



## SPHE Policy Document Approved by the BOM 6-3-19

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### **College Mission Statement:**

Our College is a vibrant, friendly, learning community where students, parents and teachers are encouraged, supported and challenged in pursuit of the highest standards of achievement and academic excellence.

We foster equality, respect and integrity in our College. We embrace diversity and recognise that everyone is unique and has a positive contribution to make.

### **Syllabus Aims and Objectives**

The general aim of education is to contribute towards the development of all aspects of the individual, including aesthetic, creative, critical, cultural, emotional, intellectual, moral, physical, political, social and spiritual development, for personal and family life, for working life, for living in community and for leisure.

### **SPHE aims**

- to enable the students to develop skills for self-fulfilment 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 physical, mental and emotional health and well-being

Our Social, Personal and Health Education (SPHE) provides students with a unique opportunity to develop the skills and competence to learn about themselves and to care for themselves and others.

Our programme helps students to make informed decisions about their health, personal lives, and social development.

Our students are enabled to participate as active and responsible adults in the personal and social dimensions of society and to make responsible decisions that respect their own dignity and the values and dignity of others.

Our students are encouraged to develop their sense of self worth by playing a positive role in contributing to school life and the wider community.



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Our students recognise that there is a diversity of life choices and life styles that they can consider. Each choice offers unique opportunities.

Our aims are to enable our students:

- To recognise their own worth
- To work well with others
- To develop positive relationships and respect for others
- To understand our common humanity, diversity and differences
- To know and understand what constitutes a healthy lifestyle
- To develop safety awareness
- To be positive and active members of a democratic society
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social choices
- To form good relationships with other members of the college and the wider community

## **Our Whole School Approach**

The processes of all teaching and learning have implications for personal and social development.

The ways in which members of the staff relate to one another, in this college and to the students, and the quality of relationships between the students themselves, form the foundation for personal and social development in our College. Therefore, every teacher and staff member, every class and extra-curricular activity continues to offer opportunities for enhancing the personal and social development of the student.

A supportive school environment is essential if SPHE is to be effective. In our College:

- people feel valued
- self-esteem is fostered
- respect, tolerance and fairness are evident
- high expectations and standards are promoted
- there is support for those with difficulties
- open communication is the norm
- effort is recognised and rewarded
- uniqueness and difference are valued
- conflict is handled constructively
- initiative and creativity are encouraged
- social, moral and civic values are promoted.

The principles of pride, courage, teamwork, respect, tolerance and reward for effort permeates our whole College. These are important values of our College that encompasses the aims and objectives of SPHE.

Socio-economic background of our students as well as their physical and cultural environment can have a significant impact on the range of choices and options that they may face. This



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college gives due regard to these contextual factors in planning our social, personal and health programme.

## Teachers

- Teachers assigned to SPHE must have an understanding of and a familiarity with the methodologies associated with education in this area.
- Teachers assigned to teach SPHE will be afforded the relevant CPD in so far as it is possible.
- All teaching is challenging, but teaching an SPHE programme is a particular challenge, demanding a range of skills and a high degree of sensitivity.
- Those involved in the SPHE programme in a school will need continuing support from their colleagues, from the principal and Board of Management, and from a range of other agencies that are in a position to offer in-career support.
- Class tutors will be the teachers of SPHE to their own tutor class.
- Meetings between the SPHE team, the Guidance Department, Learning Support Department and Language Support Department will be planned for. The Guidance Department will help with the Study Skills Seminars for the SPHE Programme.

## Mindfulness Module

Mindfulness is a technique that is becoming vital in the roll of managing mental health and negative thoughts. A number of staff members are trained in mindfulness practice and are timetabled to deliver mindful classes across junior and senior cycle classes throughout the year. This is not just reflective of the school's ethos but also in line with the introduction of Wellbeing to our schools through the new junior cycle. The scheme is included in the SPHE folder.

## SPHE Team

The SPHE Team consists of:

- Teachers of the programme
- The SPHE Co-ordinators
- A guidance counsellor
- A member of School Leadership Team
- Learning Support Department and Language Support Department

The team will meet regularly during Subject Department Meeting times.

## Parents:

Parents will be informed of the contents of the programme each year in early September by letter. At an open night for First Years, the SPHE programme will be outlined and explained. Parents will also be asked for feedback and advice on the programme. Parents are informed by letter when the teaching of the module Relationships and Sexuality also.

## RSE

Please consult separate RSE Policy document for information on this programme



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## **Student Assessment**

Assessment needs to value and recognise what students have done or completed successfully, thereby raising their self-esteem. A variety of approaches to the assessment of individual achievement will therefore need to be practiced by teachers. Teachers need to exercise caution in judging the individual performance of pupils, in terms of attitudes, values and behaviours apparent, as their own attitudes, values and behaviours will undoubtedly have an influence on this process.

Assessment may take the form of:

- Homework
- A reflective diary/Journal
- Questionnaires
- Worksheets to record their own progress in a given skill
- A certificate of completion given at the end of the year

The assignments for assessment will be agreed by teachers and set at the beginning of each school year.

Achievements of pupils in SPHE are reported to parents at the end of each Semester. Each student will also receive a certificate of completion at the end of each year.

## **Programme Evaluation**

Evaluation is an intrinsic part of any effective SPHE programme. A continuous evaluation of the programme structure and materials in the College will take place through out the year, at the Subject Department Meeting times. Teachers will be asked to evaluate each module at the end as will the students. The evaluations will be discussed during the Department meetings.

## **Teaching and learning styles**

We use a range of teaching and learning styles, including the students in activities such as discussions, role play, games, investigations and problem-solving activities. We encourage the students to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or open day, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or behaviour. Students have opportunities to meet and work with members of the community, such as health workers, fire fighters, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. Students take in different roles of responsibility during their school life.



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## **Teaching SPHE to students with special needs**

At Coláiste Pobail Setanta, we teach SPHE to all students, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of our students, including those who are gifted and talented or have language and learning difficulties. When teaching SPHE we take into account the targets set for the student in their Individual Education Plan (IEPs).

## **Resources**

[www.SPHE.ie](http://www.SPHE.ie)

[www.curriculum.ie](http://www.curriculum.ie)

[www.PDST.ie](http://www.PDST.ie)

[www.JCT.ie/wellbeing](http://www.JCT.ie/wellbeing)

## **Text books**

1st Year: Health and Wellbeing 1.

2nd Year: Health and Wellbeing 2.

3rd Year Health and Wellbeing 3.

## **Additional Resources**

DES SPHE Syllabus

NCCA Guidelines for Teachers

HSE

Lockers Pack: Sharing of Explicit Images

Belong To Resources

Before You Decide

[www.sphe.ie](http://www.sphe.ie)

[www.pdst.ie](http://www.pdst.ie)

[www.tes.co.uk](http://www.tes.co.uk)

[www.scoilnet.ie](http://www.scoilnet.ie)

[www.healthyschools.org](http://www.healthyschools.org)

[www.reachout.com](http://www.reachout.com)

[www.spunout.ie](http://www.spunout.ie)

[www.letsomeoneknow.ie](http://www.letsomeoneknow.ie)

[www.healthypromotion.ie](http://www.healthypromotion.ie)

[www.tacklebullying.ie](http://www.tacklebullying.ie)

[www.B4udecide.ie](http://www.B4udecide.ie)

## **Monitoring and review**

The SPHE team is responsible for monitoring the standards of students' work and the quality of teaching and learning. This will happen during the Subject Department Meetings. Like other departments in the College, the SPHE Department encourages peer observation and team teaching. The monitoring and reporting of SPHE is to be done through formative assessment.



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## Co-ordinator

The co-ordinator will be elected by the SPHE Team every year. The co-ordinator will rotate between members of the SPHE Team.

The co-ordinator will:

- support colleagues in the teaching of SPHE
- distribute information about current developments in the subject, inform the staff of any relevant in-service courses or any progress or issues in the area of curriculum development
- ensure that the SPHE Department Plan, including the schemes of works, be reviewed annually and amended as necessary to be inline with the Department of Education and Science's curricula as well as to the College's policies.

## Subject Co-ordinators to date:

Date	Name
September 2018- June 2019	Cara Doyle/ Krista Dunne
September 2017- June 2018	Cara Doyle/Susan O' Donovan
September 2016- June 2017	Mairead McGuire

## Time Allocation, Timetabling

The students of SPHE have 1 period a week for 58 minutes. (1<sup>st</sup>, 2<sup>nd</sup> Year & 3<sup>rd</sup> Year.) This is in line with the new Wellbeing allocated hours.

## Grouping of students

All classes are mixed ability and are taught in their tutor class.

The Department needs to assess the appropriateness of resources for EAL students and Special Needs.

## Confidentiality and Referrals

### Sensitive Issues

Group discussion will be of a general nature, and will not be personally directed at any person, in accordance with the agreed class ground rules. Inappropriate questions will not be answered by the class teacher, or from student to student. Only questions directly



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pertinent to the lesson content will be addressed in class. The facilitators may also exercise his or her own professional judgement in checking whether to answer the question privately after the class has finished. Should a teacher be concerned about a matter that has been raised he/she should seek advice from the Guidance Counsellor or the Principal without identifying the student.

The teacher has the responsibility to set clear boundaries to ensure the classroom is a safe place for everyone, including themselves. While there are no definitive guidelines, the teacher should bear the following in mind when making decisions about where to set limits:

Age of student  
School ethos  
Schools RSE policy  
RSE Curriculum Guidelines.

## **Referral**

While it is acknowledged that the teachers have a professional obligation to impart course content, the needs of students will be addressed in a caring and supportive manner. Where it is appropriate, the teacher may refer students to other supportive links within the College. As far as possible this should be done in negotiation with the student. Teachers where in doubt as to a course of action, are encouraged to discuss the issue with the Guidance Counsellor or the Principal without identifying the student.

## **Confidentiality**

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

- Child abuse-physical, emotional, sexual, neglect
- Intention to harm self or others
- Substance misuse
- Underage sexual intercourse

Any disclosure will be reported to the Designated Liaison Person in compliance with the Child Protection Policy.

The Designated Liaison Person in Colaiste Pobail Setanta is the Principal; Mr. Liam Walsh and the Deputy Liaison Person in Colaiste Pobail Setanta is Ms. Gillian Murphy

Teachers will inform students of the limits of confidentiality at the beginning of the year, remind them at necessary points throughout the year and where possible before making a disclosure.



## Cross-Curricular Planning

SPHE is the concern of the whole staff of the College and as a staff we need to model behaviour and respect in all our relationships. SPHE should be vital through the cross-curricular introduction of the importance of Wellbeing being introduced to schools. This should be kept in mind when allocating the appointed 400 wellbeing hours in 2019.

## Specification of New Junior Cycle Junior Cycle SPHE Syllabus Specification

There are four strands in the new Junior Cycle SPHE.

- **Strand 1: Who am I?** This strand focuses on developing self-awareness and building self-esteem.
- **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.
- **Strand 3: Team up.** This strand focuses on students learning about important relationships in their lives and building relationship skills.
- **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.

## 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. With the agreement of the student, some of the entries may be used to support different learning activities, but essentially the personal learning diary is private and for the student only. Given the potentially sensitive nature of students' learning in SPHE, it is essential that students agree a contract with each other and their teacher to ensure that the SPHE classroom is a respectful and safe environment for learning in SPHE.

The Classroom-Based Assessment outlined below reflects the learning students undertake in this NCCA short course. Schools have the flexibility to adapt any NCCA short course to suit their particular needs and school context. If adapting the course, schools may also need to adapt the Classroom-Based Assessment, so that it reflects the learning their students undertook. Schools may also develop their own short course(s) and related Classroom-Based Assessment. Guidelines for schools who wish to develop their own short course(s) are available. The learning outcomes in this short course are aligned with the level indicators for Level 3 of the National Framework of Qualifications (Appendix 1). The SPHE short course has been designed for approximately 100 hours of student engagement.

## LEARNING OUTCOMES OF EACH STRAND

### **Strand 1: Who am I?**

Learning outcomes: Students should be able to:



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## ➤ 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

## **Strand 2: Minding Myself and Others**

Learning outcomes: 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**



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Learning outcomes: 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**

Learning outcomes: 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.



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## Classroom-Based Assessment

Junior cycle short courses will have one Classroom-Based Assessment. Where feasible, teachers of short courses will participate in learning and assessment review meetings. Classroom-Based Assessment: Final project Students will complete one Classroom-Based Assessment based on learning outcomes in more than one strand of the course. The Classroom-Based Assessment will be designed in consultation with the students. A particular purpose of the Classroom-Based Assessment will be to facilitate developmental feedback to students during their engagement with the task and at the end of the process. The Classroom-Based Assessment for the SPHE short course can be completed in second or third year. The Classroom-Based Assessment can be produced in written, digital, visual or audio formats and it may be supported in these formats through the use of an interview or presentation.

## Subject Planning for a Culturally Diverse Society

In developing our planning in this area we extensively consulted with the NCCA's document entitled "*Intercultural Education in Post-Primary School*".

Our resources and our teaching approaches consider the idea of a culturally diverse society for the students. In each of the modules of SPHE the teacher needs to be aware of the approaches of different cultures to sensitive areas. Here are some examples:

**Belonging and Integrating** - It is important to understand that students may come to learning experiences with different cultural perspectives which may effect how they participate. E.g. different experiences of family, a Muslim background may have a different outlook on alcohol to students brought up in the Christian tradition.

**Differences and similarities** – It is important that students are made aware that difference does not mean different and that we all have similarities.

**Physical Health** – There are a number of culturally sensitive areas that arise in this module, for example, different perceptions of modesty and different practices at puberty. The focus of these lessons is to facilitate a positive experience for each student.

**Emotional Health** – Different cultures adopt different approaches to emotional development. Appropriate expressions of anger, affection or grief, for example, can be particular to a culture. What is important here is that students consider the extent to which expressions of emotion are respectful of the person themselves and others.

**Friendships** – Each class group will represent a wide range of values, attitudes and beliefs about what friendship means and what is appropriate in friendships between same sex and opposite sex. These lessons should help students to understand and respect difference.

**Relationships and Sexuality Education** – The teacher needs to be aware of cultural difference and attitudes to relationships and sexuality. A letter will be sent to all parents, of a year group, prior to the relationships and sexuality module reminding them that this module is being taught.

## Effective Teaching Methodologies



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It is important that ground rules and codes of behaviour should be discussed and agreed with the class and regularly revisited. Parents should also share in the development of the ground rules, especially in SPHE.

## **GROUND RULES**

In order for effective learning to take place in SPHE classes, a climate of trust and respect needs to be created. The first step in developing such a climate requires the drawing up of ground rules or class contract. Many teachers of SPHE find these ground rules a valuable reference point over the three years; increasing numbers of teachers of other subject have developed similar contracts for their own subjects. Some schools have now developed a whole-school approach to the drawing up of these contracts which apply in every class.

Ground rules make explicit the roles, rights and responsibilities of all concerned in the learning relationship. In SPHE they also respect peoples privacy and establish appropriate boundaries for what should and should not be raised in classroom discussion.

Rules need to be stated in the positive and that should be few in numbers. A rule needs to be enforceable. Rules help to channel the energies of the group towards definite goals and tasks.

An example of a ground rules contract:



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Confidentiality*	Personal details which may be revealed in the class are not discussed outside the group. I can talk about my learning in the class, the material being covered and the activities we are doing.
Responsibility	I will take responsibility for my own sharing and make <b>I STATEMENTS</b> . And I will share responsibility for the progress of the class group.
Freedom	I have the freedom to opt out or pass in discussions.
Participation	I will participate and not dominate.
Listening	I will listen when another person is speaking.
Respect	I will respect others' views even when it is different from mine.
Request	If I want something I will ask for it.
Time-keeping	I will keep to the allotted time for the task.
Materials	I will bring the materials needed for the class and complete any home task so that the group can progress to the next stage of the learning.
Punctuality	I will be punctual.

SIGNED \_\_\_\_\_



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## **BRAINSTORMING**

The students are asked to call out words they associate with a particular topic. All contributions are recorded without comment on a flip chart or board. The group may then put them in order or in categories and use the list as a basis for processing and analysis.

## **ROLE PLAY**

This is a teaching procedure which allows students to explore simulated situations in a controlled and safe environment. In role-play, students take on roles based on real life situations in which personal skills can be tested and developed. Scripts and role cards are useful in supporting this methodology.

## **ARTWORK**

Artistic expression can be a useful variation on written expression and responses. Forms of artwork include drawing, collage, montage, sculpting, clay modelling, graffiti work and posters. Photographs – the use of photo packs and the taking of photos are also useful.

## **NARRATIVE EXPRESSION**

The creation of stories and poems can be helpful. Stories can be worked on in groups and a variety of possible endings suggested for different scenarios. Poetry is a useful tool for the expression of feelings and attitudes.

## **GAMES - ICEBREAKERS**

Icebreakers can be used to energise a group or to help develop a relaxed atmosphere in the class. They can also enhance listening and communication skills.

## **GAMES - SIMULATION**

These games function in the same way as role-play, but in a more structured environment. They can provide experience of, and exposure to, a wide range of situations and experiences.

## **GROUP DISCUSSION**

This can be triggered by a wide variety of experiences inside and outside the classroom. Discussions should be planned, have clear aims and be structured in accordance with the aims and objectives of the lesson.

## **CASE STUDIES**

These can be drawn from students' own experience, from television programmes, from newspapers and a wide variety of other sources. They are particularly useful for problem solving exercises.

## **DEBATES- Walking, Discussion.**

A debate is a series of formal spoken arguments for and against a definite proposal. While the normal form of exploration in the SPHE class is the more informal discussion, debates can be useful for developing skills of analysis, critical awareness and appreciation of differing points of view.

## **PROJECT WORK**

A well-designed project assignment can facilitate students in directing their own learning. Four key stages are involved:

- plan - decide on the project title and theme
- implement - carry out the work
- present - display the completed work and answer questions from other students
- evaluate - what was learned in the entire process.



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## **VISITORS – A LEARNING EVENT**

While visitors to the classroom can be a useful addition to SPHE, the delivery of the programme remains the responsibility of the teacher. Therefore, all visitors need to be briefed on the work done by the class and on school policy if applicable. Students should be involved in setting up the visit and in evaluating it afterwards.

**Visits by outside speakers or organisations need to be planned well in advance to allow for parents/guardians to be informed about the visit.**

## **MULTI-MEDIA MATERIALS**

As with all texts and resources, pre-selection by the teacher is essential if the material is to be effectively processed through an experiential learning cycle.



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## SPHE JUNIOR CYCLE MINDFULNESS

### Class 1

- Overview of mindfulness, where it has come from in its present form, Jon Kabat Zinn, worked with PTSD clients and developed an MBSR programme. (mindfulness based stress reduction) Harvard university MRI scans on patients doing the course revealed the benefits of MBSR.
- Oxford university mindfulness for schools developed a programme for secondary and primary schools. This is used as a resource for the course.
- Stress. All of us feel it at some stage, stress blocks learning.
- Art therapy/colouring. Reminding the students to focus on the pencil they are holding, noticing an awareness of thought.
- Finish with the body scan both practices helping students to stay in the present. Inviting them to focus on their breathing, then the shoulders, then the back, legs etc. (staying in the present)
- Home practice; journaling at least once before you go to sleep, write about something that concerns you. Colouring for at least 15 minutes, music listen to relaxing music for at least 15 minutes. No fb!! (facebook)

### Class 2

Intro of the brain's negative bias (mental health approved course bibo). How we are predisposed to focus more on the worst-case scenario, than the more positive scenario. The concept of looking for things to be thankful/grateful for. Hp as above plus write 3 things to be thankful for the next 7 nights in your mindfulness journal.

### Class 3

Intro to sleep is so important for us and our quality of sleep can be affected by the things we do, say, watch etc before we sleep. Some examples discussed are having an argument before we sleep or watching a horror movie before we sleep and how our subconscious can be affected by that as we sleep. Think/write about what changes you could make to improve your quality of sleep; leaving time before the above and how would you fill that time; - perhaps nice cup of tea, biscuit or journaling or reading or watching something funny. Also a discussion on where we leave our phones when we sleep. Do not leave them under our pillow!

Hp as above, plus work on the above and tick them off as you do them.



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## Class 4

Dealing with stress. How we respond to situations using fight, flight or freeze mode. Raising awareness with students that we may react this way if we feel stressed about a test or any other situation. Body/mind dialogue; how the body reacts, heart rate increases, shallow breathing and the digestive system starts to shut down.

Quick-fix de-stress exercises; tensing and releasing the shoulders, arms, hands and fingers. In a sitting position, focusing on feet on floor, bums on seats, and back against the chair, taking us out of the spiral of negative self-talk, and in to the now.

Hp: de stress exercises in school or at home, listen to the type of music that you like for 10/15 minutes a day (focus on feel good music). Journaling; either writing 3 positive things from the day, or write about something that is concerning you.

## Class 5 etc.

These classes will focus on self acceptance, self forgiveness, self love.

Note : all sessions end with a body scan.



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Sphere for senior cycle

## Mindfulness module

- Topics covered with each group include:
- Relationships: our relationship with ourselves is our primary relationship. This can be influenced by our upbringing, genetics etc.
- Self-acceptance
- Gratitude
- Self-forgiveness
- Self-love
- Health
- Sleep
- Food
- Drink
- Stress
  
- Each session is structured thus;
- The students are asked to show their journaling (they keep their hand over what they have written), and their art therapy as they enter the room
- A recap on the previous session, including checking in with students on how they managed last week's home practice.
- Introduction of new topic by teacher (eg, self-acceptance). Each time a new topic is introduced, we go through why we might do this and practical examples of how we might do this. Personal examples (proven to be a useful tool in teaching this work), are also given.
- Students are invited to contemplate what is being said, with space also for question/answers/discussion.
- Body scan. Focussing on the present, bringing an awareness to how we are feeling emotionally perhaps. Focussing on different parts of the body, the head, shoulders, jaw, eyes, etc. Bringing an awareness of thought to ourselves.
- Using our imagination, imagining somewhere outdoors in nature, imagining the different senses; the sounds, smells of nature etc
- Finish, including home practice written in to school journal.



## Letter to Parents Regarding RSE Lessons.

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Dear Parent/Guardian,

Young people today are presented with many challenges that affect their health and wellbeing. Our college aims to address these challenges by providing Social, Personal and Health Education as a core subject in 1st, 2nd and 3rd year and through our SPHERE programme at Senior Cycle. Through the SPHE class/SPHERE Programme students develop important skills for living a healthy life.

We recognise that parents and guardians have the primary responsibility for the personal development of their children, and it is our wish to compliment that role. With the College and the family working together, these programmes can have greater success. You can support these programmes at home by encouraging and praising the efforts of your child, by communicating with them about their own growth, development, friendships, decisions and health.

As part of our SPHE/SPHERE programmes we will be covering a module entitled 'Relationships and Sexuality Education'. This module is prepared in accordance with the Department of Education guidelines on relationships and sexuality education. If you DO NOT give your son/daughter permission to participate in this module of the course please notify the College in writing.

If you have any questions with regard to this module or you do not wish your son/daughter to participate in any part of our SPHE or SPHERE programmes, please do not hesitate to contact us.

Yours sincerely,

SPHE Department.



# Coláiste Pobail Setanta

Misneach (Courage) ~ Bród (Pride) ~ Meitheal (Support)

- Circulars M4/95, M20/96, M22/00, M11/03 and M27/2008, M37/2010 require schools to develop a Relationships and Sexuality Education (RSE) policy and programme, and to implement them for all students from First Year to Sixth Year.
- Access to sexual and health education is an important right for students under the terms of the Article 11.2 of the European Social Charter. The Council of Europe European Committee of Social Rights has indicated it regards this Article as requiring that health education *“be provided throughout the entire period of schooling”* and *that sexual and reproductive health education is “objective, based on contemporary scientific evidence and does not involve censoring, withholding or intentionally misrepresenting information, for example as regards contraception or different means on maintaining sexual and reproductive health.”*

## Review and Evaluation

The SPHE course is never static and must be examined and evaluated regularly and adapted to the needs of the students. The SPHE programmes and policy will be reviewed and evaluated on an annual basis by the SPHE and SPHE team.

The opinions of students will be included and SPHE teachers will communicate with the Student Council. The opinions of parents will also be included and SPHE teachers will communicate with the Parents Association. The opinions of management will be included and the SPHE coordinator will communicate with the Principal and the Board of Management.