.

RSE to include the delivery of Sexual Violence Prevention Programme for Transition Year Students

The Wexford Rape Crisis is delivering its CSVPP programme following on from the very successful Manuela Programme which was aimed at reducing levels of sexual violence. The Programme Worker, Carolyn Brohan, will use her extensive training and invaluable experience gained from the Manuela Programme, to deliver the Consent and Sexual Violence Prevention Programme to the TY Students providing all the materials, activities, exercises and preparatory work involved in its roll out in our school. This four-week programme will continue to aim to reduce levels of sexual violence by the engagement of young people in a dialogue that challenges attitudes, knowledge and skills in relation to sexual violence and harassment and consent over a consecutive double class period each week. It encompasses a number of key topics underpinned by both a sexual violence prevention approach and strengths-based approach and will support and inform the holistic development of young people as in keeping with the outcomes premised in the TY Curricula.