

 **Céim Eile, Templemore College of Further Education (TCFE)**

**SPHE & RSE Policy**

**Version** 1.0

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**Céim Eile, Templemore College of Further Education (TCFE)**

**SPHE & RSE Policy**

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| **Policy Area** | Centres |
| **Policy Reference No.** |  |
| **Version** |  |
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| **Date Amended & Short Summary of****Amendments** |  |
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| **Date Noted ☐ / Date Adopted ☐ by Tipperary ETB****Committee** |  |
| **Policy Review Date** |  |
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| **Send Feedback to** |  |

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Príomh Oifigeach Feidhmiúcháin: Bernadette Cullen

**Social Personal Health Education (S.P.H.E.) / Relationships Sexual Education (R.S.E.) Policy**

# Mission Statement

|  |
| --- |
| **Céim Eile aims to promote a respectful learner centred environment which inspires and encourages young people towards each steppingstone in life.** |

Céim Eile, Templemore College of Further Education currently provides the following to our learners;

* An atmosphere conducive to being open and where learners can talk with teachers, tutors, resource and other staff.
* Access to a centre Councillor for learners.
* An Advocate is available for learners to assist them with C.V. / Interview skills, work experience and progression
* Anti-bulling strategy and programme of prevention emphasising respect for the rights and dignity of others.
* Education about human physiology and human reproduction – Leaving Certificate Applied: Social Education.
* An exploration of the types of Relationships e.g. within the family, maturity, adolescence and dealing with conflict, independence and responsibility - Leaving Certificate Applied: Social Education, SPHE.
* Visits by speakers on topics such as anti-bullying, drugs and alcohol misuse, hygiene, health and sexual maturity.

# Céim Eile Aims

1. To promote a learner centred learning environment.
2. To inspire and encourage learners to participate actively in society.
3. To foster a holistic approach to Education.
4. To promote and encourage the personal and professional development of staff.
5. To develop and maintain links with a range of agencies to enhance and support the work of the centre.

### How S.P.H.E. links with the Ethos of Ceim Eile, Templemore College of Further Education:

* S.P.H.E. aims to equip young people with the skills which are required to critically evaluate information, opinions, attitudes and values, in order to effectively make positive, responsible, informed and more importantly respectful choices about themselves and about the way they live their lives.

Céim Eile, Templemore College acknowledges that the home is the natural environment for the social, personal and health development of learners, however, the Education Act of 1998 (Section 9, subsection d)[[1]](#footnote-1) requires all recognised centres and Education Support Centres to promote the moral, spiritual, social and personal development of learners and provide health education for them. This will be carried out in consultation with parents.

Policies links

This policy is linked to the centres Substance Use, Child Protection, Acceptable Usage of Computers, Anti-Bullying and Code of Behaviour policies.

# Definition of S.P.H.E., its aims and how it links with the college ethos

S.P.H.E. is a programme that provides learners with the unique opportunity to develop the skills and competence to learn about themselves and others and to make informed decisions about their health, personal lives and social development.

## The aims of S.P.H.E.

* To enable the learners to develop skills for self-fulfilment and living in communities.
* To promote self-esteem and self- confidence.
* To enable learners 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.

The above aims of S.P.H.E. contribute to the overall aims of Céim Eile in promoting the holistic development of our learners.

##  Outline of programme content and teaching methods

The curriculum for S.P.H.E. is presented in ten modules, each of which appears in each year as outlined in Appendix A. The emphasis will be on developing skills, understanding, attitudes and values important to all these areas. 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

The Department of Education and Science recognises that each centre has flexibility within this framework to plan the S.P.H.E. programme in harmony with the learners needs and the centres resources. These resources include a class set of books, videos, handouts from other sources as well as articles from newspapers and other outside media which will aid in delivering the S.P.H.E. programme.

Céim Eile recognises that the primary responsibility for the moral, spiritual, social and personal development of children lies with their parents. However, the centre has a long tradition of supporting parents in this role. A summary of what the centre provides both formally and informally to promote holistic development of our learners is included in Appendix B. S.P.H.E is seen as building on this.

Teaching Methods: How S.P.H.E. will be taught and timetabled.

Because the programme is primarily skills-based teaching methods must be of an experiential nature with an emphasis on discussion, reflection and classroom participation. These teaching methods will be learner centered and appropriate to the age and stage of development of the learner. The class atmosphere must be one of respect for the privacy of the individual and hallmarked by sensitivity and care. S.P.H.E. is allocated two class period a week for LCA 1 and one class period a week for LCA 2 and will be taught in the context of the Mission Statement of Céim Eile.

Staff Development, Training and Resource Issues

The value placed on S.P.H.E. / R.S.E. by Céim Eile, Templemore College of Further Education will be evident by the centre’s commitment on the part of management to develop a trained and dedicated group of S.P.H.E. / R.S.E teachers.

Continued professional development and up skilling will form an integral part of this programme. The management of the centre are responsible for the relevant training needs of S.P.H.E. /R.S.E teachers within the centre and all training will be recorded for the centre.

## **Relationship and Sexuality Education**

### Definition of Relationship and Sexuality Education (Céim Eile.)

Relationship and Sexuality Education (R.S.E.) is part of a wider programme of Social, Personal and Health Education, (S.P.H.E.) programme.

## Aims

Céim Eile through the RSE programme aim to:

* Help young people understand and develop friendships and relationships.
* Promote an understanding of sexuality.
* Promote a positive attitude to one’s own sexuality and in one’s own relationships with others.
* Enable young people to develop attitudes and values toward their sexuality in a moral, spiritual and social framework.
* Develop an understanding of human reproduction.

## Organisation of R.S.E. within Céim Eile, Templemore College of Further Education

Bearing in mind the sensitive nature of the content of the RSE module, the possible concerns of parents/guardians and teachers and the need for partnership in this area, Céim Eile, Templemore College of Further Education respects:

* The rights of parents/guardians to be consulted about and to be made aware of the content of the R.S.E. programme as taught in our centre,
* The right of parents/guardians to withdraw their children from the RSE class,
* The right of parents/guardians to be consulted as part of the evaluation and review process.

Much of R.S.E. will be taught in the Leaving Certificate Applied Social Education module.

In Year 1 of LCA, learners will learn about:

* Taking Care of Yourself
* Relationships and Sexuality

This will be built upon in Year 2 where learners will learn about:

* Relationships
* Coping with problems

Sensitive issues/Participation

Relationships and Sexuality (R.S.E.) is one module of the S.P.H.E. Programme. Each parent has the right to withdraw their child from some or all R.S.E. classes but are encouraged to provide alternative R.S.E. at home. It will be necessary for parents of any learner opting out of R.S.E. to make suitable arrangements with Centre Management for the welfare of their child at these times.

Where children are withdrawn from R.S.E. the centre cannot take responsibility for any versions of centre content passed onto them by other learners.

Class discussion will be of a general nature and will not be personally directed in accordance with the previously agreed class ground rules. Inappropriate questions will not be answered by a teacher nor from learner to learner. Only questions directly pertinent to the lesson content will be addressed in class.

While it is acknowledged that teachers have a professional responsibility to impart the S.P.H.E. course content, the needs of our learners will be addressed in a caring and supportive manner. Where it is appropriate, the teacher may refer learners to other supportive links or services internal or external to the college community. As far as possible this should be done in negotiation with the learner. While an atmosphere of trust is a pre-requisite of S.P.H.E. class, the legal limits of confidentiality must always be observed. These limits are:

### a) Child abuse

i) Physical

ii) Emotional

iii) Sexual

iv) Neglect

b) Intention to harm self or others**.**

Where possible learners should be informed of these limits before making a disclosure.

### c) Substance misuse policy.

If a staff member is aware of a learner abusing drugs, this information would have to be disclosed to the Coordinator, for example if a learner talks about consuming alcohol.

### d) The legal age of engaging in sexual activity.

If it is known by a member of staff that a learner is engaging in sexual activity under the legal age on consent, the centre will make arrangements to tell their parents or guardians.

### e) The Role of Visitors

Visiting speakers are seen as complimenting and supporting the S.P.H.E. programme in the college. Teachers inviting these speakers must:

i) Inform the Coordinator in advance.

ii) Make the speaker aware of the ethos and S.P.H.E. policy of the centre.

iii) Agree the content of the presentation in advance.

iv) Do preparatory and follow-up work where possible.

v) Under normal circumstances remain with the class group during the visit.

### f) How parents and learners will be informed.

All learners will be informed of this policy through their S.P.H.E. class. The outline of the S.P.H.E. programme (see plan in Appendix A) and the policy will be placed on the website and parents will be informed at induction of incoming learners. A letter (Appendix C) will be given to all new learners to be read by their parents or guardians before the start on the programme. This letter seeks permission for their child to attend or not to attend this module by way of a signed letter.

### g) How Staff will be informed.

This policy will be available for all staff in the college by its inclusion with the Policy Documents, which are kept in the coordinator’s office. This policy will also be shared through Microsoft Teams for each teacher to review.

### h) Confidentiality

The normal limits of confidentiality will apply to any information coming to the attention of the teacher. However, every effort should be made to ensure that this information is dealt with in a sensitive and discreet manner.

### i) How the S.P.H.E. programme and policy will be reviewed and evaluated.

The S.P.H.E. programme will be reviewed and evaluated on an annual basis by the S.P.H.E. team. The opinions of the learners will be included as part of this review. The S.P.H.E. policywill be reviewed in line with recommendations from the S.P.H.E teachers and annually with the centres management.

## How the Board of Management will be Informed

The copy of the centre’s draft S.P.H.E. policy will be discussed at a meeting of the Board of Management. Any changes/recommendation will be consulted upon before the final document is drawn up for ratification by the board of management of Templemore College.

## **Policy Review**

Learner evaluations of the programme will take place at the end of the academic year.

This policy will be reviewed by the Board of Management annually.

|  |  |
| --- | --- |
| Submitted to Staff: |  |
| Submitted to Board of Management: |  |
| Submitted to ETB Board: |  |
| Passed by ETB Board: |  |
| Reviewed: |  |

## **Appendices**

#### **Appendix 1**

#### **SPHE/RSE Two Year Plan**

**1st Year SPHE YEARLY PLAN**

SPHE Teacher Name: Ann Collins/Rachelle Kennedy Year Group: LCA Class: 1st year

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wk****No.** | **Module/Topic** | **Aims** | **Outcomes** | **Resource** | **Methodology** | **Literacy/****Numeracy** | **Assessment****Home task** | **Cross curriculum Links** | **Teacher** **comments** |
| 1 | Introduction of SPHESHAREANTI BullyingAmber FlagCycle Against SuicideLockersGuest Speakers  | To make learners aware of the programme | Ground rules for the class | Rules template | Class discussion Brainstorm | Write up |  | Art and DesignSocial EducationP E |  |
| 2 | Communication SkillsAmber Flag | To help learners' awareness of developing effective communication skills. To develop learners, understand the importance of wellbeing | Ways to improve effective communication and improve good communication skills. To Help the learners develop an awareness of the helpline and for suicide prevention | Learner Sheet 1&2Tools for self-care.Worksheets and video resources | Class discussion, roleplay, worksheets, fundraising | Write up |  | Art and Design, P ESocial Ed |  |
| 3 | Assertive Communication SkillsAmber FlagOn My Own Two Feet | To enable learners, communicate more assertively | Learners be able to identify different types of communication skills and practice communicating assertively, preparation for cycle against suicideIdentity and self Esteem | Learner sheets3Work Cards | DiscussionRole-play | Write up |  | Art and Design, PESocial Ed |  |
| 4 | Assertive Communication SkillsAmber Flag, Cycle Against SuicideOn my Own Two Feet | To enable learners to communicate assertively.Complete a fundraising activity as part of a groupBelongings and Integration | To enable learners, identify passive aggressive and assertive ways of communicatingLearned to work together as a group.Learn to cycleIdentity and Self Esteem | Learner sheets4&5Bicyles Protective gearWorkCards | DiscussionRole-playCycle instructorsWorksheetsWorksheet | Write up |  |  |  |
| 5 | Dealing with feelings | Learners to recognise a range of human emotions and ways to deal with them | Learners should have a deeper understanding of a range of emotions. | Warm up exerciseLearner sheet 6 | DiscussionFeedbackQuestions and answers | Write up |  |  |  |
| 6 | Dealing with feelingsOn my own Two FeetSelf-Management | Learners to recognise a range of human emotions and ways to deal with themSelf-ManagementA Sense of Purpose | Learners to consider different ways of dealing with emotionsDecision Making | Learner sheet 7Work Cards | DiscussionFeedbackQuestions and answers | Write up |  |  |  |
| 7 | Keeping our CoolDecision MakingFriendships | Learner to develop skill with dealing with conflict in relationshipsHelp learners identify healthy and unhealthy relationships  | Learners to identify situations in which conflict is most likely to occur. | Learner sheet 8 | Role Play Group workFeedback | Write up |  |  |  |
| 8 | FriendshipDecision MakingOn my Own Two FeetSelf- management a sense of purposeSubstance use | Learner to develop skill with dealing with conflict in Relationship Help learners make responsible decisions on life changing challenges to give them the opportunity in life to have a sense of purpose | Make learners aware of what can happen in conflicting situations.Work Cards | Learner sheet 9Discussion Worksheet | Re-capDiscussionGroup workFeedbackFeedback | Write up |  |  |  |
| 9 | Emotional HealthEnable learners to reflect on the experience of loss | Help learners recognise the many ways we experience loss | Learner sheet 11 | Discussion | Write up |  |  |  |  |
| 10 | Emotional Health | Help learners understand different reactions to loss Enable learners to reflect on the experience of loss | Learner sheet 12 | Re-capDiscussionQuestions and answers | Write up |  |  |  |  |
| 11 | Emotional HealthEnable learners to understand living with relationship loss | The value of support  | Learner sheet 13 | Re-capDiscussionQuestions and answers | Write up |  |  |  |  |
| 12 | Emotional Health | Enable learners to reflect on the experience of loss | Help learners identify ways of coping and living with loss | Learner sheet 13 | Leaflet DiscussionGroup work | Write up |  |  |  |
| 13 | Human ReproductionSHAREModul 1 Introduction  | Learners to develop an understanding of the functions of the reproduction systems of men and womenCourse 1 | Learners to have a better understanding woman’s and men’s reproductive systemOnline. | RSE Lessons 10& 11 | DiscussionInternetDVD | Write up |  |  |  |
| 14 | Human ReproductionSHARE | Learners to develop an understanding of the functions of the reproduction systems of men and womenCourse 2 | Learners to familiarize themselves with a woman’s menstrual cycleOnline | Table quizQuestions and answers | Feedback | Write up |  |  |  |
| 15 | Human Sexuality Relationships and SexualityFriendshipsSHARE | Learners to explore the myths surrounding human sexualityHelp learners understand Different types of relationships with different gender sexual preferencesCourse 3 | Help learners to understand human sexualityOnline | Learner sheet 17 | BrainstormDiscussion | Write up |  |  |  |
| 16 | Human SexualitySHAREModule 2Relationship | Learners to explore the myths surrounding human sexualityCourse 1 | Help learners to recognise influences of human sexualityOnline | Learner sheet 18 | StatementsDiscussion | Write up |  |  |  |
| 17 | Human SexualitySHARE | Learners to explore the myths surrounding human sexualityCourse 2 | Learners to examine the myths around male and female sexualityOnline | Learner sheet 19 | WorksheetDiscussion | Write up |  |  |  |
| 18 | Planning for the FutureAnti-BullyingSHARE | To make clear to learners how and when conception takes placeLearners' awareness of anti-bullying behaviour including CyberbullyingCourse 3 | Learners to be able to identify myths about conception and fertilityLearner will be able to differentiate acceptable and non-acceptable behaviour towards each otherOnline | Family planning methodsLearner sheet 20Guest speakerPostersActivitiesWorksheets | Research the internetWorksheetDiscussionSchool based activitiesCycle against suicide workbook | Write up |  | Art |  |
| 19 | Planning for the FutureAnti-BullingSHARE | Learners to have understanding of different methods of conceptionIntroduction to guest speakerCourse 4 | Learners to research and identify different methods of family planningGuest speakerOnline | Learner sheet 21 | Discussion Worksheet | Write up |  |  |  |
| 20 | Planning for the FutureSHARE | To deepen knowledge of the importance of, and, methods of family planning.Course 5 | Learners to identify different methods of family planningOnline | Learner sheet 22 | DiscussionQuestions and answersWorksheet | Write up |  |  |  |
| 21 | Planning for the FutureAnti-BullyingSHARE  | To deepen knowledge of the importance of, and, methods of family planning.Course 6 | To explore the concept of choice and responsible planning in sexual relationshipsOnline | Learner sheet23 & 24 WorksheetFairy door drawing on bullying | DiscussionQuestions and answersWorksheetDiscussionTools and equipment | Write up |  | ArtWoodwork |  |
| 22 | Planning for the FutureAnti-BullyingSHARE | To deepen knowledge of the importance of, and, methods of family planning.CraftCourse 7 | To explore the concept of choice and responsible planning in sexual relationshipsOnline | Learner sheet 24 | DiscussionQuestions and answersWorksheetDiscussion | Write up |  | ArtWoodwork |  |
| 23 | Responsible ParenthoodSHAREModule 3Consent | To help learners understand the implications of pregnancy and parenthood for couplesCourse 1 | Promote awareness of the implications and consequences of pregnancy for a coupleOnline | Parent and baby exercise | Group workDiscussionFeedback | Write up |  |  |  |
| 24 | Responsible ParenthoodChild ProtectionSHARE | To help learners understand the implications of pregnancy and parenthood for couplesCourse 2 | Promote awareness of the implications and consequences of pregnancy for a coupleOnline | Learner sheet 25 | DiscussionWork sheet | Write up |  |  |  |
| 25 | SHARELockers• Personal Safety | Course 3Internet safetyLesson 1  | OnlineInternet safetyThe law on sharing internet content | Discussion Worksheets |  | Write up |  |  |  |
| 26 | SHARELockers | Course 3Internet safetyLesson 2 | OnlineWhen online sharing goes wrong | DiscussionWorksheets |  | Write up |  |  |  |
| 27 | Responsible ParenthoodChild ProtectionLockers Personal Safety | Demands of parenthoodInternet safetyLesson 3 | To help learners to become aware on the demands of parenthoodVictim blaming | Learner sheet 26DiscussionWorksheets | Re-capQuestions and answersDiscussion | Write up |  |  |  |
| 28 | Responsible ParenthoodChild ProtectionLockers• Personal Safety | Demands of parenthoodInternet SafetyLesson 4 | To help learners to become aware on the demands of parentPeer pressure and non-consensual sharing | Learner sheet 26Discussion Worksheet | Re-capQuestions and answersDiscussion | Write up |  |  |  |
| 29 | Responsible ParenthoodChild ProtectionLockersPersonal Safety | To help learners understand the implications of pregnancy and parenthood for couplesInternet SafetyLesson 5 | Promote awareness of the implications and consequences of pregnancy for a coupleThe influence of media and gender stereotypes | Parent and baby exerciseDiscussionWorksheet | Group workDiscussionFeedback | Write up |  |  |  |
| 30 | Responsible Parent Child ProtectionLockersPersonal Safety | To help learners understand the implications of pregnancy and parenthood for couplesInternet SafetyLesson 6 | Promote awareness of the implications and consequences of pregnancy for a coupleGetting help when your digital content seems to last forever | Learner sheet 25Discussion Worksheets | DiscussionWork sheet | Write up |  |  |  |
| 31 | Personal SafetyMore than you bargained for | Sexual behaviour and sexually transmitted infections (STIs). | Learner to identify some of the causes, symptoms and treatment associated with STIs, HIV and AIDS | Learner sheet 28 | DiscussionWorksheetFeedback | Write up |  |  |  |
| 32 | Personal SafetyMore than you bargained for | Sexual behaviour and sexually transmitted infections (STIs). | Learner to identify some of the causes, symptoms and treatment associated with STIs, HIV and AIDs | Learner sheet 28 | DiscussionWorksheetFeedback | Write up |  |  |  |
| 33 | More than you bargained for | How STIs can silently spread | Greater awareness on how STIs, can silently be spread | Learner sheet 25 | Greater awareness on how STIs, can silently be spread |  |  |  |  |

**2nd Year SPHE YEARLY PLAN**

**SPHE Teacher Name: Ann Collins Year Group LCA 2nd yr. Learners**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Module/topic** | **Aims** | **Outcomes** | **Resources** | **Methodology** | **Literacy and****Numeracy** | **Assessment/****Home task** | **Cross curricular links** | **Teacher comment** |
| 1 | Introduction to SPHEAmber FlagCycle against SuicideAnti-BullyingSHAREGuest Speakers as requiredPrepare folders | To familiarize learners to the programme again. | Ground rules form the class | Rules templateRe-visited | Class discussion brainstorm | Write up |  |  |  |
| 2 | Implications of sexual activitiesAmber flagCycle Against Suicide | To help learners understand appropriate behaviour of the implications of sexual activities | Have knowledge of personal values be able to use decision making skillsDiscussion on Mental Health | Hand outs .Situtation cardsHand outWork sheet | Class DiscussionDiscussionWorksheet | Write upWrite Up |  |  |  |
| 3 | Emotional HealthFriendshipsAmber FlagCycle Against Suicide | Loving relationshipsMental Health Stigma | Greater awareness of how to reflect on love and attraction and understanding of the qualities of a loving relationshipLearners’ awareness  | Work sheetDiscussionDiscussionWorksheet | DiscussionGroup workGroup workeedback | Write up |  |  |  |
| 4 | Emotional HealthAmber FlagCycle against SuicidePhysical Health | Loving relationshipsComplete a fundraising activity as part of a group | Loving QualitiesLearn to work together as part of a groupLearn to cycle | Hand Out Loving QualitiesBicycles protective gear | DiscussionGroup workFeedbackCycle instructor | Write up |  |  |  |
| 5 | FriendshipsMarriage | To develop learners' awareness of the deeper understanding of relationships and marriage. | Reflect on qualities material relationship and a good understanding of the commitment in marriage  | Hand outGroup work marriageFor better or for worse | DiscussionGroup workFeedback | Write up |  |  |  |
| 6 | MarriageBelonging and IntegrationRelationship and Sexuality | To develop learners' awareness of the deeper understanding of marriage. | Reflect on qualities material relationship and a good understanding of the commitment in marriage | Group WorkHand outTeenage marriage | DiscussionGroup workBrainstormFeedback | Write up |  |  |  |
| 7 | Life supportBelonging and Integration | To help learners understand the importance of integration within blended families. | Hand outLife support cards | Class discussionWorksheetsGroupworkfeedback | DiscussionGroup WorkBrainstorming Feedback | Write up |  |  |  |
| 8 | Amber FlagCycle Against suicideEmotional &Physical Health | Trip Fundraiser | Participate in cycle as part of a team | Complete event |  |  |  |  |  |
| 9 | FriendshipsLife support | To help understand theimportance of family life | Hand out Family life line | Class discussionWorksheetsGroup workfeedback | Write up |  |  |  |  |
| 10 | FriendshipsRelationship sexualityLife support | To help learner awareness to consider the roles of women and men in relationships in society | Hand OutStereotypingLearner Sheet 41 | DiscussionGroup work | Write up |  |  |  |  |
| 11 | Relationships and sexualityChallenging Roles | As previous week | Learner sheet 42 Case studies | DiscussionGroup work | Write up |  |  |  |  |
| 12 | Relationships and sexualityChallenging Roles | As previous week | Learner sheet 42 Case studies | DiscussionGroup work | Write up |  |  |  |  |
| 13 | Relationship and sexualityChallenging RolesFriendships | To help learner awareness to consider the roles of women and men in relationships in society |  Reflection exerciseChart | DiscussionGroup work | Write up |  |  |  |  |
| 14 | Relationship and sexualityAccepting Sexual OrientationsPhysical HealthSHARE | To deepen the learner’s awareness and understanding of sexual orientation and to explore associated attitudes.Introduction to online course | Reflection exerciseDescribe me Cards.Module 4,5,6 | DiscussionGroup workPostersDiscussion | Write up |  |  |  |  |
| 15 | Relationship and sexualityAccepting Sexual OrientationsSHARE | To deepen the learner's awareness and understanding of sexual orientation and to explore associated attitudes.Pornography | Learner sheet 43What’s your attitudeOn-line Course 1 | DiscussionGroup workPosters | Write upGraph of findings |  |  |  |  |
| 16 | SHARE | Pornography | On-line Course 2 |  |  |  |  |  |  |
| 17 | Personal SafetySexual harassmentSHARE | Learners to be able to identify sexual harassment and where it can occurCourse3On-Line | Learner work sheet 44(a)Julie-Anne’s new Job | . DiscussionGroup work | Write up |  |  |  |  |
| 18 | Personal SafetySexual harassmentChild ProtectionSHARE | Learners to be able to identify sexual harassment and were it can occurCourse 4On-line | Learner sheet 44(b)Joe’s Story | Discussion | Write up |  |  |  |  |
| 19 | Personal SafetySexual harassmentChild Protection | Learners to be able to identify sexual harassment and where it can occurCourse 5 Enable learners to become aware of the impact of sexual assault on the victim and to identify ways of protecting themselves and each other from possible assault. | Learner sheet 45Sexual HarassmentNewspaper report on sexual assault | DiscussionDiscussionNewspaper articles. | Write up |  |  |  |  |
| 20 | SHAREInfluences and decisionsMy Own two feetPersonal SafetySubstance UsePhysical Health | Course 5On-lineHow learners can be influenced and make decisions on the use of Alcohol and drug  | Work sheet | Discussion |  |  |  |  |  |
| 21 | When Sexual assault Becomes a RealityEmotional HealthChild ProtectionSHAREModule 5Substance use Decision Making | Enable learners to become aware of the impact of sexual assault on the victim and to identify ways of protecting themselves and each otherCourse 1On-LineLearners' awareness of misuse of alcohol and drugsEnable learners to be able to make life decisions  | Learner sheet 46(a)Anne’s ExperienceDiscussionWork cards | Discussion Brainstorm | Write up |  |  |  |  |
| 22 | Personal safetyWhen Sexual assault Becomes a RealityEmotional HealthChild ProtectionSHARE | Enable learners to become aware of the impact of sexual assault on the victim and to identify ways of protecting themselves and each other from possible assault.Course 2On-Line | Learner sheet 46(b)Peter’s experienceLearner sheet 47 | Worksheetdiscussion | Write up |  |  |  |  |
| 23 | Personal SafetyWhen Sexual assault Becomes a RealityChild ProtectionSHARE | As previous weekCourse 3On-line | Learner sheet 48.Supporting a friend if s/he has been sexually assaulted | Worksheetdiscussion | Write up |  |  |  |  |
| 24 | Personal SafetyWhen Sexual assault Becomes a RealitySHARE | Learner sheet 46(b)Peater’s experienceLearner sheet 47On-Line |  |  Worksheetdiscussion |  |  |  |  |  |
| 25SHARE | Personal SafetyEmotional HealthWhen Sexual assault Becomes a RealityCourse 4 | On-Line | Learner sheet 48.Supporting a friend if s/he has been sexually assaulted | WorksheetdiscussionWorksheetdiscussion | Write upWrite up |  |  |  |  |
| 26 | Personal SafetyWhen Sexual assault Becomes a RealitySHARE | As previous weekCourse 5 | Learner sheet 49Protection against sexual assaultLearner On-Line | Discussion | Write up |  |  |  |  |
| 27 | Lesson 19Personal SafetyWithout consentChild ProtectionSHAREModule 6Contraception and STI’s | Learners to develop awareness with issues associated with rape and sexual assault.Course 1 + 2 | Case study Work sheet 50 Common myths about RapeOn-Line | DiscussionWork sheets | Write up |  |  |  |  |
| 28 | Commonly myths about rape agencies for victimsSHARE | Learners to explore myths about rape.Course 3+4 | Learner sheet 51.On-Line | DiscussionCase studyWork sheets | Write up |  |  |  |  |
| 29 | Commonly myths about rape agencies for victimsSHARE | Learners to become aware of the various organisations for victimsCourse 5+6 | Learner sheet 52.List of agenciesOn-Line | DiscussionCase studyWork sheets | Write up |  |  |  |  |
| 30 | Personal SafetyEmotional HealthSHARE | Rape and Sexual assaultCourse 7+8 | Reference sheet 23On-Line | DiscussionList of support services  | Write up |  |  |  |  |
| 31 | Lesson 20Sexual abuseChild ProtectionSHARE | Learners to explore what constitutes abusive activityCourse 9+10 | Learner sheet 53Sexual abuseWhat do you know?On-Line | Discussion | Write up |  |  |  |  |
| 32 | Lesson 20Sexual abuseChild ProtectionSHARE | Learners to have factual information surrounding sexual abuse.Course 11+12 | Learner sheet 54Response to sexual AbuseOn-line | DiscussionReference sheet 24Sexual Abuse the Facts | Write up |  |  |  |  |
| 33 | Lesson 20Personal SafetyEmotional HealthChild ProtectionSHARE | Learners have knowledge in the procedures for dealing with disclosure of sexual abuseCourse 13 | Reference sheet 25On-Line | DiscussionList of local supports available. | Write up |  |  |  |  |

The Dept. of Education & Science recognises that each college has flexibility within this framework to plan the SPHE programme most suitable for the learners and the college.

### **Appendix 2**

Programmes, structures and activities that promote the holistic development and welfare of the learners of Céim Eile;

* Sport
* Retreats
* Green Schools
* College Tours
* Awards - varied
* L.C.A.
* Guidance
* Learning Support
* Fund Raising - Social Awareness
* Programme of Visiting Speakers
* Policies to support learner welfare
* Induction/Freshers Day
* Competitions e.g. Art, Ceramics, sport
* Learners Council
* Parents Evening
* Graduation/Awards Ceremony

### **Appendix 3**

Céim Eile Youthreach Centre

Templemore

Thurles

Co. Tipperary

Date

**Re: SPHE and RSE**

Dear Learner and Parent/Guardian,

As you are aware your son/daughter has Social Personal Health Education (SPHE) classes every week on their timetable. Relationship & Sexuality Education (RSE) is a module on this course which takes up to five weeks to cover. If you consent for your son/daughter to be present in class for this module please sign below. Conversely, if you do not wish your son/daughter to take this module please do not sign and let the Coordinator know. A copy of the SPHE modules including the contents of the RSE module is available on our college website. If you would like a hard copy, please request from the Coordinator.

Yours sincerely,

David Young

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ceim Eile Youthreach Coordinator

0876535207

I have read and understood the rules outlined above.

Learner Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Parent Signature (if under 18): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

\_

Coordinator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

**Appendix 4**

**SPHE Subject Integration**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Teacher** | **Module/Learning Outcome** | **SPHE integration** |
| ICT | Marian Ryan | **The Internet and Digital Literacy:****L.O. 1.1 Basic Theory:** Understand concepts and safety considerations relating to the effective and ethical uses of digitaltechnologies and the internet.**L.O. 2.3 Digital information Literacy**: Discuss the ethical implications of internet use and their digital footprint in relation to issues such as privacy and data protection.**L.O. 3.3 Principles and Practices**: Debate, consider and understand ethical and legal issues such as creative rights, ownership and plagiarism on the internet. | * 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
 |
| English and Communications | Marian Ryan | **Module Personal and Social Communication:** **L.O. 1.1 Identity,** **L.O.1.2 Relationships****L.O.1.3 Journeys: setting out.****L.O.1.4 Journeys— Meeting new characters****L.O.1.5 Journeys— Finding our way****L.O. 1.6 Destinations** | * 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
 |
| Social Education | Corina Mullally | **Module 1 – Social & Health Education 1**Unit 1: Self & OthersUnit 2: Taking Care of YourselfUnit 3: Relationships & Sexuality**Module 2 – My Community**Unit 1: Research Skills Unit 2: My Own Place Unit 3: My Family in the Local Area Unit 4: My Own Place in the Past Unit 5: Community Amenities/Resources Unit 6: Planning in My Own Place**Module 3 – Contemporary Issues 1**Unit 1: Social Context of Contemporary Issues Unit 2: Forces/Interests Unit 3: Making Links Unit 4: Contemporary Issues and Human Rights Unit 5: Making Connections Unit 6: Understanding Concepts**Module 4 – Social & Health Education 1**Unit 1: Communication Unit 2: Relationships Unit 3: Coping with problems**Module 5 – Contemporary Issues 2**Unit 1: Influences on Contemporary Issues: MediaUnit 2: Influences on Contemporary Issues: Interest Groups Unit 3: Democratic Institutions Unit 4 a: Active Citizenship: Voting Or b: Active Citizenship: The Budget Unit 5: Civil Rights and Responsibilities Unit 6: The Wider Picture**Module 6 – Taking Charge**Unit 1: A Place of my Own Unit 2: Making Ends Meet Unit 3: Account Options Unit 4: Saving and Borrowing Unit 5: Buying my Own Home Unit 6: Understanding Insurance | * 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

Due to the dynamic and unpredictable nature of Social Education, any of the topics covered under the modules listed can and do integrate with the SPHE/RSE areas above. |
| Vocational Preparation and Guidance  | Julia Knobel | **Module 1: Guidance**Unit 1: The Learner and the world of workUnit 2: The Learner and one particular field of workUnit 3: Information BuildingUnit 4: Career Action Plan**Module 2: Jobsearch**Unit 1: Sourcing InformationUnit 2: Investigation of a sample of jobsUnit 3: Jobsearch PracticeUnit 4: Interview SkillsUnit 5: Pay and ConditionsUnit 6: Self - Employment**Module 3: Work Experience (1+2)**Unit 1: Pre-placement planning Unit 2: PlacementUnit 3: OperationalUnit 4: Review of Experience**Module 4: Enterprise (1+2)**Unit 1: Planning for EnterpriseUnit 2: OperationalUnit 3: CulminatingUnit 4: Review of Experience**Module 5: Community Work**Unit 1: Community InvolvementUnit 2: Voluntary AgenciesUnit 3: Community DevelopmentUnit 4: Community ProjectUnit 5: Voluntary Work Overseas | * Belonging and Integrating
* Self-Management
* Communication Skills
* Friendships
* Relationships
* Influences and decisions
 |
| Maths | Julia Knobel | **Module 1: Mathematics & Planning**Unit 1: Research and PlanningUnit 2: Budgeting**Module 2: Mathematics & The World Around me**Unit 1: Current AffairsUnit 2: Travel & Recreation**Module 3: Mathematics & Life Skills**Unit 1: Personal FinanceUnit 2: Healthy Life Choices**Module 4: Mathematics & Work**Unit 1: Cross Curricular Mathematics  | * Belonging and Integrating
* Self-Management
* Communication Skills
* Physical Health
* Influences and decisions
 |
| Art | Rachelle Kennedy | **Module: 3****Textiles Structuring/Weaving**Unit 1: Research Unit 2: Designing Unit 3: Making Unit 4: Support Studies Unit 5: Reflection/Evaluation**Module: 12****Ceramics**Unit 1: Research Unit 2: Designing Unit 3: Making Unit 4: Support Studies Unit 5: Reflection/Evaluation | * Communication
* Team Working
* Friendships
* Safety in the art room
* Creativity
* Investigating
* Influences and decision Making
* Physical Health
* Emotional Health
* Friendships
* Developing skills as part of a group, individual responsibilities and as part of a team.
* Self-management- a sense of purpose
 |
| Woodwork | Donal Coonan | **Graphic Communication (Session 1 & 3)****Manufacture of an Educational Toy (Session 2 & 4)** | * Communication Skills
* Team Working
* Friendships
* Safety in Workshop – part of personal safety & substance use
 |
| Science | Ann Marie Sweeney | **Module 1: Science and health.****Unit 1: Practical skills****Unit 2: The Human Body****Unit 3: Maintaining health 1****Unit 4: Maintaining health 2****Unit 5: Childrens health****Unit 6: Investigating the body.** | * Working as part of a Team
* Communicating ideas and research together
* Creativity
* Investigating
* Influences and decision making
* Physical Health
* Emotional Health
* Friendships
* Health and Safety in the workplace
 |
| French | Therese Purcell  | **Module 1: Social Relationships****Unit 1: Introductions and Greetings****Unit 2: Numbers****Unit 3: Likes/Dislikes****Unit 4: Food & Drink** **Module 2: Travelling & Finding the Way****Unit 1: Travel & Transport****Unit 2: Shopping & Services****Unit 3: Accommodation** **Unit 4: Money**  | * Improving communication skills in another language
* Investigating how other cultures live
* Creativity Skills
* Peer support in developing confidence in communicating in new language
* Feeling secure as part of a class group
 |
| Irish | Rachelle Kennedy | Module 1: Eochair-Chleachtaí  Rinne mé píosa cainte fúm féin  D’fhéach mé ar chlár teilifíse/ghearrscannán as Gaeilge agus d’fhreagair mé ceisteanna air  Scríobh mé ríomhphost nó blag: 1. ag lorg eolais nó, 2. ag lorg poist nó, 3. ag lorg taithí oibre nó, 4. ag tabhairt cuiridh do chuairteoir  Ghlac mé páirt i dtaighde grúpa bunaithe ar an nGaeilge thart timpeall orainn Nó  Rinne mé taighde a bhain leis an nGaeilge thart timpeall orainn agus rinne mé tionscadal bunaithe ar an taighde sinModule 2:Eochair-Chleachtaí  Labhair mé Gaeilge le daoine éagsúla faoi cheann amháin de mo chuid caitheamh aimsire  Bhí mé in ann Gaeilge a labhairt agus mé ar saoire: - faoi na daoine - faoin mbia - faoin aimsir - faoi na háiteanna - faoi chaitheamh aimsire  Scríobh mé ríomhphost/blag/cárta poist as Gaeilge  Ghlac mé páirt i dtaighde (aonar/grúpa) bunaithe ar mhodúl 2:  Chuir mé Curriculum Vitae le chéile as Gaeilge | * Communication
* Team Working
* Friendships
* Creativity
* Investigating
* Influences and decision Making
* Physical Health
* Emotional Health
* Friendships
* Developing skills as part of a group, individual responsibilities and as part of a team.
 |
| Leisure and Rec/Sports and Activities | John Butler | **Module 3 Physical Activity for Leisure and Recreation** | * Experience enjoyment and success from participation in physical activity.
* Participation in physical activities in a healthy and safe manner.
* Develop lifelong skills re: beginning and maintaining an exercise programme
* Diminish inhibitions re: taking part in physical activity – individual or classes
* Develop and maintain an appropriate level of fitness.
* Develop personal and social relationships through involvement in teamwork
* Group research/Teamwork - associated communication skills
 |
| Hairdressing | Ann Collins | **Module 3 & 4 Beauty Care and Body Care** | * Communication Skills, Physical Health,
* Friendships, Self-Management – a sense of purpose, Communication Skills, Emotional Health, Influences, and decision making, Personal Safety, Developing skills as part of a group, individual responsibilities and as part of a team.
 |
| Gaisce | Rachelle Kennedy | **Module: 3****Textiles Structuring/Weaving**Unit 1: Research Unit 2: Designing Unit 3: Making Unit 4: Support Studies Unit 5: Reflection/Evaluation**Module: 12****Ceramics**Unit 1: Research Unit 2: Designing Unit 3: Making Unit 4: Support Studies Unit 5: Reflection/Evaluation | * Communication
* Team Working
* Friendships
* Creativity
* Investigating
* Influences and decision Making
* Physical Health
* Emotional Health
* Friendships
* Developing skills as part of a group, individual responsibilities and as part of a team.
 |

**Appendix 4**

**Audit of SPHE with Action Plan completed 07.02.2022**

**Audit of Social, Personal and Health Education (SPHE) Plan**

**Introductory Statement and Rationale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Audit Question* | *Y* | *N* | *Notes* | *Action* |
| Were staff, parents and BOM consulted and involved in the development of this plan? | Y |  | Staff and BOM will be consulted in the development. Parents will be informed of the development and they will be invited to engage with the plan when drafted.  | Copy of draft plan to be sent to parents when complete – David  |
| Is the vision for SPHE in this school clearly stated? | Y |  | Policies and plans in place already but with new change in subject teachers and management, the vision is now been reviewed, November 2021 | Updated and put on the website - David |
| Do the aims of the school plan reflect our current practice | Y |  | These aims will also be reviewed throughout the development of this plan  | Updated and put on the website - David |

**Strand and Strand units**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Audit Question* | *Y* | *N* | *Notes* | *Actions* |
| Are the strand and strand units clearly laid out for each class level?  | Y |  | This is in the policy and teachers scheme of work and lesson plans. This will be reviewed | Reviewed by Ann and Rachelle and Marian to link to policy  |
| Is the 2 year planning grid/matrix included? |  | N | This is not in the policy but it is the teachers scheme of work and lesson plans. This will be reviewed We will be adding in SHARE, AMBER FLAG, CYCLE AGAINST SUCIDE, Bullying, Cocos law | Put into Appendices in new policy. Corina and Marian with Rachelle and Ann |
| Are the content objectives for each strand unit clearly identified? |  | N | This is not in the policy but it is the teachers scheme of work and lesson plans. This will be reviewed. This has been included in the matrix. | Reviewed by Ann and Rachelle and Marian to link to policy |

**Contexts for SPHE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Audit Question* | *Y* | *N* | *Notes* | *Actions* |
| Are the practices for creating a positive school climate and atmosphere identified in the school plan?  | Y |  | This is outlined in the policies (Anti-bullying, Code of Behaviour, Substance misuse, child protection and current SPHE policy) and the college mission statement and objectives. This will be reviewed in the new SPHE Policy | Reviewed by Ann and Rachelle and Marian to link to policy |
| Are there any strategies for creating a positive school climate and atmosphere that need to be promoted? | Y |  | College initiatives, For example, Freshers Day, intercultural day, Amber Flag, Cycle against suicide, Jigsaw, SHARE, Gaisce, etc | Marian to link to policy |
| Is discrete teaching time for SPHE timetabled? | Y |  | SPHE is timetabled separately for each individual class | David |
| Have opportunities for meaningful integration possibilities for SPHE been discussed/addressed? | Y |  | Integrated into Social Education, Actvities, Leisure and Rec, Maths through Schemes of work and lesson plans.Also, incorporated into initiatives as mentioned previous.  | Marian to link to policy |

**Approaches/methodologies**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Audit Question* | *Y* | *N* | *Notes* | *Actions* |
| Is active learning promoted as a key principle of the SPHE curriculum delivery?  | Y |  | Included in teaching methodologies, schemes of work and lesson plans.  | Reviewed by Ann and Rachelle and Marian to link to policy |
| Are the following strategies being promoted in the SPHE learning environment:*Talk and discussion**Use of photos, pictures and images**Drama activities**Written activities**ICT**Co-operative games**Looking at other children’s work* | Y |  | Including role play, differentiation, withdrawal when applicable, scaffolding, Think-Pair-Share, etc | Reviewed by Ann and Rachelle and Marian to link to policy. List teaching methods into policy |

**Assessment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Audit Question* | *Y* | *N* | *Notes* | *Actions* |
| Have assessment practices relating to SPHE been discussed?  | Y |  | Assessment for learning which includes worksheets given to leaners, verbal feedback from learners, self-led learning. Online learning and Q & A. Teacher observation. Portfolio of work and certification through initiatives and workshops. Review of learning – Looking back and looking forward Questionnaire. Link with Social Ed for formal assessmentLearning Journal recording key learningSHARE online tool/courseEnd of year CEIP Subject Reviews | Reviewed by Ann and Rachelle and Marian to link to policy.Check Teacher Guidelines |

**Children with different needs/Equality of participation and access**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Audit Question* | *Y* | *N* | *Notes* | *Actions* |
| Does our SPHE curriculum address the needs of all?  | Y |  | Inclusive, LBTQi, withdrawal when needed, workshops, counselling and advocacy when required.  | Reviewed by Ann and Rachelle and Marian to link to policy. |

**Programmes/Policies**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Audit Question* | *Y* | *N* | *Notes* | *Actions* |
| Are the programmes used in the delivery of SPHE listed?  | Y |  | The RSE programme is delivered through the RSE, Self Esteem, before you decide, cocos law, decision making, identity and self esteem, lockers internet safety, sexting and young people, understanding influences, assertive communication, consequences and trust books.  | Reviewed by Ann and Rachelle and Marian to link to policy. |
| Are the following policies present in the SPHE plan:*RSE**Substance Use**Child Protection**Stay Safe**Anti-Bullying* |  | N | Links and references will be made in the updating and reviewing of these policies. Code of Behaviour is another policy that SPHE is present. RSE and SPHE are integrated to become one programme within our centre and timetabled as SPHE. Refer to policy | Marian to link to policies. Ask David for policies |
| Is the procedure for parental consent for elements of the programmes used in SPHE outlined in the plan and clearly disseminated to all staff? |  | N | This will be reviewed and updated in November 2021. At present parents can view the policy online and have access to the syllabus upon request. They are informed of any substantial changes made.Consent from parents is in the policy procedures but has not been carried out. This will be done as a matter of urgency. Refer to policy | Marian to link to policy. David to create a consent form and ask parents to sign as well as add to learner contract booklet |
| Is procedure for facilitating guest speakers clearly outlined in this SPHE plan? | Y |  | It is referenced in the current SPHE policy and teachers schemes of work. To be added to the teachers scheme of work | Marian to link to policy. |

**Individual Teacher’s planning and reporting**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Audit Question* | *Y* | *N* | *Notes* | *Actions* |
| IS this plan used to inform teachers long and short term planning?  | Y |  | This plan will be distributed to all teachers and they will be informed to review their schemes of work and incorporate an element of SPHE/RSE into their schemes of work and lesson plans.  | David |
| Is SPHE progress recorded on a short term basis? | Y |  | Teachers record progress through their reflections in their teacher diaries.  | Rachelle, Ann and All Staff. David to send email to staff |

**Staff Development**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Audit Question* | *Y* | *N* | *Notes* | *Actions* |
| Have staff been made aware of any appropriate SPHE training if available?  | Y |  | Circular 0037/2010 outline where to avail of RSE and SPHE training. Currently one member of staff has engaged in SPHE training in May 2018. Also, staff are made aware and encouraged to engage with training and courses provided by the PDST.  | David to send email to staff |

**Parental Involvement/Community Links**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Audit Question* | *Y* | *N* | *Notes* | *Actions* |
| Are strong links forged with parent body/community?  | Y |  | Induction, meet and greet, parent/teacher and parent/coordinator meetings, parent information evenings, ongoing communication throughout the year via technology.  | David |

**Success criteria**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Audit Question* | *Y* | *N* | *Notes* | *Actions* |
| Has criteria for success of this plan been identified?  | Y |  | Staff will now be informed of the areas that need to be developed and an action plan is put in place.  | Weekly planning meetings |
| Have roles and responsibilities for implementation and review been identified? | Y |  | See Action Plan | David to oversee |
| Has this plan been ratified and communicated to the BOM? |  | N | January 2022 at the next BOM meeting, this will be discussed and ratified.  | David to inform |

1. the Education Act of 1998 (Section 9, subsection d) states that education should be provided to “learners which is appropriate to their abilities, needs and without prejudice in order to promote the moral, spiritual, social and personal development of learners and provide health education for them in consultation with their parents”. [↑](#footnote-ref-1)