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INTRODUCTION

This draft Handbook has been designed to help coordinators, teachers and school management organise meaningful and sustainable SPHE programmes in their schools. It is intended for use in conjunction with Junior Cycle Social, Personal and Health Education' and 'SPHE Junior Certificate Guidelines for Teachers'. These are the DES / NCCA curriculum documents issued to schools. They are frequently cross-referenced in this Handbook.

The loose-leaf format facilitates photocopying and, from time to time, certain sections may be replaced with updates.

THE AIMS OF SPHE
(Junior Cycle)

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

THE SPHE CURRICULUM

The curriculum for Junior Cycle SPHE is presented in ten modules, each of which may be addressed in each year of the three-year cycle.

Belonging and Integrating
Self Management
Communication Skills
Physical Health
Friendship
Relationships and Sexuality
Emotional Health
Influences and Decisions
Substance Use
Personal Safety

The Department of Education and Science recognises that each school has flexibility within this framework to plan the SPHE programme that best meets the needs of the students and the school.

EDUCATION ACT, 1998
(Support for SPHE)

Section 9, Subsection (d)

"A recognised school shall provide education to students which is appropriate to their abilities and needs and, without prejudice to the generality of the foregoing, it shall use its available resources to-

(d) 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"

White Paper on Education

The White Paper on Education (1995), "Charting our Education Future" states that "The promotion of the social, personal and health education of students is a major concern for each school." And again, "The promotion of the social, personal and health education of students throughout their time in school is an integrated part of the school's educational policy" (p.161).

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ORGANISATIONAL

ISSUES

FACTORS THAT SUPPORT SPHE IN A SCHOOL

Planning for the introduction and implementation of SPHE happens in the context of the School Development Plan. The following is offered to inform that process.

Research has shown that the following factors contribute to the effective implementation of SPHE in the school curriculum:

(a) Managing SPHE implementation:

- The whole school climate, as outlined in the curriculum document, Junior Cycle Social, Personal and Health Education (p5), supports the philosophy of SPHE.
- There is a shared understanding of the commitment of the school to introducing and implementing SPHE and how it is to be timetabled and supported. Some schools find it helpful to formalise this as an SPHE policy. (p2.4 and p2.7)
- There is a specially appointed SPHE Coordinator who is allocated time and resources. Best practice suggests that this be an experienced member of staff with a commitment to SPHE.
- SPHE has an annual budget commensurate with its needs and stage of development in the school.
- The SPHE programme is well planned, structured and organised.
- SPHE is timetabled for a minimum of one class period per week. More 'challenging' class groups are not timetabled for SPHE last class in the afternoon.
- As SPHE is generally timetabled for one class per week only, it is extremely important that this class be safeguarded each week.

(b) Co-ordination (see also Section Four - SPHE Co-ordination)
The experience of 'best practice' suggests:

- There is an SPHE team in the school. This team is responsible for planning, designing and reviewing SPHE. It also offers support to individual team members.
- The SPHE programme is carefully planned by the SPHE team with the needs of the pupils and the resources of the school in mind.
- There is coherence and continuity in content and approach, from year to year in the curriculum.

- The SPHE curriculum is reviewed and revised at regular intervals.
- Time is given, at least once a term, for monitoring/reviewing the curriculum. An overall evaluation is carried out at the end of the school year and this feeds into planning for SPHE at the beginning of the next year.
- There are written planned programmes of work in SPHE for each class group.

(c) Teaching

- Initial and ongoing professional training and development is essential for effective teaching in SPHE.
- The topics covered and the materials used by each class are recorded to prevent overlap or omissions.
- Consideration is given to the size of class. Smaller class groups are more effective; this is especially true for the more challenging groups, or classes with particularly low self-esteem.
- The SPHE teacher, where possible, continues with their class from first to third year. This is particularly important where the class is challenging.
- The appointment/selection of teachers to teach SPHE is given careful consideration. Consultation promotes a sense that teachers 'volunteer' to work in this important area of the curriculum. (They should never just 'find SPHE on their timetable' in September).
- There is a structure that facilitates substitute teachers to teach some aspect of the SPHE programme in the event of substitution cover being necessary.

(d) Accommodation

- The room assigned to SPHE allows for easy movement of furniture and should be as sound proof as possible.

(e) The Whole School

Schools are required to have a number of important policies in place. Need for a particular policy may find its origins in one or more of the following:

Education Act (1998), Education Welfare Act (2000), Employment Equality Act (1998), Health and Welfare at Work Act (1998), Department of Education and Science circulars, Government strategy, the experience of the school.

These will be identified in the School Development Plan. The School Development Plan Initiative (SDPI) offers support to schools in policy development. (www.sdpi.ie)

Policies clarify issues relating to behaviour, attendance, substance use, bullying, relationships and sexuality education, health and safety, equality of opportunity, assessment and reporting, procedures for consulting with parents and students, staff development. (cf. Section Three of this handbook – The Health Promoting School).

These policies and procedures are rooted in a school's ethos and/or its mission statement. If properly implemented, they help to create a 'school climate supportive of SPHE'. They support teachers and students. They provide a framework for a health promoting school and clarify the role of all teachers as 'teachers of SPHE'.

The principles espoused by the National Children's Strategy ('the whole child perspective') and by the National Anti-Poverty Strategy are enshrined in the vision of the whole school as presented in the SPHE Curriculum (Social, Personal and Health Education – Junior Cycle 5-7).

SPHE POLICY

Curriculum planning is an element of the school development plan (cf. SDPI – School Development Planning, draft Guidelines for Post-primary Schools).

The SPHE policy should be developed by a core committee. Given the personal nature of SPHE the committee might include teachers, senior management, parents and students.

The committee will need to familiarize themselves with relevant documentation e.g. Junior Cycle Social, Personal and Health Education) and SPHE Junior Certificate Guidelines for Teachers, RSE Policy Guidelines, and Guidelines for Developing a Substance Use Policy.

It should then review what elements of SPHE are currently provided.
The framework (below) may help to guide the work of the committee. It is important that a draft policy is discussed and approved by the staff and the wider school community before being adopted.

Framework for an SPHE policy
Bearing in mind that schools are required to have an RSE policy, it may be considered appropriate to expand this to include issues relating to SPHE.

An SPHE policy might include the following:
- A definition of Social, Personal and Health Education, its aims and how it links with the school ethos.
- How classes are organized and how SPHE will be timetabled and taught
- Outline of the content and teaching methods for the SPHE curriculum
- Resources and accommodation for SPHE
- Cross-curricular links
- Staff development and subject development
- How sensitive issues, confidentiality and referral are managed
- The role and involvement of visitors to the SPHE class
- How parents will be informed and involved (initial and ongoing)
- How the whole staff will be informed and involved
- Assessment, Record keeping and reporting
- How SPHE is supported by the whole school (the health promoting school concept may help to inform this, particularly if the school has engaged with this process)
- How SPHE will be reviewed and evaluated

FINDING TIME FOR SPHE
ON THE TIMETABLE

The recommended time allocation for SPHE is one class period per week or its equivalent, organized in a manner that best suits the needs of the student and the school (circulars M22/00 and M11/03) (cf. appendix).

SPHE is part of the Junior Cycle programme. It contributes to breadth and balance in the curriculum by addressing the affective needs of the student. The world we live in presents young people with many opportunities and challenges that affect their health and well-being. A student who has high self-esteem and a sense of security will be better able to meet these challenges and opportunities and will be better able to benefit from what school has to offer.

Many schools share these sentiments and value the contribution that SPHE can make. Many schools also find the timetabling of SPHE challenging.

It is the experience of the SPHE Support Service that the most effective means of timetabling SPHE is one discreet 40-minute class per week. This allows a supportive and trusting relationship to develop and provides a forum where personal issues and concerns of students may be addressed.

To this end, some schools prioritise SPHE in developing a timetable. Some negotiate a class period from subjects such as Irish, English and Maths on a rotating basis over the 3 years of the Junior Cycle programme. Schools may timetable all classes in a year group at the same time for SPHE. Some schools take this a step further, allocating additional teaching resources to reduce class size (e.g. 4 teachers for 3 class groups).

Some schools prefer that the same teacher is allocated to a particular class group for SPHE and another subject. The argument here is that it facilitates the development of a good relationship between teacher and students. This can provide flexibility of allowing two class periods for SPHE on a given week followed by none the following week. The time allocation for each subject needs to be respected.

Where there are concerns about teacher(s) teaching all modules of the SPHE syllabus, team teaching may be considered. This allows teachers to develop expertise in specific areas of the curriculum. Team teaching, if it is to be effective, requires communication, planning, co-ordination and support from school management. Schools may allocate a double period of SPHE, back to back with another subject (term teaching).

It should be noted that team teaching and term teaching may compromise the development of a supportive relationship between student and teacher / tutor. There are many parameters but ultimately the responsibility for timetabling SPHE rests with school management. School communities must consider the value placed on SPHE, the resource of trained teachers available, and how to build capacity to provide SPHE.

A WHOLE SCHOOL APPROACH TO SPHE (a valuation framework)

Score	Communication	Ownership/ Commitment	Values	Structures	Programmes	Skills/ Teaching Methods	Resources	Role of Parents	Links with Outside Agencies
9	High standard of listening/ communication/ respect/ ability to handle conflict.	Clear policy developed by all parties - acted on and updated.	Seen as enhancing all teaching/ learning. Integrated into the work of the school. Central to school policy.	Priority when timetabling/ planning. Structure for co-ordinating and involving staff.	Objectives identified. Programmes meet specific needs of all learners/ year groups.	High level of competence in participatory methods across curriculum.	Trained team. Resource room/ budget/ wide range of programmes. Plan/ run parent programmes. Importance of role recognised.	Actively consulted re school programme/ policies. Plan/ run parent programme.	Involvement as an appropriate support to SPHE team and programme.
8									
7	Commitment to developing high standard of listening and respect.	Key staff clear about policy, but parents, staff, pupils unaware of policy.	Seen as value in itself and matched by time and resource allocation.	Important when time-tabling/ planning. Co-ordination informal.	Comprehensive programme for some year groups.	Significant number of staff with skills in participatory methods.	Materials available but not adapted nor co-ordinated. Core of trained staff.	Good level of participation in parents' sessions.	Involvement and deal with issues on an 'ad hoc' basis eg. crises involvement/ 'drugs talks', etc.
6									
5	An awareness of the importance of respect and listening.	Unwritten policy. Some awareness. Crises force decisions.	Valued but not matched by behaviour.	Timetabled for non-exam classes.	Comprehensive programme for one year groups.	2/3 staff skilled in participatory methods.	Beginnings of resource library. Couple of staff trained.	Some parental involvement but underdeveloped.	Outside agencies used in isolation - no links with or follow-up SPHE programme.
4									
3	Little appreciation of the need for respect and listening.	Outside promoting need for policy.	Expressed but disappears under pressure.	Ad hoc: timetabled/ included when gap remains. Bolted on here and there.	Once-off events/ visitors only used/ response to incidents.	Some awareness of need for participatory methods.	One pack bought in, but not adapted. Inappropriate use of outsiders.	Told by letter or unaware that health education is provided.	Agencies known but not used.
2									
1	Authoritarian atmosphere, poor relationships.	No policy.	Not considered relevant to the business of the school.	No timetabled SPHE. No co-ordination of informal SPHE.	No programme.	Chalk and talk. Hostility to participatory methods.	No resources/ no budget/ no staff trained.	Viewed as a hindrance.	No awareness of possible benefits at linking in with outside agencies.

SPHE IMPLEMENTATION

(A Case Study)

A process of SPHE implementation –
Clonakilty Community College (Case Study)

We introduced SPHE to all first year groups in this school in September 1999. Now all class groups from 1st to 4th year have one SPHE class per week. By 2004, we plan that all six year groups will have SPHE on the same basis.

We spent one school year developing our policy and programme.
The co-ordinator and a team of teachers met on several occasions with the Principal and Deputy Principal (who is in charge of timetabling).

In the process, we brought SPHE to many staff meetings.
It is essential to get whole school support. We had one half-day for the whole staff and 15 interested teachers participated in a 20-hour training course facilitated by the Cork Social & Health Project.

We used our mission statement, our commitment to Pastoral Care and the Department of Education SPHE Curriculum to develop our policy and programme.

In the meantime, we decided to include RSE in our SPHE programme. Here we developed our policy as per Department of Education Guidelines for developing a RSE policy. A committee was established, including two Parents, two Teachers, two BOM and the Principal.

We consulted with parents, BOM and staff. We met on four occasions, drafted the policy and again consulted with the above groups. As no amendments were suggested, our policy was adopted and circulated.

We teach RSE to each year group at a set time each year so that all groups are working on the same topics at the same time. We find this works well for teachers, particularly as support for those with limited training.

Concurrently we brought our draft SPHE policy and programme to a staff meeting, where it was accepted. It was then introduced for 1st. years. A very important feature is that class size is smaller than normal. We try (not always successfully) to keep numbers to 15 or 16 per group. This requires commitment from management but it is very important for successful implementation. We now have 9 teachers of SPHE / RSE and plan to include others over the next few years.

Having a policy is vital, we direct all new teachers of SPHE to our policy and programme. A policy included in the staff handbook shows that we regard the subject as important for this school. It means that all staff have access to it and not just those who teach it. This is important, as we do not want it to become a subject of interest to just a few. The more staff involved the better.
(Since the introduction of SPHE, we find discipline has improved greatly in this school. Facilitation skills are being used in other contexts in addition to SPHE. This method was used successfully in a recent meeting for parents of 2nd year).

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THE HEALTH PROMOTING SCHOOL

THE HEALTH PROMOTING SCHOOL

A Health Promoting School is a school that is constantly strengthening its capacity to be a healthy setting for living, learning and working, by focusing on all the conditions that effect health.   (World Health Organisation 2000)

Social & Physical Environment		SPHE Curriculum
	Health Promoting School	
Links With Home & Community		Policies Which Support Health Promotion

Schools committed to the health promoting school process focus on four important aspects

1. A health promoting physical and social environment
2. A social, personal and health education curriculum
3. Links with families and the community
4. Policies that address health issues

A health promoting school is one which seeks to promote healthy lifestyles for all in a safe and supportive environment. It will have an organised set of policies, procedures, activities and structures designed to protect and promote the health and well being of staff, students and the wider school community. Examples of school health related policies which should be developed are:

- Health and Safety Policy
- Substance Use Policy
- Anti-Bullying Policy
- Relationships and Sexuality Education Policy
- Child Protection Policy.

Examples of other health related polices which might be considered:

- Healthy Eating
- Equality
- Visitors (classroom)
- Pastoral Care
- SPHE

The health promoting school process has been introduced to schools in Ireland in a number of contexts:

A. From 1993 to 1999 up to forty schools (Primary and Post Primary) were designated members of the European Network of Health Promoting Schools. These schools were supported, in a pilot project, to engage in the process of becoming health promoting.

B. A number of Health Boards continue to work with networks, at Primary and Post Primary levels, interested in engaging with the process of becoming health promoting schools. Support for health promoting schools is now a priority for all Health Boards. Information about the health promoting school is available from your local Health Promotion office and through the SPHE Support Service.

C. The SPHE Support Service is a partnership between the Department of Education and Science, the Department of Health and Children and Health Boards. The implementation of the health promoting school concept provides a framework for developing a supportive school environment that is advocated in the SPHE curriculum documentation (Junior Cycle Social, Personal and Health Education). If SPHE is to be effective it should be implemented 'in a health promoting school context'.

Planning for a Health Promoting School

The Education Act (1998) requires schools to develop a school plan, to review the plan on a regular basis and to report on progress annually to constituent member of the school community.

To assist schools in this process, the School Development Planning Initiative (www.sdpi.ie) has developed draft guidelines for schools (School Development Planning, draft Guidelines for Post Primary Schools).

These Guidelines suggest three possible frameworks for planning and review:

    a) Characteristics of effective schools
    b) Key aspects of school quality
    c) Areas of school life

Whichever framework is chosen a developmental process is advocated, based on the core values of the school's mission, vision and aims.

The school development planning framework and the health promoting school framework sit very comfortably together. Through the planning process a school identifies priority areas for development and assigns a group of staff members to oversee the task of working on each priority area. Where appropriate this task group can include student and parent/guardian representatives.

It may be helpful to think of the process as having seven steps and external support may be helpful at any stage(s) of the process.

1. **Establish a Core Working Group:**
   This group will be representative of the whole school community.

2. **Evaluate the Current Position:** The core group will review the schools current practice under the following headings:
   - Environment
   - Curriculum
   - Family/Community involvement
   - Supporting policy

3. **Produce Draft Statement of Goals:** The preceding step will have facilitated the identification of realistic goals for action aimed at enhancing the health status of the school community.

4. **Consult with interested groups:** The draft statement of goals should be presented to teachers, students, Board of Management, parents, ancillary staff and other relevant stakeholders.

5. **Amend Statement of Goals / Procedures:** The core group will clarify goals along with appropriate procedures and target dates for implementation.

6. **Implement Procedures:** Put agreed procedures in place, step by step if necessary within an agreed timeframe.

7. **Monitor, Review, and Report on Progress:** This will be ongoing and may inform a further draft statement.

Information and support on the health promoting school process is available from your local Health Promotion office and from the SPHE Support Service.

THE HEALTH PROMOTING SCHOOL IN EUROPE

Introduction:

The Irish Network of Health Promoting Schools was a pilot project, supporting a network of forty schools from 1993 to 1999. While the network is no longer active, Ireland remains a member of the European Network of Health Promoting Schools (ENHPS). The European Network is jointly sponsored by the World Health Organisation, the European Commission and the Council of Europe. Some Health Boards continue to support Health Promoting School networks.

Twelve Criteria (ENHPS)

The European Network of Health Promoting Schools (ENHPS) was initiated jointly by the European Commission, the Council of Europe and the WHO Regional Office for Europe in 1991. Ireland has been a member since 1992. The criteria for a designated school were:

'As a designated project school within the EHNPS we agree to work towards meeting the following 12 criteria –

1. Active promotion of self-esteem of all pupils by demonstrating that everyone can make contributions to the life of the school
2. The development of good relations between staff and pupils and between pupils in the daily life of the school
3. The clarification for staff and pupils of the social aims of the school
4. The provision of stimulating challenges for all pupils through a wide range of activities
5. Using every opportunity to improve the physical environment of the school
6. The development of good links between the school, the home and the community
7. The development of good links between associated primary and secondary schools to plan a coherent health education curriculum
8. The active promotion of the health and well-being of school staff
9. The consideration of the role of staff exemplars in health-related issues
10. The consideration of the complementary role of school meals (if provided) to the health education curriculum
11. The realization of the potential of specialist services in the community for advice and support in health education
12. The development of the education potential of the school health services beyond routine screening towards active support for the curriculum

These criteria may be adapted to suit local needs.

A Model Charter (ENHPS)

The Network resolves that 'every child and young person in Europe has the right, and should have the opportunity, to be educated in a health promoting school'.

Ten principles of the health promoting school are laid out:

1. **DEMOCRACY –** conducive to the promotion of learning, personal and social development, and health.

2. **EQUITY –** equal access, fostering the emotional and social development of every individual, free from discrimination, oppression and ridicule.

3. **EMPOWERMENT AND ACTION COMPETENCE –** promoting a sense of achievement, providing opportunities for participation in critical decision-making, improving young people's abilities to take action and generate change.

4. **SCHOOL ENVIRONMENT –** a focus on the physical and social environment as a crucial factor in promoting and sustaining health.

5. **CURRICULUM –** providing opportunities for young people to gain knowledge and insight and to acquire essential life skills; promoting the personal and professional development of teachers and school personnel generally.

6. **TEACHER TRAINING –** pre-service and in-service training that is informed by methodologies appropriate to SPHE and addresses the health and education needs of teachers.

7. **MEASURING SUCCESS –** assessing the effectiveness of processes and actions upon the school community as a means of support and empowerment.

8. **COLLABORATION –** a partnership approach at national, regional and local level that clarifies roles, communications, responsibilities and accountability.

9. **COMMUNITIES –** parents and the school community have a vital role to play. Jointly the school and its community will have a positive impact in creating a social and physical environment conducive to better health.

10. **SUSTAINABILTY –** a commitment to a pace of change and resources that will promote long-term development.

RESEARCH ON EFFECTIVE HEALTH PROMOTION IN SCHOOLS

The school plays a key role in enhancing the health and well-being of young people, which can be helped or hindered by factors outside of the school. The family, media, peer influences and biological determinants have a considerable effect on health status. School is only part of a wider social context. There is evidence to suggest that school-based health education and health promotion interventions can be effective.

Key themes to emerge from a review of 23 comprehensive, school health education or health promotion school programmes include:

- Support for a whole school approach
- Active involvement of support and non-teaching staff
- The need for a partnership with parents in school health education
- The need for high quality health education training for school staff, especially co-ordinators
- A focus on raising the status of SPHE and of the co-ordinators
- The crucial role of senior management in the success of health promotion projects
- The importance of needs assessment in planning health promotion projects
- The need to involve pupils actively in planning and implementation of health initiatives
- The importance of clear, detailed health-related policies which support and match curriculum content and which are reviewed and implemented
- Policies that should involve non-teaching staff, parents and other adults in their development
- Future work with teachers on the meaning and components of a health promoting school
- The need to develop good community links
- The need for funding to enable projects and award schemes continue and to pay for training, cover for teachers, resources and support
- The need for schools to tackle the area of nutrition and healthy eating
- The urgent need for further research into influences on behaviour change, links between behaviour and health outcomes, costs of programmes, effective classroom approaches, what does and does not work, key factors in involving parents, and more
- The development of a range of practical research tools to facilitate evaluation of the programmes

(Denman,S (et al) (2002), The Health Promoting School – Policy, Research and Practice; Routledge Falmer (London).

The *Guidelines for Health Professionals* (2001) published by Health Promotion Department of the North Eastern Health Board outlines extensive research on what approaches are effective and what are ineffective.

These guidelines suggests that interventions are **effective** if they:

- Are comprehensive and 'holistic' and link the school with external agencies and sectors that deal with health.
- Are appropriate to the age and stage of the students.
- Address skill development as well as provide information
- Are given adequate class time - 40-50 hours per year.
- Use an issue-based and problem solving approach.
- Have an integrated and comprehensive professional development programme for teachers involved.
- Recognise that the school 'environment' is a major factor in school health promotion - the physical environment, the psychosocial environment.
- Integrate the role of the health care practitioner to complement the work of the teacher.
- Have policies that work effectively in providing the conditions for health enhancing behaviours.

Interventions are **ineffective** if they:

- Are developed as a reaction to a crisis, which often adopt a scare-tactic or preaching approach.
- Rely on external speakers and resources, with limited teacher involvement.
- Do not have teacher professional development and educational support resources.
- Do not have whole school involvement, and are not coordinated.

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SPHE CO-ORDINATION

CO-ORDINATING THE SPHE PROGRAMME

Rationale for the coordination of SPHE:
(see also Section Two – Organisational Issues)

- **Social, Personal and Health Education** is a spiral and development programme addressing a diverse range of issues some of which may be addressed in other areas of the school curriculum. Therefore coordination is necessary to ensure that key elements are taught in a coherent and planned way thus avoiding duplication within the SPHE programme and across other subject areas.

- **Maintaining the Status of SPHE –** Coordination will ensure that SPHE has a high profile within the school.

- **Accountability –** A planned programme taught in the context of the health promoting school, will ensure that the needs of various partners involved in the educational process are met. These include the Department of Education and Science, Department of Health and Children, Board of Management, trustees, parents, staff and students.

- **Balance –** A co-ordinated programme may ensure a balanced coverage of topics and modules and also ensure that the work is not based on one off responses to particular problems and crises.

SPHE Co-ordination – Practical Aspects

- **Programme Planning -** The SPHE curriculum as outlined offers a flexible framework within which schools can design the SPHE programme most suitable for the students and the school. It is recommended that planning take place at the start of the school year and at regular intervals (e.g. monthly or by half-terms). The School Development Planning Initiative (SDPI) draft manual, Guidelines for Post-Primary Schools, suggests that four aspects of the curriculum be included – curriculum provision, curriculum planning and co-ordination, curriculum implementation (teaching and learning styles) and curriculum outcomes (student progress and attainments). It is important that an overall review/evaluation of the programme is completed at the end of the school year. Planning meetings should be timetabled (cf. SDPI, School Development Planning, draft Guidelines for Post-Primary Schools).

- **Support Time –** Due to the challenging nature of SPHE, teachers need regular structured team meetings to enable them to access the support of colleagues.

- **Evaluation –** Co-ordination is necessary to establish procedures to facilitate the monitoring and evaluation of SPHE within a particular school. It will also facilitate the recording of work done each year and organising a developmental sequence of work throughout the years of the programme.

- **Training –** Identifying and accessing training on ongoing bases for SPHE teachers.

- **Advising the Principal of the needs and requirements of the SPHE programme**

- **Linking with parents**

- **Liasing with relevant others in the school**

- **Liasing with community groups and outside groups**

- **Linking with SPHE Support Service –** for further information see Section 10, SPHE Support Service. (www.sphe.ie)

- **Finance –** Co-ordination will ensure the ongoing provision of the resources necessary for effective teaching of SPHE and in this regard SPHE should enjoy the same budgetary arrangements as other curriculum areas.

PLANNING & RECORD KEEPING

Planning

The SPHE programme for a particular year group should be planned at the beginning of the year. SPHE Guidelines for Teachers (Junior Cycle) covers this very comprehensively. **Planning Template A** (included in this section of the School Handbook) can be used for recording the sequence of the modules, the topics and the materials to be used. Some teachers find it very useful to keep this in a loose-leaf folder, together with the material for each lesson in plastic pockets. Each lesson is ticked off as it is completed. If a substitute teacher has to take a class they can be given the folder to assist them.

If the class is assigned a new SPHE teacher, (e.g. when they move up a year), the folder is passed on as a record of what has been covered and what resource materials were used in doing this.

Recording

Record keeping is concerned with recording the work done in SPHE each week and accumulating data as the school year progresses. This is a really important aspect of the work of the SPHE teacher and the co-ordinator. It helps to ensure that the programme is developmental, coherent and designed to meet the needs of students.

Planning Template B (included in this section of the School Handbook) is useful for recording how each SPHE class went.   The teacher can record what material was used in each lesson and make notes on how successful, or otherwise, it proved to be. This can assist a review of the programme as a first step in planning the programme for the coming year. Factors that might be noted are how suitable the exercises were for the particular group, the time required, whether this topic could more usefully be dealt with at a different point in the programme, possible pitfalls, things to look out for etc.

The **Review of Topic (Module)** form (included in this section of the School Handbook) can be photocopied and given to the students to complete when a topic or module has been completed. Pupils may retain these in their SPHE folder until the end of the year. They may help the student to reflect on the progress they have made. The teacher can use them, together with their own notes, to inform a review of the SPHE programme.

Teachers are referred to
3)   p10-19 of the SPHE Junior Certificate Guidelines for Teachers
4)   p11-54 of Junior Cycle Social, Personal and Health Education

OVERVIEW OF SOCIAL, PERSONAL AND HEALTH EDUCATION JUNIOR CYCLE PROGRAMME

Module	Year One	Year Two	Year Three
Belonging and Integrating	Coping with Change Joining a new group Appreciating Difference Bullying is everyone's business Coping with Loss	Looking Back, Looking Forward Group work Family ties	Goal Setting for Third Year Work Contract
Self Management	Organising Myself Organising my work at home and at school Balance in my life	What motivates me? Study Skills	Organising my time Planning for effective study Coping with examinations
Communication Skills	Express yourself Learning to listen Passive, Assertive and aggressive communication	Assertive communication	Learning to communicate Communication in situations of conflict
Physical Health	Body Care Healthy Eating Exercise	Body Care and Body Image	Physical exercise Relaxation Diet
Friendship	Making New Friends A Good Friend	The changing nature of friendship	Boyfriends and Girlfriends
Relationships and Sexuality	Me as Unique and Different Friendship Changes at Adolescence The Reproductive System Images of Male and Female Respecting myself and others	From conception to birth Recognising and expressing feelings and emotions Peer pressure and other influences Managing Relationships Making responsible decisions Health and Personal safety	Body Image Where am I now? Relationships - what's important The three Rs: respect, rights and responsibilities Conflict
Emotional Health	Recognising Feelings Respecting My Feelings and the Feelings of Others	Self Confidence Body Image	Stress Feelings and Moods
Influences and Decisions	My Heroes	Positive and negative influences Making decisions	Making a good decision
Substance Use	Why use drugs? Alcohol: the facts Smoking and its effects Smoking: why, why not?	The effects of drugs Alcohol and its effects Alcohol: why, why not? Cannabis and its effects Cannabis: why, why not?	Ecstasy: the realities Heroin: the realities
Personal Safety	Looking after myself	Accidents at home Feeling threatened	Recognising unsafe situations Violence Help agencies

The Department of Education and Science recognises that each school has flexibility within this framework to plan the SPHE programme most suitable for the students and the school

4.4

Week	Module	Topic	Resource Material	√
1 Sept.				
2				
3				
4				
Week				
5 Oct.				
6				
7				
8				
Mid-Term				
9				
10				
11				
12				
13 Dec.				
14				
15				

Planning Template A

4.5

Week	Module	Topic	Resource Material	√
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

Planning Template A

Year Group _____ **Class Name** _____ **Teacher** _____

Week	Module	Topic	Comment	Week	Date

Planning Template B

REVIEW OF TOPIC
(Module)

Name _____   Class _____

Module _____   Topic _____

In this topic I learned about

This fits in with

This is useful for

I liked

I did not like

I would like to learn more about

TEACHING SPHE

THE ROLE OF THE TEACHER

(cf. SPHE Junior Certificate Guidelines for Teachers, p.27)

The SPHE teacher is in a unique position in that s/he has regular contact with the class, in a context that is person-centred rather than subject-centred. How a teacher manages the class and the relationship s/he develops with the students is essential for the effectiveness of the learning.

Research has shown that greater learning takes place in an environment where:
- Students are respected and valued in their uniqueness
- Students are understood and their views are accepted rather than judged
- Teachers are seen as real and genuine people by the students
- Adequate preparation and planning has taken place prior to the lesson

It is recommended, that, where possible, the SPHE teacher continues with the same class through the three years of Junior Cycle (and beyond!). This helps to solidify the relationship between teacher and student. The teacher accompanies the student on his/her journey through school – sharing in their joys and fears and responding to them in a caring way. Many teachers of SPHE who are also Form Tutors to their SPHE class report on its effectiveness.

The first task of the SPHE teacher is, with the help of the class or group, to agree a set of rules to guide participants.

Ground Rules/ Class Contract
(cf. SPHE Junior Certificate Guidelines for Teachers p.22/ 23)
The development of Ground Rules or a Class Contract is part of the initial working of any learning group. This is especially important in SPHE class where group work and experiential methodologies are being used. Students and teacher are actively involved in identifying and clarifying the Ground Rules/Contract for their class, and agree to abide by them. It enables the students to take responsibility for their own behaviour and learning and enables high visibility, making clear the roles, rights and responsibilities of all involved in the learning relationship. This contributes to the creation of a good working atmosphere where students and teacher feel secure, respected and valued while enjoying optimum conditions for learning. Trust builds as students and teacher commit to the Rules/Contract over time and this leads to a sense of belonging and security and allows effective learning to take place.

It is important that rules are kept to a minimum, are stated in the positive and first person and are workable.

How to draw up Ground Rules

- Discuss the concept of Rules /Contract with the students. Brainstorm - why rules?
- Divide class into small groups of three /four students and ask them to list five rules in the positive that will make this class a good safe happy place to be. e.g. "I will listen when another person is speaking".
- Appoint a reporter for each group.
- Take feedback on blackboard/flipchart clarifying as you go.
- From this get the group to agree a set of ground rules for their class.
- The teacher and students keep their own individual signed copy of these Rules/Contract and this will be referred to at various stages.

Group Work

All groups are comprised of individuals with their own uniqueness and identity. This applies to the SPHE class. What is successful in one class/group may not necessarily be so in another. All groups, however, have common needs.

Needs in a group:

1. The **task** of the group defines what it aims to achieve.
   (In the example above the task is to develop an agreed set of ground rules).
   The need of the group is to try to accomplish this. The task is about getting a job done, the focus is on things rather than people. In SPHE this could be a role play, a questionnaire etc.

2. The **maintenance** of the group is about the need to develop and maintain working relationships among members – helping to maintain a good spirit in the group. The focus is on people and their relationship with each other. If there are poor relationships in a group it will be almost impossible to get the task completed.

   Maintenance concerns process – how the work is done. If process matters it has implications for everyone in the classroom. (Some processing skills for the teacher are outlined in p.5.5 and p.5.6.) The greatest resources in the classroom are the teacher and students and the relationships that develop.

   For a group to work successfully there needs to be a balance between **task** and **maintenance.**

Learning through and from experience

Structured experiential or active learning methodologies are used in many learning situations. Where appropriate, the teacher can -

- bring 'material' from the world of everyday experiences to the class
- construct a suitable activity to promote participation and reflection
- use the class as a 'test laboratory' for skills and experience which can be used beyond the class group, and
- help and enable class members to reflect on their learning and experience, derived within the group, and transfer it into their lives outside the class group.

The Experiential Learning Cycle provides a framework for structuring experiential learning (see also SPHE Junior Certificate Guidelines for Teachers, p.26).

Managing Sensitive Issues

You may need to consider if the classroom is suitable for the work (size and furnishings). Is noise a factor for adjacent rooms?

Is there somebody in the class with a physical injury or disability?

Is there somebody, because of his/her disposition or recent experience, about whom you need to be sensitively aware?

It may be helpful to remember that the SPHE class is not a suitable forum for the disclosure of sensitive issues of a personal nature. Students should be advised of this and of where they can go for help. If an unexpected disclosure is made that causes concern, it should be referred as appropriate (informed by school policy) to a colleague and or the school Principal.

The Experiential Learning Cycle
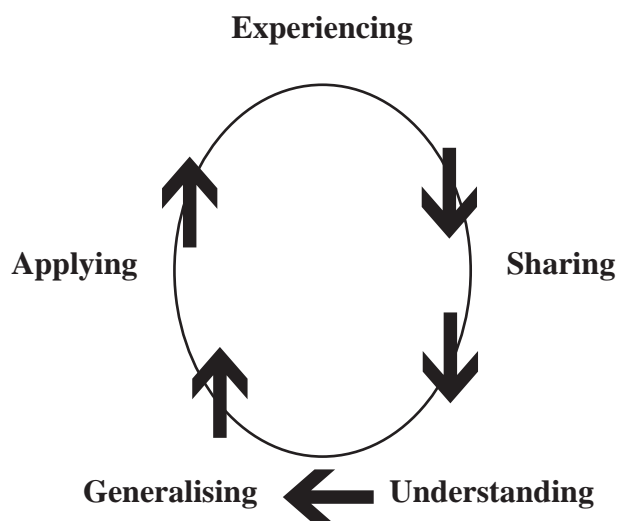
(Note: Sometimes the Sharing and Understanding steps are combined under the heading "Processing")

Because SPHE is concerned with the acquisition of knowledge, and the development of attitudes and skills, an open, facilitative teaching style and participative and experiential methodologies are essential.

In SPHE there is a need for a balance between knowledge, concept formation, understanding, skills and attitudes.

Experiential teaching methods allow for the full participation of the students in their own learning. The experiential learning cycle typically involves five steps. (See diagram)

Step 1: Experiencing
This is usually the "activity" stage. Activities include role-play and simulations, skill-practice exercises, games, case discussions, brainstorming, quizzes and demonstrations. Information is generated from the experience.

Step 2: Sharing
This stage aims to help members to reflect on and compare notes about their experience. Questions help to focus the discussion, which often takes place in small groups to maximize participation.

Step 3: Understanding and Interpreting
This stage involves helping participants to make sense of the material, information, feelings and experience generated in Steps 1 and 2.

Step 4: Generalising
The focus shifts from preliminary analysis to generating testable hypotheses or abstract principles or conclusions.

Step 5: Applying
Planning how to apply the learning in relevant situations or reviewing and consolidating what was learnt, whether attitudes have been changed or modified, whether any new skills have been acquired is the purpose of this step. It may include a homework assignment.

To be effective, there is a need to complete all stages of the cycle – hence the importance of planning the SPHE class.

The experiential learning cycle maximizes the involvement of students and enables every student to participate at some point through their own preferred learning style. Some exercises are structured in such a way as to promote the acquisition of specific skills, e.g., assertive communication. In general pupil-centered methods are regarded as an integral part of SPHE. The methods are focused not solely on the passing on of new information but on the **_processing_** of that information and reflecting on the experience of the process/activity itself.

Processing Skills

Processing means helping students to describe their experiences, to analyse what these experiences mean for them and to generalise how they can use the ideas in their lives. The aim is to help students to understand the learning as much as possible for themselves, to consciously involve themselves in their own development.

This may involve:
- emphasising some statements from the groups
- adding to and elaborating on the ideas produced by students
- clarifying issues that have been raised
- querying some of the reports
- examining consequences and relating these to values

Among the principal processing skills are managing discussion in the classroom and asking questions appropriately.

Some of the important skills for processing are:

• Ask open –ended questions
Questions which can be answered by "yes" or "no", do not lead to much discussion. "Why" questions may put people on the defensive and also limit discussion. Questions beginning with "what" and "how" are useful in developing discussion, e.g. *What did you do? What would you like to have done? How did it happen? What did you think at that point?*

• Listen carefully
Listening is a key skill in managing discussion. It is not enough to hear the words being said. Sometimes students find it difficult to express themselves so it is very important to listen carefully for underlying feelings and ideas and for the real meaning.

• Focus on feelings
Feelings are a central dimension of the human experience. It is important to recognize and validate feelings in themselves. Feelings often point to motivation for action and may display values and attitudes. It is often easier to say how we feel about something than to explain our reasons for a certain course of action. *How did you feel about it? What do you feel right now?*

• Clarifying
Checking out that each person understood what was said, e.g. when you say *"I will show respect"* what exactly do you mean by that?

• Repeat back
Processing can be expanded by repeating back a statement a student has made with understanding, e.g. *you say you felt relieved?*

• Draw out learning
When an issue arises and you wish to make a teaching point you can ask: *What can you learn from that?*

• Concentrate on one issue at a time
Students are usually expert at introducing 'red herrings'. You will often have to pull the discussion back to the topic in hand, e.g. *Let's get back to what Siobhán said…We'll come back to that in a minute…Is there anything else about…*

• Note verbal and non-verbal behaviour
By understanding what people are saying and how they are acting you can monitor the understanding and interest of the class and are in a position to change the subject or check out what is happening.

• Bring in others
It is useful if one person is dominating the discussion to bring in others by testing their perceptions of what happened, e.g. *what do other people feel?*

• Appropriate self-disclosure
This encourages others to participate and roots the discussion in reality, e.g.
I am confused, how do others feel? That happened to me too…

• Summarise
You can ask the class: *What have we learned so far? Where are we now?*

• Focus on behaviour
In discussions it is better to look at what people do rather than what they say, e.g. *what was she doing that made you think that?*

• Diagnosing
Don't ignore disruptive behaviour. It may be used, sometimes, to enhance the discussion, e.g. *I wonder if all the joking going on at the back of the class means we are avoiding the issue?*

SAMPLE CLASS PLAN

(Showing the Stages of the Experiential Learning Cycle)

Aim

To enhance each student's ability to listen to others and to help class members to get to know each other. (Year 1, Communication Skills, Learning to Listen)
(cf. Junior Cycle Social, Personal and Health Education, p.17)

Materials

Paired cards (as a means of dividing class into 'twos') e.g. Bonny/Clyde;Tom/Jerry. (b) A sheet per pair with the following instructions :

   Decide on who is A and who is B
   A talks for 3 minutes, while B listens
   B talks for 3 minutes, while A listens
   Possible topics -   likes and dislikes / hobbies / recent event etc.
   A and B each feed back what they have heard to their partner and checks for accuracy.

Methodology

Warm-up / Brainstorm / Paired discussion and feedback

Introduction

Explain to the class that this class is to provide them with a practical listening experience.

(a) Brainstorm with full group – 'What do people do that annoys you because it shows they are not listening' – list on flipchart on board.

(b) Brainstorm with full group – 'What do people do to show you that they are really interested and listening' – record as before.

(c) Distribute paired cards and ask the participants to find their partner (with the matching card).

(d) Ask pairs to sit together and explain that they have 10 minutes to work together, following the instructions on the instruction sheet (distributed).

Generalising

(e) Discuss with full group – 'Were you listened to?' 'How did you know?'

'Did you experience anything from the brainstorm list we have (above)?' 'What do you have to do to listen better?' 'How does it feel when you are listened to … and when you are not listened to?' 'What can you learn from this?'

(f) Provide each student with a blank index card and ask them to write and complete the sentence – 'One thing I can do to make me a better listeners ….'
(Assessment strategy – cf. SPHE Junior Certificate Guidelines for Teachers p.60)
Alternatively, students can be asked to write in their journals.

Applying

(g) Ask each person to give their partner feedback, complimenting them on ways that they listen well and suggesting one thing they might improve on (Feedback strategy).

(h) Home-task – each person is set the task of listening attentively to a person they seldom listen to in the next 2 days.

TEACHING METHODS

(Page references refer to SPHE Junior Certificate Guidelines for Teachers)

• Group Discussion (p.27) • Geographical Voting • Brainstorming (p.27) • Role Play (p.27) • Case Studies (p.27) • Artwork (p.27) • Cartoons • Narrative expression (p.27) • Games – Icebreakers (p.27) • Games – simulations (p.27) • Debates (p.28) • Project work (p.28)	• Sentence Completion • Situation Cards • Dilemma Boards • Visualisation • Guided Imagery • Sculpting • Ranking Exercises • Rounds • Relaxation • Rounds • Multi-media / video (p.28) • Visitors (p.28)

This Handbook contains further guidelines on inviting visitors to the school (see Section 7) and on the use of Video (see Section 6). The following is offered as supplementary to SPHE Junior Certificate Guidelines for Teachers p.27/28.
(It should be emphasised that the most effective way to explore and develop comfort with participative teaching methods is to experience them. In-service training is designed with this in mind).

Group Discussion
This forms the basis for much of the work done in the SPHE class and many experiential methods are considered suitable for use within the group discussion format.

If group discussion is to be used productively, it is essential that the first task of the group is to establish ground rules, which are adopted as the group contract. Appropriate rules are – listen, no 'put-downs', confidentiality, the right to privacy, speak in the first person, address others in the second person. With a beginner group these rules may need to be re-established frequently.

Icebreakers
Icebreakers are used at the beginning of a class or group. They are usually intended as an activity to lessen anxiety and to give teacher and student an opportunity to observe each other. Depending on the activity, some processing may take place but it may be just as a source of fun and/or to energise.
The teacher should be comfortable with the activity and pre-testing is advised. Students should be invited to participate at a level with which they feel comfortable and care should be taken of those who may be carrying physical injury. Ice-breakers should be short and a source of fun.

Geographical Voting

Students are asked to decide if they agree strongly, agree, disagree or disagree strongly with chosen statements and to move to a designated area of the room (which might be marked by placing a label, corresponding to the level of agreement or disagreement on the floor). An exchange of ideas can then be invited between those in one section and those in another – why choices were made etc.

Cartoons

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

Sentence Completion

Sentence completion exercises are structured techniques that can be used to prompt thinking in a group and for assessment purposes. They can be verbal or written. The sentence stem will indicate the subject or issue that is being looked at (it provides a structure). If completed individually and anonymously they can be interchanged to generate a discussion and reflection on others' viewpoints. Sentence completion exercises are particularly useful with students who may not feel confident about making contributions to the group (e.g. as an aid to introductions).

Situation Cards

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

(Pre-printed index cards accompany a number of lessons in the 'On My Own Two Feet' pack – a recommended core resource for SPHE).
Situation cards work well when participants can get together in sub-groups to share ideas and reactions. Care should be taken to promote appropriate disclosure and to allow for an opt-out option. Using smaller groups may generate a safe environment.

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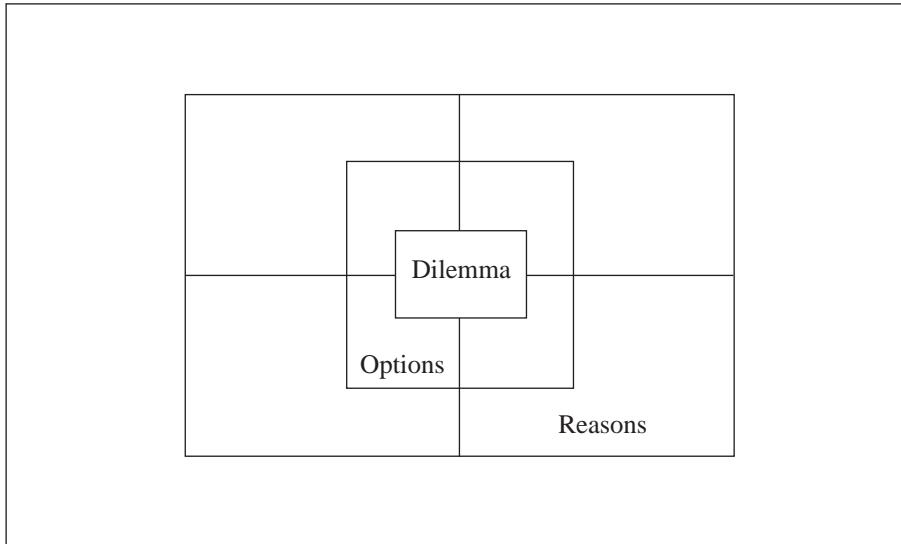
Dilemma boards can be used to help students think about how they might respond to particular circumstances. Students may be presented with prepared 'dilemma boards' – a worksheet with three concentric squares (or circles). The 'dilemma' is written into the centre square. The next two concentric squares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

Visualisation

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

This technique can be used for stress reduction, for reflection, recall and summary, and/or for forward planning. It can be useful for developing a sense of self and a sense of others.

Guided Imagery

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

Sculpting

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

Ranking Exercises

When groups generate ideas and examples (using methods such as brainstorming or discussion) the volume of ideas is often greater than can be handled by the group. The suggestions may be of variable quality and of greater or lesser relevance, importance or accuracy. A ranking exercise allows such suggestions to be prioritised by individual students and/or by the group. Students may be presented with random statements to be ranked. Ranking can be done by numbering, group voting, group auction, card sorting, or a 'diamond 9' activity. A 'diamond 9' is a graphic means of presenting ranked statements. The statement regarded as being of most importance is placed at the top of the 'diamond', the two statement of next and more or less equal importance are placed on the second tier and so on, with the statement ranked as of least importance in the bottom section.
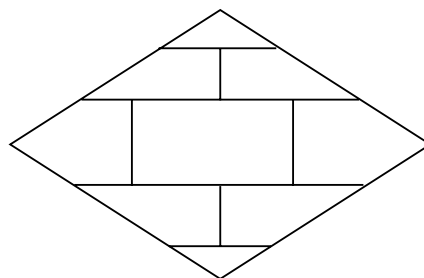
Rounds

A 'round' is a good way of including everyone in the group, or of gathering instant reactions and feedback from all participants. One person speaks and the group listens, without comment.

Rounds are useful for opening up a group and encouraging participation. They permit each person to make a statement about a particular issue, create an opening for quieter members and constrain louder members.

A 'round' can provide for immediate assessment and self-assessment.

Relaxation

There are various techniques for relaxation training that can be used in the classroom. The methods that you find the simplest are probably the best. Breathing exercises are a good example. Some students are unaware of the difference between relaxation and tension. One way to introduce relaxation is to spend time helping students observe the difference between tensed and relaxed muscles. With a hand placed on a large muscle group it is possible to feel the difference (e.g. biceps muscle in the arm). Students can experience relaxation by tensing all the muscles as tightly as they can and then quickly letting the tension go. This can be repeated two or three times.

It helps to talk about relaxation rather than tension. A progressive relaxation exercise, starting with the muscles of the feet, then the legs and working up through the parts of the body to include the neck and facial muscles is usually enjoyed by students.

Note: Methods appropriate for active learning and for SPHE are only limited by our creativity, our experience and the time available. One of the challenges and opportunities that SPHE presents is the continuous development of your repertoire of teaching methods.

ASSESSMENT

(cf. SPHE Junior Certificate Guidelines for Teachers, p.60-68).

Assessment in an SPHE context is much broader than examinations or tests or qualifications on paper. It can, however, be done quite simply. SPHE is education for life and, as such, it should engage the student in a reflective process that facilitates their development right through life. The SPHE Curriculum does not lend itself to formal, summative assessment.

The Teacher and Assessment

As teachers of SPHE it is important to be Reflective Practitioners – to look at where we are going, how we got there and whether our aims/objectives were achieved. Self-assessment enables the teacher to develop his/her facilitation skills.

Assessment for learning requires careful planning. Classes should be so designed that
- learning goals are shared and negotiated with students
- an appropriate assessment strategy is an integral part of the learning process
- students are involved in assessing their own learning
- students receive feedback (e.g. from small group, class, teacher)
- learning is documented and recorded in an appropriate way
- the results of assessment are used to adjust class design and plan the SPHE programme
- the results of assessment are used to inform the process of reporting to students and their parents
  (c.f. www.afl.ncca.ie)

The Student and Assessment

Involving the student of SPHE in his/her own assessment is giving him/her power and control over his/her learning. It is about being honest with oneself and developing a sense of purpose. It will encourage the student to consider the importance of standards of engagement and to observe critically how they and others perform and to reflect on how they can change (attitudes, behaviour etc.) Involving the student in his/her own assessment will encourage them in effective decision making and help to develop a range of other skills e.g. reflection, listening, communicating etc.

The assessment tools/strategies used should take account of the nature of the learning being assessed, the needs and abilities of the students and other practical and organisational factors (e.g. time).

Assessment for SPHE

Planning for the assessment of SPHE is an element of the whole school plan for the delivery of the SPHE curriculum. It should be undertaken by the SPHE team and be consistent across all year groups.

It is important that learning goals are shared and negotiated with students. This can be done by reference to the SPHE Curriculum (Junior Cycle Social, Personal and Health Education) (DES/NCCA) where the modules, topics, aims and learning outcomes for each year of the Junior Cycle are clearly laid out. Opportunities for reflection, review, feedback and reporting are an integral part of assessment and of the 'Experiential Learning Cycle' (cf. The Experiential Learning Cycle and Sample Class Plan, earlier in this section of the Handbook). (p. 5.3 to p. 5.8)

Assessment of individual lessons - examples

Examples can be found by linking the learning outcomes as presented in Junior Cycle Social, Personal and Health Education with the core resources (On My Own Two Feet, NWHB Lifeskills Programme and Resource Materials for Relationships and Sexuality Education (Junior Cycle) as suggested in SPHE Junior Certificate Guidelines for Teachers (p.27-57).

1) The module – Belonging and Integrating (Year 1) has as a stated aim 'to help students to identify and label bullying behaviour' (Junior Cycle Social, Personal and Health Education, p.14) and as a learning outcome 'be aware of the characteristics of bullying behaviour' (p.15). The SPHE Junior Certificate Guidelines for Teachers (p.32) suggests as a useful resource the lesson on bullying in the NWHB Healthy Living (p.189).

   The poem 'Wee Joe' and/or the role-play provide opportunities for reflection, the suggested class discussion provides opportunities for review, the checklist (Healthy Living, p.190) provides opportunities for review and reflection and the follow-up discussion, as suggested, provides opportunities for feedback. Advice on getting help can lead to a 'reporting dialogue'.

2) The module – Relationships and Sexuality Education (Year 2) has as an aim 'to enable students to develop skills for establishing and maintaining relationships at appropriate levels' (Junior Cycle Social, Personal and Health Education, p.35) and as a learning outcome 'have developed their skills for communicating in relationships' (p.36). The SPHE Junior Certificate Guidelines for Teachers (p.43) suggests as a useful resource Lesson 17 of Resource Materials for Relationships and Sexuality Education (Junior Cycle) (p.164).

Student Sheet 41 of this lesson provides opportunities for reflection on what one values in a relationship, with a discussion that can aid review. The activity suggested to accompany student sheets 46/47 provides opportunities for reflection, review and feedback. Group reports and the accompanying discussion provide opportunities for feedback and reporting.

3) The module – Substance Use (Year 3) has as an aim 'to explore with the students the personal and social consequences of the use of ecstasy' and as a learning outcome ' have an understanding of the personal and social dangers associated with the use of ecstasy' (Junior Cycle Social, Personal and Health Education, (p.53). The SPHE Junior Certificate Guidelines for Teachers (p.53) suggests On My Own Two Feet, Consequences section, Lesson on Drug Cards as a useful resource. The initial brainstorm in this lesson provides the first opportunity for reflection and review. The Card Game activity (using game 1 or 2, depending on the group), together with the Answer Sheet provides opportunities for reflection, review and feedback. The suggest class discussion provides opportunities for reporting.

Assessment of Modules

Section Four of this Handbook, Planning and Record keeping, provides a template for the Review of a Module/topic p.4.7. On completing a module, students can be asked to complete this form and this provides opportunities for reflection and review. If time is allowed for discussion with fellow students and/or the SPHE teacher the element of reporting may be included. Further opportunities for reporting are possible if (a) a decision is made to include the completed form in the student portfolio and a further decision is made (by negotiation with the student) to share the contents of the portfolio with parents in the context of a parent/teacher meeting. The possibility also exists for the SPHE teacher to summarise class review forms for the purpose of reporting to the SPHE team and of informing review of the SPHE curriculum by the school.

Section Four of this Handbook, Planning and Record keeping, also provides 'Planning Template B' (p. 4.6) that allows the SPHE teacher to retain a record of work covered in the SPHE class. This can be useful in reporting to parents, the SPHE team and the school community. It can assist the process of review and planning for the SPHE curriculum.

Record of work and Portfolio

It is advisable that students maintain a record of the work of the SPHE class in a journal or folder. A process of reviewing progress and achievement can be facilitated by selecting from this record examples of work that indicate best effort, key moments of learning, tasks enjoyed etc. for inclusion in a portfolio.

The discourse associated with selecting items provides opportunities for two-way feedback between teacher and student(s). A label can be added to summarise this discussion, as suggested in SPHE Junior Certificate Guidelines for Teachers (p.67). Appropriate times when this assessment might be carried out are end of module, half term, term, end-of-year.

The portfolio might be retained as something 'treasured' by the student at the end of the year and/or used for reporting to parents and/or assist in programme review and design at school level.

Because of the nature of SPHE it is important that there is clarity among students and teacher on:

- The purpose of the portfolio
- Who has access to this material
- Who has ownership of the material
- Who has responsibility for storing it
- Where will it be stored
- How progress is assessed and reported

School Reports

As part of the Junior Cycle programme, SPHE should be given the same status as other subject areas in the written school report. It may be appropriate for the teacher to make a conditional observation on the student's contribution and progress; it may be possible to base any comment on evidence from the portfolio; and/or it may be possible to invite a student to contribute to his/her report on progress with SPHE, by completing the following:

School Report – SPHE

Please complete as honestly as possible, remembering that your self-assessment will contribute to the written school report to be sent to your parents.

In the SPHE class, to what extent were you able to				
i) communicate with classmates and teacher	1	2	3	4
ii) work as part of the team	1	2	3	4
iii) organise and take the lead	1	2	3	4
iv) appreciate individual difference	1	2	3	4
v) become aware of your strong and weak points	1	2	3	4
vi) become aware of how behaviour and health are linked	1	2	3	4

End of Year Reflection

Students may be invited to engage in an end-of year reflective exercise, based on the following:

SPHE End-of-Year reflection and review

A Module you enjoyed

An exercise or activity you enjoyed

A visitor who came to the class

A special moment of self-awareness

Something that made you feel positive about yourself

A time when you felt challenged

What SPHE has meant to you, overall

CLASS PREPARATION

(Checklist)

For my SPHE Class do I need to:

- Book a particular room

- Swap a room with a colleague

- Communicate any particular information to a class, a colleague or the principal

- Arrange the furniture in the room in advance

- Book any equipment i.e. video, tape recorder

- Check that the equipment is working

- Check that the sockets are working

- Arrange someone to bring the equipment to the room

- Check that there are blinds/curtains in the room

- Make sure that I have all materials needed i.e. markers, glue, magazines, handouts etc

- Arrange an outside speaker to visit (Section Seven, Visitors to the SPHE Classroom)

- Set up any refreshments

- Collect any money, worksheets, surveys etc

OVERCOMING FEARS

Active learning methodologies are used in many learning situations. Teachers, however, may be reluctant to introduce them into subjects such as Social, Personal and Health Education. There are a number of reasons for this:

- Fear of loss of control and chaos in the classroom and the consequent disapproval of other members of staff
- A fear of not knowing precisely what is going on in the various groups, or in the lives of students
- A fear of personal exposure, particularly in the sensitive areas under discussion in SPHE classes
- The disturbance associated with moving furniture and having students move around the classroom
- A feeling that there are special skills required
- Anxiety over the mystique that has built up around group work and group discussion
- Unrealistically high expectations of group involvement and discussion
- The fear of not having a concrete end product
- The problems of monitoring and evaluating work

(a) Fear of Loss of Control and Chaos in the Classroom

If your classroom is unsuitable for this type of work, i.e. it is separated from other classrooms by thin partitions, the furniture is fixed or it is too small, consider swapping or relocating. Perhaps you could use the library, the meditation or a general-purpose room.

If noise is a problem use quieter methodologies such as case studies, work sheets and working in pairs. For example the topic Coping with Change (Junior Cycle Social, Personal and Health Education, Year 1, Module on Belonging and Integrating) includes the aim 'to help students to cope with the transition from primary to second-level education'. This can be done by (i) getting the students to work together in groups as suggested in Healthy Living (NWHB – p.90-93) or, (ii) getting the students to work individually and write out the answers to the Transition Quiz, p.95 (Healthy Living) or, (iii) work in pairs and then complete 'student sheet 5' as suggested in Resource Materials for Relationships and Sexuality Education, Junior Cycle, Lesson 2, p.30–35).

Moving back the tables and arranging the chairs in a circle before SPHE class can be time consuming. If a teacher has his/her own classroom the teacher can negotiate with the outgoing class to do this quite quickly. Where the teacher moves from class to class the class can practice a quick, quiet safe way of arranging the chairs.

(b) Personal Questions/Sensitive Issues

The SPHE class should be structured so that there is always time for summing up the learning at the end (completing the 'learning cycle').
If an issue arises during the SPHE class that needs attention before the group breaks up for the next class it can be dealt with at this time.

It is important that the teacher is familiar with the school's policies that relate to sensitive issues that may emerge in the SPHE class e.g. child protection, substance use, RSE etc.

Every effort should be made to safeguard the privacy of students and teachers. This may be addressed in the 'ground rules' (p.5.1 of this Handbook and SPHE Junior Certificate Guidelines for Teachers p.23). This protects both the pupil and the teacher from invasions of their privacy. The teacher should be watchful for vulnerable students who sometimes make inappropriate disclosures in class and should intervene to stop this when it happens. Choosing appropriate levels of disclosure is part of the learning process of working in groups. Careful class planning can help to guarantee an atmosphere of safety (cf.p.5.3).

(c) Challenging Behaviours

Many teachers cite 'troublesome students' for their reluctance to use group work. There is no blueprint, which can be offered that will satisfy all situations. Below are some typical problem behaviours and strategies for dealing with them.

(i) The Entertainer

The Entertainer cracks jokes constantly or makes fun of the work in hand. S/he may disturb other groups as well as his or her own.

Possible ways of coping are:

Channel his/her talents into something productive.
Confront the behaviour.
Clearly explain the behaviour is inappropriate.
Acknowledge his/her contribution.
Give him/her something to do, e.g., reporter or leader.
Place him/her in a group that will not reinforce the offending behaviour.

(ii) The Shy/Quiet Student
Shy students may find it difficult to become involved in group discussion and may be left out.

Some strategies, which the teacher can employ to involve the shy student are:

Invite him/her to make contributions, remembering some students resent being "put on the spot".
Place him/her with friends.
Support whatever contributions s/he makes.
Have rotating roles so that s/he will eventually have the job of group reporter.
Put him/her with a group that is understanding and supportive.
Often putting the quiet students together works as the absence of dominant students allows the others to speak in safety.
Request the group to write their response to a question and then share what they have written.
Quiet students often find it easier putting their opinions on paper.
Give him/her time to build up confidence.
Accept that some people are silent by choice and that's OK too.

(iii) The Dominant Group Member
Sometimes the teacher may note over a number of classes that one particular student dominates in his/her group to the exclusion of others.

If you wish to involve others more fully you can:

Emphasise ground rules – especially listening.
Give him/her the job of reporter.
Put the person into a smaller group.
Avoid ongoing eye-contact.
Praise his/her willingness to contribute, but point out effect of r e d u c i n g the contribution of others.
Place in a group with others of similar style so that they will cancel each other out. This can sometimes 'backfire' resulting in a very loud and raucous group.
When you assign a task to a group give a short time in which to complete it. This keeps the groups focused so that they haven't time for diversions. This approach allows the group to manage the dominant person themselves.

Have a soft toy or a small beanbag that can safely be passed from person to person. Only the student in possession of the beanbag has permission to speak.
Give each student counters or tokens.
Each time they speak they have to "spend" a token. This makes them think twice before they speak and tends to prevent repetition and encourages listening.

Note: Many of the above techniques are easier to implement with First and Second years. If good group work practice is not learned in these years it is more difficult to introduce it to older students. (It may help to remember that students will nave experienced this way of working in Primary school).

(iv) The Isolated Group Member
You may observe that a student is being isolated in a group.
Some of the ideas suggested for a shy student will apply here.

You may also wish to:
Revisit the Ground Rules around feeling safe and listened to in this class.
Work with group and bring pupil into discussion.
Provide feedback to the group about their behaviour.
Isolating a student constitutes bullying. You may need to address this issue with your group.

(v) The Disruptive Student
A disruptive student can distract others in the group/class and prevent the task from being accomplished.

You can:
Attempt to ascertain reasons for behaviour.
Tell him/her the effects of his/her behaviour.
Suggest specific changes in behaviour.
Provide alternative work.
Sit in on the group and supervise.
Reward each sign of progress.
Exclude him/her from the group.

Note: In SPHE class, as in any other class, students are subject to the normal school code of behaviour and to the accepted procedures for dealing with breaches of this code.

(vi) The Bored or Withdrawn Student

A student who appears to be bored or withdrawn in a group can undermine the efforts of other students.

It may be important to:
Get the student to air his/her reasons for boredom.
Introduce features that appeal to him/her.
Let him/her choose a topic.
Offer optional work.

Note: The bored or withdrawn student may be manipulative and be involved a power struggle within the class. Talk to the student's other teachers. If symptoms persist across the board this may indicate a need for referral for additional support for the student.

There are other behaviours which teachers can identify which may be detrimental to group work in the class. Reminding students of the ground rules for working in class will be important in such situations.

**Social, Personal &
Health Education**

SUPPORT SERVICE

post primary

USING VIDEO
IN THE SPHE CLASS

(This section includes reference to
Internet safety)

USING VIDEO IN THE SPHE CLASS

Use of video has become increasingly popular in the classroom in recent times, being culturally relevant to young peoples lives, offering novelty, variety and a useful stimulus for learning.

It has a particular value in the SPHE class as a medium in approaching sensitive areas of young people's experience. In its capacity to introduce real life situations into the classroom it can be an effective trigger in the experiential approach to a topic.

The SPHE team in your region may be able to assist you in sourcing video material. In this context schools are advised that the SPHE Support Service cannot be responsible for the entire content of video materials or endorse them. T.V. documentaries and clips from current popular soaps may also be a useful resource. All video materials should be previewed at school level, to ensure they conform to school ethos, before they are introduced to the classroom.

Guidelines

Always watch the video before using it in class to check its suitability. The questions below (and any others you may wish to add) can be used to assess the video.

- What assumptions do you think this video resource makes about a) you the teacher and b) your students
  - *knowledge?*
  - *attitude and values?*
  - *social and cultural background?*

- What is the aim of this video resource?
  For example, is it trying to
  - *raise students' awareness?*
  - *encourage students to make decisions?*
  - *get students to think about changes in their lifestyle?*
  - *enable them to be critical?*

- Does the video material relate clearly to the topic/theme of the lesson?
- Is the content consistent with the ethos and values promoted in your school?
- Is it age appropriate?
- Are there any assumptions about ways of teaching and learning built into this resource? For example group work; pair work; role play; taking action…etc

- What is the length of the video and can it be shown in parts to focus students on key issues?
- Are there any sensitive issues addressed in the video that may need particular consideration/preparation prior to the viewing?
- How do you feel about using this video material in the classroom? Think about your first response and your response after examining it. Did you for example feel comfortable with it, anxious about using it with the group, interested in the issues it raises, and so on.

Practical considerations

- Is there agreement across subject areas about which videos are to be viewed with each year group?
- Is the video tape rewound and does it work in the video machine being used?
- Is there a video machine, T.V., and socket available at your lesson time? (The school may have booking procedures)
- Can the classroom be darkened to avoid screen glare?

Using the video in the SPHE Class is an active rather than passive process

Watching the video through can be a trigger for group discussion
- It may be shown a second time or in part to focus on a particular situation/skill that you may wish to teach about it
- Stopping the video before the end gives students an opportunity to complete the story or contemplate different endings to the video
- Students can concentrate on the non-verbal communication portrayed in the video if the sound is turned off
- Freezing the video at appropriate moments provides space for teacher input or pupil participation e.g. group work / individual responses / discussions

Video is not an end in itself but a resource to help the teacher achieve the desired educational outcomes.

The Internet

The Internet may be a useful source of information for some aspects of the SPHE curriculum. The National Centre for Technology in Education has published a guide for schools on best practice in relation to use of Internet.
(cf (a) The National Centre for Technology in Education, Be Wise on the Net … information and advice for Schools, NCTE (2002). (b) www.ncte.ie)

**Social, Personal &
Health Education**
SUPPORT SERVICE
post primary

VISITORS TO THE
SPHE CLASS

A Guide for Teachers using outside agencies
to support Social Personal and
Health Education in school

THE VISITOR TO THE SPHE CLASS

Introduction

Schools have traditionally looked to outside agencies to support them on various aspects of the curriculum. With the increased recognition in recent years of maximising two-way relationships between school, home and the wider community, guidelines for best practice seem timely and necessary. This section of the School Handbook draws upon the experience of school practitioners as well as on the following resources:

- SPHE Junior Certificate Guidelines for Teachers
- On My Own Two Feet
- Tacade "Making the most of the Visitor (Using outside agencies in Drug Education)" Tacade, England, ISBN 0905-954963.

Role of Visitor

The importance of the relationship between student and teacher can never be over estimated in establishing and developing the safe climate necessary for optimal learning in the area of SPHE. Continuity and regular engagement between teacher and students are a prerequisite for trust and openness, and provides the opportunity for modelling healthy and positive relationships, a core educational principle of SPHE.

While visitors to the classroom can be immensely valuable as part of SPHE, ***the delivery of the programme remains the responsibility of the teacher.*** In light of this, it is recommended that where visitors/outside agencies are used to support SPHE, the SPHE teacher be actively involved and present at all stages i.e. preparation, presentation, facilitation and follow up.

Research on School Visits indicates that the following approaches are not effective:

- ***Once off talks or short programmes in reaction to a crisis***
- ***Once off talks or short programmes where there is no preparation/opportunity for reflection or evaluation***
- ***Scare tactics, sensationalism and/or preaching***

A well-planned and thoughtfully carried out visit to the classroom from an outside speaker can provide rich opportunities for the personal and social development of the students and complement the work of the SPHE class.

Planning the Visit

Given the spiral and developmental dimensions of the SPHE Programme, consideration needs to be given to the timing of the visit, taking into account:

a) Stage and context within the SPHE Programme
b) The School Calendar/events/holidays
c) Personal/School issues which may impinge
d) Level of maturity of the group

While a visitor may be invited specifically to one class or group, it is important to remember that the visit also represents a meeting with the school community. It is therefore advisable that the ethos, interests and needs of the wider school community, as outlined in the school policy on visitors, be respected.

Such a policy might inform communication with the relevant partners:

- **Principals** **(see Preparing for SPHE Visitor, Handout 2)**
- **Parents** **(see Consent Form, Handout 3)**
- **School Staff** **(see Notice, Handout 6)**
- **Others** **(see Preparing for SPHE Visitor, Handout 2)**

The planning process can be used to give students an experience of self-reflection, communication and organisational skills through:
- Reflecting on and discussing their needs
- Arriving at a group consensus
- Liaising with local, national and global agencies and group

Planning for a meeting of the visitor will increase students' knowledge and may give a student the confidence to follow up on a particular area of interest or to arrange a meeting with another visitor at a later date.

Furthermore, the visitor to the classroom also provides an opportunity for the teacher to network and forge working relationships with the local community and other agencies. It can provide the possibility of learning new approaches and methodologies, updating information and research, and identifying current available resources. Outside agencies can be a useful source of help and support regarding appropriate referral and providing contacts for further information. All this can assist in fostering an appreciation of the complexity and richness of the local, national and global communities.

At a practical level, to avoid overlap and duplication, it is desirable that all subject teachers be aware of areas addressed by school visitors. Communication with visitor(s) or agency prior to the visit is essential.

Bearing in mind the value of relationship in the context of SPHE a return visit from agencies or visitors may be appropriate. These visits should always be planned in the context of enhancing the school-based programme.

The Visitor Handouts (1 to 11) that follow in this section of the School Handbook are intended to be of use to teachers in planning and organising school visits. It is hoped that it will enhance the potential for learning and enjoyment of students, teachers and visitors in particular, and also the wider school community.

Integrating the Learning

Student evaluation of the visit is rooted in principles of Assessment for Learning as advocated for SPHE (cf. SPHE Junior Certificate Guidelines for Teachers p.60-61; see also p5.14-18 of this Handbook). Evaluating the effectiveness of the visit is an important part of the learning process and it can take place at the end of the visit or form the basis for follow up classes (a Student pre and post visit reflection and a student evaluation form is included in this section).

It is important that opportunities are provided to address any emotive issues that may have arisen in the context of a visit.

The student evaluation may be added to his/her assessment port-folio. A report of the visit may be included in a school newsletter or take the form of a radio or video presentation.

Evaluation can be used to give feedback that will enable the school to decide whether or not this method and/or this visitor is appropriate in future. It is suggested that the 'SPHE Visitor's File' (Handout 5), 'Teacher's Evaluation' (Handout 10) and 'Directory of Agencies and Visitors' (Handout 11) are filed for future reference.

HANDOUTS (see over)

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The Visitor - handout 1

(to brief the visitor)

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Overview of the SPHE Curriculum (as an aid to briefing prospective visitors)

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

SPHE covers such areas as:

- **Belonging and integrating**
  1st Year: Coping with change, joining a new group, bullying.
  2nd Year: Looking back& forward, group work, family ties.
  3rd Year: Goal setting for third year, work contract

- **Self Management**
  1st Year: Organising myself, balance in my life
  2nd Year: Motivation, study skills
  3rd. Year: Time management, effective study, coping with exams

- **Communication Skills**
  1st Year: Expression, listening, different types of communication
  2nd Year: Assertive communication
  3rdYear: Learning to communicate, communication in conflict

- **Physical and Emotional Health**
  1st Year: Body care, health eating and exercise
  2nd Year: Body care and image
  3rd Year: Physical exercise, diet and relaxation

- **Friendship**
  1st Year: Making new friends, a good friend
  2nd Year: The changing nature of friendship
  3rd Year: Boy friends and girl friends

Relationships and Sexuality
1st Year: Friendship, adolescent changes, respect, reproduction
2nd Year: Conception to birth, expressing feelings,
           managing relationships, influences, peer pressure, decisions
3rd Year: Where I am, respect, rights, responsibilities, conflict

Emotional Health
1st Year: Recognising feelings and respecting them
2nd Year: Self-confidence, body image
3rd Year: Stress, moods, managing feelings

Influences and decisions
1st Year: My heroines/heroes
2ndYear: Positive and Negative influences, making decisions
3rd Year: Making good decisions

Substance Use
1st Year: Alcohol facts, why use drugs, smoking and its effects
2nd Year: The effects of drugs (alcohol, cannabis)
3rd Year: Ecstasy and heroin - the realities

Personal Safety
1st Year: Looking after yourself
2nd Year: Accidents at home and school, feeling threatened
3rd Year: Recognising unsafe situations, violence, help agencies

Preparing for SPHE Visitor
Checklist
- Has there been preparation and follow-up planned on this topic?
- Has a meeting (where desired) taken place between SPHE Teachers/visitors and/or Group/visitor?
- Does this topic/area fit into what is already being done in the SPHE class?
- Have all the relevant parties been informed/consulted about the visit?
  - Principal/Board of Management
  - Parents/Guardians
  - Students
  - Visitor/Agency
  - Staff
  - Other (e.g. caretaker, secretary)

Have all practical arrangements been made?
- Suitable room
- Seating arrangements
- Audio-visual equipment
- Video/T.V.
- Projector
- Sockets
- Paper/markers/evaluation sheets
- Refreshments
- Register of Students' attendance

Have Personnel been appointed to

Welcome visitor?   Name(s)_____

Thank visitor?   Name(s)_____

Set up Room?   Name(s)_____

Provide refreshments?   Name(s)_____

Tidy room?   Name(s)_____

The Visitor - Handout 3
(for parents/guardians)

SAMPLE LETTER TO PARENTS

Dear Parent/Guardian,

As you are aware, the Social, Personal and Health Education Programme is an important part of our school's curriculum. SPHE provides a unique opportunity for students to develop skills and competence, to learn about themselves and others and to make informed decisions about their health, personal lives and social development. The support of the wider community plays a vital role in this process.

We, in our school, believe that we can draw on the richness of the community by involving visitors/outside agencies in the SPHE class. This offers the students an opportunity to develop organisational and communication skills; provides variety in the classroom; offers expert knowledge in important areas of students' lives. School visits can also provide a useful focus for discussion on sensitive topics between parents and their children.

Visitors' presentations/seminars are required to reflect the ethos of the school.

On_____(date) we have invited a representative from _____

to address/offer a workshop on _____to our_____year students

on the subject of _____which supports the module

on _____ in our _____year SPHE programme.

A consent form is provided for your convenience. It will be assumed that your child is
attending the visitor session with your consent unless you inform the school in writing
to the contrary, before_____ .

We take this opportunity to express our appreciation of your interest and support.

Yours sincerely

SPHE TEACHER

> The Visitor – Handout 3
>
> (for parents / guardians)

CONSENT FORM

I do / do not consent to _____ attending the

Presentation/Workshop on _____ on _____

Signed ----------------------------------
    Parent/Guardian

Signed ----------------------------------
    Parent/Guardian

_____

CONSENT FORM

I do / do not consent to _____ attending the

Presentation/Workshop on _____ on _____

Signed ----------------------------------
    Parent/Guardian

Signed ----------------------------------
    Parent/Guardian

_____

| The Visitor – Handout 4 |
| (for visitor) |

LETTER TO VISITOR / AGENCY

Dear _____

Following our communication regarding your visit to our SPHE class,
I enclose herewith the leaflet "SPHE in the School" and a form
for you to complete.

The chosen topic for your visit is_____
This will fit into the area of _____that is being covered
as part of SPHE. On return of this form I shall make further contact with you
to discuss details of the visit.

Yours sincerely,

SPHE TEACHER

> ## The Visitor – Handout 5
>
> ## (for the SPHE teacher)

SPHE VISITOR'S FILE
(to be used also as record sheet of visit to school)

CLASS GROUP _____

ORGANISING TEACHER(S) _____

NAME OF SPEAKER _____

ADDRESS _____

  _____

TELEPHONE/FAX _____

EMAIL/WEB SITE _____

TOPIC/SPHE MODULE _____

AIM OF SESSION _____

LENGTH OF SESSION _____

METHODOLOGIES/APPROACH _____

  _____

PREFERRED GROUP SIZE _____

SENSITIVE ISSUES (IF ANY) THAT MAY NEED SPECIAL
CONSIDERATION _____

  _____

In accordance with best practice, it is the policy of our school (in so far as it is practical) that the Class teacher remains in the classroom throughout the session.   All visitors are required to respect the ethos of the school. Health Board Personnel are asked to refer to the guidelines issued by their Health Promotion Department.

The Visitor – Handout 6

(for the SPHE teacher)

<u>NOTICE</u>

<u>SPHE VISIT / SEMINAR</u>

NAME/AGENCY: _____

TOPIC: _____

YEAR GROUP _____

ROOM/VENUE _____

TIME, DAY, DATE _____

TEACHER(S) ATTENDING: _____

_____

_____

_____

TEACHER(S) INVOLVED/AFFECTED _____

_____

_____

The Visitor – Handout 7
(for the SPHE teacher)

AFTER VISIT

- Has the room been tidied?

- Has equipment been returned to its proper location?

- Have evaluation procedures taken place?

  - Student evaluation

  - Teacher's evaluation

  - Visitor's evaluation

- Record made

- Details Filed?

- Has a follow-up class taken place with the students?

- Has letter of thanks/reimbursement been sent to visitor?

- Has feedback been given to students on their conduct and participation during the visit?

- Where a repeat of this visit in any form is planned have the necessary steps been taken?

The Visitor – Handout 8

(for students)

Resource Sheet: Learning from the Visit

The visit is about _____

_____

_____

_____

You already may have thoughts and ideas about this subject.
Make a list of those things you already know about this subject,
some things you are not sure about and some things you want to
know more about.

Already know   _____   ____

Not sure   _____   ____

Like to know more about   _____   ____

Now the visit has taken place tick those items in your 'not sure' and
'like to know more about columns' that you feel have been covered.
Are there any things left on your lists that have not been covered?
Did the visit raise any other questions for you?

STUDENT EVALUATION FORM

TOPIC_____

SPEAKER_____

DATE_____

Something I gained from planning and organising this visit:

_____
_____
_____

Rate this visit by circling the appropriate word:

Excellent   Very Good   Good   Fair   Unsatisfactory

Something I did well during the visit:

_____
_____
_____

Something I found useful about this session:

_____
_____
_____

Something I enjoyed about this session:

_____
_____
_____

Anything I would have liked to be different:

_____

_____

_____

Further Comments:

_____

_____

_____

_____

_____

SIGNED_____

CLASS _____

SPHE VISIT – TEACHER'S EVALUATION SHEET

NAME OF VISITOR   _____

ORGANISATION/AGENCY   _____

ADDRESS   _____

    _____

    _____

PHONE/FAX   _____

EMAIL / WEB SITE   _____

TOPIC   _____

LENGTH OF SESSION   _____

Evaluation - Personal Rating of Session

Excellent   Very Good   Good   Fair   Unsatisfactory

Style of presentation/seminar (e.g. lecture/discussion/video/group work etc)

_____

_____

Content of session

_____

_____

Suitability of approach

_____

_____

Comments

_____

_____

_____

The Visitor – Handout 11

(for SPHE teacher)

DIRECTORY OF AGENCIES AND SPHE VISITORS

NAME   _____

 ADDRESS   _____

                 _____

                 _____

TEL/FAX   _____

EMAIL/WEBSITE   _____

TOPIC(s)   _____

Additional Notes_____

                 _____

                 _____

                 _____

**Social, Personal &
Health Education**

SUPPORT SERVICE

post primary

Linking with Parents and Community

PARTNERSHIP WITH PARENTS

Communicating with parents and guardians is a very important part of SPHE. Here are some suggestions for making, or developing, these links:

- Space for comment from SPHE teacher in School Report
- Sending each household a copy of SPHE: A Guide for Parents (Brochure)
- Induction programmes for new pupils and new parents
- Meeting parents re SPHE at Parent-Teacher meetings
- Written information from school to home to all parents (or sub-groups) on the content of the SPHE programme
- Involvement of the SPHE teacher in Open Days/Evenings
- Class-group parent evening (this works especially well with parents of first years)
- Progress review meetings for parents of individual students
- Parent/teacher social and recreational events with a health focus i.e. school walk, basketball blitz
- Opportunities to join daytime classes such as Computer Classes, Revision Irish, Beginners French etc
- Special events to raise awareness of health issues i.e. Healthy Eating Week, Mental Health Week
- Health newsletters
- Increased consultation with parents about developments relating to health.
- Involvement of parents in health related policy development
- Parent workshops timed to coincide with curricular work with students (Teenage Development, Substance Use, Emotional Health etc)
- Parent support groups
- Inviting parent volunteers to help with work in the school e.g. as visitors to the SPHE class
- Home visits through HSCL teacher
- Developing a parents' room on the school site
- Links with the school Parent Council
- Workshops / inputs for parents on identified needs relating to the health needs of their children e.g. communication, behaviour, RSE, substance use.

SAMPLE LETTER TO PARENTS / GUARDIANS

Parent representatives may be involved in promoting SPHE in your school, yet many parents may still be unaware of the SPHE programme. The following sample letter could be enclosed when communicating with parents and guardians about SPHE.

Dear Parent / Guardian,

Young people today are presented with many challenges that affect their health and well-being. This school aims to address these challenges by providing **Social, Personal and Health Education** (SPHE). Through the SPHE class students learn to develop important skills for living a healthy life.
Your child will have the opportunity to address the following in SPHE :
* 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

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

We would welcome any comments you might have on the programme . Your comments will help us to plan a more appropriate programme for the needs of the students in this school. If you would like to examine the materials used in SPHE, or discuss the programme further, please contact the school for an appointment.

Yours sincerely,

PARENTS IN SPHE INTRODUCTORY WORKSHOP

Aims:
• To gain insight into the adolescent years
• To inform parents about the SPHE Programme
• To look at ways in which the SPHE Programme compliments the work of parents / guardians in helping the Personal and Social Development of their adolescent sons and daughters.

Welcome and Introduction
Facilitators briefly introduce themselves and invite participants to do likewise e.g. they might state their name, place of origin, number of children and the stages at which their children are right now.

Ground Rules
Importance of establishing ground rules is briefly discussed.
In groups participants are invited to complete the statements:

"If I want this group to succeed I will …………"
"If I want this group to fail/not be a success I will ………….."
or
"What will help our work …………."
"What will hinder our work …………….."

From this we establish ground rules to which we will agree to adhere for the remainder of the evening …..Brainstorm Ground Rules.

Hopes and Fears for Young people
In groups of four participants are invited to identify their hopes and fears for their adolescent sons and daughters at the end of their five years in post primary school.

If possible a pre-workshop session with young people will have identified the young person's own hopes and fears / their expectations of their parents during adolescence, and these might be read out.

These hopes and fears are acknowledged by giving a brief input as follows :

• Education Act: 'One function of a school is ……..!
• Adolescence: A time of change and new beginnings
• The supportive family environment

Social, Personal and Health Education; what is it?

Brief explanation of 'Interpersonal', 'Intra-personal' and Health dimensions of our lives is given and any clarification of issues involved is sought.

The SPHE Programme

These issues are formally addressed through the SPHE Curriculum at Junior Cycle Post-primary level. The programme is outlined for the participants as follows :

- Modules
- Overview of first year programme
- One module and how it develops through the three-year cycle
   (It may be appropriate to include a demonstration activity here with the parent group e.g. Communication as a module / role-play as a method – if considered appropriate.)

Experiential learning Methodology

The experiential/active learning methodology used in SPHE is explained by inviting the participants to involve themselves in a brief exercise around how they learn.

Participants are invited to reflect on their own learning over the past week/month/year/recent past. They identify one thing they learned, a skill, a new hobby, a personal insight, etc., and in their own mind to answer these questions :

1. What did they learn?
2. How did they learn it?
3. What motivated them in their learning?
4. Who, if anyone influenced them?

Participants are invited to share as much of this as they feel comfortable with in groups of four.

Facilitator draws out answers to these questions:
   What do we, as adults, need in order to be able to learn?
   What do young people need in order to be able to learn?

Conclusion: The following points, among others are established:
we learn by doing, by being actively involved on a number of levels, by being encouraged, by having a good relationship with the 'teacher' etc.
This is followed by a brief input on Experiential Learning.

Parent support

Having had a brief overview of the SPHE programme and the methodology used parents are invited, in groups of four, to discuss and answer the following questions :

Q. How can you as a parent support your son/daughter in the context of SPHE?

Q. What ways might you not support SPHE?

Feedback is taken on the flipchart and discussed.

Q. What do you need / what would help you in supporting SPHE more effectively?
Feedback is again taken on the flipchart and discussed. (Further work with parents may be planned.)

Concluding Round

'One thing I enjoyed/found useful is …………………..'

Thanks, farewells and evaluations/suggestions for further workshops.

Parents' Suggestions for Further Workshops :

- More insight into the topics addressed in the 10 modules

- Communication skills in dealing with a teenager

- Self-esteem and self-empowerment for parents

- Work on RSE elements of the SPHE programme in order to enhance comfort levels and gain insight into topics addressed so parents will be better equipped to discuss these topics at home

- Opportunity to meet teachers teaching this programme in school to hear their side of the story

- Learning some of the skills e.g., assertiveness

- Taking time out and valuing yourself more

- How, as parents, we can develop a healthy lifestyle

- Supporting children's learning

- Support networks available to parents

- Influence of the media

- Yearly get together of parents whose children are in the same class

- Promoting positive mental and physical health

- Addressing parents concerns about their child within the school community

- On-going liaison between parents and how the programme is helping their child

- Encourage my child develop good habits, e.g., study

- Changes at adolescence, managing emotions, decision-making, etc.

- On-going home-school liaison in parallel with the programme in school

**Social, Personal &
Health Education**

SUPPORT SERVICE

post primary

RESOURCES

SPHE CORE RESOURCES

The Core Resources for SPHE are as follows :

On My Own Two Feet
SPHE Support Service (Post-primary)
Marino Institute of Education
Griffith Avenue
Dublin 9
Tel: (01) 805 7718
Email: sphe@mie.ie

SPHE Junior Certificate Guidelines for Teachers
SPHE Support Service (Post-primary)
Marino Institute of Education
Griffith Avenue
Dublin 9
Tel: (01) 805 7718
Email: sphe@mie.ie
Available on the web at www.sphe.ie

Junior Cycle Social, Personal and Health Education
SPHE Support Service (Post-primary)
Marino Institute of Education
Griffith Avenue
Dublin 9
Tel: (01) 805 7718
Email: sphe@mie.ie
Available on the web at www.sphe.ie

Resource Materials for Relationships and Sexuality Education
Department of Education and Science (1998)
RSE Office
Drumcondra Eduction Centre
Drumcondra
Dublin 9
Tel: (01) 857 6432 / 857 6400
Email: sphe@mie.ie

Healthy Living (First Year Book)
Healthy Times (Second Year Book)
Healthy Choices (Third Year Book)
McAuley, B. (1991)
North Western Health Board
Ballyshannon
Co. Donegal
Tel: (072) 52000
healthpromotion@nwhb.ie

Each full time Education Centre has been furnished with a comprehensive resource library to support the establishment and teaching of SPHE in post-primary schools. **The list of materials available in the Education Centres is printed on the next page of this handbook** and access to them can be arranged between individual teachers and their local centre. (See list of Education Centres included in Handbook)

The full list of Additional Resources is available on the web at www.sphe.ie

DISCLAIMER

While the SPHE Support Service has gone to great effort to ensure the resources listed are of good quality, we cannot be responsible for their entire content nor do we endorse them.

All materials should be reviewed at school level, to ensure that they conform to school ethos, before they are introduced to the class room.

LIST OF SPHE RESOURCES
AVAILABLE IN EDUCATION CENTRES

ISBN No	Title
	On My Own Two Feet (Hard Copy)
	On My Own Two Feet (CD)
	Relationships & Sexuality Education – Junior Cycle
NWHB	Healthy Living / Times / Choices (Books 1,2 & 3 and workbooks)
IAPCE	Living with change and Loss – A Lifeskills Programme
IAPCE	Making School a Better Place – school development through pastoral care
IAPCE	Moving Forward with Students
IAPCE	The Class Tutor: The Why… The What… The How…
IAPCE	The Year Head: A Key Link with School Community
Veritas	Echoes of Suicide
0205-154158	100 Ways to enhance self-concept in the classroom
0750-707615	Assessing Children's Personal and Social Development
0722-539568	Confident Children, a parents guide to helping children feel good about themselves
1898-924228	Dramattack! – an essential practical manual for using drama in youth work
1873-562578	Drug Use and Abuse
8880-004263	Ice-breakers, Energisers and Warm-ups (Books 1,2,3)
0003-27439X	Lifelines - a social and personal development course (Book 5)
0905-954963	Making the Most of Visitors - using outside agencies in Drug Education)
8880-004083	Mind Matters - A resource bank on Self-Esteem (1 of set of 5)
8880-004083	Mind Matters - A resource bank on Relationships (2 of set of 5)
8880-004083	Mind Matters - A resource bank on Stress (3 of set of 5)
8880-004083	Mind Matters - A resource bank on Actions (4 of set of 5)
8880-004083	Mind Matters - A resource bank on Loss and Grief (5 of set of 5)
0861-215680	Pastoral Care Junior Cycle Teachers Handbook and Workbook
0748-73074/5/6	Personal & Social Education - an Integrated programme (Books 1,2,3)
0415-168767	Promoting Mental, Emotional and Social Health
180625-201	PSHE Scheme for Students with Mild or EBD (set of 5)
1853-466166	Quality Circle Time on the Secondary School - a handbook of good practice
0563-347104	Sex Education (Video)
8880-004080	Skills for life (14-16 years)
0415-238390	Stress Management Programme for Secondary School Students
0415-230532	The Health Promoting School - Policy, Research and Practice
8880-004262	The World of Drugs for Secondary Schools
1853-394610	Training for Transformation (Book 4)
0869-222619	Training for Transformation (Books 1-3)
1900-863030	Understanding Anger - a group work programme
0752-109820	Whole School - healthy school, an essential guide to the health promoting school
0907-095798	Youth Listens - Training and supporting peer mentors

ADDRESSES AND PHONE NUMBERS OF EDUCATION CENTRES

Director
Athlone Education Centre
Moydrum Road
Athlone
Co. Westmeath
0902 76500

Director
Blackrock Education Centre
Kill Avenue
Dun Laoire
Co. Dublin
01 236 5000

Director
Carrick-on-Shannon Ed. Centre
Dublin Road
Carrick-on-Shannon
Co. Leitrim
078 20383

Director
Clare Education Centre
Kilrush Road
Ennis
Co. Clare
065 6845504

Director
Cork Education Centre
The Rectory
Western Road
Co. Cork
021 4255600

Director
Donegal Education Centre
Milltown
Donegal Town
Co. Donegal
073 23487

Director
Dromcondra Education Centre
Dromcondra
Dublin 9
01 857 6400

Director
Dublin West Education Centre
Old Blessington Road
Tallaght, Dublin 24
01 452 8000

Director
Galway Education Centre
Cluain Mhuire
Monivea Road
Galway
091 745600

Director
Kildare Education Centre
Friary Road
Kildare Town
Co. Kildare
045 530200

Director
Kilkenny Education Centre
Seville Lodge
Callan Road
Kilkenny
056 70087

Director
Laois Education Centre
Block Road
Portlaoise
Co. Laois
0502 72400

Director
Limerick Education Centre
Parkway House
Dublin Road
Limerick
061 312360

Director
Mayo Education Centre
Westport Road
Castlebar
Co. Mayo
094 20700

Director
Monaghan Education Centre
Knockaconny
Armagh Road
Monaghan
047 74000

Director
Navan Education Centre
Athlumney
Navan
Co. Meath
046 67040

Director
Sligo Education Centre
VEC Building
Quay Street
Sligo
071 38700

Director
Tralee Education Centre
Dromtacker
Tralee
Co. Kerry
066 7128155

Director
Waterford Education Centre
Newtown Road
Waterford
051 311000

Director
Wexford Education Centre
Milehouse Road
Enniscorthy
054 39100

USEFUL CONTACTS

For drugs, smoking, alcohol, nutrition, exercise, healthy heart and sexual health information services – leaflets may be available from the **Health Promotion Department** of your local Health Board. For address please check Contacts section under SPHE Support Service (see Section Ten p10.2)

Further information may be available from:

Health Promotion Unit
Department of Health & Children
Hawkins House
Dublin 2
Tel: 01 6354000
See list of leaflets available in this Section p9.12

Foróige – National Youth Development Organisation (12-18)
The Irish Farm Centre
Bluebell
Dublin 12
Tel: 01 4501122
Out of school activities. Induction training for leaders

Family Mediation Counselling Services
St Stephens Green House
Earlsfort Tce.,
Dublin 2
Tel: 01 6344320
Mediation for couples who agree to separate

Samaritans
112 Marlborough Street
Dublin 1
Tel: 1850 609090. Check local phone directory for local number and centre

Alcoholics Anonymous
01 4538998

NEPS: National Education Psychological Service
Information available on Dept. of Education & Science
Web site; www.irlgov.ie/educ

Teen Between
38 Upper Fitzwilliam Street
Dublin 2
01 6785256
Counselling for the adolescent children of separated parents.
Resource pack; "An Eye to Their Future" for teachers working with the children of separated parents.

N.Y.C. (National Youth Council)
3 Montague Street
Dublin 2
01 4784122
Provide training for youth workers in and out of school settings. Workshops in Alcohol abuse, Diffusing anger, Stress management etc

Irish Cancer Society
5 Northumberland Road
Dublin 4
Tel: 01 6681855
Offer 1-2hr information sessions/lectures to students on cancer prevention and cancer awareness e.g. smoking cessation, sunsmart.

Bereavement
Rainbows – check local phone book for local group.
Support for children and teenagers who have lost a loved one through death, separation or divorce.

National Safety Council
4 Northbrook Road
Ranelagh
Dublin 6
01 4963422
"Staying Alive" road safety resource pack for all post-primary schools

Irish Association of Suicidology
St Mary's Hospital
Castlebar
Co. Mayo
094 21333
Guidelines published for suicide prevention and follow up training available.

Bodywhys
P.O. Box 105
Blackrock
Co Dublin
Tel: 01 2834963
Helpline: 01 2835126
Advice on eating disorders. Will provide speakers for school visits.

Barnardos
Christ Church Square
Dublin 8
01 4549699
Offices in Dublin, Cork, Athlone and Limerick. National Childrens Resource Library and Information Service aiming to give information to adults on all aspects of childcare. A range of information packs available.

Recovery
P.O. Box 2210
Dublin 8
Tel: 01 6260775
Self help programmes for people with mental health problems

Aware
Tel: 01 6766166
Helping people with depression

Alteen
5-6 Capel Street
Dublin 1
Confidential Helpline 01 8732699
Monday – Saturday 10.30am-2.30pm, Weekends 24hrs
Support for young people who have been affected by parents drinking

Narcotics Anonymous
P.O. Box 368
Cardiff Lane
Dublin 2
Tel: 01 8300944

Gamblers Anonymous
Carmichael House
North Brunswich Street
Dublin 7
01 8721133
A 24 hour phone service / support group for anyone with gambling problems

Pregnancy
Cura
15 Belgrave Road
Rathmines
Dublin 6
Tel: 1850 673333 (Also check local phone directory)
Counselling for unplanned pregnancy

Relationships & Sexuality Counselling
IFPA
Cathal Brugha Street,
Dublin 1
Tel: 01 8727088

Anti-Bullying
Research & Resources Unit
Rm. 3125, Arts Building
Trinity College
Dublin 2
Tel: 01 6082573

Gay Switchboard
Carmichael House
North Brunswich Street
Dublin 2
Tel: 01 8721055

Childline
1-800-666666
Confidential telephone line for children and young people.

Violence at Home
Womens Aid,
P.O. Box 791,
Dublin 1
Tel: 1-800-341900 Monday – Sunday 10.00am – 10.00pm

Young People as Carers
Carers Association
St. Mary's Community Centre
Richmond Hill
Rathmines
Dublin 6
01 4974498 (24 hours 7 days a week 1800 240 724)

Mental Health Association of Ireland
Mensana House
6 Adelaide St
Dublin
Tel: 01 2841166 for number of your local branch.

Irish Heart Foundation
4 Clyde Road
Ballsbridge
Dublin 4
01 6685001
"Action for Life": a manual to supplement P.E. programme for secondary school. Transition year pack – "Journey of Exploration".

Teenage Emotional Problems
Psychological Services – contact local health boards for assessment, counselling treatment services for young people, adults and their families.

Contact your own local health board services for a directory of voluntary and community services

LIST OF LEAFLETS AVAILABLE FROM HEALTH BOARDS

These leaflets are available free from your local health board

Order Number	Title
	FOOD AND NUTRITION
HPUT00002	Food pyramid A2 poster
HPUT00013	Go for low fat A2 poster
HPUT00015	Be a healthy weight A2 poster
HPUT00027	The food pyramid stickers
HPUT00042	6 page dl leaflet eating disorders
HPUT00081	A5 leaflet food tips for older people
HPUT00082	A5 booklet good nutrition
HPUT00117	A5 healthy eating for children leaflet
HPUT00183	A5 6pg. healthy food choices
HPUT00196	101 square meals

	SMOKING
HPUT00028	No smoking stickers
HPUT00034	No smoking tent card (fine £100)
HPUT00035	Thank you for not smoking tent card
HPUT00079	A5 booklet work together for cleaner air
HPUT00089	A6 booklet want to stop smoking
HPUT00091	A6 booklet info on health & smoking
HPUT00104	Growing up in smoke leaflet
HPUT00125	Tobacco postcard
HPUT00139	Anti-smoking packs
HPUT00147	Smoke free zone sticker
HPUT00148	Knot no smoking sticker
HPUT00164	Large no smoking sticker fine £100
HPUT00165	Large no smoking sticker under 16

	SUBSTANCE MISUSE
HPUT00011	Don't get wrong end of stick A2 poster
HPUT00044	12 page leaflet drugs
HPUT00050	6 page dl leaflet ecstasy
HPUT00053	12 pg dl leaflet drugs
HPUT00055	6 page dl leaflet cannabis
HPUT00056	6 pg dl leaf is drink a problem in home
HPUT00057	6 page dl leaflet drink
HPUT00058	6 pg dl leaf worried about parent drinking
HPUT00075	A5 booklet solvent abuse

HPUT00084	18 pg dl booklet understanding drugs
HPUT00094	Brochure understanding drugs
HPUT00118	Acid postcard
HPUT00119	Cannabis postcard
HPUT00120	Solvents postcard
HPUT00121	Cocaine postcard
HPUT00122	Magic mushrooms postcard
HPUT00123	Ecstasy postcard
HPUT00124	Tranquillisers postcard
HPUT00126	Heroin postcard
HPUT00127	Amphetamines postcard
HPUT00128	Amyl nitrite postcard
HPUT00129	Alcohol postcard
HPUT00132	2 page dl you can enjoy a drink
HPUT00141	A4 national alcohol policy book
HPUT00169	A1 poster drugs misuse + abuse
HPUT00178	Directory of alcohol, drugs 2000

PHYSICAL WELL BEING

HPUT00004	Well being issue no8 magazine
HPUT00005	Feel great poster A2
HPUT00006	feel great poster A3
HPUT00010	The exercise pyramid A2 poster
HPUT00014	Live longer A2 poster
HPUT00138	A4 brochure building healthier hearts
HPUT00194	Change of heart A5 handbook
HPUT00203	Get a life, Get active A5 booklet 20pp
HPUT00205	Get a life, get active dl 6pp leaflet
HPUT00021	Being well folder

WOMENS HEALTH

HPUT00020	What every woman needs to know A3 poster
HPUT00043	6 page dl leaflet post natal depression
HPUT00063	6 pp dl Folic acid /1 of life's essentials
HPUT00065	8 pg dl leaflet women & alcohol
HPUT00068	A5 booklet the gynae' book
HPUT00069	A5 booklet menopause
HPUT00087	14 page dl booklet periods
HPUT00114	The hysterectomy book
HPUT00116	A5 miscarriage booklet
HPUT00140	Smoking & Pregnancy dl leaflet 6pp
HPUT00143	4 page dl blood tests 1st antenatal visit
HPUT00144	4 page dl HIV antibody testing & pregnancy

GENERAL HEALTH ISSUES

HPUT00008	Everyone deserves happiness A3 poster
HPUT00009	Lovable breath A2 poster
HPUT00040	6 page dl leaflet get Mr Germ on the run
HPUT00046	6 page dl leaflet hepatitis B
HPUT00047	4 page dl leaflet the ageing foot
HPUT00049	6 page dl leaflet diabetes
HPUT00051	4 page dl leaflet toxoplasmosis
HPUT00054	4 pg dl leaflet listeria & listeriosis
HPUT00060	4 page dl leaflet e.coli
HPUT00061	4 pg dl leaflet metabolic disorders
HPUT00064	8 pg dl leaflet meningitis & septicaemia
HPUT00077	A5 book hearing &disability assessment
HPUT00080	A5 booklet when someone close dies
HPUT00083	A5 booklet knowledge is best medicine
HPUT00085	Booklet health information travelling abroad
HPUT00096	A4 book nat health & lifestyle surveys
HPUT00109	A4 book health promo in workplace
HPUT00115	6 page fragile x syndrome
HPUT00137	6 page dl cycstitis
HPUT00166	8 page dl understanding hepatitis c
HPUT00167	A5 booklet living with hepatitis c
HPUT00168	8 page dl leg ulcer
HPUT00177	A5 Managing your Ailments booklet.
HPUT00186	Headlice 4pg. dl leaflet
HPUT00207	Back Care Books
HPUT00003	First aid index chart a3

PREGNANCY AND CHILDHOOD DEVELOPMENT

HPUT00012	Caring for your child A3 poster
HPUT00038	6 page dl leaflet gastroenteritis child
HPUT00052	8pp A5 protect child & immunise booklet
HPUT00063	6pp dl Folic acid /1 of life's essentials
HPUT00067	A5 booklet food & babies
HPUT00068	A5 booklet the gynae' book
HPUT00074	A5 booklet breastfed is best fed
HPUT00076	A5 booklet childcare and SIDS
HPUT00078	A5 leaflet caring for your child
HPUT00090	A6 booklet child health record
HPUT00104	Growing up in smoke leaflet
HPUT00117	A5 healthy eating for children leaflet
HPUT00140	Smoking & Pregnancy dl leaflet 6pp
HPUT00143	4 page dl blood tests 1st antenatal visit
HPUT00144	4 page dl HIV antibody testing & pregnancy
HPUT00208	Immunise your child insert's

SEXUAL HEALTH

HPUT00039	10 page dl leaflet on STIs
HPUT00086	8pg dl booklet family plan & contraception
HPUT00088	18pg dl booklet aids the facts
HPUT00093	Brochure play it safe

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DISCLAIMER

These web addresses are provided for your convenience only and should not be considered official. Whilst the SPHE Support Service has gone to great effort to ensure the links used are of good quality, we cannot be responsible for their entire content nor do we endorse them.

We advice you to contact the SPHE support contact or the SPHE Support Service in your area if in doubt.

WEBSITES FOR SPHE

The Internet can provide suitable resource materials for the SPHE class. However, care must be taken as websites concerning substance misuse and sexuality may contain offensive material. To avoid students unintentionally logging onto such sites it is advisable not to assign project work relating to these topics.

The following list of websites may be of assistance to teachers when preparing material for SPHE or to students seeking specific health information. Suitable resources for use in the SPHE programme are chosen at the discretion of the school. Prior to use in the classroom, all resources should be reviewed in the context of school policy and ethos.

www.sphe.ie	This is the official website of the SPHE Support Service. It has sections for Teachers, Students, Parents, Local Contacts, News and Links to other health-related sites. You can download the SPHE Teacher Guidelines, the SPHE Syllabus and SPHE information leaflets for parents and teachers.
www.scoilnet.ie	Excellent site giving SPHE class plans and other useful information
www.irishhealth.com	Offers information on hundreds of common conditions
www.up-2-you.net	General health information attractively presented by the Health Promotion Agency of Northern Ireland
www.mindbodysoul.gov.uk	British government website providing information on a comprehensive range of health issues
www.drugs.ort.org	Drug information
www.wrecked.co.uk	Alcohol information
www.trashed.co.uk	Drug information
www.streetdrugs.org	Drug information
www.release.org.uk	Drug information
www.addictioninfo.ie	Drug information
www.drugsinireland.com	Drug information
www.lifeline.demon.co.uk	Drug information
www.bbc.co.uk	Search engine for information on many issues
www.young-minds.net	Exploring links between youth, culture and health
www.lifebytes.gov.uk/drugs	Drug information
www.lifebytes.gov.uk/alcohol	Alcohol information

www.lifebytes.go.uk/eating	Healthy eating
www.met.police.uk	Safety tips for teenagers
www.thinkfast.co.uk	Fast food
www.edauk.com	Eating disorders
www.ispcc.ie	Child protection
www.kidscape.org.uk	Bullying
www.cdc.gov/tobacco/tipskids	Centre for disease control and prevention. Adolescent/teen health topics.
www.smaritans.org	24 hour confidential emotional support
www.coolsexinfo.org.uk	Southern Health and Social Services Board Northern Ireland- Sexuality education
www.ifpa.ie	Irish Family Planning Association
www.life.ie	Support for emergency pregnancies
www.sustrans.org.uk	Cycling
www.ymca.ie	Youth and Community work- peer ed.
www.keepfit.org.uk	Physical fitness
www.baby2kids.ie	Pregnancy/childcare
www.cura.ie	Unexpected pregnancy
www.ash.ie	Quitting smoking
www.addictioninfo.ie/	Addiction/substance misuse
www.givingupsmoking.co.uk	Quitting smoking

RELEVANT REPORTS

Title	Publisher.	Content
Get Connected: Developing an adolescent friendly health service	National Conjoint Child Health Committee	This report identifies the health issues pertinent to young people and the interagency strategies to respond
Get Connected: Developing an adolescent friendly health service: Reports from working groups.	National Conjoint Child Health Committee	This publication contains the reports of the working groups to establish the health status of young people under the following headings: Mental Health, Adolescent minorities, Educational Disadvantage, Health Behaviours, Adolescent Accidents and Injuries, Chronic Physical Illness and Disability
Building on experience: National Drugs Strategy 2001-2008.	Department of Tourism, Sport & Recreation.	Outlines the latest available data on the extent, nature and extent of drug use in Ireland and the response of the State Agencies and Government Department
Youth as a resource: Promoting the health of young people at risk.	Department of Health and Children.	This report outlines the health issues of young people at risk and highlights some of the initiatives taking place nation-wide to respond to these needs.
Slán: The national health and lifestyle surveys.	Centre for Health Promotion Studies, NUIG.	This gives baseline data on health related behaviours among adults and school going young people. Excellent to compare when conducting school based survey
Ireland: A Smoke Free Zone	Department of Health & Children	Outlines statistics and smoking prevalence, legislation, Marketing practices of the Tobacco Companies. An excellent resource to help prepare classes.
Drug Use Prevention	National Advisory Committee on Drugs	An overview of research conducted into this problem. Outlines best practice in tackling this problem and is essential reading for any school tackling substance misuse.
The national health promotion strategy: 2000-2005	Department of Health & Children	This document identifies strategic aims and objectives which will contribute to the overall health improvement of the Irish population including education settings.
Junior Cycle Review Report: Issues & Options for Development	NCCA 1999	This report examines issues relating to the Junior Certificate Programme since its introduction in the early nineties. Since its publication consultative meetings have been held around the country and a short bulletin was circulated in January 2002.
Relationships & Sexuality Education: An Evaluation & Review of Implementation	Government Publications Office (2000)	This report presents the results of the evaluation of the RSE programme over the four years since its introduction.

**Social, Personal &
Health Education**
SUPPORT SERVICE
post primary

SPHE
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ASSISTANCE OFFERED BY
SPHE SUPPORT SERVICE

SPHE Website: www.sphe.ie

The SPHE Support Service

… is a partnership between the Department of Education and Science, the Department of Health and Children and the Health Boards.

Assistance offered to schools includes the following:

- In-Service for Teachers new to SPHE
- In-Service for Experienced Teachers of SPHE
- In-Service for SPHE Coordinators
- SPHE Programme Planning

- Policy Development supporting SPHE
- School Visits to SPHE Teachers and Principals
- In-Service based on SPHE modules
- SPHE Information Seminars for Principals
- School Visits
- Information Seminars for Whole Staff Groups
- SPHE Leaflets for Staff
- Newsletters
- Choosing and Using Resources
- Health Promoting School
- Special Training Days

Work with Parents
SPHE Information Leaflet for Parents

Social, Personal &
Health Education

SUPPORT SERVICE
post primary

John Lahiff
National Co-ordinator
SPHE Support Service (Post-primary)
Marino Institute of Education
Griffith Avenue
Dublin 9
Tel: (01) 805 7718
Fax: (01) 853 5113
Email: sphe@mie.ie

SPHE Support Service Southern Health Board Region

Aileen Fitzgerald
Regional Development Officer
SPHE Support Service (Post-primary)
"Shantih"
32 Sidney Park
Wellington Road
Cork
Tel/Fax: (021) 4550335
Mobile: 087 9972727
Email: aileensphe@eircom.net

Marion Kelleher
Health Promotion Officer
Health Promotion Department
Southern Health Board
Eye, Ear & Throat Hospital
Western Road
Cork
Tel: (021) 4921641
Fax: (021) 4921655
Email: kelleherm@shb.ie

Schools – Local Drug Task Force Areas

Ancilla O'Reilly
Regional Development Officer
SPHE Support Service (Post-primary)
Marino Institute of Education
Griffith Avenue
Dublin 9
Tel/Fax: (01) 845 7744
Mobile: 087 2253460
Email: aorsphe@indigo.ie

SPHE Website: www.sphe.ie

Social, Personal &
Health Education

SUPPORT SERVICE
post primary

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SPHE Support Service Northern Area Health Board Region

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Social, Personal &
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SPHE Support Service Midland Health Board Region

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**Social, Personal &
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To: Management Authorities of Second Level Schools

M11/03

Social, Personal and Health Education
(SPHE) in all schools by September 2003

The Department of Education and Science wishes to co nfirm that all second level schools must timetable Social, Personal and Health Education (SPHE) as part of the Junior Cycle core curriculum from September 2003.

The time allocation recommended is the equivalent of one class period per week.

Schools were issued with copies of the syllabus in August 2000. The SPHE programme has been phased in from September 2000 (Circulars M22/00, M37/00 and M48/00 refer).

The SPHE Support Service

Information and support is available from the SPHE Support Service:

SPHE Support Service   Tel: (01) 805-7718
(Post-Primary)   Fax: (01) 853-5113
Marino Institute of Education Email: sphe@mie.ie
Griffith Avenue   Website: www.sphe.ie
Dublin 9

The SPHE Support Service (Post-Primary) is a partnership between the Department of Education and Science, the Department of Health and Children and the HEalth Boards. Supports have been offered to schools for the past three years and much proigress is reported on efforts by schools to introduce and implement the SPHE programme.

Concerns are expressed for the health and well-being of young people and surveys have raised concerns about the behaviour of young people in relation to alcohol, smoking, exercise and the use of illegal substances. In this context, the Department of Education and Science wishes to acknowledge the progress already made by many schools in implementing the SPHE programme.

SPHE in Senior Cycle

An SPHE syllabus for use at Senior Cycle level is in preparation by the National Council for Curriculum and Assessment which plans to issue a discussion document shortly.

Please provide a copy of this circular to the appropriate representatives of parents and teachers for transmission to individual parents and teachers.

John Dennehy
Secretary General
February 2003

To: Management Authorities of Second Level Schools

M22/00

Social, Personal and Health Education

The Department of Education and Science has approved the recommended syllabus for Social, Personal and Health Education (SPHE) at Junior Cycle which has been prepared by the National Council for Curriculum and Assessment.

This syllabus, and the support service which will be put in place aim to affirm, support and provide a framework for the successful comprehensive SPHE programmes which many schools are already undertaking and to help and support other schools initiate and implement SPHE. It is intended that the new SPHE curriculum will be introduced on a phased basis over three years in all second level schools from September 2000 so that all students will have the opportunity to participate in a structured SHPE programme. SPHE aims:

•   to enable students to develop personal and social skills
•   to promote self esteem and self confidence
•   to enable students to develop a framework for responsible decision making
•   to provide opportunities for reflection and discussion
•   to promote physical, mental and emotional health and well being

The syllabus for SPHE will be sent to schools shortly and the Teacher Guidelines for SPHE will be sent in the Autumn.

The time allocation recommended for SPHE is the equivalent of one class period per week (which most schools currently provide), organised in the manner that best meets the needs of the students and school organisation.

Support Services
The Departments of Education and Science, and Health and Children and the Regional Health Boards are planning an integrated support service for this initiative to build on the current collaboration. This support structure will be in place from September 2000 onwards. Details will be conveyed in due course when the arrangements are finalised.

Dissemination of Information
Please provide a copy of this circular to the appropriate representatives of parents and teachers for transmission to individual parents and teachers.

John Dennehy
Secretary General
April 2000