



## Second Year SPHE

**Link to the 2023 Department of Education SPHE Specification**  
**[Social, Personal & Health Education \(SPHE\)](#)**

Module 1 - Friendships, Family and the Importance of Communicating with Empathy - September

### Learning Outcomes

- 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
- 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
- 3.4 appreciate the importance of setting healthy boundaries in relationships and consider how to show respect for the boundaries of others
- 4.4 Discuss ways to support themselves and others in challenging times and where/how/when to seek support, if needed

### Key Learning

Students will learn:

- How to connect with others in their base class through teambuilding and the creation of a class contract
- Learn about the importance of empathy
- Describe the importance of body language in determining the emotional states of others
- Describe the importance of empathic listening and practising empathic listening skills
- About different communication styles
- To assess how assertive they are
- Consider how best to communicate effectively and assertively
- Discuss the meaning and benefit of friendship
- Consider what makes a good and a bad friend
- Examine the signs of a toxic friendship and how to deal with it
- Examine different forms a family can take
- Explore family relationships and ways to resolve conflict

## Module 2: October - Substance use: Effects and Influences

### Learning Outcomes:

- 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
- 1.9 demonstrate self-management skills, including setting personal goals, delaying gratification, and self-regulation of thoughts, emotions and impulses
- 1.7 communicate in a respectful and effective manner and listen openly and sensitively to the views/feelings of others
- 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 Learning

Students will learn/examine:

- The risks of drinking alcohol
- The risks of vaping
- The reasons why young people drink alcohol/vape
- External influences relating to alcohol/vaping
- The law and advertising in Ireland
- Define drugs and examine different types of drugs
- Discuss the effects of drugs
- Investigate the physical, social, emotional and legal consequences of drug abuse
- Learning how to say no to drugs, alcohol/vaping
- Explore the effects of substance use on emotional wellbeing
- Learn about healthy coping tools as an alternative to substance use

## Module 3: Relationships and Reproductive Health - November & December

### Learning Outcomes

- 1.1 explore the physical, social and emotional changes that happen during adolescence
- 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
- 3.7 explore the pressures to become sexually intimate and discuss ways to show respect for people's choices
- 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 (STI's)
- 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

### Key Learning

#### Students will learn

- The importance of being kind and respectful in our relationships and friendships.
- How the menstrual cycle works and the potential emotional and physical and emotional effects associated with each stage
- The importance of testicular health and distinguishing between myths and facts regarding testicular health
- Romantic relationships
- The difference between healthy and unhealthy relationships
- What do do when things go wrong in a relationship
- Consent, the legal age of consent and the law including Coco's Law and communicating consent.
- Sexual Health (Define it and explore ways to protect our sexual health)
- That we are all unique and different. (Sexual Orientation and Gender Identity)

## Module 4: Creating safe spaces in school and protecting yourself online - January & February

### Learning Outcomes

- 1.6 discuss experiences/situations of bias, inequality or exclusion and devise ways to actively create more inclusive environments
- 2.8 discuss how to share personal information, images, opinions and emotions in a safe, responsible and respectful manner online and in person
- 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

### Key Learning

#### Students will:

- Learn the definition of bullying and about the different types of bullying
- Learn what a bystander is
- Learn about the different types of bystanders
- Discuss the importance of taking responsibility (Diffusion of Responsibility)
- Explore ways to respond to bullying behaviour
- Research ways to create safe spaces in our classrooms, schools and in friendship groups
- Discuss the positive and negative impacts of social media on our health and wellbeing
- Examine the impact of hate speech online
- Identify what a troll is
- Explore the reasons people troll and appropriate responses to trolls
- The consequences of trolling
- The consequences (legal and personal) of sharing sexual imagery online
- The law around the sharing of personal images online
- Learn where to access support if they are the victim of bullying or image based sexual abuse

### March : CBA or CBA preparation for 3rd year.

Classroom-Based Assessment in SPHE Assessment in SPHE is not about setting tasks in order to accumulate a record of marks.

The focus of assessment is on allowing students to demonstrate the knowledge, skills, dispositions and values they have gained through their engagement in learning in SPHE. Considering the diversity of learners and contexts, and to support maximum flexibility and choice, students will engage in one of the following CBAs.

#### 1. Student preparation portfolio of their learning and reflection in SPHE

Individual selection of items of work, such as digital, written texts, posters, audio-visual or multi-modal. Students will choose three pieces of work, completed over time and linked to

different strands of learning within the course, and present these accompanied by a reflection on why each piece was chosen and how it marked important learning for the student in SPHE.

OR

2. Taking action for SPHE

An individual or small group project that can be presented in a wide range of formats. Students will, over a specified time, with support and guidance from the teacher, research, report and reflect on an action they have taken to raise awareness about or promote an aspect of health/wellbeing studied in the SPHE short course. This Classroom-Based Assessment can be completed during second or third year.

Module 5 - Our Minds, Our Bodies and Our Health - April and May

Learning Outcomes

- 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
- 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
- 2.10 demonstrate how to access and appraise appropriate and trustworthy information, supports and services about health and wellbeing.
- 4.2 recognise and acknowledge their emotions and recognise the links between thoughts, feelings and behaviour
- 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 Learning

Students will:

- Identify how thoughts affect feelings and in turn influence behaviours
- Use this understanding to change our thoughts and behaviours positively
- Learn about self-control and delayed gratification
- Analyse the different vitamins and minerals essential to teenage health and research healthy recipes for nutrient rich food
- Share thoughts and opinions on advertising tactics used by food and drink companies
- Learn the meaning of body image
- Examine how social media and expectations from society impact teenage body image
- Research supports available for anyone struggling with poor body image
- Discuss practical actions to take to enhance our body image and emotional wellbeing

