

## SPHE: 3<sup>rd</sup> Year Curriculum

### Strand 1: Who am I?

| Strand/Module                  | Learning Outcome   | Learning Intentions  |
|--------------------------------|--|--|
| Who am I? Self-Management.     | 1.5 identify short, medium and long-term personal goals and ways in which they might be achieved.  | Review Class ground rules from last year's class contract.   |
| Who am I? self-Management.     | 1.5 identify short, medium and long-term personal goals and ways in which they might be achieved.  | We will learn to manage time more efficiently and make a list for our JC profile of achievement.                                       |
| Who am I ? Self-Management.    | 1.7 source appropriate and reliable information about health and wellbeing   | We will be able to identify sources of information about our health and wellbeing. We will learn what makes an internet site reliable. |
| Who am I? Being an adolescent. | 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. | We will recognise that sexuality is an integral part of what it means to be human.   |

### Strand 2: Minding Myself and Others

| Strand/Module                              | Learning Outcome   | Learning Intentions  |
|--|--|--|
| Minding Myself and others<br>Being Healthy | 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. | We will learn what behaviours contribute or take away from a sense of inclusivity in school.                       |
| Being Healthy                              | 2.4 distinguish between appropriate care giving and receiving.   | We will learn what our roles and responsibilities at home are and appreciate the role of young carers.             |
| Being Healthy                              | 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. | We will learn about your rights as a young person and be aware of what is meant by child abuse.                    |
| Substance Use                              | 2.7 critique information and supports available for young people in relation to substance use  | We will become aware of the link between substance use and mental health   |
| Anti-Bullying                              | 2.12 review the school's anti-bullying policy and internet safety guidelines explaining the implications for students' behaviour and personal safety   | We will examine the schools anti bullying policy and internet safety statement and learn why sexting is dangerous. |

### Strand 3: Team Up :Relationship and Sexuality Education

| Strand/Module                                  | Learning Outcome  | Learning Intentions<br>Success Criteria   |
|--|---|---|
| The relationship spectrum.                     | 3.4 explain the different influences on relationships and levels of intimacy.   | We will learn about romantic relationships and identify values important for a romantic relationship.   |
| The relationship spectrum                      | 3.5 Analyse relationship difficulties experienced by young people   | We will learn about relationship difficulties and warning signs of an abusive relationship.   |
| Sexuality, gender identity and sexual health   | 3.7 explain what it means to take care of their sexual health   | We will learn what is meant by sex, sexuality, sexual health and discuss the age of consent.  |
| Sexuality, gender identity and 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 | Learn about some of the difficulties faced by all teenagers in relationships and how to deal with them.   |
| Sexuality, gender identity and 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 | Learn about sexually transmitted infections and diseases.   |
| Media influence on relationships and sexuality | 3.10 critically analyse the use of sexual imagery and gender stereotyping in various forms of media   | We will learn about how different forms of media aim to influence our understanding of sex and sexuality.                                       |
| Media influence on relationships and sexuality | 3.11 critique the influence of media on their understanding of sexuality and sexual health  | We will learn the ways in which gender stereotyping can have a negative impact on the lives of young people                                     |
| Consent  | 3.5 analyse relationship difficulties experienced by young people   | We will complete and review the Webwise Lockers programme.<br>Lesson 5: The Influence of Media and Gender stereotypes<br>Lesson 6: Getting help |

#### **Strand 4: My Mental Health**

| Strand/Module                       | Learning Outcome  | Learning Intentions<br>Success Criteria  |
|-------------------------------------|---|--|
| Positive Mental health              | 4.3 practise some relaxation techniques   | We will learn and practice 2 meditation techniques and a technique for when we are experiencing anxiety.                       |
| 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. | We will learn about the difficulties of living with mental ill health as well as learning about the types of mental illnesses. |
| Dealing with tough times            | 4.9 use coping skills for managing life's challenges  | Learn about the importance of sleep and diet for good mental health  |
| Loss and bereavement                | 4.11 outline the personal, social, emotional and physical responses to loss and bereavement                                       | Learning that grieving is personal and individual  |
| Loss and bereavement                | 4.12 compare how loss and bereavement are portrayed in a variety of contexts and cultures   | We will learn loss bereavement and death and the rituals surrounding them in different cultures.                               |