# MERCY SECONDARY SCHOOL MOUNTHAWK
## Meánscoil na Trócaire Cnoc an tSeabhaic

**Third Year SPHE**

**Link to the 2023 Department of Education SPHE Specification, SPHE Curriculum**

| Module 1 - Motivation, Organisation and an Inclusive Classroom (Sept and October) |
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| Learning Outcomes |
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| 1.1 Explore the physical, social and emotional changes that happen during adolescence<br>1.2 Reflect on their personal strengths and values and how they bring these into relationships<br>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<br>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<br> 1.6 Discuss experiences/situations of bias, inequality or exclusion and devise ways to actively create more inclusive environments<br> 1.7 Communicate in a respectful and effective manner and listen openly and sensitively to the views/feelings of others<br>1.8 Reflect on the meaning and importance of empathy and discuss ways that it can be expressed<br>1.9 Demonstrate self-management skills, including setting personal goals, delaying gratification, and self-regulation of thoughts, emotions and impulses.<br>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<br>4.1 Discuss the fluid nature of emotional wellbeing and ways to nurture and protect it<br>4.4 Discuss ways to support themselves and others in challenging times and where/how/when to seek support, if needed |

| Key Learning |
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| Students will<br>● Reflect on their past achievements and create SMART goals for the coming year<br>● Consider how learning from past mistakes and being resilient can help them to achieve future goals<br>● Explore concepts such as motivation and resilience in relation to both study, school and life |

- Explore the difference between intrinsic and extrinsic motivation
- Identify examples of intrinsic and extrinsic motivation
- Learn about the importance of intrinsic motivation for long-term achievements
- Examine situations where teenagers depend on intrinsic or extrinsic motivation and observe how it impacts their overall wellbeing
- Learn about the two main social personality types
- Explore the introvert–extrovert spectrum and decide our position along this spectrum
- Consider effective ways to show respect and offer support to individuals who have different personality types from our own
- Discuss the meanings of and connection between bias, inequality and exclusion
- Identify the difference between exclusion and discrimination
- Explore the meaning and benefits of diversity
- Celebrate the differences between us
- Explore how to cope with mistakes
- Discuss the meaning, science and benefits of kindness
- Explore the different things in life that are within and beyond our control
- Learn about painful emotions and feelings and how to deal with them
- Discuss ways we can cope with things beyond our control when they occur
- Explore what it means to have resilience
- Identify particular coping tools that work best in different situations
- Recognise that everyone requires different coping tools to overcome challenges
- Appreciate that anxiety is a common feeling that everyone experiences in life
- Consider the importance of exposing ourselves to situations that cause anxiety

## Module 2: Staying Safe and Practising Empathy- Online and in School (November - December)

### 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

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

2.10 Demonstrate how to access and appraise appropriate and trustworthy information, supports and services about health and wellbeing.

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 |
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| Students will:<br>   ● Develop a better understanding of bullying behaviours<br>   ● Learn to spot the signs of bullying behaviour<br>   ● Learn why a bullying related incident should never be ignored<br>   ● Develop a better understanding of cyberbullying behaviours<br>   ● Learn why it is so important to have a relational and inclusive school, free from bias and discrimination<br>   ● How to be safe online with personal information and how to identify, deal with or report cyberbullying<br>   ● Explore respectful communication online<br>   ● How to identify and deal with bullying in school.<br>   ● Reflect on the school's Student Friendly Anti- Bullying Policy as well as the Cinealtas Charter and discuss how they feel it can be improved<br>   ● Discuss what empathy is and why it is so important to practice in our everyday lives |

| Module 3: Relationships and Sexuality (January and February) |
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| Learning Outcomes |
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| 1.1 Explore the physical, social and emotional changes that happen during adolescence<br>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<br>3.2 Examine benefits and difficulties experienced by young people in a range of relationships - friendships, family relationships, and romantic/intimate relationships<br>3.3 Identify signs of healthy, unhealthy and abusive relationships<br>3.4 Appreciate the importance of setting healthy boundaries in relationships and consider how to show respect for the boundaries of others<br>3.5 Consider the importance of taking care of their reproductive health<br>3.7 Explore the pressures to become sexually intimate and discuss ways to show respect for people's choices<br>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<br>3.9 Explain the importance of safer sexual activity with reference to methods of contraception and protection against sexually transmitted infections (STIs)<br>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<br>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 |
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| Students will:<br>● Discuss the meaning of intimacy both emotional and physical<br>● Consider the various myths surrounding intimacy<br>● Discuss the impact of positive and negative intimacy on relationships<br>● Recap on laws around consent and discuss the importance of asking for consent<br>● Discuss the pressures to become sexually intimate<br>● Consider ways to show respect for other people's choices<br>● Explore how popular culture shapes sexual expression<br>● Discuss ways to challenge popular culture when it doesn't reflect a person's needs and values<br>● Learn about the impact of pornography on the teenage brain<br>● Discuss how pornography can negatively affect romantic relationships<br>● Explore why relationships end<br>● Recognise the warning signs of abuse in a relationship<br>● Discuss coercive control<br>● Discuss how to end relationships respectfully<br>● Explore the emotional impacts of ending relationships<br>● Define harassment and explore different types of it<br>● Consider the barriers to seeking help for harassment<br>● Examine what gender norms are<br>● Explore how social media can influence gender norms<br>● Identify negative social media influencers<br>● Discuss how to be a critical consumer of social media<br>● Examine facts about contraception and young people in Ireland<br>● Learn the difference between STIs and STDs<br>● Examine how STIs are transmitted<br>● Research different types of STIs |

| Module 4: Understanding and Dealing with Substance Use - (March and April) |
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| Learning Outcomes: |
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| 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<br>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<br>2.5 Discuss the physical, social, emotional and legal consequences of using addictive substances - immediate and long-term<br>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

1.3 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

1.9 Demonstrate self-management skills, including setting personal goals, delaying gratification, and self-regulation of thoughts, emotions and impulses.

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

4.5 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:
- Analyse statistics and facts about problematic substance use in Ireland
- Discuss binge drinking and the many consequences associated with it
- Take a quiz to remind ourselves of the legal consequences of substance use
- Explain what addiction is and how it can affect individuals
- Explore addictive behaviours and their consequences
- Examine the four stages of addiction
- Identify sources of support and ways to seek help for substance use and addiction
- Identify the different types of influences that affect our decision making
- Discuss how external pressures can affect substance use
- Explore how to overcome harmful influences
- Evaluate potential barriers and benefits to seeking support
- Explain how to seek help for issues with substance use
- Examine peer pressure as an influencing factor
- Evaluate whether peer pressure influences our decisions
- Explore ways to resist peer pressure
- Practise skills to deal with peer pressure and substance use
- Explore the link between stress and substance use
- Discover positive coping strategies
- Identify stressors in our lives and ways to deal with them

## Module 5- Caring for the Body and Mind ( 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

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

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

4.5 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

4.9 Demonstrate how to access and appraise appropriate and trustworthy information and services aimed at supporting young people's emotional wellbeing and mental health.

| Key Learning: |
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Students will:
- Explore what image editing is and how it is used on social media
- Consider the impact of edited images on body image
- Determine whether images of celebrities have been edited or not
- Research online movements about edited images and body image
- Consider what a positive relationship with food involves
- Understanding why food is important for energy and study
- Consider the challenges to making healthy food choices
- Examine the importance of a balanced diet
- Identify behaviours that fall under disordered eating
- Consider the spectrum of disordered eating behaviours
- Reflect on our own relationships with food
- Learn about the signs and symptoms of disordered eating behaviours
- Learn about risk factors for disordered eating behaviours
- Identify who to seek help from if we are concerned about our eating behaviours