

DE LA SALLE COLLEGE



DUNDALK

SPHE POLICY STATEMENT

&

SUBJECT PLAN

(Including RSE)



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MISSION STATEMENT

Mission Statement, De La Salle College, Dundalk

The Mission Statement of De La Salle College, Dundalk is to give a human and Christian education to our students, with special concern for those who are disadvantaged.

De La Salle College is a community where the different groups associated with it; teachers, management, parents, and students work together in close partnership for the go of all.

The school motto is “Rectare Sapere” which means “Right Judgement” or “Knowing what is right. The motto reminds us of the importance of truth in our lives.

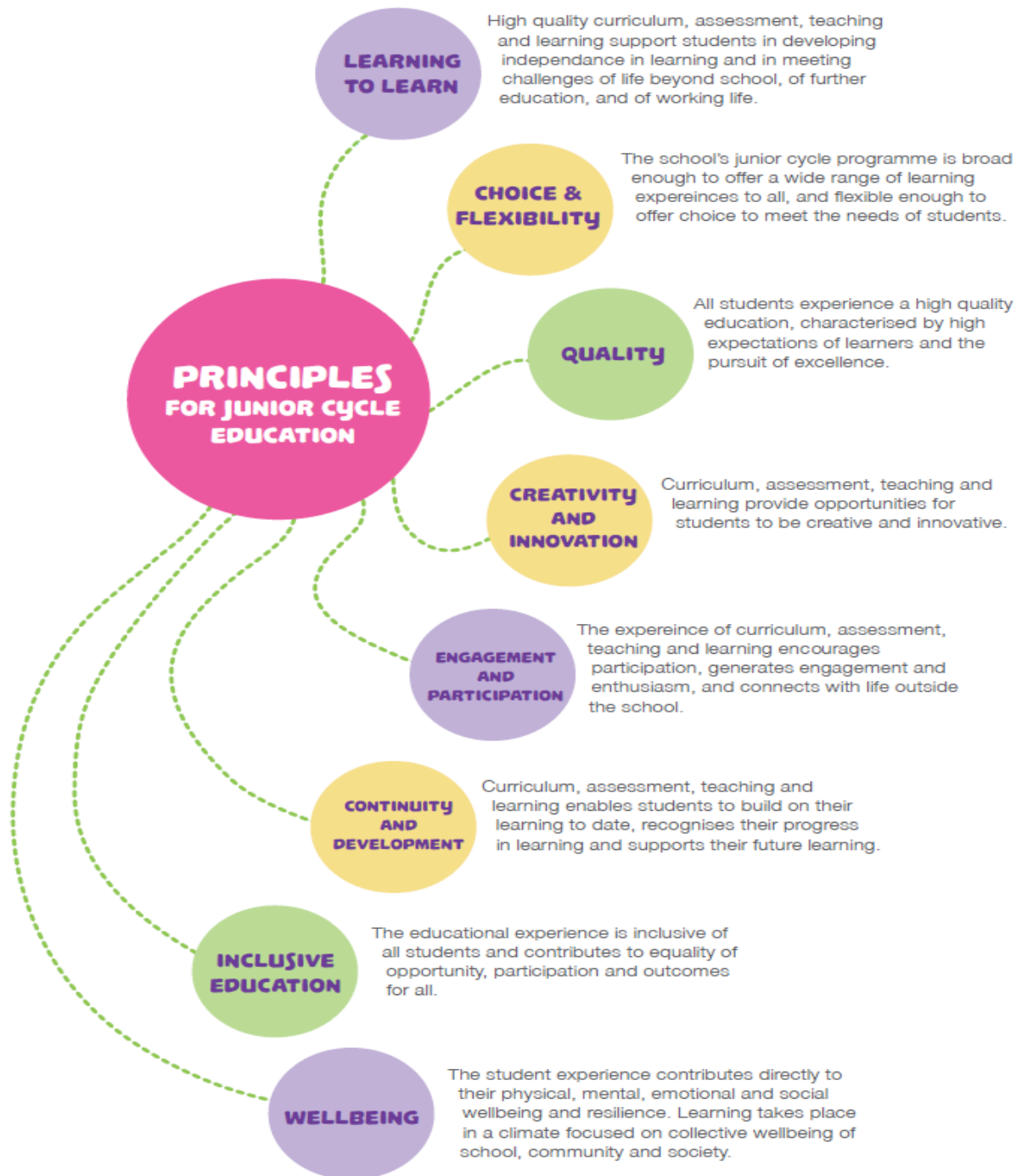
Aims of De La Salle College

- To enable each student to achieve growth and maturity.
- To hand on the Christian faith and values in accordance with the teaching of the Catholic Church.
- To prepare students for further education and employment.
- To broaden horizons through a variety of experiences within the school.
- To provide a caring environment.
- To promote confidence and self-esteem in each student.
- To create an awareness and need for tolerance and sensitivity towards others.
- To develop good relationships between school, home, and the wider community.
- To provide an atmosphere where learning is stimulating, enjoyable and fulfilling.
- To create an awareness in all students of their cultural identity and traditions.

THE JUNIOR CYCLE

Aims and Principles

The framework for the Junior Cycle is underpinned by eight principles that guide the development and implementation of junior cycle programmes in all schools. These principles are integral to supporting students' experience of well-being during junior cycle. Well-being is not only a fundamental principle of junior cycle education but also a designated curricular area.



A FRAMEWORK
FOR JUNIOR CYCLE



Statements of Learning

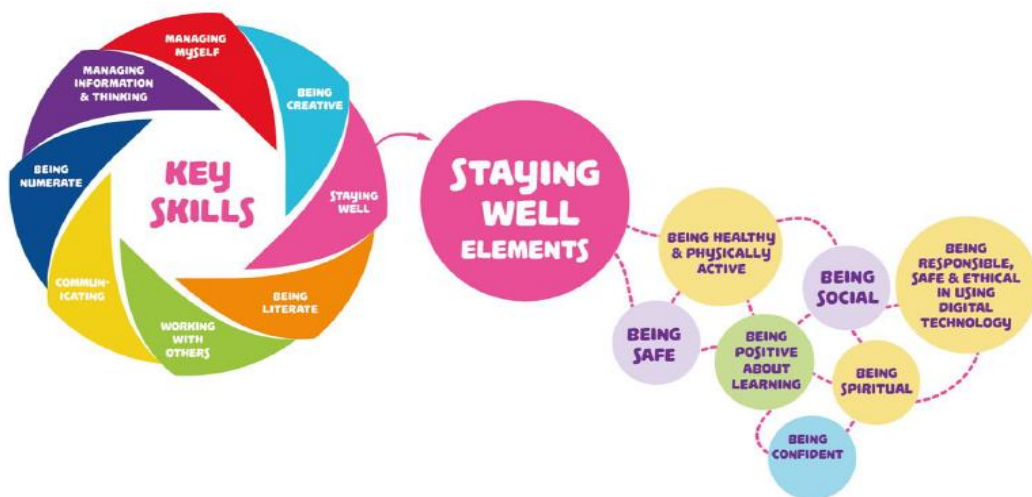
The student	
1	communicates effectively using a variety of means in a range of contexts in L1*
2	listens, speaks, reads and writes in L2* and one other language at a level of proficiency that is appropriate to her or his ability
3	creates, appreciates and critically interprets a wide range of texts
4	creates and presents artistic works and appreciates the process and skills involved
5	has an awareness of personal values and an understanding of the process of moral decision making
6	appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives
7	values what it means to be an active citizen, with rights and responsibilities in local and wider contexts
8	values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change
9	understands the origins and impacts of social, economic, and environmental aspects of the world around her/him
10	has the awareness, knowledge, skills, values and motivation to live sustainably
11	takes action to safeguard and promote her/his wellbeing and that of others
12	is a confident and competent participant in physical activity and is motivated to be physically active
13	understands the importance of food and diet in making healthy lifestyle choices
14	makes informed financial decisions and develops good consumer skills
15	recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning
16	describes, illustrates, interprets, predicts and explains patterns and relationships
17	devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills
18	observes and evaluates empirical events and processes and draws valid deductions and conclusions
19	values the role and contribution of science and technology to society, and their personal, social and global importance
20	uses appropriate technologies in meeting a design challenge
21	applies practical skills as she/he develop models and products using a variety of materials and technologies
22	takes initiative, is innovative and develops entrepreneurial skills
23	brings an idea from conception to realisation
24	uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

The Statements of Learning

The 24 statements of learning (SOLs) included in the Framework for Junior Cycle, along with the 8 principles, are central to planning for the students' experience of the school's junior cycle programme. Several of the statements of learning relate explicitly to wellbeing, including:

- The student has an awareness of personal values and an understanding of the process of moral decision-making (SOL 5)
- The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts (SOL7)
- The student has the awareness, knowledge, skills, and motivation to live sustainably (SOL 10)
- The student takes action to safeguard & promote his/her wellbeing and that of others (SOL 11)
- The student is a confident and competent participant in physical activity and is motivated to be physically active (SOL 12)
- The student understands the importance of food and diet in making healthy lifestyle choices (SOL 13)

Staying well is one of the eight key skills that underpin the Junior Cycle Framework.



There are eight indicators of wellbeing.



TIMETABLING

SPHE will be timetabled within the 400 hours required for Wellbeing within the Junior Cycle Framework. There will be a minimum of one class period per week for all first, second- and third-year classes.

CORE VALUES

Many schools have developed a school plan or mission statement that outlines the core values guiding school policy. Some schools have become familiar with these policy statements through the implementation of relationships and sexuality education (RSE). The core values articulated in a school plan significantly influence every aspect of school life, particularly shaping a school's SPHE (Social, Personal, and Health Education) programme.

THE NEEDS OF THE STUDENTS

SPHE must be considered within the context of students' surroundings and the evolving social and cultural landscape in which they navigate relationships and make decisions. The principle of relevance is crucial for the entire curriculum, but it holds particular significance for SPHE. Students should be encouraged to critically analyse this dynamic context and equipped with skills that enable them to 'participate fully and creatively in their communities' (Charting our Education Future, p.10).

Considering this, the sequencing of lessons/topics will be flexible to address specific needs within classes as they arise. For example, if a particular class experiences an incident of bullying, lessons and materials on bullying will be delivered promptly to that class as needed, rather than following a rigid predetermined schedule. The teacher of the class, in collaboration with the form tutor, year head, guidance counselor, principal, deputy principal, and/or parents/guardians, will determine the most appropriate timing to address relevant material.

TEACHERS OF SPHE

Given the importance of the whole-school climate for successful SPHE, in many ways, every teacher in a school plays a role in promoting SPHE. Teachers directly involved in an SPHE programme in a school have a particular responsibility and require particular support. Teachers assigned to SPHE must have an understanding of and a familiarity with the methodologies associated with education in this area. SPHE should not be assigned to teachers without consultation. All teaching is challenging, but teaching an SPHE programme is a particular challenge, demanding a range of skills and a high degree of sensitivity. Those involved in the SPHE programme in a school will need continuing support from their colleagues, from the principal and Board of Management, and from a range of other agencies that can offer in-career support. Close links will be needed between the pastoral care system in a school and those involved in the teaching of SPHE. Some schools formalise these links by including the teaching of SPHE in the role of class tutor. Planned communication and co-operation between those involved in SPHE and the guidance personnel in school will be essential for the effectiveness of both SPHE and guidance in the school.

THE ROLE OF THE PRINCIPAL

The leadership of the principal is a significant factor in sustaining a supportive environment for SPHE in a school. The principal sets the tone for the school; her/his decisions and priorities have a direct impact on the whole-school climate. In addition to the leadership given by the principal at a personal and professional level, the priority given to SPHE by a Board of Management in a school plan can be seen as a clear statement of support at policy level. Many of the excellent SPHE programmes now established in schools are due to the conviction, commitment and continuing support of principals and Boards of Management. The value of SPHE in the school will be expressed and perceived in timetabling, the assigning of teachers, and the provision of resources.

HOME-SCHOOL LINKS AND SPHE

Links between home and school play a vital role in supporting the efforts of parents and guardians in the home and the work of the teachers in the classroom. Such links are particularly important in SPHE.

Starting with pre-entry meetings before a student joins the school, it is essential for schools to establish well-structured and ongoing connections with students' lives beyond the classroom and outside of school. These connections can inform the development of an SPHE by helping teachers prioritise modules and provide parents with strategies to support the school's SPHE initiatives. Maintaining structured and continuous links can contribute to an SPHE program that meets the needs of students and aligns with the expectations of their parents and guardians.

RELATIONSHIPS AND SEXUALITY EDUCATION (RSE)

The Interim Curriculum and Guidelines for Relationships and Sexuality Education indicates that the context for RSE in post-primary schools will be within social, personal and health education. The outline for junior cycle suggested in the Interim Curriculum and Guidelines has been incorporated into the RSE module of each of the three years of this syllabus. In planning for this module, a school will be guided by its policy on relationships and sexuality education which will have been prepared in consultation with parents, teachers, and management authorities. A section of the guidelines for social, personal and health education will incorporate the remainder of the topics addressed in the Interim Curriculum and Guidelines for Relationships and Sexuality Education.

ASSESSMENT AND REPORTING OF SPHE

The junior cycle places a significant emphasis on assessment as an integral part of the learning process. This approach necessitates a diverse range of assessment methods that are not only suitable for their intended purpose but also timely and relevant to the students. Within Junior Cycle SPHE, the aim of assessment is to enhance the opportunity for students to actively engage in reflective learning, fostering a collaborative environment for teachers to support this process. Fundamentally, the objective of assessment and reporting at this educational stage is to facilitate learning.

❑ ASSESSMENT OF STUDENTS

The SPHE curriculum accommodates various assessment approaches. The predominant form of assessment in SPHE is envisioned to be formative, wherein students demonstrate their learning through diverse means such as oral, written, visual, digital, and art-based expressions. In these instances, students, in collaboration with their teachers and peers, engage in reflection and make informed judgments about their own and others' learning. This evaluation informs the identification of the next steps in their learning journey, grounded in the feedback they provide and receive. Consequently, ongoing formative assessment becomes a supportive tool for students as they prepare for the Classroom-Based Assessment(CBA) associated with this course.

Communication of student progress and achievements in short courses, encompassing both ongoing assessments and the specific Classroom-Based Assessment linked to this course, will be shared with parents/guardians through interim reporting and the Junior Cycle Profile of Achievement (JCPA).

To support this process, teachers and schools will have access to online assessment support materials, complementing the guide to the Subject Learning and Assessment Review (SLAR) process. The online support materials encompass a variety of assessment aids, advice, and guidelines, empowering schools and teachers to engage with the assessment system and reporting procedures with informed confidence and clarity.

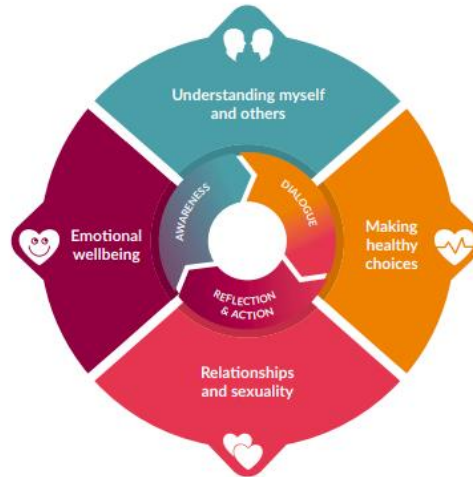
❑ STUDENT SELF-ASSESSMENT AND PEER ASSESSMENT

Such assessment might be done in class with the students provided with questionnaires and/or worksheets on which they might record their own perceived progress in each skill. Rather than an end of module activity for students, such self-assessment should be seen as an integral part of the teaching, learning and assessment process. Self-assessment tools should be based on clearly stated criteria—criteria that must be clear to the students as well as to the teacher. Without such criteria, self-assessment can become a chore and even a hindrance to effective learning.

When the criteria are clear and the assessment instrument relevant and stimulating, self-assessment can be a powerful motivator. Some outcomes of self-assessment must be private. However, teachers, reacting effectively to some of the insights of the students, can modify or

extend the SPHE programme in the light of those insights. Peer assessment could be used by groups of students to evaluate how well they worked as a team, for example. It is facilitated by the teacher, and training in this skill might be provided in the context of training for SPHE.

□ **PROGRAMME EVALUATION**



□ This junior cycle course in SPHE is designed to support students in developing a positive sense of self and a capacity to care for themselves and others. All involved in SPHE—parents, teachers, students, and management—might contribute to this. The course is designed around four interconnected strands and three cross-cutting elements, which appear in each year of the three-year cycle. The four strands are:

- **Strand 1: Understanding myself and others**
- **Strand 2: Making healthy choices**
- **Strand 3: Relationships and sexuality**
- **Strand 4: Emotional wellbeing**

The four strands are underpinned by three cross-cutting elements that are foundational for effective teaching and learning in SPHE. These are:

- **Awareness**
- **Dialogue**
- **Reflection and action**

PROGRAMMES AND LEVELS

SPHE is provided to each year of the Junior Cycle; First Year, Second Year and Third Year. SPHE is a non-examination subject and is taught to all students at a common level.

SUBJECT AIMS

Building on the aims of SPHE in the primary school, at post-primary level SPHE aims:

- 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.

SUBJECT OBJECTIVES

It is evident that the aims of Irish education arise out of a commitment to the holistic development of the person, a multi-dimensional vision of society and a recognition of the complexity and richness of the relationship between the individual and his/her local, national and global communities:

- ❑ to foster an understanding and critical appreciation of the values - moral, spiritual, religious, social, and cultural - which have been distinctive in shaping Irish society and which have been traditionally accorded respect in society.
- ❑ to nurture a sense of personal identity, self-esteem and awareness of one's particular abilities, aptitudes and limitations, combined with a respect for the rights and beliefs of others.
- ❑ to promote quality and equality for all, including those who are disadvantaged, through economic, social, physical and mental factors, in the development of their full educational potential.
- ❑ to develop intellectual skills combined with a spirit of enquiry and the capacity to analyse issues critically and constructively.
- ❑ to develop expressive, creative, and artistic abilities to the individual's full capacity.
- ❑ to foster a spirit of self-reliance, innovation, initiative, and imagination.
- ❑ to promote physical and emotional health and well-being.
- ❑ to provide students with the necessary education and training to support the country's economic development and to enable them to make their contribution to society in an effective way.
- ❑ to create tolerant, caring and politically aware members of society.
- ❑ to ensure that Ireland's young people acquire a keen awareness of their national and European heritage and identity, coupled with a global awareness and a respect and care for the environment..

(Charting our Education Future, p.10)

SUBJECT COORDINATOR

Sharon O'Connor (Voluntary since 2022)

SUBJECT TEACHERS

Sharon O'Connor
Martin O'Connor
Aine McBreen
Tracey Rogers
Edel Kerr
Louise Johnston
Katy Lynch
Jenna McBride
Megan Mills
Niamh Quinn

TIME ALLOCATION

Each class group in First, Second and Third Years is allocated one class period per week. Teachers who request to teach the class group a second subject are facilitated where possible. Some significant steps have been taken to integrate SPHE into the Pastoral Care “network” in the College.

These steps include:

- ❑ The preparation and delivery of an induction programme for incoming First Year Students. This programme is delivered to each class group, where possible, by the SPHE team member who has been timetabled to take that group. The induction programme incorporates aspects of the SPHE programme, which are then developed in SPHE classes.

- ❑ An effort has been made to have the role of Class Tutor for a particular class be performed by that classes SPHE teacher, therefore allowing the staff member who has pastoral care responsibilities for a class group to be the SPHE teacher for the group as well. This facilitates the close integration of SPHE into the Pastoral Care structures of the college and allows the SPHE teacher to tailor the delivery of the SPHE programme to the particular needs of an individual class with whom he/she has very regular contact.

**DE LA SALLE COLLEGE
SPHE STATEMENT OF POLICY & TEACHING PLAN (INCLUDING RSE)
REVISED SEPTEMBER 2023**

TEXT BOOKS & COURSE MATERIALS

YEAR	TEXT	COURSE MATERIALS
First Year	My Wellbeing Journey - Book 1 By Catherine Deegan & Edel O'Brien Published by Gill Education Introduced to First Years 2023-2024	HSE Junior Cycle SPHE Resources: Understanding Myself and Others Making Healthy Choices 1 Emotional Wellbeing 1 Relationships and Sexuality Education 1 Making Healthy Choices 2 Relationships and Sexuality Education 2 Lockers Resources Connected JCT.ie NCCA RSE Toolkit PDST SPHE
Second Year	My Wellbeing Journey - Book 2 By Catherine Deegan & Edel O'Brien Published by Gill Education Introduced to Second Years 2023-2024	HSE Junior Cycle SPHE Resources "On My Own Two Feet" Slide show on effects of alcohol abuse Videos on alcohol, health, and society RSE Resources Internet Safety Awareness Web Sites - Videos and activities Lockers Resources Connected JCT.ie NCCA RSE Toolkit PDST SPHE
Third Year	My Wellbeing Journey - Book 3 By Catherine Deegan & Edel O'Brien Published by Gill Education Introduced to Third Years 2023-2024	HSE Junior Cycle SPHE Resources "On My Own Two Feet" Slide show on the effects of drugs - solvents, cannabis, LSD, ecstasy etc. Videos Outside speakers - Gardai HSE Publications RSE Resources Internet Safety Awareness Web Sites - Videos and activities

ADDITIONAL RESOURCES & MATERIALS

[SPHE Online Resource Portal | PDST](#)

CURRICULUM CONTENT - LONG TERM PLANNING

The following points should be noted when planning a Junior Cycle SPHE programme:

❑ **ALLOCATING TIME TO A TOPIC**

The topics within each module are outlined and the aims and outcomes indicated. Not every topic would take a whole class period; other topics may require several class periods.

❑ **ORDERING THE CONTENT**

Schools or teachers may order the modules according to school or class needs and circumstances. Occasionally students are consulted when ordering the content.

❑ **OVERLAPPING OF AIMS OR TOPICS**

Specific learning outcomes or topics may appear more than once during the course of the three-year programme. Such an overlap is essential to an integrated and holistic programme; topics and skills should be revisited often under different headings and from a variety of perspectives within a spiral and developmental programme.

❑ **RELATIONSHIPS AND SEXUALITY EDUCATION (RSE)**

The material covered as part of the Wellbeing curriculum at Junior Cycle and is taken from the school policy on RSE and from the guidelines on SPHE/RSE from the Department of Education and Skills.

The curriculum for SPHE in the Junior Cycle is designed around four interconnected strands and three cross-cutting elements, which appear in each year of the three-year cycle. The four strands are:

- **Strand 1: Understanding myself and others**
- **Strand 2: Making healthy choices**
- **Strand 3: Relationships and sexuality**
- **Strand 4: Emotional wellbeing**

The four strands are underpinned by three cross-cutting elements that are foundational for effective teaching and learning in SPHE. These are:

- **Awareness**
- **Dialogue**
- **Reflection and action**



Strand 1: Understanding myself and others

This strand focuses on developing self-awareness and self-esteem and building some of the foundational skills and dispositions needed for healthy relationships and to thrive in life, including communicating and negotiating, listening, showing empathy, respecting difference, and self-management/self-regulation.

Strand 2: Making healthy choices

This strand offers opportunities for students to consider how they can make healthy choices to support their wellbeing. It explores what being healthy might look like for a teenager, what helps or gets in the way of making healthy choices and how to access reliable information to support good choices. Students will also practice the skills needed for making healthy decisions and come to understand contextual factors, such as family, peer, media and social pressures, that influence decisions.

Strand 3: Relationships and sexuality

This strand explores the cognitive, physical, emotional and social aspects of relationships and sexuality through a positive, inclusive, rights and responsibilities-based approach. The focus is on family relationships, friendships, romantic and potential sexual relationships in the future.

Strand 4: Emotional wellbeing

This strand primarily focuses on nurturing emotional wellbeing and promoting positive mental health. It helps students develop problem solving and coping skills for dealing with the emotional ups and downs of life, explores how they can support themselves and others in challenging times and discusses where/how to find support, if needed.

The four strands are underpinned by three cross-cutting elements that are foundational for effective teaching and learning in SPHE. These are:

- **Awareness**
- **Dialogue**
- **Reflection and action.**

Awareness

Awareness is the ability to understand one's own thoughts, emotions, values and behaviour. It includes understanding how different factors influence our sense of self and how we live our lives, including the influence of family, peers, the internet, gender, culture and social norms. This element also includes an awareness that to be human is to be in relationships and that we all share a common humanity and dignity, have rights and responsibilities.

Dialogue

Through dialogical teaching and learning students are facilitated to engage with a diversity of viewpoints; discuss and reflect on their own perspectives, values, and behaviours and those of others; enlarge their understanding of topics of relevance to their lives; and come to informed, thoughtful decisions based on their personal values, with due regard to their own rights and responsibilities and the rights and responsibilities of others. Respectful dialogue is aided by presuming a diversity of backgrounds, identities, cultures and experiences in every classroom and seeing this as a resource for learning.

Reflection² and action

This cross-cutting element focuses on students reflecting on what they have learned and coming to their own personal insights and conclusions in response to their learning. It enables students to consider how the learning can inform their choices, behaviour and relationships, and discerning what it means for their lives now or for the future. Learning in SPHE is a 'praxis'; an ongoing process of critical reflection and action, nurtured by dialogue with others.

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Junior Cycle
Specification
Social, Personal
and Health Education

Strand 1: Understanding myself and others

Students should be able to:

- 1.1 explore the physical, social and emotional changes that happen during adolescence
- 1.2 reflect on their personal strengths and values and how they bring these into relationships
- 1.3 explore the range of influences and life experiences that can impact on self-image and self-esteem and identify ways to nurture a positive sense of self-worth
- 1.4 recognise the factors and influences that shape young people's self-identity, such as family, peers, culture, gender identity, sexual orientation, race/ethnic background, dis/abilities, religious beliefs/world-views
- 1.5 reflect on gender equity and how gender stereotypes impact on expectations, behaviour and relationships
- 1.6 discuss experiences/situations of bias, inequality or exclusion³ and devise ways to actively create more inclusive environments
- 1.7 communicate in a respectful and effective manner and listen openly and sensitively to the views/feelings of others
- 1.8 reflect on the meaning and importance of empathy and discuss ways that it can be expressed
- 1.9 demonstrate self-management skills, including setting personal goals, delaying gratification, and self-regulation of thoughts, emotions and impulses.

Awareness

Dialogue

Reflection and action

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Junior Cycle
Specification
Social, Personal
and Health Education

Strand 2: Making healthy choices

Students should be able to:

- 2.1 consider the multifaceted nature of health and wellbeing, and evaluate what being healthy might look like for different adolescents, including how food, physical activity, sleep/rest and hygiene contribute to health and wellbeing
- 2.2 investigate how unhealthy products such as nicotine, vapes, alcohol, and unhealthy food and drinks are marketed and advertised
- 2.3 discuss societal, cultural and economic influences affecting young people when it comes to making healthy choices about smoking, alcohol and other addictive substances and behaviours, and how harmful influences can be overcome in real-life situations
- 2.4 demonstrate skills and strategies to help make informed choices that support health and wellbeing and apply them in real-life situations that may be stressful and/or involve difficult peer situations
- 2.5 discuss the physical, social, emotional and legal consequences of using addictive substances - immediate and long-term
- 2.6 consider scenarios where, for example, alcohol, nicotine, drugs, food and electronic devices might be used to cope with unpleasant feelings or stress, and discuss possible healthy ways of coping
- 2.7 assess the benefits and difficulties associated with their online world and discuss strategies for dealing with a range of scenarios that might arise
- 2.8 discuss how to share personal information, images, opinions and emotions in a safe, responsible and respectful manner online and in person
- 2.9 explore why young people share sexual imagery online and examine the risks and consequences of doing this
- 2.10 demonstrate how to access and appraise appropriate and trustworthy information, supports and services about health and wellbeing.

Awareness

Dialogue

Reflection
and action

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Junior Cycle
Specification
Social, Personal
and Health Education

Strand 3: Relationships and sexuality

Students should be able to:

- | | |
|------------------------------|--|
| Awareness | 3.1 reflect on the values, behaviours and skills that help to make, sustain and end relationships respectfully with friends, family and romantic/intimate relationships |
| | 3.2 examine benefits and difficulties experienced by young people in a range of relationships - friendships, family relationships, and romantic/intimate relationships |
| | 3.3 identify signs of healthy, unhealthy and abusive relationships |
| | 3.4 appreciate the importance of setting healthy boundaries in relationships and consider how to show respect for the boundaries of others |
| | 3.5 consider the importance of taking care of their reproductive health |
| Dialogue | 3.6 appreciate the breadth of what constitutes human sexuality, and how sexual orientation and gender identity are experienced and expressed in diverse ways |
| | 3.7 explore the pressures to become sexually intimate and discuss ways to show respect for people's choices |
| Reflection and action | 3.8 appreciate the importance of seeking, giving and receiving consent in sexual relationships, from the perspective of building caring relationships and from a legal perspective |
| | 3.9 explain the importance of safer sexual activity with reference to methods of contraception and protection against sexually transmitted infections (STIs) |
| | 3.10 discuss the influence of popular culture and the online world, in particular, the influence of pornography, on young people's understanding, expectations and social norms in relation to sexual expression |
| | 3.11 demonstrate how to access and appraise appropriate and trustworthy advice, support and services related to relationships and sexual health. |

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Junior Cycle
Specification
Social, Personal
and Health Education

Strand 4: Emotional wellbeing

Students should be able to:

Awareness

- 4.1 discuss the fluid nature of emotional wellbeing and ways to nurture and protect it
- 4.2 recognise and acknowledge their emotions and recognise the links between thoughts, feelings and behaviour
- 4.3 consider the impact of stress and draw upon a variety of techniques to help self-regulate emotions and cope with the day-to-day stresses of life
- 4.4 discuss ways to support themselves and others in challenging times and where/how/when to seek support, if needed

Dialogue

- 4.5 explore how emotional wellbeing can be affected by factors within our control, such as sleep, diet, exercise, substance use and online exposure, and factors beyond our control
- 4.6 recognise different kinds of abusive and bullying behaviour that can occur in interactions online and in person

Reflection and action

- 4.7 explain why noticing and responding to different kinds of abusive or bullying behaviour that can occur in person and online is important and discuss appropriate responses including, why, how, where and when to report
- 4.8 identify actions young people can take, without putting themselves at risk, in situations where they are aware of incidents of abusive behaviour or bullying happening and explore the barriers to standing up
- 4.9 demonstrate how to access and appraise appropriate and trustworthy information and services aimed at supporting young people's emotional wellbeing and mental health.

Wellbeing Strands & Learning Outcomes 2016 (Ending in 2025)

JUNIOR CYCLE SPHE LEARNING OUTCOMES

S T R A N D S	1. Who am I?	2. Minding myself & others	3. Team up	4. My mental health
	How I see myself and others 1.1 appreciate the importance of building their own self-esteem and that of others 1.2 welcome individual difference based on an appreciation of their own uniqueness	Being healthy 2.1 evaluate how diet, physical activity, sleep/rest and hygiene contribute to self-confidence, self-esteem and wellbeing 2.2 critique the impact of the media, advertising and other influences on one's decisions about health and wellbeing 2.3 describe what promotes a sense of belonging in school, at home and in the wider community and their own role in creating an inclusive environment 2.4 distinguish between appropriate care giving and scolding	Having a friend and being a friend 3.1 establish what young people value in different relationships and how this changes over time 3.2 evaluate attitudes, skills and values that help to make, maintain and end friendships respectfully 3.3 recognise their capacity to extend and receive friendship	Positive mental health 4.1 explain what it means to have positive mental health 4.2 appreciate the importance of talking things over, including recognising the links between thoughts, feelings and behaviour 4.3 practise some relaxation techniques
	Being an adolescent 1.3 participate in informed discussions about the impact of physical, emotional, psychological and social development in adolescence 1.4 recognise how sexuality and gender identity is part of what it means to be human and has biological, psychological, cultural, social and spiritual dimensions	Substance use 2.5 demonstrate the personal and social skills to address pressure to smoke, to drink alcohol and/or use other substances 2.6 reflect on the personal, social and legal consequences of their own or others' drug use 2.7 critique information and supports available for young people in relation to substance use	The relationship spectrum 3.4 explain the different influences on relationships and levels of intimacy 3.5 analyse relationship difficulties experienced by young people	Mental health and mental ill-health 4.4 participate in an informed discussion about mental health issues experienced by young people and/or their friends and family 4.5 appreciate what it means to live with mental ill-health 4.6 critique mental health services available to young people locally 4.7 explain the significance of substance use for one's mental health
	Self-management 1.5 identify short, medium and long-term personal goals and ways in which they might be achieved 1.6 apply decision-making skills in a variety of situations 1.7 source appropriate and reliable information about health and wellbeing	Respectful communication 2.8 use the skills of active listening and responding appropriately in a variety of contexts 2.9 use good communication skills to respond to criticism and conflict	Sexuality, gender identity and sexual health 3.6 describe fertility, conception, pre-natal development and birth, and the particular health considerations for each 3.7 explain what it means to take care of their sexual health 3.8 demonstrate assertive communication skills in support of responsible, informed decision-making about relationships and sexual health that are age and developmentally appropriate 3.9 reflect on the personal and social dimensions of sexual orientation and gender identity	Dealing with tough times 4.8 practise a range of strategies for building resilience 4.9 use coping skills for managing life's challenges
My rights and the rights of others 1.8 explain how stereotyping can contribute to a person's understanding and experience of rights and wellbeing 1.9 appreciate the importance of respectful and inclusive behaviour in promoting a safe environment free from bias and discrimination	Anti-bullying 2.10 describe appropriate responses to incidents of bullying 2.11 appraise the roles of participants and bystanders in incidents of bullying 2.12 review the school's anti-bullying policy and internet safety guidelines explaining the implications for students' behaviour and personal safety	Media influence on relationships and sexuality 3.10 critically analyse the use of sexual imagery and gender stereotyping in various forms of media 3.11 critique the influence of media on their understanding of sexuality and sexual health	Loss and bereavement 4.10 explain the wide range of life events where they might experience loss and bereavement 4.11 outline the personal, social, emotional and physical responses to loss and bereavement 4.12 compare how loss and bereavement are portrayed in a variety of contexts and cultures 4.13 describe how they might care for themselves and be supportive of others in times of loss or bereavement	

SPHE Modular curriculum (Ending in 2024)

This curriculum for SPHE in the junior cycle is presented in ten modules, each of which appears in each year of the three-year cycle.

- Belonging and integrating
- Self-management: a sense of purpose
 - Communication skills
 - Physical health
 - Friendship
- Relationships and sexuality
 - Emotional health
- Influences and decisions
 - Substance use
 - Personal safety

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Linking Junior Cycle SPHE with Level 2 Learning Programmes

	Elements of the Priority Learning Unit	Level 2 Learning Outcomes	Curriculum Specification for Junior Cycle SPHE: Suggested Links to Learning Outcomes	
Communication and literacy	Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener.	1.1 Listen and obtain information relating to more than one option. 1.2 Ask questions to obtain information. 1.4 Express personal opinions, facts and feelings appropriately. 1.5 Participate in practical formal and informal communications.	1.3 participate in informed discussions about the impact of physical, emotional, psychological and social development in adolescence. 1.7 source appropriate and reliable information about health and wellbeing. 2.8 use the skills of active listening and responding appropriately in a variety of contexts. 4.2 appreciate the importance of talking things over, including recognising the links between thoughts, feelings and behaviour.	
	Using non-verbal behaviour to get the message across.	1.7 Identify a range of non-verbal communication methods. 1.8 Use appropriate non-verbal behaviour in communicating a simple idea.	2.8 use the skills of active listening and responding appropriately in a variety of contexts. 2.9 use good communication skills to respond to criticism and conflict.	
	Reading to obtain basic information.	1.12 Read familiar words that are commonly used and personally relevant. 1.15 Find key information from different forms of writing.	1.7 source appropriate and reliable information about health and wellbeing. 2.12 review the school's anti-bullying policy and internet safety guidelines explaining the implications for students' behaviour and personal safety.	
	Using expressive arts to communicate.	1.22 Participate in a performance or a presentation. 1.26 Use drama or dance to explore real and imaginary situations.	3.8 demonstrate assertive communication skills in support of responsible, informed decision-making about relationships and sexual health that are age and developmentally appropriate. 2.9 use good communication skills to respond to criticism and conflict.	
	Using suitable technologies for a range of purposes.	1.35 Access a range of websites on the internet. 1.36 Find information for a project on the web.	1.7 source appropriate and reliable information about health and wellbeing. 2.7 critique information and supports available for young people in relation to substance use. 2.12 review the school's anti-bullying policy and internet safety guidelines explaining the implications for students' behaviour and personal safety. 3.10 critically analyse the use of sexual imagery and gender stereotyping in various forms of media.	
Personal care	Developing good daily personal care	3.1 Identify essential daily personal care practices. 3.2 Describe the most important ways of keeping the body clean. 3.3 Identify some benefits of good personal care. 3.4 Explain the benefits of a range of daily personal care products.	2.1 evaluate how diet, physical activity, sleep/ rest and hygiene contribute to self-confidence, self-esteem and wellbeing. 3.7 explain what it means to take care of their sexual health.	
	Developing healthy eating habits	3.9 Describe typical foods and drinks associated with a well-balanced diet. 3.10 Describe common consequences of good diet.	1.7 source appropriate and reliable information about health and wellbeing. 2.1 evaluate how diet, physical activity, sleep/ rest and hygiene contribute to self-confidence, self-esteem and wellbeing.	
	Developing a healthy lifestyle	3.14 Identify three personal benefits of regular exercise. 3.18 Give two examples of lifestyle choices which affect our health. 3.19 Identify a range of emotional and physical states.	1.3 participate in informed discussions about the impact of physical, emotional, psychological and social development in adolescence. 2.1 evaluate how diet, physical activity, sleep/ rest and hygiene contribute to self-confidence, self-esteem and wellbeing.	
	Being able to manage stress	3.20 Describe school/personal/community situations that are stressful. 3.21 Recognise some of the signs of stress. 3.22 Identify some ways to relax. 3.23 Demonstrate a relaxation technique. 3.24 Practise a range of relaxation techniques in real life circumstances. 3.25 Identify a range of situations in which ability to relax has been helpful.	4.1 explain what it means to have positive mental health 4.2 appreciate the importance of talking things over, including recognising the links between thoughts, feelings and behaviour 4.3 practise some relaxation techniques. 4.5 appreciate what it means to live with mental ill-health. 4.6 critique mental health services available to young people locally 4.8 practise a range of strategies for building resilience 4.9 use coping skills for managing life's challenges	
	Knowing how to stay safe	3.26 Identify key safety risks in the workplace/home/community 3.27 Recognise when personal safety is threatened 3.28 Name daily practices that promote personal safety 3.29 Describe appropriate response when a risk is identified	1.6 apply decision-making skills in a variety of situations 1.8 explain how stereotyping can contribute to a person's understanding and experience of rights and wellbeing 1.9 appreciate the importance of respectful and inclusive behaviour in promoting a safe environment free from bias and discrimination 2.9 use good communication skills to respond to criticism and conflict 2.10 describe appropriate responses to incidents of bullying 2.11 appraise the roles of participants and bystanders in incidents of bullying	
	Becoming aware of ones sexuality	3.30 Identify the standard names of the sexual organs 3.31 Describe the functions of the sexual parts of the body 3.32 Recognise the physical and emotional changes which occur in girls and boys during adolescence 3.33 Recognise the difference between appropriate and inappropriate ways of expressing feelings 3.34 Recognise the difference between a friendship and a more intimate relationship	2.4 distinguish between appropriate care giving and receiving 3.1 establish what young people value in different relationships and how this changes over time 3.4 explain the different influences on relationships and levels of intimacy 3.5 analyse relationship difficulties experienced by young people 3.6 describe fertility, conception, pre-natal development and birth, and the particular health considerations for each 3.7 explain what it means to take care of their sexual health	
	Recognising emotions	3.35 Identify common emotions and associated words used to express them 3.36 Recognise their own emotional responses to a range of situations 3.37 Describe appropriate ways of expressing their emotions 3.38 Recognise the emotions of others 3.39 React in an emotionally appropriate way in a given situation	1.6 participate in informed discussions about the impact of physical, emotional, psychological and social development in adolescence 2.8 use the skills of active listening and responding appropriately in a variety of contexts 2.9 use good communication skills to respond to criticism and conflict 4.2 appreciate the importance of talking things over, including recognising the links between thoughts, feelings and behaviour.	
	Making personal decisions	3.40 List the main values in the student's life 3.41 Describe how values are linked to making decisions in a range of scenarios 3.42 Make a list of what and who can influence decision-making 3.43 Identify the choices and consequences involved in an imminent short-term decision 3.44 Explore the consequences of decisions made, both while implementing and on conclusion	1.3 participate in informed discussions about the impact of physical, emotional, psychological and social development in adolescence 1.6 apply decision-making skills in a variety of situations 1.7 source appropriate and reliable information about health and wellbeing 3.2 evaluate attitudes, skills and values that help to make, maintain and end friendships respectfully	
	Living in the community	Developing good relationships	4.1 Recognise different kinds of relationships 4.3 List ways in which name calling and teasing can be hurtful to self and others 4.4 Recognise/list ways in which they would like to be treated 4.5 Describe ways of making and keeping friends. 4.7 Recognise the importance of respect in relationships	1.9 appreciate the importance of respectful and inclusive behaviour in promoting a safe environment free from bias and discrimination 2.10 describe appropriate responses to incidents of bullying 3.1 establish what young people value in different relationships and how this changes over time 3.2 evaluate attitudes, skills and values that help to make, maintain and end friendships respectfully 3.3 recognise their capacity to extend and receive friendship.
		Resolving conflict	4.8 Describe what peer pressure is, give examples of peer pressure and suggest ways of handling it 4.9 Describe ways of handling peer pressure 4.10 Demonstrate an ability to negotiate with peers 4.11 Describe the characteristics of bullying behaviour 4.12 Identify the school's approach to dealing with bullying behaviour 4.13 Identify the steps for dealing with conflict	2.5 demonstrate the personal and social skills to address pressure to smoke, to drink alcohol and/or use other substances 2.9 use good communication skills to respond to criticism and conflict 2.10 describe appropriate responses to incidents of bullying 2.11 appraise the roles of participants and bystanders in incidents of bullying 2.12 review the school's anti-bullying policy and internet safety guidelines explaining the implications for students' behaviour and personal safety 3.5 analyse relationship difficulties experienced by young people
Using local facilities		4.14 List ways of spending leisure time 4.17 Participate in a school-based community project and record their participation	1.7 source appropriate and reliable information about health and wellbeing 2.3 describe what promotes a sense of belonging in school, at home and in the wider community and their own role in creating an inclusive environment 4.3 practise some relaxation techniques	
Seeking help and advice		4.18 Name the relevant agencies that offer support and advice to the public 4.19 Describe the school's procedure for reporting an incident 4.20 Complete a short list of people or groups who can provide support, including personal contacts and groups/organisations 4.21 Describe how to contact a range of people or organisations in their local area that can provide help and advice 4.22 Visit a local community organisation and ask for advice	1.7 source appropriate and reliable information about health and wellbeing 2.12 review the school's anti-bullying policy and internet safety guidelines explaining the implications for students' behaviour and personal safety 4.2 appreciate the importance of talking things over, including recognising the links between thoughts, feelings and behaviour 4.6 critique mental health services available to young people locally	
Preparing for work	Being able to set goals for learning	5.1 Set learning goals 5.2 Create a learning plan which includes the necessary steps and time frame to complete it. Link the plan to an IEP	1.7 identify short, medium and long-term personal goals and ways in which they might be achieved	
	Preparing for work related activity	5.11 Identify and list their own talents.	1.2 welcome individual difference based on an appreciation of their own uniqueness	

* Links are described as 'possible' as teachers/subject departments are best placed to make the relevant direct links to the L2LP Learning Outcomes which they deem appropriate to their students.

Key Skills Symbols



Managing Information and Technology



Being Numerate



Being Literate



Staying Well



Managing Myself



Working with others



Communicating



Being Creative

WELLBEING INDICATORS



OVERVIEW OF YEAR 1 (SPHE short course 2023)

Unit 1: Joining a New Group

Teachers:	Ms. O'Connor, Ms. Rogers, Ms. McBride, Ms. Lynch	Term:	September- October
Strands:	1, 2, 3 & 4	No. of lessons:	11
		Date of review:	2024

Learning Outcomes

Students should be able to:

- 1.2** reflect on their personal strengths and values and how they bring these into relationships
- 1.6** discuss experiences/situations of bias, inequality or exclusion, and devise ways to actively create more inclusive environments
- 1.7** communicate in a respectful and effective manner and listen openly and sensitively to the views/feelings of others
- 1.9** demonstrate self-management skills, including setting personal goals, delaying gratification, and self-regulation of thoughts, emotions and impulses
- 2.1** consider the multifaceted nature of health and wellbeing, and evaluate what being healthy might look like for different adolescents, including how food, physical activity, sleep/rest and hygiene contribute to health and wellbeing
- 3.1** reflect on the values, behaviours and skills that help to make, sustain and end relationships respectfully with friends, family and romantic/intimate relationships
- 4.4** discuss ways to support themselves and others in challenging times and where/how/when to seek support, if needed
- 4.5** explore how emotional wellbeing can be affected by factors within our control, such as sleep, diet, exercise, substance use and online exposure, and factors beyond our control.

Key Skills

Managing Myself, Working with Others, Staying Well, Communicating, Managing Information, Being Creative

Wellbeing Indicators

Connected, Responsible, Aware, Resilient, Respected

Assessment

- Students will demonstrate what they have learned in this unit through use of different formative assessment strategies, e.g. poster making, class contract, quizzes, brainstorming activities, answering questions, discussions, collage, letter writing, Diamond 9, Bingo and a newspaper article.
- Constructive teacher feedback will be used to help students reflect on their learning.

- Students will reflect on their learning by completing a learning keepsake at the end of each lesson.

Learning Experiences

SPHE First Year Weekly Planners

Unit 2: Respectful Communication Online & Offline

Strands:	1 & 2	Term:	November
Teacher/s:	Ms. O'Connor, Ms. Rogers, Ms. McBride, Ms. Lynch	No. of lessons:	4
		Date of review:	2024

Learning Outcomes

Students should be able to:

- 1.7** communicate in a respectful and effective manner and listen openly and sensitively to the views/feelings of others
- 2.7** assess the benefits and difficulties associated with their online world and discuss strategies for dealing with a range of scenarios that might arise

Key Skills

Staying Well, Being Creative, Communicating, Managing Information and Thinking, Working Together

Wellbeing Indicators

Responsible, Connected, Respected, Resilient, Aware

Assessment

- Students will demonstrate their learning in this unit through different formative assessment strategies, e.g. story, discussion, brainstorming activities, answering questions, class discussions, case studies, collage, role play, think-pair-share.
- Constructive teacher feedback will be used to help students reflect on their learning.
- Students will reflect on their learning by completing a learning keepsake at the end of each lesson.
- Students will create role plays demonstrating assertive communication.

Learning Experiences

SPHE First Year Weekly Planners

Unit 3: Respect & Anti-Bulling

Strands:	3 & 4	Term:	November - December
Teacher/s :	Ms. O'Connor, Ms. Rogers, Ms. McBride, Ms. Lynch	No. of lessons:	7
		Date of review:	2024

Learning Outcomes

Students should be able to:

3.1 reflect on the values, behaviours and skills that help to make, sustain and end relationships respectfully with friends, family and romantic/intimate relationships

4.4 discuss ways to support themselves and others in challenging times and where/how/when to seek support, if needed

4.7 explain why noticing and responding to different kinds of abusive or bullying behaviour that can occur in person and online is important and discuss appropriate responses including, why, how, where and when to report

4.8 identify actions young people can take, without putting themselves at risk, in situations where they are aware of incidents of abusive behaviour or bullying happening and explore the barriers to standing up.

Key Skills

Managing Myself, Working with Others, Communicating, Being Creative

Wellbeing Indicators

Connected, Responsible, Aware, Resilient, Respected

Assessment

- Students will demonstrate what they have learned in this unit through use of different formative assessment strategies, e.g. poster making, Diamond 9, matching exercises, brainstorming activities, answering questions, discussions, a friendship tree, problem page article, case studies, poetry, role-play.
- Constructive teacher feedback will be used to help students reflect on their learning.
- Students will reflect on their learning by completing a learning keepsake at the end of each lesson.

Learning Experiences

SPHE First Year Weekly Planners

Unit 4: Being Healthy

Strands:	1 & 2	Term:	January - February
Teacher/s :	Ms. O'Connor, Ms. Rogers, Ms. McBride, Ms. Lynch	No. of lessons:	9
		Date of review:	2024

Learning Outcomes

Students should be able to:

- 2.1** consider the multifaceted nature of health and wellbeing, and evaluate what being healthy might look like for different adolescents, including how food, physical activity, sleep/rest and hygiene contribute to health and wellbeing
- 1.9** demonstrate self-management skills, including setting personal goals, delaying gratification, and self-regulation of thoughts, emotions and impulses

Key Skills

Being Creative, Staying Well, Managing Myself, Being Active, Communicating, Working with Others

Wellbeing Indicators

Active, Responsible, Connected, Respected, Resilient, Aware

Assessment

- Students will demonstrate their learning in this unit through different formative assessment strategies, e.g. quizzes, health triangle, labelling diagrams, answering questions, discussions, case studies, crosswords, filling in food pyramid, menu design, physical activity planner.
- Constructive teacher feedback will be used to help students reflect on their learning.
- Students will reflect on their learning by completing a learning keepsake at the end of each lesson.
- Students complete a presentation on how food, physical activity, sleep/rest and hygiene contribute to adolescent health and wellbeing.

Learning Experiences

SPHE First Year Weekly Planners

Unit 5: Substance Use			
Strand:	2	Term:	February
Teacher/s:	Ms. O'Connor, Ms. Rogers, Ms. McBride, Ms. Lynch	No. of lessons:	4
		Date of review:	2024
<i>Learning Outcomes</i>			
Students should be able to:			
<p>2.3 discuss societal, cultural and economic influences affecting young people when it comes to making healthy choices about smoking, alcohol and other addictive substances and behaviours, and how harmful influences can be overcome in real-life situations</p> <p>2.4 demonstrate skills and strategies to help make informed choices that support health and wellbeing and apply them in real-life situations that may be stressful and/or involve difficult peer situations</p> <p>2.5 discuss the physical, social, emotional and legal consequences of using addictive substances – immediate and long-term</p> <p>2.6 consider scenarios where, for example, alcohol, nicotine, drugs, food and electronic devices might be used to cope with unpleasant feelings or stress and discuss possible healthy ways of coping</p>			
<i>Key Skills</i>		<i>Wellbeing Indicators</i>	
Working with Others, Communicating, Managing Information, Managing Myself, Staying Well, Being Creative		Aware, Responsible, Resilient	
<i>Assessment</i>			
<ul style="list-style-type: none"> ● Students will demonstrate their learning in this unit through different formative assessment strategies, e.g. posters, answering questions on an article about smoking, crossword, role-play, myths and facts quiz on alcohol, answering questions, discussions and brainstorming, case studies, designing a t-shirt, walking debate on vaping. ● Constructive teacher feedback will be used to help students reflect on their learning. ● Students will reflect on their learning by completing a learning keepsake at the end of each lesson. 			
<i>Learning Experiences</i>			
SPHE First Year Weekly Planners			

Unit 6: Relationships & Sexuality

Strands:	1 & 3	Term:	March- April
Teacher/s :	Ms. O'Connor, Ms. Rogers, Ms. McBride, Ms. Lynch	No. of lessons:	7
		Date of review:	2024

Learning Outcomes

Students should be able to:

- 1.1 explore the physical, social and emotional changes that happen during adolescence
- 1.4 recognise the factors and influences that shape young people's self-identity, such as family, peers, culture, gender identity, sexual orientation, race/ethnic background, dis/abilities, religious beliefs/world-views
- 1.5 reflect on gender equity and how gender stereotypes impact on expectations, behaviour and relationships
- 1.6 discuss experiences/situations of bias, inequality or exclusion and devise ways to actively create more inclusive environments
- 1.7 communicate in a respectful and effective manner and listen openly and sensitively to the views/feelings of others
- 3.2 examine benefits and difficulties experienced by young people in a range of relationships, friendships, family relationships, and romantic/intimate relationships
- 3.3 identify signs of healthy, unhealthy and abusive relationships
- 3.4 appreciate the importance of setting healthy boundaries in relationships and consider how to show respect for the boundaries of others
- 3.5 consider the importance of taking care of their reproductive health
- 3.6 appreciate the breadth of what constitutes human sexuality, and how sexual orientation and gender identity are experienced and expressed in diverse ways
- 3.7 explore the pressures to become sexually intimate and discuss ways to show respect for people's choices

Key Skills

Communicating, Working with Others, Managing Information and Thinking, Managing Myself, Staying Well, Being Literate

Wellbeing Indicators

Responsible, Connected, Respected, Resilient, Aware

Assessment

- Students will demonstrate their learning in this unit through different formative assessment strategies, e.g. labelling activities, matching exercises, crosswords, ordering activities, a cloze test, poster making, video analysis, brainstorming activities, answering questions, discussions.
- Constructive teacher feedback will be used to help students reflect on their learning.
- Students will reflect on their learning by completing a learning keepsake at the end of each lesson.
- Students complete a report on gender stereotyping in the media.

Learning Experiences

SPHE First Year Weekly Planners

Unit 7: Emotional Wellbeing

Unit title:	1, 2 & 4	Term:	April- May
Teacher/s :	Ms. O'Connor, Ms. Rogers, Ms. McBride, Ms. Lynch	No. of lessons:	14
		Date of review:	2024

Learning Outcomes

Students should be able to:

- 1.8** reflect on the meaning and importance of empathy and discuss ways that it can be expressed
- 1.9** demonstrate self-management skills, including setting personal goals, delaying gratification, and self-regulation of thoughts, emotions and impulses.
- 2.7** assess the benefits and difficulties associated with their online world and discuss strategies for dealing with a range of scenarios that might arise
- 4.1** discuss the fluid nature of emotional wellbeing and ways to nurture and protect it
- 4.2** recognise and acknowledge their emotions and recognise the links between thoughts, feelings and behaviour
- 4.4** discuss ways to support themselves and others in challenging times and where/how/when to seek support, if needed

Key Skills

Managing Myself, Being Creative, Being Numerate, Communicating, Writing, Working with Others, Being Numerate

Wellbeing Indicators

Responsible, Connected, Respected, Resilient, Aware

Assessment









- Students will demonstrate their learning in this unit through different formative assessment strategies, e.g. labelling activities, case studies, brainstorming activities, answering questions, discussions. wellbeing bingo, collage, timelines.
- Constructive teacher feedback will be used to help students reflect on their learning.
- Students will reflect on their learning by completing a learning keepsake at the end of each lesson.







Learning Experiences

SPHE First Year Weekly Planners





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OVERVIEW OF YEAR 2 (SPHE short course 2016)









Second Year Term 1			
August/September	October	November	December
Lessons: 17. Class Contract 18. Looking Back, Looking Forward 19. What Motivates Me? 5. Study Skills	Lessons: 21. Making Decisions 22. Feeling Unwell 9. Accidents at Home and at School	Lessons: 11. Family Ties 24. Diet, Oh Sugar! 25. Physical Activity	Lessons: 29. Sleep 30. Sense of Belonging
Learning outcomes: 1.5, 1.9	Learning outcomes: 1.6, 1.7, 2.5	Learning outcomes: 1.8, 1.9, 2.1	Learning outcomes: 2.1, 2.3
Statements of Learning: 11	Statements of Learning: 6, 11	Statements of Learning: 11, 12, 13	Statements of Learning: 11
Key skills: 	Key skills: 	Key skills: 	Key skills: 
Wellbeing indicators: 	Wellbeing indicators: 	Wellbeing indicators: 	Wellbeing indicators: 
Additional lessons/assessment options for schools following the SPHE 100-hour Short Course			
Assessment: Meet the Challenge, p. 18, Information Leaflet for Incoming First Years Meet the Challenge, p. 68, 1. A Video on Study Tips	Lesson: 10. Respecting My Privacy – My Digital Footprint Assessment: Meet the Challenge, p. 69, 2. 'Stay Safe Online' Campaign	Lesson: 12. Stereotyping and Discrimination Assessment: Meet the Challenge, p. 102, 'Know Your Added Sugars' Awareness Campaign	

Second Year Term 2		
January	February	March
Lessons: 24. School Anti-Bullying Policy 25. Cyberbullying 26. Assertive Communication 27. The Effects of Drugs	Lessons: 29. Alcohol and its Effects 30. Cannabis and its Effects 17. Peer Pressure and Other Influences	Lessons: 21. Being an Adolescent 31. The Changing Nature of Friendship 18. Managing Relationships 19. Health and Personal Safety
Learning outcomes: 2.5, 2.6, 2.8, 2.9, 2.10, 2.11, 2.12	Learning outcomes: 2.5, 2.6, 3.1, 3.2, 4.7	Learning outcomes: 1.3, 1.4, 2.5, 3.4, 3.5, 3.9
Statements of Learning: 6, 11, 24	Statements of Learning: 5, 11	Statements of Learning: 5, 11
Key skills: 	Key skills: 	Key skills: 
Wellbeing indicators: 	Wellbeing indicators: 	Wellbeing indicators: 
Additional lessons/assessment options for schools following the SPHE 100-hour Short Course		
Assessment: Meet the Challenge, p. 115, 'Stand Up to Bullying' Talk Meet the Challenge, p. 123, 'Your Communication Style' Quiz	Assessment: Meet the Challenge, p. 140, Videos on Substance Abuse	Lesson: 28. Sexuality, Sexual Identity and Sexual Orientation Assessment: Meet the Challenge, p. 23, 'Being a Teenager' Comic Strip; Meet the Challenge, p. 175, 2. LGBTQ+ Acceptance Campaign







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Second Year Term 3*	
April	May
Lessons: 27. From Conception to Birth 29. Self-Confidence 30. Positive and Negative Influences	Lessons: 31. Body Image 8. Water Safety
Learning outcomes: 2.2, 3.6, 4.2, 4.4, 4.5, 4.6	Learning outcomes: 1.6, 1.7, 3.10, 4.2, 4.8, 4.9, 4.11, 4.12, 4.13
Statements of Learning: 11	Statements of Learning: 6, 11
Key skills: 	Key skills: 
Wellbeing indicators: 	Wellbeing indicators: 
Additional lessons/assessment options for schools following the SPHE 100-hour Short Course	
Lesson: 32. Understanding Mental Health Assessment: Meet the Challenge, p. 199, Slideshow Presentation About Local Mental Health Services Meet the Challenge, p. 192, Positive Mental Health Badges/Wristbands	Lesson: 33. Building Resilience 34. The Stages of Grief Assessment: Meet the Challenge, p. 207, 'Building Resilience' Article for School Magazine Meet the Challenge, p. 215, Slideshow Presentation on the Rituals of Death

OVERVIEW OF YEAR 3 (SPHE modular 2000)

Third Year Term 1			
August/September	October	November	December
Lessons: 14. Class Contract 15. Goal-Setting for Third Year 16. Organising My Time for Effective Study 17. Planning for Effective Study	Lessons: 5. Coping with Examinations 20. Making Good Decisions 21. Recognising Unsafe Situations 22. Violence	Lessons: 23. Learning to Communicate 24. Constructive Criticism 25. Your Style in Conflict	Lessons: 29. Dealing with Conflict 30. Healthy Eating
Learning outcomes: 1.1, 1.5, 1.9	Learning outcomes: 1.5, 1.6, 1.7	Learning outcomes: 2.8, 2.9	Learning outcomes: 2.9, 2.1, 2.2
Statements of Learning: 6, 11	Statements of Learning: 5, 6, 11	Statements of Learning: 6, 11	Statements of Learning: 11, 13
Key skills: 	Key skills: 	Key skills: 	Key skills: 
Wellbeing indicators: 	Wellbeing indicators: 	Wellbeing indicators: 	Wellbeing indicators: 
Additional lessons/assessment options for schools following the SPHE 100-hour Short Course			
Assessment: Meet the Challenge, p. 6, Researching Global Contracts; Meet the Challenge, p. 51, 1. Write a Study Advice Page	Lesson: 6. Health and Wellbeing Sources of Information Assessment: Meet the Challenge, p. 52, 2. PowerPoint Presentation on Effective Decision-Making	Assessment: Meet the Challenge, p. 60, Research and Presentation on Help Agencies	Lesson: 16. Food, Media and Advertising Assessment: Meet the Challenge, p. 84, Role-Play; Meet the Challenge, p. 109, 1. Presentation on Diet and the Influence of the Media

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Third Year Term 2		
January	February	March
Lessons: 17. Physical Activity 19. Substance Use: The Reality 10. Where Am I Now?	Lessons: 23. Boyfriends and Girlfriends 24. Relationships: What's Important? 25. Healthy vs Unhealthy Relationships	Lessons: 29. The Three Rs: Respect, Rights and Responsibilities 30. Conflict and Breaking Up 31. Sexually Transmitted Infections
Learning outcomes: 1.3, 2.1, 2.5, 2.6	Learning outcomes: 3.1, 3.3, 3.4, 3.5, 3.7, 3.8	Learning outcomes: 1.4, 3.4, 3.5, 3.7, 3.8, 3.10, 3.11
Statements of Learning: 11, 12	Statements of Learning: 11, 24	Statements of Learning: 5, 6, 11, 24
Key skills: 	Key skills: 	Key skills: 
Wellbeing indicators: 	Wellbeing indicators: 	Wellbeing indicators: 
Additional lessons/assessment options for schools following the SPHE 100-hour Short Course		
Lesson: 18. Care-Giving and Care-Receiving Assessment: Meet the Challenge, p. 110, 2. Health Promotion Campaign; Meet the Challenge, p. 118, A Talk on Underage Drinking	Lesson: 26. Sexting Assessment: Meet the Challenge, p. 171, Raising Awareness about the Dangers of Sexting	Lessons: 28. Media Influences on Relationships and Sexuality Assessment: Meet the Challenge, p. 147, Advice Blog on Relationships

Third Year Term 3*	
April	May
Lessons: 27. Consent 29. Positive and Negative Influences 30. Managing Stress in Our Lives	Lessons: 31. Relaxation 33. Help Agencies
Learning outcomes: 2.2, 3.6, 4.2, 4.4, 4.5, 4.6	Learning outcomes: 1.6, 1.7, 4.2, 4.8, 4.9
Statements of Learning: 5, 6, 11	Statements of Learning: 6, 11
Key skills: 	Key skills: 
Wellbeing indicators: 	Wellbeing indicators: 
Additional lessons/assessment options for schools following the SPHE 100-hour Short Course	
Lesson: 32. Understanding Depression Assessment: Meet the Challenge, p. 201, Mental Health Leaflet	Assessment: Meet the Challenge, p. 215, Wellbeing Wall

SPECIFIC LESSON MATERIALS AVAILABLE IN “GUIDELINES FOR TEACHERS”

PLANNING FOR STUDENTS WITH SPECIAL NEEDS

Subject teachers will collaborate with the Special Needs Coordinator as needed.

Students with learning disabilities are included in class groups to ensure equal access to the curriculum for all students. This inclusivity is considered fundamental by the school. Some key points to consider when planning SPHE for students with special needs:

Inclusion and Supportive Environment: Foster an inclusive and supportive classroom environment where students with special needs feel valued, respected, and included in SPHE activities and discussions.

Collaboration and Communication: Maintain open communication with parents/guardians and other support professionals to ensure alignment between school and home environments in addressing students' needs.

By incorporating these strategies and considerations into SPHE planning, teachers can create a meaningful and enriching learning experience that supports the holistic development and well-being of students with special needs in our school.

CROSS-CURRICULAR PLANNING

Cross-curricular planning will occur where possible, involving flexible learning strategies. Subjects where cross-curricular links occur with SPHE include Science, Home Economics, CSPE, RE and PE. SPHE teachers may need to liaise with teachers of Art, Computers and English at different times arising from research, themed poetry/writing tasks and poster/display tasks that can form part of the delivery of the SPHE programme.

HOMEWORK PROCEDURES

Homework is not normally assigned at the end of each class. Some teachers prefer to retain SPHE workbooks in order to overcome the difficulty some students have in organising themselves with workbooks for “once a week” classes. When homework is assigned it will consist of either written, reading, art, research work, diary entry or worksheet work.

ASSESSMENT PROCEDURES

Assessment is part of the activity of teaching and learning – once we begin to design and plan teaching and learning for social, personal and health education, then the issue of how to design and plan for the assessment of student progress in SPHE needs to be considered. However, for some teachers the idea of assessment may seem contrary to the underpinning principles of SPHE. Assessment appears to be about competition. SPHE is about participation. Assessment seems to be about measuring achievement. SPHE is about helping everyone to achieve. Assessment can assign students to pass and fail categories, but SPHE seeks to offer all students an opportunity to experience success.

Such tensions arise from an understanding of assessment as the measurement of learning. From this perspective, SPHE poses several measurement challenges. If SPHE has a strong affective dimension for example, how can ‘progress’ in feelings and attitudes be ‘measured’? One response to this is to confine assessment in SPHE solely to its cognitive aspects – thus what students *know* about drugs for example is classed as ‘assessable’ but their *attitudes* to substance use are not. Another response to the assessment problem is to restrict assessment to self-assessment only and to use ‘assessments’ based on worksheets where the students describe their attitudes and whether they enjoyed the lesson/series of lessons, and why they did so.

However, in recent years, with the advances in understanding of how learning takes place and how learners negotiate their way through classroom activities, new understandings of assessment are beginning to emerge. These understandings arise from one fundamental shift – from seeing assessment only as the measurement of learning to a new understanding of its role in the **promotion of learning**.

NEW UNDERSTANDINGS OF ASSESSMENT

These new perspectives are having an impact across the curriculum as the focus in assessment activity begins to move from an emphasis on the assessment **of** learning to include assessment **for** learning. Assessment is being replaced within the process of teaching and learning from its traditional position after the learning has taken place in a new place at the heart of the learning process. Within this new understanding several key features of assessment can be identified. These features apply, not only to social, personal and health education, but to assessment right across the curriculum:

- Assessment should be a continuous part of the teaching and learning process, involving students as well as teachers in identifying strengths, weaknesses and the next steps in the learning process.
- The most valuable assessment takes place at the site and time of learning.
- Assessment should provide the basis for effective communication with parents, students and all the partners in the learning process.
- The choice of assessment tools should be based on the nature of the learning they are designed to assess and the purpose which must be served by any information collected.

Assessment used to be considered as the collection of information by the teacher so that s/he could plan more effectively. This is still the case, but a greater focus is now placed on the sharing of that information with the learner so that the learner himself/herself can plan for better learning. A new emphasis is also being placed on the teacher facilitating the collection of information by the *learner* to allow for self-evaluation to take place.

The main features of assessment *of* learning and assessment *for* learning are set out below.

Assessment <i>of</i> Learning	Assessment <i>for</i> Learning
Happens after the learning takes place	An integral part of the learning process
Information is gathered by the teacher	Information is given to the learner
Information is usually transformed into marks or grades	Information is available on the quality of the learning
Comparison with the performance of others is important	Comparison with aims and objectives is important
Looks back on past learning	Looks forward to the next stage

It is important to avoid seeing the two as opposing or contradictory practices. While the assessment **of** learning will always have a place in education and in classroom and school practice, the development of assessment **for** learning offers new opportunities for teachers working in certain areas of the curriculum who have found the more traditional approaches to assessment unsuitable for their needs or for the needs of their students.

ASSESSMENT FOR LEARNING AND SPHE

One of the most important elements of assessment for learning is the new emphasis on feedback. This is particularly significant for social, personal and health education with its focus on student's self-awareness and self-esteem. Advocates of assessment for learning suggest that assessment without feedback disconnects assessment from the teaching and learning process; it becomes a classroom routine or a strategy to maintain discipline. While information on pupil achievement, or on the quality of learning may be collected and may even be recorded, true assessment only occurs, it is suggested, when that information is shared with the learner. To support good assessment practice in SPHE classrooms, teachers need to develop an 'assessment tool kit' made up of a wide variety of approaches to assessment ranging from classroom tasks to reflections to CBAs.

DEVELOPING AN ASSESSMENT TOOL KIT

Teachers use assessment tools all the time, often without being aware that they are doing so. Asking students questions, for example, is a form of assessment with which most teachers would be familiar. However, it is worth noting, as stressed above, that neither the asking of questions nor the setting of tests constitutes assessment until **feedback** is given to the learner arising out of the assessment activity.

In selecting an assessment strategy teachers need to give consideration to a range of factors that can be grouped under three headings;

- the nature of the learning being assessed.
- the needs and abilities of the students.
- practical and organisational factors.

Online support for updating assessment tool kits can be found at: <https://www.curriculumonline.ie/Junior-Cycle/Short-Courses/SPHE-2023/SPHE-toolkit/>

THE NEEDS AND ABILITIES OF THE STUDENTS

The principles of differentiation apply to social, personal and health education as to any other area of the curriculum. The design of teaching and learning to meet the diverse learning needs of a class group is a key feature of the professional role of the teacher. Differentiation – correctly matching the work expected from students with their ability to do it - is often one of the most challenging and technically demanding tasks associated with pedagogy. For many teachers, this design process is almost intuitive – teachers support different approaches to learning through a wide range of materials, through different styles of questions and classroom tasks and activities and through different forms of assessment as part of their professional practice.

Differentiation entails recognising the diverse ways in which students learn, their varying capacities for learning, and the individualized pace and progression of their learning journeys. It involves aligning teaching and learning methods with each student, ensuring that learning objectives and task completion targets are realistic and achievable for them. The differentiation plan is designed to address the range of children's learning needs, considering their interests, prior learning experiences, motivation levels, and learning pace.

Differentiation is tailored to accommodate a student's:

- readiness, skills, and background knowledge.
- interests pertinent to the context
- IEP (Individual Education Plan) This plan outlines specific goals, accommodations, and supports tailored to the individual student's needs.

Regular collaboration between the class teacher and the learning support/resource teacher is crucial for identifying effective strategies tailored to the unique requirements of students with additional educational needs. **Additional support on differentiation for students with special needs will be available in the Guidelines for Teachers of Students with Mild General Learning Disabilities.**

RECORDING/REPORTING IN SOCIAL, PERSONAL AND HEALTH EDUCATION

Parents/guardians receive information on the progress of their children through parent teacher meetings, or through formal reports, usually at the end of term. In addition, many schools operate a student journal which must be signed by a parent/guardian. The entitlement for parents to receive information on the progress of their children is now supported by legislation. SPHE, as part of the curriculum for all students, is included in this process.

Using a wide range of assessment tools will give teachers greater resources on which to base reporting. Good practice in reporting on SPHE should include;

- the outcomes of the module taught during the term/reporting period.
- evidence of the degree to which that the student concerned achieved those outcomes.
- suggestions for how the student might improve in the next module.

Information on how well a student did is of far less use than information on how they can improve in the future. A comment or mark which indicates that a student did not do well without any concrete suggestions for how that student can do better has a negative impact on student motivation. In this regard, a distinction needs to be made between exhortations to do better ('must do better') written on a piece of work or a report and guidance on how to do better. It is the latter which can encourage a student in the next phase of work. The former can have the opposite effect.

THE SPHE PORTFOLIO

Good reporting is based on good recording. But recording need not always be a record by the teacher of student work or progress; it can also be a record held by the student in a folder or workbook format. The portfolio is not simply a collection of samples of work; it is a record of progress and achievement. The keeping of such a folder/workbook/portfolio is strongly recommended for SPHE. It can serve;

- as a record of work done
- as a basis for reporting to parents
- as the basis for the award of a school 'certificate'
- as a source of positive feedback
- as information at the point of transfer to another teacher/class or school
- as a basis for student self-assessment
- as an important home-school link.

The portfolio can be made available for meetings with parents as evidence of student work in SPHE.

CLASSROOM-BASED ASSESSMENT (CBA)

Classroom-Based Assessments can be defined as instances where teachers evaluate students based on the specific task(s) outlined in the NCCA short course specification or the school-developed short course specification. These tasks are detailed, and the Features of Quality, which assist in guiding teacher assessments, are outlined in the accompanying guidelines. Each Classroom-Based Assessment includes an SPHE project and an individual reflection.

While the assessment process shares similarities with the ongoing assessments conducted daily in class, the teacher's judgment in Classroom-Based Assessments is utilised in the school's reporting to parents and students. Additionally, it may be documented for subject learning and assessment review meetings. Students typically prepare for Classroom-Based Assessments over a suggested period in either second or third year. It's important to note that results from other projects, homework, or tests undertaken during regular classwork do not contribute to the determination of a descriptor for the Classroom-Based Assessment.

FEATURES OF QUALITY

The Features of Quality are used to describe the level of achievement in the Classroom-Based Assessment. There are four level descriptors of achievement in each Classroom-Based Assessment: **Exceptional, Above expectations, In line with expectations, and Yet to meet expectations.**

Features of Quality: SPHE Project and Reflection
<p>Exceptional</p> <p>The project reflects excellent use of background information.</p> <p>It demonstrates an excellent level of creativity and original interpretation of the material.</p> <p>It shows excellent awareness of audience, where this is relevant to the project.</p> <p>There is substantial evidence of meaningful reflection on their learning.</p>
<p>Above expectations</p> <p>The project reflects very clear use of background information.</p> <p>It demonstrates a very high level of creativity and original interpretation of the material.</p> <p>It shows a clear awareness of audience, where this is relevant to the project.</p> <p>There is strong evidence of meaningful reflection on their learning.</p>
<p>In line with expectations</p> <p>The project reflects satisfactory use of background information.</p> <p>It demonstrates a satisfactory level of creativity in the design of the project.</p> <p>It shows satisfactory awareness of audience, where this is relevant to the project.</p> <p>There is good evidence of reflection on their learning.</p>
<p>Yet to meet expectations</p> <p>The project reflects a limited understanding of the background information.</p> <p>Creativity or an ability to interpret the material in the design of the project is missing.</p> <p>It lacks an awareness of audience, where this is relevant to the project.</p> <p>There is little evidence of reflection on their learning.</p>

TIME FOR CLASSROOM-BASED ASSESSMENTS

Classroom-Based Assessment is integrated into the time designated for short courses, which is approximately 100 hours. This assessment serves as the culmination of efforts in at least two strands of the SPHE short course, with initiation recommended after completing work in a minimum of three strands. The preparation and execution of this Classroom-Based Assessment are anticipated to occur within approximately 6 hours of class time. Although the scheduling of Classroom-Based Assessments may differ among schools, it is essential to note that these assessments, for reporting purposes in the Junior Cycle Profile of Achievement (JCPA), cannot be conducted during the first year.

SAMPLE CBA PROJECT & REFLECTION

The following sample CBA projects are suitable for 2nd year/3rd Year students in 2024-2026 under the 2016 specification. The samples are taken from https://www.curriculumonline.ie/getmedia/4a1aeaca-013c-4dd1-9185-fbca7c726801/SPHE_AssessmentGuidelines_Feb2017.pdf.

DE LA SALLE COLLEGE
 SPHE STATEMENT OF POLICY & TEACHING PLAN (INCLUDING RSE)
 REVISED SEPTEMBER 2023

Related strands and learning outcomes	Project
<p>Strand 1</p> <p>1.5 Identify short, medium and long-term personal goals and ways in which these might be achieved</p> <p>1.6 Apply decision making skills in a variety of situations</p> <p>1.7 Source appropriate and reliable information about health and wellbeing</p> <p>Strand 2</p> <p>2.1 Evaluate how diet, physical activity, sleep/rest and hygiene contribute to self-confidence, self-esteem and wellbeing</p> <p>2.6 Reflect on the personal, social and legal consequences on their own and others' drug use</p> <p>2.7 Critique information and supports available for young people for young people in relation to substance use</p>	<p>Design a resource for your peers called 'Aid to Decision Making'</p>
<p>Strand 1</p> <p>1.2, 1.4, 1.5, 1.9</p> <p>Strand 2</p> <p>2.3, 2.5, 2.7, 2.8, 2.9, 2.9, 2.10</p> <p>Strand 3</p> <p>3.2, 3.3, 3.8, 3.9</p> <p>Strand 4</p> <p>4.1, 4.2, 4.8, 4.9</p>	<p>Contribute to an advertising campaign on 'Adolescence – the age of opportunity'</p>
<p>Strand 2</p> <p>2.5, 2.6, 2.7</p> <p>Strand 4</p> <p>4.7, 4.8, 4.9</p>	<p>Design a media campaign about the consequences of alcohol and tobacco use and where and how to get help for drug-related problems</p>

Sample reflection template

Strand
Topic
Outline of the project
How I/we completed the project
Important information sourced and how I/we made decisions about what to include
My role in the project and what I did well
What my group did well
What I might do differently next time
Challenges/obstacles encountered
This project is important for young people because...
How would I apply what I have learnt in my own life?

RECORD KEEPING PROCEDURES

All teachers are issued with an academic staff diary wherein all attendance, homework and exam results are kept.

REPORTING PROCEDURES

Parents will receive a copy of a document giving them an outline of the course and explaining to them the expectations of them over the duration of the Junior Cycle.

Reports are prepared approximately three times each academic year, once at Halloween (for all years), once at Christmas (for all years) and once at the end of the summer term (all years, except for State Examination classes). Reporting timeframe may change from year to year. The report consists of a grade and comment on progress, potential, attitude, attendance etc. The subject of SPHE is reported through the use of a comment on the student's participation, attitude and/or progress.

EFFECTIVE TEACHING METHODOLOGIES

A wide range of teaching methodologies is used with each class group taking into consideration the different and varied cognitive processes of the students in the class groups.

These include:

- Brainstorming sessions
- Question and answer sessions.
- Group work
- Walking debates/class discussion
- Case studies
- Video clips
- Worksheets
- Project work
- Role plays
- Music as a stimulus
- Think/Pair/Share
- Projects/wall displays prepared by individuals or in groups for notice boards on coursework topics
- Presentations based on research
- Use of school laptops for research purposes
- Crossword puzzles & word Searches
- Visiting Speakers - E.g. Local environmental health officer, representative of the Gardai etc.

This list is neither definitive nor exhaustive.

RANGE/VARIETY OF RESOURCES

Laptops
PowerPoint presentations
Data projector
Video clips
Textbook
HSE sourced leaflets and printed information
Posters
Newspapers/magazines

AVAILABILITY/USE OF ICT FACILITIES

Classes may use the laptop trolley.
Data projector

PROVISION FOR HEALTH AND SAFETY REQUIREMENTS

As per all-school policies re. Child Safeguarding policy, Acceptable Use Policy, Covid Response Plan, Anti Bullying Policy, Emergency evacuation procedures etc.

SUBJECT PLANNING FOR A CULTURALLY DIVERSE SOCIETY

Subject planning for a culturally diverse society in the Irish Junior Cycle SPHE (Social, Personal, and Health Education) curriculum is a crucial endeavour aimed at fostering inclusivity and understanding among students from various backgrounds. This planning involves designing learning experiences that celebrate diversity, promote empathy, and develop intercultural competence. Educators focus on integrating content that reflects the cultural richness of Ireland's population, incorporating perspectives from different ethnicities, religions, and traditions. Emphasis is placed on cultivating respect for cultural differences, challenging stereotypes, and nurturing a sense of belonging for all students within the SPHE curriculum. Through thoughtful subject planning, students are empowered to navigate a multicultural society with sensitivity and appreciation for diversity, contributing to a more cohesive and harmonious community.

TEACHER IN-CAREER DEVELOPMENT TRAINING

It is desirable that all teachers of SPHE will have completed at least Foundation Training by the SPHE support service prior to beginning to teach the subject. At least, a teacher taking SPHE for the first time should receive their foundation training in the Autumn Term of the academic year in which they begin teaching the subject. Teachers should be informed of the fact that they are being timetabled for SPHE as soon as possible to allow them to be adequately prepared for teaching the subject, which is unique in terms of its content and methodologies. Staff are informed of various other additional training seminars and “Themed Days” and are facilitated in attending training where possible. Staff who attend training share resources at the next subject meeting with developments and resources that have emerged from the training they have attended. Subject meetings are usually held once per term. The co-ordinator attends co-ordinators training when school resources allow. The principal is encouraged to attend Principal’s Days.

OTHER RELEVANT POLICIES

Code of Conduct
Child Safeguarding Policy
Acceptable Use Policy
Anti-Bullying Policy
Healthy Eating Policy
Emergency Response
Disciplinary Procedures
Covid 19 Response Plan
Harassment and Sexual Harassment Policy

OTHER RELEVANT SUBJECT PLANS

Junior Cycle Science
Junior Cycle RE
Junior Cycle Home Economics
Junior Cycle PE
Life Skills module
Restorative practice module
Guidance
CSPE