

# **St. Columba's College Stranorlar**



**Social, Personal and Health  
Education**

**November 2024**

## **Definition of Social, Personal and Health Education**

SPHE provides students with an opportunity to develop their understanding of themselves, society and to make informed decisions about their health, personal lives, and social development. SPHE provides learning opportunities and experiences which help students' social, moral, cultural and personal development. It helps students grow and develop as individual people, and in their relationship to others as a family member, friend or citizen.

### **The Aims of SPHE:**

Building on the aims of SPHE in the primary school, at post-primary level SPHE aims to develop skills for self-fulfilment and living in communities. · To promote self-esteem and self-confidence. · 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.

St Columba's College is committed to developing each person's full potential in positive, supportive and Christian environment. The SPHE Programme has developed out of a vision for holistic education of the individual, providing a myriad of valuable life skills which is entirely compatible with the Ethos of the college and its mission of the pursuit of excellence in a caring environment.

### **Rationale for Policy**

St Columba's College understands that the home is the natural and primary place where students grow, develop and mature into adults. However, as educators we have a duty "to promote the moral, spiritual, social and personal development of students and provide health education for them, in consultation with their parents, having regard to the characteristic spirit of the school," (Paragraph 9 (d) sub section of the Education Act 1998)

### **Goals of the Policy**

That students will:

1. Be afforded an opportunity to develop their understanding of themselves, society and to make informed decisions about their health, personal lives, and social development.
2. Be provided with learning opportunities and experiences which help students' social, moral, cultural and personal development.
3. Be enabled to grow and develop as individual people, and in their relationship to others as a family member, friend or citizen.
4. Experience a consistent and coherent programme of SPHE during each academic year.

## **Roles & Responsibilities in developing, implementing, monitoring, evaluating this policy**

### **1. Board of Management**

The Board will ensure that the ethos and values enshrined in the CEIST Charter are reflected in the formulation and implementation of this policy.

### **2. Principal and Deputy Principals**

The Principal and Deputy Principals are committed to supporting all those involved in delivering the SPHE Programme in St. Columba's College. The management will facilitate in-house staff development and encourage participation in external programmes and courses particularly when these programmes/ courses have a direct influence on student learning within the SPHE Programme.

### **3. SPHE Coordinator**

The Coordinator will work with the SPHE Teachers to ensure a coherent and consistent delivery of the programme during each year of school and maintains records of meetings and updates. The Coordinator will work with the various partners in developing the programme to meet the emerging needs of students.

### **4. Teachers of SPHE**

Teachers conduct classes in a structured and ordered environment. The relationship fostered in the classroom is based on mutual respect. Teachers will avail of opportunities to participate in external programmes/ courses that have a direct influence on student learning within the SPHE Programme.

### **Outline of the Programme and Teaching Methods:**

The S.P.H.E. curriculum is delivered in ten modules at Junior Certificate. The Department of Education and Science recognises that each school has flexibility within this syllabus to plan and order the delivery of the SPHE Programme according to school or class needs and circumstances. The Ten Modules throughout the three-year Junior Cycle are: · Belonging and Integrating. · Self-management: a sense of purpose. · Communication skills. · Physical health. · Friendship · Relationships and sexuality education (RSE) · Emotional health. · Influences and decisions. · Substance use · Personal safety.

### **Success Criteria**

#### **1. The student members of the school community will:**

- Experience a consistent and coherent programme of SPHE during each academic year.
- Be afforded an opportunity to develop their understanding of themselves, society and to make informed decisions about their health, personal lives, and social development.
- Be provided with learning opportunities and experiences which help students' social, moral, cultural and personal development.

Be enabled to grow and develop as individual people, and in their relationship to others as a family member, friend or citizen.

## *2. The SPHE Coordinator and teachers will:*

Have access to in-house staff development and be encouraged to participate in external programmes and courses particularly when these programmes/ courses have a direct influence on student learning within the SPHE Programme.

### **Implementation**

#### **Timetabling**

SPHE is timetabled for one period a week for each of the 1st, 2nd and 3rd year class groups. Provision for SPHE in Transition year is subject to the TY Programme. In 4<sup>th</sup> and 5th year the provision for SPHE is one class each week.

#### **Teaching & Learning Methods**

As the SPHE programme is mainly skills based, teaching and learning styles will be of an active, experiential nature with an emphasis on discussion, reflection and classroom participation. These teaching methods will be appropriate to the age and stage of development of the student. Incorporating assessment for learning into SPHE teaching methods, can inform the teacher of the personal response and understanding of pupils to particular topics.

Creating a safe learning environment is vital, which can be achieved for example through distancing techniques such as the use of drama or non-personalised debate. The class atmosphere needs to be one of respect for the privacy of each individual student and of sensitivity and care.

#### **Staff development, training, and resource issues**

The Board of Management of St Columba's College will endeavour to provide the necessary human and material resources to support the programme on an ongoing basis. School management will encourage and facilitate teachers to attend relevant in-service training for the continued development of the SPHE Programme.

All teachers involved in the delivery of the SPHE programme in a given year together with the deputy principal are involved in the co-ordination of the programme.

#### **Participation**

SPHE, including the RSE module, is part of the core curriculum for Junior Certificate students as defined by the Dept. of Education and Skills.

#### **The Role of Visitors**

It is the duty of the teacher who organises the visit to ensure the suitability of the visit to the programme and the school. Teachers will remain with the class for the duration of the visit. Principal must be informed in advance of all visiting speakers and the content of their presentation.

#### **Sensitive Issues**

Class discussion will be of a general nature and not be personally directed. The SPHE teacher will act as a facilitator and not a counsellor. Teachers advise students to keep parents updated when dealing with

sensitive issues. If individual issues emerge, they will be referred on by the teacher to the appropriate person(s). All teachers are aware of their responsibilities under Children First.

### **Ongoing Evaluation and Review**

The Board of Management and Senior Management Team are committed to ensuring access to CPD opportunities for all teachers involved in SPHE and to providing relevant SPHE NCCA approved resources. Senior Management and the Board of Management facilitate teachers to participate in professional development opportunities, with due regard to the school budget and supervision/ substitution roster and the need for the ongoing teaching and learning programme of the school to continue with as little disruption as possible.

Evaluation / review will be ongoing and will involve all those involved in the planning phases. Evaluation shall be under the following headings:

a. Whole School Evaluation

This will address the impact of the SPHE programme on the whole school environment from how students relate to each other both inside and outside the SPHE classroom to resource requirements for the effective delivery of the programme

b. Programme Evaluation

This will examine the relationship between the stages of the programme, the building of cross-curricular links, student and parent participation and resources and strategies useful in the delivery of the programme

This policy was ratified by the Board of Management on 13<sup>th</sup> November 2023 and is the agreed policy of St. Columba's College. All teaching staff will need to be familiar with this policy and aware of any changes implied in curriculum delivery.

Signed: P. J. McGowan

Date: 13/11/24

(Chairperson of Board of Management)

Signed: [Signature]


Date: 13/11/2024


(Principal)



Appendices:

Appendix 1: SPHE junior plans

<b>1<sup>st</sup> Year Plan</b>					
<b>Date/ Week</b>	<b>Unit Title</b>	<b>Learning Outcomes</b>	<b>Topics</b>	<b>Assessment/ Reporting</b>	<b>Reflection</b>
<b>1</b>	<b>Moving Up</b>	1.1	Walk and Talk p.2 Friendship Tips p.3	Reflection Group work/ discussion	
<b>2</b>	<b>Moving Up</b>	1.2	Who's who p.4 Taking Charge Quiz p.6	Discussion	
<b>3</b>	<b>Moving Up</b>	1.2 1.7	Rules , school rules and class rules p.11, 12	Class Contract Elements of ClassTree Review	
<b>4</b>	<b>Self- Management</b>	1.9	Managing school time p.18 Sally's Timetable p.19/20 3 S's of Effective Study p.22	Tips to study efficiently Reflection	
<b>5</b>		4.4 4.6 4.7 4.8	What is Bullying and the importance of noticing.	Activity Sheet Class Discussion	
<b>6</b>	<b>Becoming Independent</b>	1.9	Fire Safety at Home p.31/32 Road safety and road hazards p.33/34	Activities Reflection	


7	<b>Becoming Independent</b>	1.9	Danger Zones p.35 Staying Safe While out and About p.36 (11 tips) Cyber Safety p. 37	Dangerous situations Online/ phone tips Review	
8	<b>Having a Friend and Being a Friend</b>	1.2	Friendships p39 Friendship qualities p41/42 Top Tips for Making/Keeping friends p.45	Written Task Personal Reflection	
9		4.6 4.7 4.8	Cyberbullying and the Importance of Noticing	Activity Sheet Class Discussion	
10	<b>Respectful Communication</b>	1.7	Types of communication p.50 How we communicate p.51 Reading body language and example p.52-54	Interpreting images Written task	
11	<b>Respectful Communication</b>	1.7	Tone of Voice/ Emphasis p.54 Listening and Listening Skills p.58 Types of listener (PP) p.58 Communication styles p.60	Group Discussion Listening quiz Learning log	
12	<b>All Different, All Equal</b>	1.4 1.7	Being Inclusive p.63 Looking at differences p.64	Diversity game Class discussion	


			Diversity Squares, definition and video p.68,69		
13	<b>Being Healthy</b>	2.1 2.10	Types of Health p.82 Improving overall health p.86 Hygiene issues p.88/89 Healthy Eating p.91	Groupwork Matching exercise	
14	<b>Being Healthy</b>	2.1 2.10	You are what You eat p.92 Food Pyramid p.95 and labelling p.99	Food Crossword Reflection	
15	<b>Being an Adolescent</b>	1.1	Growing Up p.72 Changes during Puberty p.74 Physical Changes in Boys and Girls p.76/78	Fill in the blanks Reflective Questions	
16	<b>Healthy/ Unhealthy Relationships- In Real Life and Online</b>	3.1 3.2 3.3 3.4 3.11	Healthy and Unhealthy Friendships p.144 Know the signs p.146 Online Friendships Pros/Cons p.148 Unsafe Online Friendships p.151	Online Friendships Q&A Group Discussion	
17	<b>Sexual Orientation and Gender Identity</b>	3.6 3.11 1.5	Sexuality Aspects p.154 Gender stereotyping p.156	Wordwall activity, Matching term and definition	



			Attraction & Sexual Orientation p.160 Gender Identity p.162 Expressing sexuality p.165		
18	<b>From Puberty to Parenthood</b>	3.5 3.11	Changes in puberty p. 168 From adolescence to adulthood p. 170	Questions and Answers, Group Discussion	
19	<b>Being Healthy</b>	2.1 2.10	Sleep p.102 Physical Health p.104 Physical activity and daily exercise p.106	Self-Reflection Pair exercises	
20	<b>FUSE 4</b>	4.6 4.7 4.8	Bystanders and Responsibilities	Activity Sheet Group Discussion	
21	<b>FUSE 8</b>	4.6 4.7 4.8 4.9	Online Safety-Privacy and Sharing Online	Activity Sheet	
22	<b>Unhealthy Products</b>	2.1	Drugs in everyday lives p.111 Storage and disposal Drug misuse p. 113	Group Discussion Reflection	
23	<b>Unhealthy Products</b>	2.4 2.5	Alcohol p.113-facts p.114 Effects p.117 Parental drinking p.118	Alcohol Quiz Fact file Reflection	
24	<b>Unhealthy Products</b>	2.5	Solvents p.119 Smoking/ vaping-facts and effects p.120	Solvents Quiz learning log Smoking Q+A	

			Problems of Drug Misuse p.124		
<b>25</b>	<b>Unhealthy Products</b>	2.4	Peer Pressure p.125 How to deal with PP p.128	Groupwork Reflection	
<b>26</b>	<b>Unhealthy Products</b>	2.2 2.10	Advertising and Unhealthy Choices p.131 Sources of ads p.134 Strategy p.136	Advert Strategies/video clip Diamond 9 healthy Choices	
<b>27</b>	<b>Exploring Emotional Wellbeing</b>	4.1 4.2	Emotional Wellbeing p.178 Recognising & maintaining p.179/182	Think- Pair-Share Group work Personal Reflection	
<b>28</b>	<b>Exploring Emotional Wellbeing</b>	4.2 4.4	Emotional Health: Feelings p.188 Respecting Feelings & Others Thoughts- Feelings- Behaviour p.195	Snow White task Owning my feelings written task Interpreting images	
<b>29</b>	<b>Self-Care</b>	4.1 4.3 4.4 4.9	Pressures on young people p. 221 Emotional Wellbeing p.223 Relaxation techniques: mindful breathing and muscle relaxation	Balancing Act Breathing exercises, Personal Reflection	

## 2<sup>nd</sup> Year Plan

Date/ Week	Unit Title	Learning Outcomes	Topics	Assessment/ Reporting	Reflection
1	<b>A New Start</b>	1.2 1.5	Class Ground Rules p5/7 Reflect/Review of 1 <sup>st</sup> yr P1-3	Written task (letter to 1 <sup>st</sup> yr) Class discussion	
2	<b>Looking Ahead</b>	1.5 1.6 1.7	Setting goals and targets Goals vs Wish p11	Group Work Ollie's Goal p15	
3	<b>Looking Ahead</b>	1.5 1.6	Motivation p16 BIPED model, making decisions p17	Written task Discussion	
4	<b>Learning How to Study</b>	1.5 1.6	Learner styles	Learning Style Quiz p27 Think-Pair-Share	
5	<b>Learning How to Study</b>	1.5 1.6 1.7	Study Skills (PP) mind maps, mnemonics, flashcards examples	Written samples Personal reflection	
6	<b>Being Safe</b>	1.6 1.7	Safety at home p38 Farm safety p40	Identifying Hazards p39/41 Group Discussion	
7	<b>Being Safe</b>	1.6 1.7	Water safety p42 14 steps for safe swimming (irishwatersafety.ie)	Think-Pair-Share Learning Log	
8	<b>Being Safe</b>	1.6 1.7	Cyber safety p45 and privacy Digital Footprint p48	Group Discussion Written Task	

9	<b>How I see Myself and Others</b>	1.1 1.2	Emotional Health/Wellbeing p51	Post-it Compliments Group Discussion	
<b>Date/ Week</b>	<b>Unit Title</b>	<b>Learning Outcomes</b>	<b>Topics</b>	<b>Assessment/ Reporting</b>	<b>Reflection</b>
10	<b>Being an Adolescent</b>	1.3 1.4 3.9	Changes p59 conforming Kyle's story p63 \Ger's story p64	Reflections from 1 <sup>st</sup> yr Individual Group Work	
11	<b>Being Healthy</b>	2.1 2.2	Body Image +Media Healthy Diet p69	Groupwork Calorie Quiz p69	
12	<b>Being Healthy</b>	2.1 2.3	Obesity in Ireland-causes, costs p71 Sense of Belonging p77	Survey (5Qs) p76 Hand of Friendship p80	
13	<b>FUSE 3</b>	2.10 2.11 2.12	<b>Empathy and Relationships</b>	Activity Sheet Class Discussion	
14	<b>FUSE 5</b>	2.10 2.11 2.12	<b>Respond and Report</b>	Activity Sheet Class Discussion	
15	<b>Having a Friend and Being a Friend</b>	3.1 3.2 3.3	Friendship changes and values p122/123 Types of friend p126 Problems p127 Healthy + Unhealthy Friendships	Learning Log Diamond 9 p125 Quiz Question Walking Debate	
16	<b>The Relationship Spectrum</b>	3.4 3.5	Families-types, influence Relationships p135 Managing relationships Respecting Myself + Others p141	Traffic Light Reply Learning Log	

			Personal Space/Boundaries p145	Julie's Day Task p142/143 Groupwork	
17	<b>Sexuality, Gender Identity &amp; Sexual Health</b>	3.6 3.7 3.8 3.9	Pregnancy, Birth and Healthy Baby p151 Sexuality and Sexual Orientation p157 LGBTQi support services	Order of events Task Learning Log Traffic Light Task Class Discussion	
18	<b>Media Influences on Relationships +Sexuality</b>	3.10 3.11	Media and your life p160 Media Influences	Daily Media Activity Post-It Response	
19	<b>FUSE 6</b>	2.10 2.11 2.12	<b>Student Voice in the School AB Policy</b>	Activity Sheet Class Discussion	
20	<b>FUSE 7</b>	2.10 2.11 2.12	<b>Reflecting on Social Media</b>	Activity Sheet Class Discussion	
21	<b>Substance Use</b>	2.5 2.6	Drugs-Types, descriptions p84/85	Crossword p83 Matching exercise p85	
22	<b>Substance Use</b>	2.6 2.7	Cannabis effects- short/long-term (PP) Alcohol- dangers p90/91	Group Discussion Think-Pair- Share	
23	<b>Respectful Communication</b>	2.8 2.9	Being Assertive p95 advantages/disadvantages tips /appropriate Reading clues (animation)	Written Task Style Identification p100/101	
24	<b>Respectful Communication</b>	2.8 2.9	Reading the Situation p102 Sensitive +Respectful Com p103 THINK p105 criticism p106	Activity 4 Written Task	
25	<b>Positive Mental Health</b>	4.1 4.2	Reframing p166 Perception	Group Discussion	

			Staying Positive p170	Written Activity	
Date/ Week	Unit Title	Learning Outcomes	Topics	Assessment/ Reporting	Reflection
26 15/4/24	<b><i>CBA</i></b>				
27 22/4/24	<b><i>CBA</i></b>				
28 29/4/24	<b><i>CBA</i></b>				
29	<b>Mental Health + Mental Ill Health</b>	4.4 4.5	Exploring Mental Health p172 Attitudes and stigmas p174/175	Written Task Learning Log	
30	<b>Mental Health + Mental Ill Health</b>	4.5 4.6 4.7	Common Mental health Issues for young people p176 (pp 176) Getting Help p178	Case Studies Q&A Posters	
31	<b>Dealing with Tough Times</b>	4.8 4.9	Resilience p181 5B's of Building Resilience p182 Endorphins p184	Think-Pair- Share Group Discussion	
32	<b>Loss and Bereavement</b>	4.10 4.11 4.12 4.13	Loss in your Life p186 Change, Loss, Grief, 5 Stages of Grief p188 Effects of Loss &Bereavement p189 Parents Separating Helping Grieve &Getting Help	Class Discussion Learning Log Pair Work	

### 3rd Year SPHE Plan

September - October

Learning Outcomes	Unit Title	Topics/Activities	Assessment/ Reporting	Teacher Reflection
<p>1.5, 1.6</p> <ul style="list-style-type: none"> <li>• Think about where you are at the start of third year and where you'd like to be at the end of the year</li> <li>• Draw up some class ground rules to guide your work in SPHE</li> <li>• Set goals and SMART targets for your third year in post-primary school</li> </ul>	<p><b>Self-management 1 –</b> Setting goals and targets</p>	<ul style="list-style-type: none"> <li>• Goal setting for 3<sup>rd</sup> year</li> <li>• Establishing ground Rules</li> <li>• Setting Targets - SMART goals</li> </ul> <p>(Health and Wellbeing 3, Pages 1-8)</p>	<ul style="list-style-type: none"> <li>• Review – Setting Goals and Targets</li> <li>• Class Discussion</li> <li>• Learning Log</li> </ul>	
<p>1.5, 1.6</p> <ul style="list-style-type: none"> <li>• Manage your time effectively</li> </ul>	<p><b>Self-management 2 –</b> Making the most of your study time</p>	<ul style="list-style-type: none"> <li>• Planning for effective study and exams</li> <li>• Time Watch –</li> </ul>	<ul style="list-style-type: none"> <li>• Practising SQ4R and reflection</li> <li>• Review – Making the</li> </ul>	

<ul style="list-style-type: none"> <li>• Prepare for assessment and examinations, especially your JC Profile of Achievement</li> <li>• Develop techniques for success in completing assignments and preparing for exams to help you to succeed in your final year of the Junior Cycle</li> </ul>		<p>assessment of how you spend your time</p> <ul style="list-style-type: none"> <li>• Planning – short, medium and long term</li> <li>• Planning for effective study PowerPoint–skills and techniques</li> </ul> <p>(Health and Wellbeing 3, Pages 9-22)</p> <p>*Study skills seminar organised by</p> <p>The guidance department will take place during this term</p> <p>‘Rayse the Game’</p>	<p>Most of your Study Time.</p> <ul style="list-style-type: none"> <li>• Learning Log</li> </ul>	
<p>1.5, 1.6, 1.7</p> <ul style="list-style-type: none"> <li>• Identify sources of information about your health and wellbeing</li> <li>• Assess your understanding of internet safety issues</li> <li>• Learn what makes an internet</li> </ul>	<p><b>Self-management 3 – Your Wellbeing</b></p>	<ul style="list-style-type: none"> <li>• Seeking help, advice and support about your health and wellbeing – Pair work</li> <li>• Assessing how safely you use the internet and staying safe online – Dr</li> </ul>	<ul style="list-style-type: none"> <li>• Vox Pop</li> <li>• Parent-teacher Meeting</li> </ul>	

site reliable and trustworthy		<p>Internet PowerPoint</p> <ul style="list-style-type: none"> <li>Practice makes perfect – Using safe websites</li> </ul> <p>(Health and Wellbeing 3, Pages 23-32)</p>		
Learning Outcomes	Unit Title	Topics/Activities	Assessment/Reporting	Teacher Reflection
2.10, 2.12 🔥	<b>FUSE 9</b>	<ul style="list-style-type: none"> <li>Online Safety- Cybersecurity Awareness</li> </ul>	<ul style="list-style-type: none"> <li>Activity Sheet</li> <li>Class Discussion</li> </ul>	
<p>1.1, 1.2</p> <ul style="list-style-type: none"> <li>Explore ways of enhancing your self-esteem and that of others</li> <li>Appreciate your uniqueness and that of others</li> <li>Learn the differences between private and public you</li> </ul>	<b>How I see Myself and Others</b>	<ul style="list-style-type: none"> <li>Nurturing your self-esteem – Being Unique</li> <li>Behind the mask</li> </ul> <p>(Health and Wellbeing 3, Pages 33-38)</p>	<ul style="list-style-type: none"> <li>Review How I see Myself and Others</li> <li>Learning Log</li> </ul>	
1.3, 1.4	<b>Being an adolescent</b>	<ul style="list-style-type: none"> <li>The tasks of adolescence - changes</li> </ul>	<ul style="list-style-type: none"> <li>Tips for a young</li> </ul>	

<ul style="list-style-type: none"> <li>• Understand what it means to be an adolescent</li> <li>• Learn about the 'Tasks of Adolescence'</li> <li>• Recognise that your sexuality is an integral part of what it means to be a man or woman</li> </ul>		<ul style="list-style-type: none"> <li>• The four questions of adolescents</li> <li>• Aspects of sexuality</li> <li>• Values, beliefs and influences on your sexuality</li> <li>• What shapes you? Group activity</li> </ul> <p>(Health and Wellbeing 3, Pages 39-46)</p>	<p>person going through adolescence</p> <ul style="list-style-type: none"> <li>• Reflection – Being an adolescent</li> </ul>	
Learning Outcomes	Unit Title	Topics/Activities	Assessment/Reporting	Teacher Reflection
<b>November - December</b>				
<p>2.1, 2.2, 2.3, 2.4</p> <ul style="list-style-type: none"> <li>• Discover your rights as a young person</li> <li>• Become aware of what is meant by child abuse</li> <li>• Understand the effects of living with abuse</li> <li>• Find out where to go for help or</li> </ul>	<b>Being Healthy</b>	<ul style="list-style-type: none"> <li>• Appropriate care</li> <li>• PowerPoint on the UN Rights</li> <li>• Creation of a charter based on the rights of a young person</li> <li>• Traffic light exercise and debate on the rights of the child</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection of Being Healthy</li> </ul>	

<p>more information on the topic</p>		<ul style="list-style-type: none"> <li>• Understanding the four categories of Child abuse</li> <li>• Children First Act and Child Protection</li> <li>• Accessing support</li> </ul> <p>(Health and Wellbeing 3, Pages 47-55)</p>		
<p>1.6, 1.7, 2.5, 2.6, 2.7</p> <ul style="list-style-type: none"> <li>• Understand how the main categories of drugs work on your mind and body</li> <li>• Become aware of the link between substance use and mental health</li> <li>• Explore the personal and social resources needed to avoid substance use problems</li> <li>• Investigate what information and supports are available for young people in relation to</li> </ul>	<p><b>Substance Use</b></p>	<ul style="list-style-type: none"> <li>• PowerPoint on drugs</li> <li>• Drug information frame – 5 aspects</li> <li>• The Effects of substance Use</li> <li>• Group activity – Reason circles</li> <li>• Avoiding drug problems</li> <li>• Addiction services</li> </ul>	<ul style="list-style-type: none"> <li>• Class debate</li> <li>• Guest speaker – Prepare</li> <li>• Reflection on Substance abuse</li> </ul>	

substance use in your area		(Health and Wellbeing 3, Pages 56-69)		
<p>1.2, 1.6, 1.9, 2.8, 2.9</p> <ul style="list-style-type: none"> <li>• Be conscious of what good manners are and why they are important</li> <li>• Become aware of the consequences of not dealing with conflict</li> <li>• Have a knowledge of the main causes of conflict</li> <li>• Learn the skills of managing conflict</li> <li>• Understand which is your preferred conflict management style</li> <li>• Apply your new skills</li> </ul>	<b>Respectful Communication</b>	<ul style="list-style-type: none"> <li>• Mind your manners</li> <li>• Understanding conflict</li> <li>• Sources of conflict</li> <li>• Understanding the causes</li> <li>• Conflict resolution</li> <li>• An approach to managing conflict PowerPoint</li> <li>• Making "I" statements</li> </ul> <p>(Health and Wellbeing 3, Pages 70-83)</p>	<ul style="list-style-type: none"> <li>• Learning Log</li> <li>• Guide to good manners</li> <li>• The 6-step method of resolution for Cian's dilemma</li> <li>• Learning Log – Improving negotiation skills</li> <li>• Review of Respectful Communication</li> </ul>	
2.10, 2.11, 2.12 🔥	<b>FUSE 12</b>	<ul style="list-style-type: none"> <li>• Image Sharing</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Sheet</li> <li>• Class Discussion</li> </ul>	
1.5, 1.6, 1.7	<b>Self-management 2: Making the most</b>	<ul style="list-style-type: none"> <li>• Coping with exams</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Log</li> </ul>	

<ul style="list-style-type: none"> <li>• Prepare for assessments and examinations</li> <li>• Develop strategies and techniques for success in completing assignments and preparing for exams to help you to succeed in your final year of the junior cycle</li> </ul>	<b>of your study time</b>	<ul style="list-style-type: none"> <li>• (Health and Wellbeing 3, Pages 9-22)</li> </ul>		
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------	------------------------------------------------------------------------------------------	--	--

**January - February**

<p>1.2, 3.1, 3.2, 3.3, 3.4, 3.5</p> <ul style="list-style-type: none"> <li>• Appreciate that relationships change over time</li> <li>• Learn about romantic relationships</li> <li>• Identify qualities and/or values that are important in a healthy romantic relationship and what makes for an unhealthy relationship</li> <li>• Reflect on your own values and what you want in a romantic relationship</li> </ul>	<b>Having a friend and being a friend</b>	<ul style="list-style-type: none"> <li>• Boys and girls just being friends</li> <li>• Romantic relationships</li> <li>• Respect yourself PowerPoint</li> <li>• Pair Work – Healthy romantic relationships – what you value?</li> </ul> <p>(Health and Wellbeing 3, Pages 91-98)</p>	<ul style="list-style-type: none"> <li>• Developing a relationship questionnaire</li> <li>• Review/Reflection on Having a friend and being a friend</li> <li>• Learning Log</li> </ul>	
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>1.2, 3.1, 3.2, 3.3, 3.4, 3.5</p> <ul style="list-style-type: none"> <li>Analyse some of the relationship difficulties experienced by young people</li> <li>Identify possible warning signs of an unhealthy or abusive relationship</li> <li>Practise some skills for ending a relationship respectfully</li> </ul>	<p><b>The Relationship Spectrum</b></p>	<ul style="list-style-type: none"> <li>Relationship difficulties</li> <li>Alarm bells ringing – PowerPoint</li> <li>Case study Bruno and Elena – Animation – Pair Work</li> <li>Ending a relationship - PowerPoint</li> </ul> <p>(Health and Wellbeing 3, Pages 99-109)</p>	<ul style="list-style-type: none"> <li>Group Activity – Tips for safe dating</li> <li>Learning Log</li> <li>Review – The relationship spectrum</li> </ul>	
<p>1.2, 1.8, 1.9, 3.6, 3.7, 3.8, 3.9</p> <ul style="list-style-type: none"> <li>Explain what is meant by sex, sexuality and sexual health</li> <li>Become aware of some of the issues faced by</li> </ul>	<p><b>Sexuality, Gender Identity and Sexual Health</b></p>	<ul style="list-style-type: none"> <li>Sex, sexuality, sexual health – what’s the difference? PowerPoint</li> <li>Sexual Orientation</li> </ul>	<ul style="list-style-type: none"> <li>The three R’s – Rights, Respect and Responsibility</li> <li>Learning Log</li> </ul>	

<p>teenagers who are transgender</p> <ul style="list-style-type: none"> <li>• Appreciate that people in an LGBT relationship can face prejudice, both personally and socially</li> <li>• Discover what the law in Ireland says about the age of consent for sexual activity</li> <li>• Recognise the challenges of being a teenage parent</li> <li>• Learn about Sexually Transmitted Infections</li> <li>• Appreciate that both people in a relationship have rights and responsibilities</li> </ul>		<ul style="list-style-type: none"> <li>• Walk in my shoes</li> <li>• Consent and the law – PowerPoint</li> <li>• Case study – Animation – Alex and Pat</li> <li>• What does your future hold? Your timeline – Discussion</li> <li>• Growing up Transgender</li> <li>• Charlie’s story – Group activity</li> <li>• Getting help and support</li> <li>• The facts about STI’s</li> </ul> <p>(Health and Wellbeing 3, Pages 110 – 133)</p>	<ul style="list-style-type: none"> <li>• Review of sexuality, Gender Identity and Sexual health</li> </ul>	
<p>1.1, 1.2, 1.6, 1.7, 1.8, 1.9, 3.10, 3.11</p>	<p><b>Media Influences on Relationships and Sexuality</b></p>	<ul style="list-style-type: none"> <li>• Media and your life</li> </ul>	<ul style="list-style-type: none"> <li>• Blog in relation to the banning</li> </ul>	

<ul style="list-style-type: none"> <li>• Understand the nature of media influences on sex and sexuality</li> <li>• Be critical of the ways in which different forms of media aim to influence your understanding of sex and sexuality</li> <li>• Appreciate that promoting gender stereotyping and sexual objectification of women and men through media and advertising is unhealthy</li> <li>• Become aware that gender stereotyping is damaging to both men and women in how they view themselves and each other</li> </ul>		<ul style="list-style-type: none"> <li>• Media, sex and sexuality – Group activity</li> <li>• Sex and the media – Group activity</li> </ul> <p>(Health and Wellbeing 3, Pages 134-140)</p>	<p>of advertising which promotes stereotyping or objectification</p>	
2.10, 2.11, 2.12 🔥	<b>FUSE 13</b>	<ul style="list-style-type: none"> <li>• A World Made of Stories</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Sheet</li> <li>• Class Discussion</li> </ul>	
<b>March- April</b>				
1.5, 1.6, 1.7	<b>Self-management 3 - Your wellbeing</b>	<ul style="list-style-type: none"> <li>• Seeking support for your wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Review/Reflection of Self-Management 3 - Your</li> </ul>	

<p>about your health and wellbeing</p> <ul style="list-style-type: none"> <li>• Explore issues of personal safety while on your own of babysitting</li> </ul>		<ul style="list-style-type: none"> <li>• Personal Safety dilemmas</li> </ul> <p>(Health and Wellbeing 3, Pages 22-32)</p>	<p>Wellbeing p.32</p>	
<p>4.1, 4.2, 4.3</p> <ul style="list-style-type: none"> <li>• Identify quick relaxation methods that you can do at home or at school</li> <li>• Practise some of these techniques</li> <li>• Learn what other students have found useful in helping them relax</li> </ul>	<p><b>Positive Mental Health</b></p>	<ul style="list-style-type: none"> <li>• Quick relaxation techniques</li> <li>• Practise makes perfect</li> </ul> <p>(Health and Wellbeing 3, Pages 141-145)</p>	<ul style="list-style-type: none"> <li>• Group activity – 5 minute stress busters</li> <li>• Review of positive mental health</li> </ul>	
<p>1.1, 1.2, 1.5, 1.6, 1.7, 4.4, 4.5, 4.6, 4.7</p> <ul style="list-style-type: none"> <li>• Learn about different types of mental ill-health</li> <li>• Discover the causes of mental ill-health</li> <li>• Understand some of the difficulties</li> </ul>	<p><b>Mental Health and Mental ill Health</b></p>	<ul style="list-style-type: none"> <li>• Key Words</li> <li>• Making links</li> <li>• Living with mental health issues</li> <li>• Getting the facts – PowerPoint</li> <li>• Closing down/Openi</li> </ul>	<ul style="list-style-type: none"> <li>• Helping others, minding ourselves advice sheet</li> <li>• Learning Log</li> <li>• Review of Mental health and Mental Ill-Health</li> </ul>	

<p>of living with mental ill-health</p> <ul style="list-style-type: none"> <li>• Consider what you can do to help people you know with mental health issues</li> <li>• Become aware of strategies for minding yourself and others in tough times</li> </ul>		<p>ng up – scenarios</p> <ul style="list-style-type: none"> <li>• A story in my own words - Animation</li> </ul> <p>(Health and Wellbeing 3, Pages 146-157)</p>		
<p>2.10, 2.11, 2.12 🔥</p>	<p><b>FUSE 14</b></p>	<ul style="list-style-type: none"> <li>• Do you trust the info you find online?</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Sheet</li> <li>• Class Discussion</li> </ul>	
<p><b>May</b></p>				
<p>1.2, 1.5, 1.6, 1.7, 4.8, 4.9</p> <ul style="list-style-type: none"> <li>• Learn about stress and what it means</li> <li>• Understand that the causes of stress are personal to each of us</li> <li>• Realise that stress has mental, physical, behavioural and emotional consequences</li> </ul>	<p><b>Dealing with tough times</b></p>	<ul style="list-style-type: none"> <li>• Understanding stress - Which camp are you in?</li> <li>• What makes you stressed?</li> <li>• Different stressors - Role of stress</li> <li>• Stress test - PowerPoint</li> <li>• Dealing with your stress</li> </ul>	<ul style="list-style-type: none"> <li>• Circle of self-care – Reducing the level of stress in your life by building resilience</li> <li>• Learning Log</li> <li>• Review of Dealing with tough Times</li> </ul>	

<ul style="list-style-type: none"> <li>• Examine your own stressors</li> <li>• Appreciate the role stress plays in your life</li> <li>• Gain stress management techniques</li> <li>• Discover how to lessen stress by using self-care</li> </ul>		<p>(Health and Wellbeing 3, Pages 158 - 167)</p>		
<p>1.2, 4.10, 4.11, 4.12, 4.13</p> <ul style="list-style-type: none"> <li>• Understand that grieving is individual and personal</li> <li>• Compare how loss and bereavement are dealt with in different cultures</li> <li>• Appreciate the role of ritual in helping people to come to terms with death</li> <li>• Look at positive ways of remembering people who have died</li> </ul>	<p><b>Loss and bereavement</b></p>	<ul style="list-style-type: none"> <li>• Death and different cultures – Images of death</li> <li>• Dealing with death</li> <li>• Making memories</li> <li>• Coming to terms with death</li> </ul> <p>(Health and Wellbeing 3. Pages 168-175)</p>	<ul style="list-style-type: none"> <li>• Letter to yourself as a reincarnated newborn giving advice based on your learning from your SPHE course</li> <li>• Learning Log</li> <li>• Review of Loss and Bereavement</li> <li>• Summer Reports</li> </ul>	



# **St. Columba's College Stranorlar, Co. Donegal**

**Phone (074) 9131246 Fax (074) 9132528**

Dear parent(s)/guardian(s),

As part of our Senior Cycle SPHE Programme, we will be teaching the module on Relationships and Sexuality (RSE). RSE is much wider than the physical aspects and incorporates the moral, spiritual, social and psychological elements of each person. In senior cycle RSE, the topics that will be covered are as follows:

## **5<sup>th</sup> Year**

1. Self-Awareness and personal skills
2. Relationship skills
3. Sexual and reproductive health
4. Sexual identity
5. Parenting

## **6<sup>th</sup> Year**

1. Relationships
2. Sexual Harassment
3. Building Health Literacy
4. Consent

Your son/daughter may wish to talk about the topics raised in class and you are best placed to address any concerns they may have.

If you have any questions or would like some added information to help you support your son or daughter, please feel free to contact me at the college on (074)9131246.

We would like to take the opportunity to thank you for your ongoing support.

Yours sincerely,

---

T. Rowan



# **St. Columba's College Stranorlar, Co. Donegal.**

**Phone (074) 9131246 Fax (074) 9132523**

Date:

Dear Parent(s)/Guardian(s),

As part of our Junior Cycle SPHE Programme, we will be teaching the module on Relationships and Sexuality (RSE). RSE is much wider than the physical aspects and incorporates the moral, spiritual and psychological elements of each person. In Junior Cycle RSE, the topics that will be covered are as follows:

1. Friendship
2. Self-Awareness and Personal Skills
3. Relationship Skills
4. Sexual and Reproductive Health
5. Sexual Identity
6. Parenting

Your son/daughter may wish to talk about topics raised in class and you are best placed to address any concerns they may have.

If you have any questions or would like some added information to help you support your son/daughter, please feel free to contact me at the college on (074) 9131246.

We would like to take this opportunity to thank you for your ongoing support.

Yours Sincerely,

---

T. Rowan

Principal