JUNIOR CERTIFICATE

SOCIAL, PERSONAL AND HEALTH EDUCATION

SUBJECT PLAN

2013/14

Joanne Parry

S.P.H.E. Co-ordinator



ATHY COLLEGE

Athy

County Kildare

Mission Statement

*‘In a caring school we are dedicated to fostering educational excellence empowering all students to reach their full potential – academic and social, physical and spiritual. Through partnership and co-operation we openly respect and nuture the dignity and uniqueness of each individual’.*

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**ATHY COLLEGE**

**SOCIAL, PERSONAL AND HEALTH EDUCATION**

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**Aims of Social Personal and Health Education:**

The **aims** of the Social, Personal and Health Education (SPHE) programme:

* To add to the creation of a school community which promotes good relationships and mutual respect and which encourages personal development.
* To focus on the development of each student's feelings of self-worth and self-confidence.
* To provide opportunities for reflection and discussion.
* To assist students in developing a critical understanding of influences in their world, from the media, their peers and people in the home, school and community.
* To prepare our students for a constructive and fulfilling role in their community and society.
* To promote physical, mental, emotional and spiritual health and well-being.
* To develop healthy attitudes, beliefs and values about sexual identities, relationships and intimacy.

**Social, Personal and Health Education Learning Objectives:**

The **Objectives** of the Social, Personal and Health Education (SPHE) programme:

Social, Personal and Health Education should enable the students:

* To identify and name feelings. Distinguish between feelings and actions
* To develop a framework for making informed and healthy choices and decisions
* To develop an awareness that decisions and actions have consequences
* To listen to and respect different opinions
* To understand the difference between passive, aggressive and assertive behaviour
* To develop skills in the use of assertive behaviour.

**Athy College Teaching Staff who deliver Social, Personal and Health Education:**

S.P.H.E. Co-ordinator:

Joanne Parry

S.P.H.E. Teachers:

First Year

Rang Dearg Mr. Ger McDonagh Year Head and Class Tutor

Rang Glas Ms Elisha Delaney Class Tutor

Rang Buí Ms Claire O’Connor Class Tutor

Rang Gorm Mr. Kevin Doyle Class Tutor

Second Year

B1 Ms Brenda Sweeney Class Tutor

B2 Ms Shirley Doyle Year Head and Class Tutor

B3 Ms Mary McKenna Class Tutor

B4 Ms Anne Lawlor Class Tutor

Third Year

C1 Ms Deirdre Murphy Class Tutor

C2 Mr. Billy Higgins Class Tutor

C3 Ms Ailis Reidy Year Head and Class Tutor

R.S.E. for Senior Students Teachers (Year Heads and Class Tutors):

D1 Ms Brenda Sweeney

D2 Ms Ciara Doyle

D3 Ms Brenda Sweeney

E1 Ms Brenda Sweeney

E2 Ms Ciara Doyle

**Time Allocation:**

First, Second and Third Years One Forty Minute Class per Week

Leaving Certificate (Established and Applied) Eight Forty Minute Classes per academic year (R.S.E. is built into delivery of R.E. at Senior Cycle)

**Timetabling:**

The Principal of Athy College, Mr Richard Day, structures SPHE into the class timetable for First – Sixth Year students.

Grouping of Pupils (Mixed ability, Streaming):

**First Year 2013/14**

First Year students are grouped into three mixed ability classes and one class who follow the JCSP Programme. First Year students are taught S.P.H.E. by their class tutor for one forty minute class per week. Classes are differentiated to meet the learning needs of all students.

**Second and Third Year 2013/14**

Second and Third Year students are streamed with mixed ability within this. Reading ages within each class cover several years and classes are differentiated to meet the learning needs of all students. Second and Third Year students are taught S.P.H.E. for one forty minute class per week.

Moodle

This academic year, 2013/14, Social, Personal and Health Education will be delivered to all First Year students through the medium of Moodle. Moodle (acronym for [Modular](http://en.wikipedia.org/wiki/Modular) [Object-Oriented](http://en.wikipedia.org/wiki/Object-oriented_programming) [Dynamic](http://en.wikipedia.org/wiki/Dynamic_programming) [Learning Environment](http://en.wikipedia.org/wiki/Virtual_learning_environment)) is a [free software](http://en.wikipedia.org/wiki/Free_software) [e-learning](http://en.wikipedia.org/wiki/E-learning) platform, also known as a [Virtual Learning Environment](http://en.wikipedia.org/wiki/Virtual_Learning_Environment) (VLE). Moodle was originally developed by [Martin Dougiamas](http://en.wikipedia.org/wiki/Martin_Dougiamas) to help educators create online courses with a focus on interaction and collaborative construction of content.

Some typical features of Moodle are:

* Assignment submission
* Discussion forum
* Files download
* Grading
* Moodle instant messages
* Online calendar
* Online news and announcement (College and course level)
* Online quizzes

**Moodle Pedagogical Approach and Social, Personal and Health Education:**

The stated philosophy of Moodle includes a [constructivist](http://en.wikipedia.org/wiki/Constructivism_(pedagogical)) approach to education, emphasizing that learners (and not just teachers) can contribute to the educational experience. Using these [pedagogical](http://en.wikipedia.org/wiki/Pedagogy) principles, Moodle provides a flexible environment for learners. Given the emphasis on action and shared learning in S.P.H.E., Moodle is the ideal forum for the delivery of this subject.

Student Access to Subject / Level and Class Organisation:

S.P.H.E. is a programme offered at one level, delivered to Junior Cycle classes appropriate to ability and reading age in a higHealthy Livingy accessible format. S.P.H.E. is not examined in the Junior Certificate examination. It is suggested that tutors move the chairs into a circle.

Textbooks and Course Materials:

First Year

**Students:**

O’Hagan, Lisa, Healthy Living – Life Skills for Social, Personal and Health Education, Student Workbook Year I, Health Service Executive West, 2009

**Teachers:**

O’Hagan, Lisa, Healthy Living – Life Skills for Social, Personal and Health Education Teachers Manual, Health Service Executive West, 2009

|  |
| --- |
| Additional Course Materials for Teachers  (S.P.H.E. Resource Store – Tutors’ Office) |
| “About You” (9 minutes) DVD “Always” Education Service |
| “Feeling Good” (8 minutes) DVD “Always” Education Service |
| Chalkface materials:   * Self-Awareness * You and Society * Drug Awareness * Sex Education * Future Choices |
| Prim Ed, Health Book 6 |
| DVD “Way 2 Go Feeling Good, Feeling Healthy”, (9 minutes) Irish Heart Foundation. |
| Overheads and worksheets from DES – RSE training for sex education with JCSP classes |
| “Busy Bodies” DVD |
| DES/RSE Junior Cycle Book |
| Pack of pictures-book for RSE |

Textbooks and Course Materials:

Second Year

**Students:**

O’Hagan, Lisa, Healthy Living – Life skills for Social, Personal and Health Education, Student Workbook Year II, Health Service Executive West, 2010

**Teachers:**

O’Hagan, Lisa, Healthy Living – Life skills for Social, Personal and Health Education Teachers Manual, Health Service Executive West, 2010

|  |
| --- |
| Additional Course Materials for Teachers  (S.P.H.E. Resource Store – Tutors’ Office) |
| “About You” (9 minutes) DVD “Always” Education Service |
| “Always” Educational Pack Charts, Workbook and DVD |
| Chalkface materials for Junior Certificate Schools Programme Classes:   * Self-Awareness * You and Society * Drug Awareness * Sex Education * Future Choices |
| “Feeling Good” (8 minutes) DVD “Always” Education Service” |
| Prim Ed, Health Book 6 |
| DVD “Way 2 Go Feeling Good, Feeling Healthy”, (9 minutes) Irish Heart Foundation |
| “Busy Bodies” DVD |
| Pack of pictures-book for RSE |
| DVDs “Always” Education Service |
| On My Own Two Feet (OMOTF) materials |
| Well Woman (26 minutes) and STIs (15 minutes.) “Always” Education Service |
| “Fit to Eat” (9+12+12 minutes) DVD and workbooks. PSE Publications |

Textbooks and Course Materials:

Third Year

**Students:**

O’Hagan, Lisa, Healthy Living – Life skills for Social, Personal and Health Education, Student Workbook Year III, Health Service Executive West, 2011

**Teachers:**

O’Hagan, Lisa, Healthy Living – Life skills for Social, Personal and Health Education Teachers Manual, Health Service Executive West, 2011

|  |
| --- |
| Additional Course Materials for Teachers (SPHE Resource Store – Tutors’ Office |
| DES RSE Junior Cycle Book |
| DVD ‘Way 2 Go Feeling Good, Feeling Healthy’ (9 minutes) Irish Heart Foundation |
| Chalkface materials for Junior Certificate Schools Programme Classes:   * Self-Awareness * You and Society * Drug Awareness * Sex Education * Future Choices |
| DVD and Workbook, ‘Sex and Sensibility’ (60 minutes long – use over three classes) |
| Prim Ed, Health Book 6 for JCSP Classes |
| DVD and workbook – “Happy Hour” on alcohol misuse (25 minutes). A 3 lesson course. Athena |
| DVD (6 minutes and 4 minutes) “Under the Influence” by the Waterford Institute of Technology. Can be used over 3 - 4 class sessions |
| “On my Own Two Feet” OMOTF materials. |
| “Fit to Eat” (9+12+12 minutes) DVD and workbooks. PSE Publications |
| Well Woman (26 minutes) and STIs (15 minutes.) “Always” Education Service |
| DVD covering relationships, contraception, sexually transmitted infections and sexual orientation (developed as a collaborative exercise between the Department of Education and Science, the Health Services Executive and the Crisis Pregnancy Agency). |

Leaving Certificate Relationships and Sexuality Education

(Leaving Certificate Established and Applied Years One and Two)

Textbooks and Course Materials:

**Students:**

Department of Education and Skills Relationships and Sexuality Education Resource for Senior Cycle

**Teachers:**

TRUST Talking Relationships Understanding Sexuality Teaching Resource

|  |
| --- |
| Additional Course Materials for Teachers  (SPHE Resource Store – Tutors’ Office) |
| “On my Own Two Feet” OMOTF materials |
| DES RSE Senior Cycle Book |
| DVD covering relationships, contraception, sexually transmitted infections and sexual orientation (developed as a collaborative exercise between the Department of Education and Science, the Health Services Executive and the Crisis Pregnancy Agency). |

Planning for Students with Special Needs:

* The use of keyword system as recommended for students with low levels of literacy
* The use of lower literacy level material e.g. cards and other material from “On My Own Two Feet” (OMOTF)
* The use of Chalkface publications which are designed for students with a Mild Learning Disability. Each worksheet is at two levels. Level One=Reading ages of 6 to 8 years. Level Two= Reading ages of 8 to 10 years
* Prim Ed, Health 6
* The use of DVDs with careful preparation and follow up
* The use of charts, e.g. “Always” charts

Cross-Curricular Planning:

* Male and Female reproductive system, link with Science teacher. We still cover this in RSE classes because we think our students need to hear the same things in a variety of ways
* CSPE: most tutors teach SPHE and CSPE, use of material on new school and relationships/family and wider life similar
* Religion: RSE covered during timetabled religion classes, at senior level
* LCA Social Ed. covers some of the SPHE topics. (NWHB red book for seniors)

Subject Planning for a Culturally Diverse Society

Ensure the topic of bullying discusses racist and homophobic comments and attitudes.

HigHealthy Livingight need to respect varying cultures.

Effective Teaching Methodologies:

Methodologies will include:

* Group discussion
* Art work
* Visualisation
* Projects
* Brain-storming
* Story board
* Ranking exercises
* Debates
* Role play
* DVDs
* Visitors
* dilemma boards

The teacher and the class need to establish ground rules at the outset of the year. Such ground rules need to include – that everyone has the right to be listened to, respected and valued that personal abuse and ridicule is not allowed. The rules of confidentiality to be established in each class.

Range/Variety of Resources:

* Low literacy level material
* Charts,
* DVDs,
* Cards (OMOTF)

**Curriculum Content – Long-Term Planning**

**Content to be covered in each Year of Programme:**

**Year 1**

The ten modules are covered each year, in an *age appropriate* manner. The ten modules are:

* Belonging and Integrating
* Self-management:
* A sense of purpose
* Communication Skills
* Physical Health
* Friendships
* Relationships and Sexuality
* Emotional Health
* Influences and Decisions
* Substance Use
* Personal Safety

FIRST YEAR S.P.H.E.

WEEKLY PLANS

Main Topics:

* Belonging and Integrating
* Self Management
* Communication Skills
* Personal Safety
* Substance Use
* Emotional Health
* Friendships
* Physical Health
* Influences and Decisions

**Week 1**

**Belonging and Integrating**

Lesson on joining a new group – H.L. “Setting Ground Rules” or H.L. on Rules. Introduce SPHE. Ask students re meaning. Explain words. Write these words on cover of orange workbook and student’s own name. Role of tutor, any worries over use of timetable to bring correct books for the next day, journal use in school and at home, importance of contact with homes, homework - different types, see easy to read handout to be discussed with parents/guardians at September mtg.

Over school rules - from easy to read version in the folders given to the homes, what is respectful behaviour?

Safety at school, your rights and responsibilities, H.L. , W.B. What happened?

**Coping with change from Primary school**

H.L., W.B. New School, new people.

Emotional Health: Link in with the CSPE Hand or Cartoon on Stan and Ann. Introduce Feeling words at this stage. Feelings are okay, Actions may have to be controlled.

Friendships: How do you get to know a new person?

Some definitions of bullying, different types, what should they do? School policy and go over the leaflet prepared by the Home, School, Community Group. Show them the bullying record sheet.

**Week 2**

HEALTHY LIVING , W.B. . Each student gets one, stand up in front of the class, reads out the card, suggests the answer then takes ideas from the group from students with hand up. Says the student’s name first to help them to get to know each other.

**Week 3**

Self-Management – Homework, over timetable and use of journal.

H.L. , W.B. , W.B. on Homework.

FIRST YEAR S.P.H.E.

WEEKLY PLANS (continued)

**Week 4**

Communication Skills H.L. , W.B. Listening, when does it work and not work? Introduction to working in pairs.

**Week 5**

Introduction to group work–concept of the different roles people play in a group – a leader, a scribe. H.L. , W.B., or try H.L. , The Long Spoon, photocopy. Could introduce a PowerPoint on Passive, Aggressive and Assertive Communication – discuss. Or chose something from OMOTF “Assertive Communication” or, for A2, A3, select from Chalkface “You and Society” or “Self Awareness”.

**Week 6**

Friendships: Know yourself first-, W.B. or H.L. , W.B.

Sharing things in common.

Appreciating difference –Bullying is everyone’s business H.L. , W.B. or HEALTHY LIVING , W.B. .

**Week 7**

Friendships: H.L., W.B. or DES/RSE page 156, Students sheets page 159,161. How do friends communicate? Revision on types of bullying, peer pressure, role of the bystander. Show them the bullying record sheet from the policy.

#### Week 8

Personal Safety:

Mention of bangers/fireworks coming up to Halloween. They are illegal and the dangers of incorrect usage. The bonfire, safety rules.

Use of alcohol around the fire. See H.L. and W.B.

Mention of inappropriate touching and other forms of abuse at home or in the community. What are their rights and responsibilities? Who can they talk to? Mention Child line etc. Introduction to Internet safety.

**Week 9**

Physical Health Exercise “Way 2 Go” DVD and HEALTHY LIVING, , W.B. Growing and Changing.

Try Prim Ed. “Health, Book 6”, pages 1 and 2.

**Week 10**

### Healthy Eating –The Food Pyramid. “Health 6”, pages 3, 4, 5 or “Way 2 Go” DVD or “The Balanced Plate”. Mention portion size as well. Link with Home Ec. dept. for students taking this.

FIRST YEAR S.P.H.E.

WEEKLY PLANS (continued)

**Week 11**

### Hygiene-Choose from the selection from HEALTHY LIVING, W.B. and HEALTHY LIVING , W.B. on teeth and HEALTHY LIVING, W.B. on hair care. Other resources listed below, e.g. from “Health 6”.

**Week 12**

Substance Use- - Alcohol HEALTHY LIVING, W.B. Use PowerPoint and different glasses to outline the units of alcohol.

**Week 13**

Continue alcohol HEALTHY LIVING, W.B. Where does it go? And what does it do? HEALTHY LIVING , W.B.

**Week 14**

Substance Use

Influences and Decisions-What makes someone your hero?

Peer Pressure-How Do You Say No DES/RSE 191 or some of HEALTHY LIVING ,W.B. Smoking-the facts, Make ad. W.B. . Try HEALTHY LIVING , W.B. Attitudes to smoking and HEALTHY LIVING ,W.B. , Saying “No” to Smoking.

**Week 15**

During the In House exams.

Suggest use these classes to evaluate the modules covered so far in the SPHE programme. See under Assessment in our SPHE policy (copy at end of this plan) or see the SPHE book, “Guidelines for Assessment”. Page 68 gives a sample self assessment record sheet.

Main Topics:

* Emotional Health Friendships
* Relationship and Sexuality Education Influences and Decisions

**Week 16**

Emotional Health

Recognising feelings DES/RSE 48 Saying How I Feel. Student sheets 8 and 9, Pages 51 and 52

**Week 17**

## Respecting my feelings and the feelings of others-HEALTHY LIVING , W.B. or use OMOTF Feelings book 14 How would you feel? Or selection-FE 18 Feeling Cards or FE 21 Identifying My Feelings or FE 48 on anger.

FIRST YEAR S.P.H.E.

WEEKLY PLANS (continued)

## Relationship and Sexuality Education:

**Week 18**

Friendships: HEALTHY LIVING , W.B. . Discussion on name-calling e.g. wearing glasses, colour, race, sexuality. Identify feelings when this is done.

**Week 19**

See You’ve Got A Friend, DES/RSE page 156, Students sheets page 159,161 Friendship cards. Or –HEALTHY LIVING , W.B. .

**Week 20**

RSE: Changes at Adolescence using selection of overheads and handouts – what kicks off these changes? Reassure students that wide age range is normal, label the changes. Use overheads or

Use “About You” and “Changes” DVDs or sections from the “Busy Bodies” DVD or

Chalkface-Sex Ed 6, Body Changes, Sex Ed 10, It’s My Hormones and Sex Ed 14, Growing Up

**Week 21**

RSE: Explain Menstruation – Photocopy “Health 6” page 22 and Conception to Birth page 23

Use the “Always” Educational charts

**Week 22**

Reproductive System-“Always” Educational charts and simplified handouts to label and

“About You” DVD or Busy Bodies” DVD. Link with what is taught in Science class.

**Week 23**

RSE: Respecting myself and others – DES/RSE 84 The Words We Use

Tell students about STIs. “Always” DVD. Could use Chalkface-Sex Ed. 54, Safer Sex

Give the most up-to-date information on sex and the law.

**Week 24**

Images of male and female. Chalkface, “Sex Ed”19/21, Attraction and Sex Ed 23/25

**Week 25**

Influences and Decisions-What makes someone your hero?

Peer Pressure-How Do You Say No DES/RSE 191 or some of

HEALTHY LIVING , W.B. Smoking-the facts, Make ad W.B. HEALTHY LIVING , W.B. and HEALTHY LIVING , W.B. .

FIRST YEAR S.P.H.E.

WEEKLY PLANS (continued)

**Week 26**

Influences and Decisions:

**Drugs HEALTHY LIVING , W.B.**

##### Influences and Decisions

##### Personal Safety

### Communication Skills

### Emotional Health

**Week 27**

Moving on to Street drugs “OMOTF” Consequences cards. Practise saying no.

**Week 28**

Personal Safety:

HEALTHY LIVING , Safety in the Home discussion or HEALTHY LIVING . Also, if not covered already, discussion on inappropriate touching and other forms of abuse. What are their rights and responsibilities? Who can they talk to? Mention Childline etc.

**Week 29**

Communication skills: Using PowerPoint, get and give examples of Passive, Aggressive and Assertive Communication. Try something from OMOTF “Assertive Communication” workbook or the Chalkface material for A2 and A3.

**Week 30**

Self Management: Study skills, how to revise for the Summer exams.

**Week 31**

Safety HEALTHY LIVING , Safety in the Home and on the farm.

**Week 32**

Do some work on Internet Safety.

**Weeks 33 and 34**

In House exams. Suggest use these classes to ensure students have completed some evaluation on all 10 modules covered this year in the SPHE programme.

See under Assessment in our SPHE policy (copy at end of this plan) or see the SPHE book, “Guidelines for Teachers”. Page 68 gives a sample student self- assessment record sheet.

SECOND YEAR S.P.H.E.

WEEKLY PLANS

The ten modules are covered each year, in an age appropriate manner.

Main Topics:

* Belonging and Integrating
* Self Management
* Communication Skills
* Personal Safety
* Substance Use
* Emotional Health
* Friendships
* Physical Health

Influences and Decisions

**Week 1**

Belonging and Integrating – Introduce SPHE. Ask students re meaning. Explain words. Write these words on cover of blue workbook and student’s own name.

* Joining a new group – HT , W.B. Our class logo, Discuss friendship and anti-bullying. Leaflet?
* Setting Ground Rules, HT , W.B. Role of tutor, any worries over use of timetable to bring correct books for the next day, journal use in school and at home, importance of contact with homes, homework - different types, review easy to read handout given to new students and parents/guardians.

Go over the school rules – could review the easier to read version in the folders given to the homes in 1st. year, remind students of what we mean by “respectful behaviour”.

Remind students of the Comments’ and Concerns’ box on the wall in the photocopying office at the top of the stairs.

**Week 2**

Self Management:

Goals for second year. HT , W.B.

## Week 3

## Study skills: ‘How Do You Do Your Homework HT , W.B. . See Homework policy for list of what is meant by homework. Suggest have this on power point.

**Week 4**

Communication Skills:

### The skills of working in groups: Beat the Burglar HT , W.B. , photocopy and cut HT

SECOND YEAR S.P.H.E.

WEEKLY PLANS (continued)

**Week 5**

##### Communication Skills and Influences and Decisions in Groups:

Who Travels on the Bus, HT , W.B.

**Week 6**

Face to Face Communication, HT photocopy sheet HT , W.B.

**Week 7**

The unspoken Message, HT , W.B.

#### Week 8 or week before Halloween

Physical Health, Personal Safety and Substance Use: Mention of bangers/fireworks coming up to

Halloween. Illegal, and the dangers of incorrect usage. The bonfire, safety rules.

Use of alcohol around the fire. See Year One HEALTHY LIVING and W.B. , review power point on alcohol.

Decisions about Alcohol: True or False HT W.B. , Answers on HT

or try material from OMOTF, or Chalkface material for B4

Brief mention of inappropriate touching and other forms of abuse at home or in the community. What are their rights and responsibilities? Who can they talk to? Mention Childline etc.

**Week 9**

Self Management:

The Time Circle, Spending Time HT , W.B.

**Week 10**

Physical Health:

My Leisure Interests HT , W.B.

**Week 11**

Select from Leisure Fact Sheets HT , W.B.

Teacher’s notes HT

**Week 12**

Food: Revise using the Balanced plate chart and the Food Pyramid. Select from PSE “Fit to Eat” DVD or the Food section in “Way 2 Go” DVD or do My Food Diary HT W.B.

For B4 could use this and info from Health 6.

See also DVD clips and/or worksheets from Bone Health and Osteoporosis

SECOND YEAR S.P.H.E.

WEEKLY PLANS (continued)

**Week 13**

Self Management:

## Test Time HT , W.B.

**Week 14 or do before the Christmas holidays**

Substance Use/Personal Health and Safety: Decisions about (Christmas) Alcohol: True or False Quiz, HT W.B. Answers HT or Alcohol HT “What’ll You Have?” or

try material from OMOTF, or Chalkface for B4

Remind students of what constitutes a unit of alcohol; suggest use the chart on power point from Year One, Healthy Living . Remind students re facts of what liver etc. can handle e.g. one unit an hour and the recommended max. no. per day/week for men/women. Drink-free driving.

**Week 15 and Week 16**

During the In House exams.

Suggest use these classes to evaluate the modules covered so far in the SPHE programme. See under Assessment in our SPHE policy (copy at end of this plan) or see the SPHE book, “Guidelines for Assessment”. Page 68 gives a sample self assessment record sheet.

Main Topics:

Emotional Health Friendships

Relationships and Sexuality Influences and Decisions

Substance Use Physical Health

**Week 16**

Emotional Health: DES/RSE book Saying How I Feel Lesson 4, page 48. Student sheets P.51 and 52 or select suitable material from OMOTF Feelings and use the cards to go with some of this.

Relationships and Sexuality

Influences and Decisions:

**Week 17, 18, 19 and 20**

Friendships: Select from manual or OMOTF materials

SECOND YEAR S.P.H.E.

WEEKLY PLANS (continued)

**Week 21**

Review of changes in puberty, DES/RSE Lesson 90-95, Student Sheets 17(a) and (b), pages 93, 94, 95

Then, depending on the needs of your group, select from the Always Quiz or

Stages of pregnancy, DES/RSE Student sheet 31, Pgs.129 and 130 or use or revise the Conception to Birth chart from Health 6, page 23 or Pregnancy and Birth, DES/RSE lesson 13, Page 123 or B4 - Babies (on birth) Health 6 page 24 or

Time to Reflect (young people engaging in sexual activity) DES/RSE lesson 22, page 212 and 217. Student Sheets 59, 60 pages 215, 216 or

Teenage Pregnancy, DES/RSE lesson 23, page 220 and 228. Student sheets 61, 62, pages 223-227.

**Week 22, 23 and 24**

Physical Health Following on from week 11, Could introduce DVD clips and/or worksheets from Bone Health and Osteoporosis

How Fit am I? HT , W.B.

**Week 25**

Substance Use and Influences and Decisions

Smoking HT , W.B. .

The notes on Passive Smoking needs to be covered for in the homes and the link between this and cot deaths.

Remind students of what constitutes a unit of alcohol using the PowerPoint from the year one HEALTHY LIVING,

W.B. . Talk about one unit an hour and max per day/week.

**Week 26**

Drugs HT with W.B. , Or use the OMOTF Consequences Drugs’ cards or other material.

**Week 27**

Solvent Abuse HT

**Week 28**

Emotional Health/Communication skills: Using overhead, get and give examples of Passive, Aggressive and Assertive Communication. Take from OMOTF booklet on Assertive Communication.

B4, look at Chalkface “Self Awareness” choose from pages 14-21

SECOND YEAR S.P.H.E.

WEEKLY PLANS (continued)

**Week 29**

## Self Management: Study skills, how to revise. Reading for Information HT on how to read by scanning and make notes. See W.B.

Or for B4, see Chalkface “Self Awareness” and choose a topic for this class.

**Week 30**

Talking about Myself HT , or 30 Things I can Do HT , W.B.

Or for B4 see Chalkface “Self Awareness” What I can Do, pages 58, 59 and 61

**Week 31**

Being Responsible HT , W.B. Check it out and Your Responsibilities

**Week 32**

Return to a module you would need to develop further.

**Weeks 33 and 34**

In House exams.

Suggest use these classes to ensure students have completed some evaluation on all 10 modules covered this year in the SPHE programme.

See under Assessment in our SPHE policy (copy at end of this) or see the SPHE book, “Guidelines for Assessment”. Page 68 gives a sample student self assessment record sheet

THIRD YEAR S.P.H.E.

WEEKLY PLANS

The ten modules are covered each year, in an age appropriate manner.

LEVEL (Band/Set, if appropriate): Streaming, range of mixed ability within this.

# Main Topics:

* Belonging and Integrating
* Self Management: A sense of purpose
* Communication Skills
* Friendship
* Physical Health
* Personal Safety
* Substance Abuse
* Influences and Decisions

**Week 1**

Belonging and Integrating – Joining a new group –HC , W.B. or choose other ideas from HC Making new friends, what do you have in common?

Decide on a contract or rules for the SPHE class, “Class Rules” HC . Try to state the rules in a positive way, e.g. “Who says what stays in the room”. Remind students of the meaning of the words SPHE. Write these words on cover of green workbook and student’s own name. Remind students of the role of tutor/year head. Use of timetable to bring correct books for the next day, journal use in school and at home, importance of contact with homes, homework - different types, could go over the easy to read handout on homework.

Over school rules – could use the easy to read version in the new student folders given to the homes, what is respectful behaviour? Remind them that friends can pull you up or down.

Personal Safety at school, your rights and responsibilities. What can you do if you see or hear of bullying? Remind students of the Comments’ and Concerns’ box on the wall in the photocopying office at the top of the stairs.

Self-management: A sense of purpose/Influences and Decisions

**Week 2**

Study skills and own study habits. HC and , W.B. .

If not done already- Homework - different types, C7 see easy to read handout on home work,

C8, put relevant parts of Homework policy on PowerPoint

**Week 3**

Study Report, HC , W.B.

**Week 4**

**Week 5**

Goal setting for life issues, HC , W.B. .

THIRD YEAR S.P.H.E.

WEEKLY PLANS (continued)

**Week 6**

**Week 7**

Decision-making Skills, HC , W.B. or try OMOTF

#### Week 8 or suggest do this before HallowE’en:

Personal Safety: Mention of bangers/fireworks coming up to Hallow E’en. Illegal, and the dangers of incorrect usage. The bonfire, safety rules. Relevant here? - Friends can pull you up or down.

Use of alcohol around the fire. See HEALTHY LIVING and W.B. , units of alcohol, discuss using power point, or use an alternative e.g. Alcohol DVD “Happy Hour” or “Under the Influence”. Brief mention of inappropriate touching and other forms of abuse at home or in the community. What are their rights and responsibilities? Who can they talk to? Mention Childline etc.

Mention internet safety – outline inappropriate disclosure.

**Week 9**

Physical Health:

HC ,W.B.

Or could use the DVD with workbook on Osteoporosis (See Resources’ list at end of this plan).

**Week 10**

Body Business HC , W.B. or

**Week 11**

Healthy Eating HC , W.B. . Update info on the food pyramid to include a balanced vegetarian diet. Introduce the balanced plate. Mention portion size. Link with Home Ec. Teacher.

Could use one of the DVDs with their workbook pages. (See resources’ list at end of this plan).

**Week 12**

Communication Skills: HC W.B. .

Assertive/Aggressive and Passive Communication HC , W.B.

or could use some of OMOTF “Assertive Communication”

**Week 13**

Self-management:

Study Skills: Suggest Revision” HC , W.B.

THIRD YEAR S.P.H.E.

WEEKLY PLANS (continued)

**Week 14** or suggest this topic is covered before Christmas

Substance Use – Decisions about (Christmas) Alcohol HC , W.B. . Saying No HC , W.B. .

To remind students of what constitutes a unit of alcohol. Remind students re facts of what liver etc. can handle e.g. one unit an hour and the recommended max. no. per day/week for men/women. Drink-free driving.

Or use an alternative e.g. Alcohol DVD “Happy Hour”. See under Resources and the notes on this.

Or use an alternative e.g. “Under the Influence”. See under Resources, see the lesson plans.

**Week 15**

During the In House exams.

Suggest use these classes to evaluate the modules covered so far in the SPHE programme. See under Assessment in our SPHE policy (copy at end of this plan) or see the SPHE book, “Guidelines for Assessment”. Page 68 gives a sample self assessment record sheet.

**Week 16**

# Influences and Decisions: Review class rules – Opinions can differ – respect.

# HC , W.B. .

**Week 17**

Communication Skills: Saying “No” HC , W.B.

**Week 18**

Emotional Health: Feelings, HC , W.B. or DES/RSE 38, Feelings and Adolescence, Student Sheet 6, Page 41 or DSE/RSE 48, Feelings, Student sheet 10, page 52 or

select from OMOTF Feelings 21 Identifying My Feelings FE 3 cards and Feelings 21

**Week 19**

Friendship, Relationships and Sexuality:

Self Esteem: HC , W.B. . If time, try some of

Peer pressure, DES/RSE lesson 20, page 192,193 and 196.197. Student Sheet 53, pages 194,195.

**Week 20**

Girls and Boys, HC , W.B.

**Week 21**

Friendships Relationships and Sexuality:

HC , W.B. or from the next week

Friendships Relationships and Sexuality:

THIRD YEAR S.P.H.E.

WEEKLY PLANS (continued)

**Week 22**

HC , W.B. or HC , W.B. or

HC , W.B. or

Boy/Girl Relationships DSE/RSE 164 and 171, Student Sheet 44, page 166, Show me the colour of your money.

Reasons to have a boy/girlfriend, Student sheet 45, page 167,

What should I do? Student sheet 46 and 47, pages 168-170.

**Week 23**

**Week 24**

Human Reproduction: To introduce, try using the “Getting Pregnant Myths” quiz in the SPHE folder or the DES/RSE quizzes. A Woman’s Reproductive System, Student Sheet 20, page 106. Answers page 107.

A Man’s Reproductive System, Student Sheet 23, page 110. Answers page 111.

Link with the Religion and the Science Dept. Go over STIs – Use Puberty, Well Woman and STI lectures on the “Always” Education Service DVD or other material.

Give students up to date info on Sex and the Law.

If needed, DES/RSE Quick review of changes in puberty, Lesson 10 P.90, Student Sheets 17(a) and (b), pages 93, 94 and 95 or select from the DVDs listed below.

Where a tutor thinks that more information/discussion on this topic is required by the class, or knows that some of the topics below were not covered in 2nd. year, could do one, or more, of the topics now. Could revise Pregnancy and Birth, DES/RSE lesson 13, Page 123, Student Sheet 31 and/or Stages of pregnancy Pgs.129 and 130 or

use the Conception to Birth chart from Health 6, page 23 or

Time to Reflect (young people engaging in sexual activity) DES/RSE lesson 22, page 212 and 217. Student Sheets 59,60 pages 215, 216 or

Teenage Pregnancy, DES/RSE lesson 23, page 220 and 228. Student sheets 61, 62, pages 223-227.

**Week 25**

**Substance Use and Influences and Decisions:**

# Decisions about Smoking (or other substances) HC , W.B.

**Week 26**

Substance Use continued: could use the OMOTF Consequences Drugs’ cards to stimulate discussion and tie in with OMOTF Decision Making cards. Or, for the JCSP class, C7, could select topics from the Chalkface “Drug Awareness” book.

THIRD YEAR S.P.H.E.

WEEKLY PLANS (continued)

**Week 27**

Before doing this, check what will be covered by the Career Guidance teacher.

Self-Management A sense of Purpose: Selection from HC Careers’ Education The world of work. HC , W.B.

**Weeks 28 and 29**

Deciding My Future, Use our own chart on Decision time. Also, with class C8 and C9, look at Subject Choices for Leaving Cert. Established. .

**Weeks 30 and 31**

Jobs that Interest Me - use the HSC careers’ book.

**Week 31** (or do this topic a few weeks earlier if you think it better).

Self Management: Discussion on study skills, how to revise. Discuss feelings about the exams. Relaxation, what works for them? Part-time jobs, benefits, how much time can you give to this and your study time? – give them the legal side of this as well.

**Week 32** Return to a module you would need to develop further.

**Week 33 and week 34:**

Suggest use these classes to ensure students have completed some evaluation on all 10 modules covered this year in the SPHE programme.

See under Assessment in our SPHE policy (copy at end of this) or see the SPHE book, “Guidelines for Assessment”. Page 68 gives a sample self assessment record sheet.

FIFTH YEAR RELATIONSHIPS AND SEXUALITY EDUCATION

**Leaving Certificate Established Students 5th Year**

**Leaving Certificate Applied Students 5th Year**

**Relationships, select from:**

Lesson One P.13 What We Value in Relationships (D12) with worksheets 1A “Qualities in Myself and Others” on pages 15 and 16.

Lesson Six

P.33 Understanding Boundaries with worksheet 1, “Where Do I Stand” P.35

Lesson Seven

P.36 Communicating Our Boundaries with worksheet 1 “Communicating Our Boundaries” on P.38 and worksheet 2, P.39 “Assertive Communication Skills”

**Taking the Time to Think, select from**

Lesson Nine P.45 Sexuality with worksheet 1, P.47 “Aspects of Sexuality”

Lesson Ten P. 49 Sexual Orientation with worksheet 2, P. 51 “Sarah’s Story”

Lesson Twelve P. 57 Decision-Making with the DVD and worksheet 1, P.59 “What’s Your View?” and worksheet 2. P. 60 “”Decision-Making”.

Extra info on P. 61

**Sexual Health, select from**

Lesson Fourteen P.66 Human Reproduction and Fertility with quiz on body, P.68 to 71 and Fertility, P.72 + 73, also the TRUST DVD . Extra info on p. 74 and 75

Lesson Sixteen P.84 Contraceptive Methods 1 with worksheet 1, P. 86 “Communicating about Contraception” (include abstinence) , and the TRUST DVD

Extra info on P. 87. This also mentions abstinence.

**Sexually Transmitted Infections**

Lesson Ten from the DES/RSE for Seniors manual P. “More Than You Bargained For” Or try Lesson Twenty STI Transmission with worksheet 1 “”Beanie People” and

worksheet 2 “STI Quiz”. Ans. P. 116 Use the TRUST DVD which also points out that all of the above can be avoided by having a faithful monogamous relationship. Need to pass on that info too.

Link students in with “b4udecide.ie” The Facts without the Lecture

SIXTH YEAR RELATIONSHIPS AND SEXUALITY EDUCATION

**Leaving Certificate Established Students 6th Year**

**Leaving Certificate Applied Students 6th Year**

**Relationships, Select from**

Lesson One

P.13 What We Value in Relationships. Review. This year use worksheet 1B, page 17 or try Lesson Four P.25 The Influence of Self-Esteem with worksheet 1, P.27 “Being Myself” and worksheet 2, p.28 “Cormac’s Story”

Lesson Five P.29 When We Feel Hurt with worksheet 1, P.31 “Jenny’s Story

and worksheet 2, P.32 “When We Feel Hurt”

Lesson Eight

P.40 Intimacy with worksheet 2, P.43 “Orla and Sean”

Review “Assertive Communication Skills”

**Taking the Time to Think,**

Lesson Ten P. 49 Sexual Orientation with worksheet 2, P. 52 “A Good Friend”

Lesson Thirteen P. 62 Responsible Relationships with worksheet P.64 “Responsible Relationships”

Sexual Health, select from

Lesson Fifteen

P.76 Understanding Female Fertility with worksheet 1, Pgs. 78 to 81

Extra info and chart on Ps 82 and 83

Lesson Seventeen P. 88 Contraceptive Methods 2 with worksheet 1, Pgs. 90 and 91

“Contraceptive Methods Commonly Used by Young People”, and the TRUST DVD

This also mentions abstinence.

**Sexually Transmitted Infections**

Lesson Nineteen, P.101 STIs – What’s What with worksheet 1, Ps.104 to 107 and the TRUST DVD and worksheet 2, Ps.108 to 110. Case Studies. Extra info and case study ans. on P.111

Use the TRUST DVD which also points out that all of the above can be avoided by having a faithful monogamous relationship. Need to pass on that info too.

Link students in with “b4udecide.ie” The Facts without the Lecture.

SPHE Homework Procedures:

Some classes will have an extra copy in addition to their workbooks to complete with the sentences below:

Write down the name of the topic and then complete one of these sentences.

One thing I learnt…

One thing I found useful was….

I used to think…., now I …..

One thing I’d like more on is….

This homework is often started in class.

Homework can involve

- bringing in magazines related to the topic being covered.

- doing research at home or in the community on a topic being covered.

**SPHE Assessment Procedures:**

* Workbooks are used and are usually kept in class by the teacher to avoid their being “forgotten”.
* Each student has a named folder, and extra pages, handouts, worksheets etc are stored in this folder. First Years are orange, Second Years are blue and Third Years are green
* Peer assessment is used, especially when group activities are being carried out. Listening to others in a respectful manner is encouraged.
* “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 use. 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”. ( From our SPHE policy)
* Teachers are encouraged to ensure that all students complete an age and stage appropriate evaluation at the end of each of the ten modules each year in First to Third Year.
* SPHE is now listed on the subject forms used for Parent/Teacher meetings.

SPHE Examination Procedures:

SPHE does not sit easily with the kinds of assessment usually associated with assessment for certification in the Junior Certificate examination so the Department of Education and Science (DES) will not formally examine this subject. Some teachers give a short test at Christmas and for the Summer exams.

Record Keeping Procedures:

* The SPHE Coordinator gives each tutor a plan for the year. Each teacher is encouraged to keep a record of attendance and what is covered in the weekly class.
* Each SPHE modifies the plan to ensure that the information is accessible to their particular class group
* The coordinator keeps a record of participation at ICD for each teacher.
* The coordinator photocopies each year’s list of ICD topics and dates for each teacher and encourages attendance.

Teacher In-Career Development

Continuous professional development for S.P.H.E. teachers is provided by Department of Education and Skills Social, Personal and Health Education Support Service (Post-Primary). Each term, the schedule of courses for teachers is posted to the S.P.H.E. Co-ordinator who will display it in the staffroom and e-mail all S.P.H.E. teachers.

Alternatively, all S.P.H.E. courses for teachers are posted on the website www.sphe.ie

DES Subject Department Inspection

The teaching of Social, Personal and Health Education is included in the subject inspection process for post-primary schools by the Department of Education and Skills. A subject inspection of S.P.H.E. is similar to a subject inspection in any other area.

A C.S.P.E. subject inspection may examine the following areas:

1. **Subject Provision and Whole School Support** looks at how the subject is timetabled and resourced, how teachers are appointed to teach it, how coordination operates, access to inservice support, budgeting and other general issues
2. **Planning and Preparation** may involve inspectors discussing and examining planning materials both at departmental and individual teacher levels
3. **Teaching and Learning** Inspectors may evaluate methodology, classroom management, the use of resources, use of I.T. and overall learning in C.S.P.E.
4. **Assessment** Inspectors may examine the assessment methods used from students’ written and oral work, projects and participation.

**Department of Education and Skills S.P.H.E. Guidelines for Teachers** provides information on best practice in terms of subject provision and organization. All relevant best practice documents and guidelines are available at [www.sphe.ie](http://www.sphe.ie) / www.education.ie