



SPHE Policy:



School Name: De La Salle College, Waterford.

School Address: Newtown, Waterford.

School Roll Number: 649500

School Details: De La Salle Waterford is a Voluntary Roman Catholic Secondary School under the trusteeship and the patronage of the Le Chéile Trust. The School is grant aided by the Department of Education & Skills and is a single sex (boys) school.

School Management: The Board of Management of De La Salle, Waterford is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

Mission Statement:

Inspired by its founder, the mission of the college is to: *"De La Salle College, Waterford is an all-boys Catholic school. It is a learning community where all students are valued and educated in preparation for a meaningful life"*

Ethos:

As a Le Chéile school in the De La Salle tradition De La Salle Waterford seeks to promote the key values of a le Chéile school as espoused by life St. Jean-Baptiste De La Salle. Graduates of our school are characterised by a keen sense of the following:

- Intellectual Development
- Emotional and Social Development
- Moral Development
- Spiritual Development
- Concern for Others

Personal data collected about prospective students/students and their parents/guardians will be retained and used strictly in accordance with the provisions of GDPR legislation as introduced 25th. May 2018. Further details on data protection are set out in the school's Data Protection Policy.

COLLEGE PROFILE

De La Salle College is an All Boys' Voluntary Catholic Secondary School, operating under the Trusteeship of the Le Chéile Schools Trust, a Catholic Schools Trust. The College is managed by the Board of Management, is funded by the Department of Education and Skills (DES) and operates within the regulations and guidelines set down from time to time by that Department. The school seeks extra funding in the form of an annual school charge from parents on an annual basis in order to supplement D.E.S. funding. The College has an active Parents' Council and Students' Council.

DEFINITION OF SPHE

Social, Personal, and Health Education (SPHE) provides students with a unique opportunity to develop the skills and competence to learn about themselves and to care for themselves and others and to make informed decisions about their health, personal lives and social development.

SPHE AIMS

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

With such support, students may be enabled to participate as active and responsible adults in the personal and social dimensions of society and to make responsible decisions that respect their own dignity and others. There is a growing recognition the social, personal and health education offered to our students is as important as any other area of the curriculum.

SPHE AND THE SCHOOL ETHOS

The aims of the SPHE curriculum contribute to the overall ethos of De La Salle College in promoting the holistic development of our students.

CLASS ORGANISATION AND TIMETABLING**Circular M11/03**

All second level schools must timetable Social, Personal and Health Education

(SPHE) has been part of the Junior Certificate/Cycle Core Curriculum since September 2003. The time allocation has been extended to 100 hours for the duration of the Junior Cycle. This means that each class will require 150 classes over the three years. Traditionally there has been an allocation of 100 classes. Accordingly SPHE will need to have a more flexible time table allocation.

Circular 0037/2015

All second level schools must implement Relationship and Sexuality Education

(RSE) as an element of SPHE at junior cycle and as an RSE programme in senior cycle, even in the absence of a timetabled SPHE class.

All Junior cycle classes, 1st, 2nd and 3rd year are timetabled one class per week.

RSE is also timetabled for Senior Cycle students. Teachers who are allocated SPHE classes on their timetable teach the class from 1st year until 3rd year where possible for continuity. All SPHE teachers where possible have the SPHE class for another subject due to the importance of the teacher-student relationship.

The Principal is committed to timetabling a weekly SPHE/RSE class for Senior students.

STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

- For learning activities to be meaningful, relevant and achievable for all students, it is important that the teacher finds ways to respond to students diversity by using differentiated approaches and methodologies. In consultation with the Programme Coordinator and the SEN Coordinator (SENCO) the following strategies will be used:
- Ensuring that the objectives are realistic for students and ensuring that the learning task is compatible with prior learning
- Providing opportunities for interacting and working with other students in small groups
- Spending more time on tasks and organising the learning task into small stages
- Ensuring that language is pitched at the student's level of understanding and does not hinder understanding of the activity
- Using task analysis, outline the steps to be learned/completed in any given task
- Posing key questions to guide students through the different stages/processes and to assist in self direction and correction
- Using graphic symbols as reminders to assist students in understanding the sequence/steps in any given task/problem
- Modelling task analysis by talking through the steps of a task as it is being done
- Having short and varied tasks

- Displaying word lists and laminated charts with pictures when appropriate.

CONTENT AND TEACHING METHODOLOGIES

Through participation in the SPHE Programme the student will encounter a wide range of issues through a variety of experiences. These issues will be addressed in ten modules. Emphasis is placed on building skills, understanding, attitudes and values important in all these areas.

The ten modules are:

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

SPHE is primarily skills based and so teaching methods must be of an experiential nature with the emphasis on discussion, reflection and classroom participation.

These teaching methods will be student centred and appropriate to the age and

development of the student. The class atmosphere must be one which shows respect for the privacy of the individual teacher and student. A respectful code of conduct is expected from all participants. Every class establishes ground rules which are referred to throughout the lessons. Any breach of this may result in the removal of the student from the class.

Teaching Methodologies may include:

- Group work
- Roleplay
- Brainstorming
- Icebreakers
- Simulation
- Narrative expression
- Debating
- Project work
- Art work

- Multi-media materials
- Case studies
- Visiting speakers

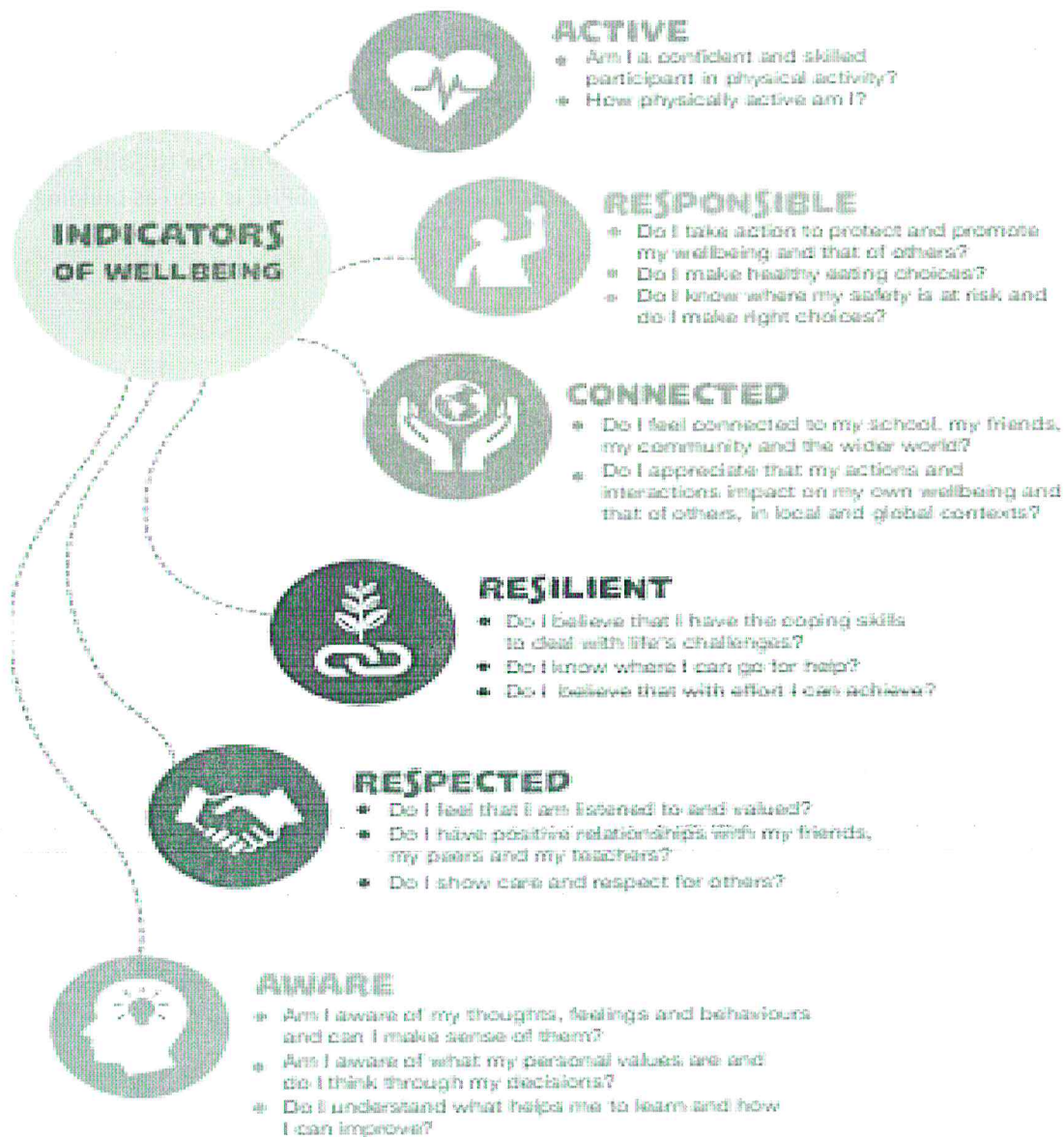
The Department of Education and Skills recognises that each school has flexibility to plan the SPHE Programme in harmony with the students needs and available resources.

De La Salle College, recognises that the primary responsibility for the moral,

spiritual, social and personal development of the children lies with their parents. De La Salle College is committed to creating a tradition of supporting parents in this role and SPHE is seen as building on this.

SPHE AND WELLBEING

Indicators of Wellbeing



Key Skills

Being Literate

- Developing my understanding and enjoyment of words and language
- Reading for enjoyment and with critical understanding
- Writing for different purposes
- Expressing ideas clearly and accurately

- Developing my spoken language
- Exploring and creating a variety of texts, including multi-modal texts

Managing Myself

- Knowing myself
- Making considered decisions
- Setting and achieving personal goals
- Being able to reflect on my own learning
- Using digital technology to manage myself and my learning

Staying Well

- Being healthy and physically active
- Being social
- Being safe
- Being spiritual
- Being confident
- Being positive about learning
- Being responsible, safe and ethical in using digital technology

Managing Information and Thinking

- Being Curious
- Gathering, recording, organising and evaluating information and data
- Thinking creatively and critically
- Reflecting on and evaluating my learning
- Using digital technology to access, manage and share content

Being Numerate

- Expressing ideas mathematically
- Estimating, predicting and calculating
- Developing a positive disposition towards investigating, reasoning and problem-solving
- Seeing patterns, trends and relationships
- Gathering, interpreting and representing data
- Using digital technology to develop numeracy skills and understanding

Being Creative

- Imagining

- Exploring options and alternatives
- Implementing ideas and taking action
- Learning creatively
- Stimulating creativity using digital technology

Working with others

- Developing good relationships and dealing with conflict
- Co-operating
- Respecting difference
- Contributing to making the world a better place
- Learning with others
- Working with others through digital technology

Communicating

- Using language
- Using numbers
- Listening and expressing myself
- Performing and presenting
- Discussing and debating
- Using digital technology to communicate

CROSS CURRICULAR LINKS

The following subject areas form cross curricular links with the SPHE

Programme:

- P.E.
- Science
- R.E.
- CSPE
- I.T.

LITERACY AND NUMERACY

As key elements of the new Junior Cycle course, both numeracy and literacy permeate all aspects of the SPHE course.

Through the teaching of SPHE teachers will endeavour to improve students' general literacy skills through a wide variety of methods.

- Completing various written tasks in class. Reflections etc.
- Writing key terms for each topic on the board.
- Explaining key terms.
- Reading aloud in class.
- Group work: Assigned writer and spokesperson.
- 'Circle time' facilitates student exploration of language and ideas.
- Recording student feedback on the board eg. Brainstorming, Graffiti board, Mind mapping etc.
- The use of oral presentations and projects.
- The use of crosswords or word searches to reinforce terminology in some topics.

Through the teaching of SPHE teachers will endeavour to improve students' general numeracy skills through a wide variety of methods.

- Time management when doing group work in class.
- Using numbers to formulate groups.
- Teaching students to understand the school timetable.
- Teaching students how to manage study/leisure time outside of school.
- Healthy eating/ portion size/ numbers of portions from food groups per day.
- Alcohol measurements/units.

STUDENT TEXTBOOKS 2021/2022

1st year: Health and Wellbeing SPHE1 (Edco)

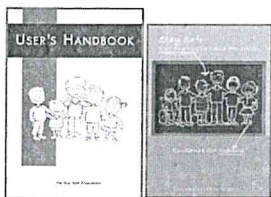
2nd year: Minding Me 2 (Mentor Books)

3rd year: Minding me 3 (Mentor Books)

RESOURCES AND ACCOMMODATION

A large number of resources are available to SPHE teachers. A variety of Media sources can be used such as recorded extracts from advertisements, programmes, newspapers, DVDs and CDs. The availability of a range of information and communication technologies offers further possibilities for children to examine methods of communication and information retrieval. Discussing various topics through students personal experiences of social media can also be used a tool for the classroom.

Name of resource	Brief description	Contact details
	<p>SPHE Curriculum</p> <p>SPHE Teacher Guidelines</p>	<p>National Council for Curriculum and Assessment</p> <p>www.ncca.ie</p>
	<p>Making the Links</p> <p>Making the Links is a guide to using materials from the Walk Tall programme, the Relationships and Sexuality Education programme and the Stay Safe programme. It is a practical guide in assisting teachers in their planning for SPHE.</p>	<p>PDST</p> <p>14 Joyce Way, Park West Business Park, Nangor Rd, Dublin 12</p> <p>☎ 01-4358587 ✉ info@pdst.ie</p>
	<p>Walk Tall</p> <p>The Walk Tall supports the prevention of substance misuse and aims to give children the confidence, skills and knowledge to make healthy choices.</p>	<p>PDST</p> <p>14 Joyce Way, Park West Business Park, Nangor Rd, Dublin 12</p> <p>☎ 01-4358587 ✉ info@pdst.ie</p>
	<p>Relationships and Sexuality Education (RSE) Manuals</p> <p>The RSE manuals facilitate the teaching of Relationships and Sexuality education.</p>	<p>PDST</p> <p>Health and Wellbeing administrator</p> <p>✉ healthandwellbeing@pdst.ie</p>


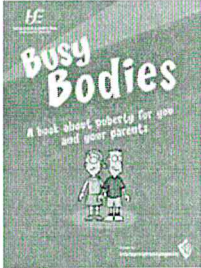

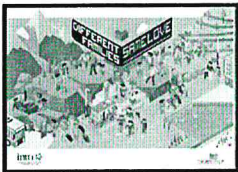
	<p>Stay Safe</p> <p>The Stay Safe programme is a personal safety skills programme for schools; its overall objective is to prevent child abuse and other forms of child victimization (also Stay Safe Best Practice in Child Protection guidelines)</p>	<p>Child Abuse Prevention Programme, Bridge House, Cherry Orchard Hospital, Dublin 10</p> <p>☎ 01-6206347 ✉ staysafe@pdst.ie</p>
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Further resources published by the **Substance Misuse Prevention Programme** (Walk Tall) include:



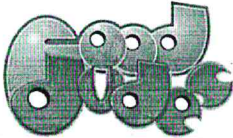


Resource	Brief description	Contact Details
<p>Best Practice guidelines in substance misuse prevention education</p>	<p>This booklet provides information on and consolidates the use of best practice guidelines in the delivery of substance misuse prevention education in primary schools. It supports schools in formulating their substance use policy</p>	<p>All resources from the Substance Misuse Prevention Programme available from:</p>
<p>Understanding substances and substance use</p>	<p>A handbook for teachers drawing on the highly valued materials available to primary and post primary schools</p>	<p>PDST</p>
<p>Circle Time/ Am Ciorcail DVD</p>	<p>This DVD was developed as a resource to encourage and enhance the use of Circle Time as an active learning strategy in the classroom.</p>	<p>14 Joyce Way, Park West Business Park, Nangor Rd, Dublin 12</p>
<p>What is a drug DVD (6th class lesson)</p>	<p>This DVD was developed as a resource for teachers to support and model the teaching of the knowledge component (drugs lessons) in the Walk Tall programme</p>	<p>☎ 01-4358587 info@pdst.ie</p>


Name of resource	Brief description	Contact details
Resource pack for RSE in primary schools	A resource to support teachers in policy development and in teaching the sensitive content of the RSE lessons at the various class levels	<p>All resources are available from:</p> <p>PDST</p> <p>healthandwellbeing@pdst.ie</p> <p>See also the PDST website www.pdst.ie under SPHE</p>
Resource list for Primary Schools	Additional resources that may support schools in the implementation of the RSE programme	
Resources for students with learning difficulties	Resource lists and differentiation templates to support teachers in implementing the content of the sensitive lessons	
Interim curriculum and guidelines for primary schools	Provides an overview of the content of RSE for all class levels and addresses considerations for planning and implementing RSE	

Name of resource	Brief description	Contact details
Stay Safe for children with learning difficulties	A resource to assist teachers in introducing personal safety skills to children in special education.	<p>All resources are available from:</p> <p>Child Abuse Prevention Programme, Bridge House, Cherry Orchard Hospital, Dublin 10</p> <p>☎ 01-6206347</p> <p>staysafe@pdst.ie</p>
Stay Safe –A Parent’s Guide	In booklet and DVD format to introduce the Stay Safe programme to parents and outline the topics in the programme	
Stay Safe CD	A CD of songs to accompany the Stay Safe programme	
Stay Safe DVD	A dvd to accompany the topics of the Stay Safe programme	

Resource	Brief description	Contact details
	<p align="center">Webwise</p> <p>The webwise programme has been specifically designed for teachers who wish to introduce internet safety into their teaching of the SPHE Curriculum. This programme compliments and extends the messages of the Stay Safe programme. NEW Anti-cyber-bullying teaching resource: #myselfie</p>	<p align="center">PDST Technology in Education,</p> <p align="center">Dublin City University,</p> <p align="center">Dublin 9</p> <p align="center">☎ 01 7008200</p> <p align="center">Online at www.webwise.ie</p>
	<p align="center">Busy Bodies</p> <p>Busy Bodies Adolescent Development Programme provides information on the physical and emotional changes that children may experience during puberty. Busy Bodies was developed to support the teaching of the 5th and 6th class component of Relationships and Sexuality Education (RSE) within the context of Social Personal and Health Education.</p>	<p>To order a free copy of the DVD and student copies of the booklet, teachers need to register as a professional on healthpromotion.ie or follow this link:</p> <p>http://www.healthpromotion.ie/publication/fullListing?category=&searchHSE=busy+bodies</p>
	<p align="center">Respect Guidelines</p> <p>The Respect Guidelines were launched by the Minister of Education Jan O'Sullivan to assist schools in creating a welcoming and positive school climate and help primary teachers to address homophobic and transphobic bullying</p>	<p>http://www.glen.ie/attachments/INTO_GLEN_Primary_Teachers_Resource.pdf</p>
	<p align="center">Different Families, Same Love Poster</p> <p align="center">Different Families - Picture Book Lessons (GLEN)</p> <p align="center">List of picture books that support inclusion (INTO)</p>	<p align="center"><u>Different Families, Same Love Poster</u></p> <p align="center"><u>Different Families Picture Book Lessons</u></p> <p align="center"><u>Picture Books for Inclusion (INTO)</u></p> <p align="center"><u>Other Useful Resources (INTO)</u></p>


	<p>The Nuts and Bolts of Cooperative Learning</p> <p>A practical guide to using cooperative learning in the classroom.</p>	<p>Johnson, Johnson and Hollubec</p>
	<p>Zippy's Friends</p> <p>A programme for five to seven year olds which improves the abilities of young children to cope with difficulties and develops social skills and assertiveness</p>	<p>Health Service Executive</p> <p>Mary Kilraine Hannon, Health Promotion Officer, HSE Service, West City Centre, Seamús Quirke Rd, Galway mary.kilrainehannon@hse.ie</p>
	<p>Friends for Life</p> <p>This programme is a school-based positive mental health programme that helps students to develop effective strategies to deal with worry, stress and change and teaches the skills required to reduce anxiety and promote resilience.</p>	<p>Check your local Education Centre for a Friends for Life course in your area</p>
	<p>The Incredible Years</p>	<p>www.incredibleyears.com</p>
	<p>Stop, Ask, Listen, Talk (SALT)</p> <p>Through the S.A.L.T. programme, children will learn what conflict is, what it feels like to be in conflict and how to negotiate effectively to create a better outcome for themselves and others</p>	<p>Available to purchase from :</p> <p>Drumcondra Education Centre</p> <p>Dublin 9</p> <p>☎ 01 8576400</p> <p>info@ecdumcondra.ie</p>

	<p style="text-align: center;">Be Safe</p> <p>Be Safe' is an activity- based resource pack on road safety, fire safety and water safety.</p> <p style="text-align: center;">Seatbelt Sherrif and Hi Glo Silver</p> <p>These initiatives encourage children to become ambassadors for wearing seat-belts and hi-viz clothing.</p>	<p style="text-align: center;">Research and Education unit</p> <p style="text-align: center;">Road Safety Authority,</p> <p style="text-align: center;">Moy Valley Business Park, Primrose Hill, Ballina, Co. Mayo</p> <p style="text-align: center;">☎ 1890 50 60 80</p> <p style="text-align: center;">education@rsa.ie</p>
	<p style="text-align: center;">Taste Buds</p> <p>A resource aimed at children aged eight to ten years and aims to help children enjoy learning about the origins and production of food and the importance of eating a balanced diet and physical activity</p>	<p style="text-align: center;">Safefood</p> <p style="text-align: center;">☎ 1850 40 45 67</p> <p style="text-align: center;">✉ www.safefood.eu</p>
	<p style="text-align: center;">Food Dudes</p> <p>Food Dudes is a programme that encourages children to eat more fruit and vegetables both in school and at home. It is based on positive role models (the Food Dudes characters), repeated tasting and rewards.</p>	<p style="text-align: center;">www.fooddudes.ie</p>
	<p style="text-align: center;">Action for Life</p> <p style="text-align: center;">Volume 2</p> <p>A physical activity programme for all class levels with health related activities to support SPHE.</p>	<p style="text-align: center;">Irish Heart Foundation</p> <p style="text-align: center;">50 Ringsend Rd, Dublin 4</p> <p style="text-align: center;">☎ 01 6685001</p> <p style="text-align: center;">✉ eflannery@irishheart.ie</p>
	<p style="text-align: center;">Bí Folláin</p> <p>A programme to support social, personal and health education in primary schools.</p>	<p style="text-align: center;">Curriculum Development Unit,</p> <p style="text-align: center;">Mary Immaculate College, South Circular Rd, Limerick</p> <p style="text-align: center;">☎ 061 204300</p>
<p style="text-align: center;">School Work's</p>	<p>A resource pack on the three interlinking issues of child labour, the right to education and fair-trade set in the context of Nicaragua</p>	<p style="text-align: center;">INTO</p> <p style="text-align: center;">Vere Foster House,</p>

	with a set of support photographs	35 Parnell Square, Dublin 1 ☎ 01-8047700 ✉ info@into.ie
Working Together for Positive Behaviour <i>A guide for teachers and schools</i>	This resource explores the nature of behaviour and outlines a process by which teachers and others who work with children in schools can develop approaches to behaviour which work well and maximise the potential of the learning environment for all	Curriculum Development Unit, Mary Immaculate College, South Circular Rd, Limerick ☎ 061 204300
	Active Learning 101 Strategies to Teach Any Subject Fresh ideas and innovative strategies to make learning active, with clear step-by-step instructions.	Mel Silberman

Various other resources

These resources can be used to support teaching of SPHE in the classroom in line with your whole school plan for SPHE.

What do you say? 	What do you say? Exploring children's rights with children consists of activities that explore issues relating to children's rights. It contains references to rights in the UN Convention on the Rights of the Child and the Constitution.	Ombudsman for Children Office Millennium House Strand Street Great, Dublin 1 ☎ 01 8656800
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STAFF DEVELOPMENT AND SUBJECT DEVELOPMENT

The value placed on SPHE by the school will be evident by the commitment on the part of management to developing a core of trained SPHE teachers preferably gender balanced and to appointing an SPHE coordinator.

In career development is an integral part of this programme. Management will endeavour to respond to the relevant expressed and perceived training needs of SPHE teachers and whole staff.

Current SPHE Team**Class Groups and Teachers 2021/22**

1ST Year	
1 DMG	Colin Healy
1PMY	Hayley Ryan
1CR	Hayley Ryan
1SB	Fergal O'Brien
1PO	Fergal O'Brien
1SON	Philip Mahony
1JF	Philip Mahony
1EW	Stephanie O'Shea
2nd Year	
2CD	Philip Mahony
2CH	Helen Dermody
2NON	Jill Fowler
2AK	Hayley Ryan
2NS	Hayley Ryan
2PN	Philip Mahony
2LOC	Hayley Ryan
3rd Year	
3BRT	Orna Middleton
3MWA	Claire Mernagh
3ET	Philip Mahony
3HD	Helen Dermody
3LC	Elaine Walsh
3JW	Claire Dunne

3OMS	Colin Healy
3EN	Elaine Walsh

It is the aim that all SPHE teachers will undertake introduction to SPHE and Junior Cycle RSE in-service training.

CONFIDENTIALITY AND REFERRALS

PARTICIPATION

SPHE at Junior Cycle and RSE at Senior Cycle is a core curricular subject. A text message is sent to all parents at the beginning of each academic year to remind parents that their son will be receiving RSE classes. Each parent has a right to withdraw their child from some or all RSE classes but parents are encouraged to provide an alternative to RSE at home. The school will respect this choice as their right. It will be necessary for parents opting out of RSE to make suitable arrangements with the school management for the welfare of their child at these times. Where students are withdrawn for RSE the school cannot take responsibility for any versions of class content passed on to them by other students.

Parents must meet with the Principal in person to discuss their decision to withdraw their child from the RSE module. A text message will be sent to parents prior to the commencement of the RSE module to inform them when the course is being taught.

SENSITIVE ISSUES

Class discussion will be of a general nature, and will not be personally directed, in accordance with the previously agreed class ground rules. Inappropriate questions will not be answered by the class teacher, or from student to student. Only questions directly pertinent to the lesson content will be addressed in class. The SPHE teacher may also exercise his or her own professional judgement in checking whether to answer the question privately after the class has finished. Should a teacher be concerned about a matter that has been raised he/she should seek advice from the Guidance Counsellor or the Principal without identifying the student.

REFERRAL

While it is acknowledged that teachers have a professional duty to impart the SPHE course content, the needs of students will be addressed in a caring and

supportive manner. Where it is appropriate, the teacher may refer students to other supportive links within the school. As far as possible this should be done in negotiation with the student. The teacher may inform the class of external material relevant to the course content.

CONFIDENTIALITY

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

- Child abuse-physical, emotional, sexual, neglect
- Intention to harm self or others

- Substance misuse
- Underage sexual intercourse

Any disclosure will be reported to the Designated Liaison Person in compliance with the Child Safeguarding Statement.

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

VISITORS

Circular 00123/2010

National and international research has consistently shown that the qualified

classroom teacher is the best placed professional to work sensitively and

consistently with the students and that he/she can have a powerful impact on influencing students attitudes, values and behaviour in all aspects of health education. Research findings indicate that the following teaching approaches have limited effect and are counterproductive to the effective implementation of SPHE:

- Scare tactics and sensationalist interventions
- Testimonials
- Information only interventions
- Short term/once off interventions
- Outside speakers can be a resource when used as part of a schools planned programme for SPHE/RSE

Visiting speakers are seen as complimenting and supporting the SPHE Programme.

Teachers inviting these speakers must:

- Inform the Principal in advance
- Make the speaker aware of the ethos and SPHE Policy of the school
- Agree the content of the presentation
- Do preparatory and follow up work where possible
- Remain with the class group during the visit.

PARENTS

The school accepts that it is in the interests of all parents that the child grows up in a healthy and mature fashion. The school will strive to keep parents informed of the contents of the SPHE Programme. The SPHE Policy will be available online at www.delasallewaterford.com and notifications regarding reviews are also published online. Parents of incoming first years are directed to the SPHE Policy along with other relevant policies.

The involvement of parents at the core of every aspect of SPHE gives it extra

impetus, depth and validity and from time to time training and/or input and development opportunities will be offered to parents in certain aspects of SPHE.

WHOLE STAFF

This policy will be available for all staff in the school on the school website. Copies will also be emailed to all teachers by the Principal and a copy will also be available in the SPHE subject department file.

PLANNING FOR SPHE

SPHE teachers report progress in SPHE for every student on the Christmas and Summer reports.

The SPHE core team meet at least once a term to review, plan and evaluate SPHE in the school. Minutes of all meetings are recorded and contained in the SPHE Subject Planning Folder.

WHOLE SCHOOL SUPPORT FOR SPHE

While specific teachers are trained and charged with the responsibility of delivering the programme, all teachers may from time to time see opportunities to promote a healthy lifestyle and encourage responsible and mature decision making. There is generally a whole school approach to key areas of SPHE and the school year has times earmarked when certain topics or issues are covered e.g. Friendship Week, Healthy Eating Week and Mental Health Week.

REVIEW AND EVALUATION

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

The opinions of members of the Student Council, Parents Association and teachers of SPHE will be sought as part of this review process.

The SPHE coordinator and core team will communicate with the Principal and the Board of Management.

Approval:

This policy has been distributed to staff, parents and students for their approval.
Amendments have been made after consultation with these stakeholders.

This policy has been ratified by the Board of Management of De La Salle Waterford;

Chairperson: 

Date: 25/1/2022

This policy will be due for review on:

Date: 25/1/2025

