

Inside this issue:	
<i>Dates</i>	1
<i>Assessment/ Reports</i>	1
<i>Study Skills</i>	1
<i>Focus on SPHE</i>	2/3



Sancta Maria College November News

Welcome...

to our third newsletter for parents/guardians 2019/2020.

This newsletter will be issued monthly with all the upcoming events and happenings at Sancta Maria College.

Should you have any questions or areas you would like us to cover in this newsletter please just contact info@sanctamaria.ie

Dates for your Diary

December 3 rd	New first year enrolment evening 7pm
December 9 th	Study Skills 7pm
December 12 th	Junior Cycle training for all staff - school closed
December 20 th	Christmas Holiday 13.10

Assessment of Learning/Reporting

Students are assessed continuously throughout the year.

Reports are issued twice a year for Transition year students and three times yearly for all other class groups .

October/November Leaving Cert and Junior Cycle students take formal tests

First, Second and Fifth year students are assessed on class tests and/or term work

February

Leaving Cert and Junior Cycle students have pre-exam tests (mocks)

First, Second and Fifth year students are assessed on formal/class tests

May/June

Leaving Cert and Junior Cycle students sit their State Examination

First, Second and Fifth year students are assessed on formal tests.

Reports are issued after each assessment. Leaving Cert Results in August, Junior Cycle results in September/October.

Study Skills

A study skills talk “Drive for Results” will be held for parents on **December 9th at 7pm**. The Talk will be delivered by the award-winning Amazing Brains Team and will cover the following areas: This is a practical, meaningful, activity based 90-minute workshop that empowers parents and gives them the opportunity to help their own children develop the essential study techniques to succeed in schools and exams.

Learning Preferences/Multiple Intelligences and their link to Study

Memory Techniques

Time Management

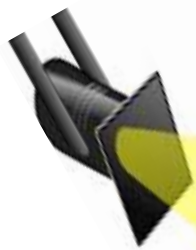
Revision Strategies

The Impact of Mobile Technology and Social Media

Goal Setting and Planning

The Growth Mind-set

All parents are encouraged to attend.



What SPHE Aims to Achieve

- To enable the students to develop skills for self-fulfillment 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

Social Personal and Health Education

The Education Act (1998) emphasises that schools should promote the social and personal development of students and provide health education for them.

The SPHE programme reflects the unique ethos of each school. The attitudes, skills and values fostered in the SPHE classroom can only truly flourish in a school where all members of the school community are treated with respect and dignity. A school climate which encourages open communication, where conflict is handled constructively and which promotes high standards in all its endeavours is an environment in which the core principles of SPHE can thrive. School policies and procedures which are regularly reviewed and evaluated are the foundations on which a healthy school can be built.

The recommended time allocation for SPHE is one class period per week or equivalent. Through participating in the SPHE programme the young person will encounter a wide range of issues through a variety of learning experiences. These issues will be addressed in ten modules, each of which appears in each year of the three-year cycle. The emphasis will be on building skills, understanding, attitudes and values important in all these areas.

Guest speakers (garda vetted) can complement the work of the SPHE teacher if and when it is considered appropriate.



The ten modules covered in the SPHE course:

1. Belonging and Integrating

Developing and enhancing group skills and communication skills. Learning to plan personal and group goals and targets. Examining the dynamics of family relationships and understanding individual responsibilities as a member of the school community. Identifying consequences and types of loss. Recognising bullying and being aware of school policy. Identifying staff for help.

2. Self-management: A sense of purpose

Reviewing effective work and study practices including organising homework, personal work schedules and study skills. Increasing awareness of personal strengths and weaknesses. Understanding the importance of teamwork and identifying sources of personal support.

3. Communication Skills

Practising the skills of listening and self-expression. Being sensitive to the opinion of others. Learning and using appropriate communication. Learning the skills appropriate to conflict resolution. Understanding different types of communication.

4. Physical Health

Learning the importance of personal hygiene. Exploring the meaning of a balanced diet and physical exercise for general health and well being. Examining eating patterns and personal exercise. Looking at the symptoms of common ailments. Being aware of occasions when help may be needed.

5. Friendships

Defining the nature and characteristics of good friendships. Changing friendships and the impact of gender of friendships. Relationships between siblings. Identifying and developing skills for dealing with bullying behaviour.

i. Relationships and Sexuality

In planning for the RSE module individual schools will be guided by its RSE policy which will have been prepared in consultation with parents, teachers and management authorities. This module is designed to develop communication and decision making skills in relationships. To look at the causes of conflict in relationships. Explore some aspect of sex stereotyping. Give young people knowledge of the physical, emotional and psychological changes related to adolescence. Have a clear understanding of male and female reproductive systems and the development stages from conception to birth. To emphasise the three 'R's, respect, rights and responsibility.

7. Emotional Health

Recognising the common moods and feelings in adolescence and respecting the feeling of others. Looking at issues of body image and self-confidence. Appreciating stress and the consequences of stress. Developing skills for expressing feelings.

8. Influences and Decisions

Evaluating some of the strongest influences on attitude and behaviour and heightening awareness of who influences them and why. Learning to respect the individuality and uniqueness of each person. Learning skills to make and apply decisions. Thinking ahead.

9. Substance Use

Examining the use and misuse of medicines and drugs. Examine ways of avoiding smoking. Implication of alcohol use and patterns of alcohol use in Ireland. Substance use the facts and effects.

10. Personal Safety

Examine ways of keeping safe, road safety, fire drills. Exploring potential Hazards travelling to and from school. Looking at areas where they might be at risk of attack, assault, abuse, intimidation or where their personal safety might be threatened. Sources of crisis support such as help agencies.