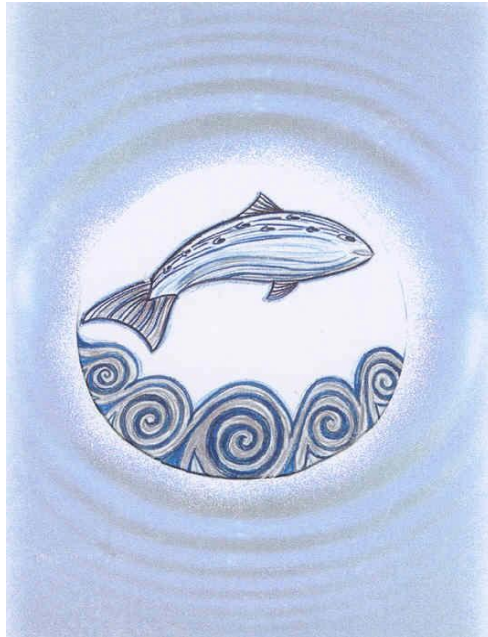


Blackwater Community School



SPHE

Subject Development Plan

Academic Year 2023 - 2024

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Introduction:

Blackwater Community School, through the medium of SPHE, endeavours to allow students the opportunity to develop a skillset which enables them to learn about themselves, care for themselves and make informed decisions about their health, social lives and personal development. This learning should be transferable to the wider community where students should be enabled to participate as active and responsible adults in the personal and social dimensions of society and to make responsible decisions that respect their own dignity and the dignity of others.

Mission Statement:

Blackwater Community School is a co-educational, multi-denominational school which caters for students of all abilities, preparing them for life. The school is an amalgamation of 3 Catholic Voluntary Schools with Mercy, Presentation and CBS traditions. We aspire to the nurturing and growth of the individual in a pleasant working environment where:

- We foster the Christian values of truth, honesty and integrity;
- Each student and staff member is involved and individual talents are developed and enhanced;
- Parents and local community involvement is encouraged;
- True community is fostered through open communication and respect for each person;
- Students and staff feel cherished, secure and happy;
- Students are equipped with a strong sense of self-belief and self-motivation;
- Students access a broad and balanced education.

Rationale of S.P.H.E.:

The holistic aim of education is complemented by a similarly holistic view of health. It is essential that education in support of personal, social and health development will be a part of an education process which seeks to fulfill its holistic aim. As a time of transition, adolescence makes great demands on health in all its aspects. Physical health is one element, but it cannot be considered in isolation from emotional, mental, spiritual, social, and sexual health, aspects addressed throughout the SPHE curriculum. The Social, Personal and Health Education program in Blackwater Community School provides students with dedicated time and space to develop the skills and competencies to learn about themselves and care for

themselves and others and to make informed decisions about their health, personal lives and social development. All of these decisions must be made in the context of the wider community. A student who has a high degree of self-worth and a sense of security will be more predisposed to school life and to the variety of learning situations it offers.

Early adolescence is a time of significant change for young people, physically, emotionally and socially. Through the use of experiential methodologies and group work, students have the dedicated time and space to develop their understanding and skills about themselves, to care for themselves and others and to make informed decisions about their health and wellbeing in a rapidly changing world.

In SPHE, students have opportunities to revisit different themes which focus on developing self-awareness and respect for others, and the skills of self-management, communication, coping, decision-making and relating to others. SPHE takes on a spiral approach to revisiting key ideas and topics as the students' progress in their ability to engage with the topics. The skills involved are vital for self-fulfillment, for living in communities and for full engagement in learning beyond SPHE. Personal reflection, resilience and empathy are also promoted through SPHE. Relationships and sexuality education (RSE) is important for young people at this stage of their lives. They are exposed to a lot of information about relationships and sexuality from informal sources, the media and online. SPHE provides the context within which young people can learn about important physical, social, emotional and moral issues around relationships, sexual health, sexuality and gender identity, including where to get reliable information from trusted sources.

In Junior Cycle, six indicators – active, responsible, connected, resilient, respected and aware – have been identified as central to students' wellbeing. Learning in SPHE provides learning opportunities designed to enhance each of these indicators thereby contributing significantly to the school's wellbeing programme in junior cycle (appendix 1).

Aims of SPHE:

- To enable the students to develop personal and social skills.
- 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.
- To develop the capacity of young people to develop and maintain healthy relationships.

Objectives of S.P.H.E:

- To add to the creation of a school community which promotes good relationships and mutual respect and which encourages personal development and to listen to and respect different opinions.
- To focus on the development of each student's feelings of self-worth and self-confidence.
- To identify and name feelings. Distinguish between feelings and actions.
- To develop a framework for making informed and healthy choices and decisions.
- To develop awareness that decisions and actions have consequences.
- To understand the difference between passive, aggressive and assertive behavior.
- To develop skills in the use of assertive behavior.
- To provide opportunities for reflection and discussion.
- To assist students in developing a critical understanding of influences in their world, from the media, their peers and people in the home, school and community.
- To prepare our students for a constructive and fulfilling role in their community and society.
- To promote physical, mental, emotional and spiritual health and wellbeing.
- To develop healthy attitudes, beliefs and values about sexual identities, relationships and intimacy.
- To understand the wellbeing indicators of connected, resilient, aware, responsible, respected and active and how they can promote them in their everyday lives.

How SPHE links with the School ethos:

The aims of SPHE coincide with our school ethos, and through teaching SPHE our school ethos should be upheld and reinforced.

Staff members

Laureen Richard, Grainne Dunlea, Caroline Sheehan, Kelly McGrath, Michelle Ryan, Sean Murphy, Yvonne Coleman, Rebecca Byrne

Timetabling and time allocation

In Junior Cycle all students are given one 60 minutes class of SPHE per week, in all three years.

In Senior Cycle Relationship, Sexuality Education (RSE) is covered through a programme run by Squashy Couch (Circular 0043/2018) and they also have talks from AWARE.

Various events and activities are run during the year to reinforce it throughout the year (see RSE plan).

Supporting Students with Special Needs

The special needs and resource co-ordinator displays information on the special needs notice board in the staff room. The information entails:

- The name of resource teachers of students with special needs.
- Timetables for students with special needs.
- Details of students who have entered into the Junior Cert modified programme.
- Strategies for dealing with students that have specific learning difficulties e.g. Individual Education Plans (I.E.P's)

The special needs co-ordinator advises teachers as to which students have behaviour modification plans and special education plans in place. She does this through staff meetings, special needs notice board and individual discussion with teachers of the student in question. In this way, teachers are made fully aware of the learning goals of individual students with education plans and therefore can plan lessons, homework, feedback and assessment accordingly. Thereafter teachers make every effort to introduce differentiated teaching methodologies, resources and assessments. Information is also provided regarding particular conditions e.g. asthma/diabetes/ which students may have so that teachers are able to deal with these conditions in the best possible way if an incidence relating to these conditions arises in class. The essential vocabulary is pre-tought and students are supported accordingly.

Literacy

Every effort will be made by SPHE teachers to develop Literacy skills within SPHE by referring to Key words throughout the lesson and also making use of student's Key word journal.

Numeracy

Numeracy will be worked on in line with school development plan. Students will be shown how to calculate percentages for statistics in line with how they will be doing so in Maths. They will be made aware of where numeracy interjects this subject and their everyday awareness of their world around them.

Class Organisation

- Teachers record all Class Lists in their Teacher Journals.
- Teachers take a roll for each of their classes every day. This is used as a record for parent teacher meetings and to detect and monitor truancy from specific classes
- The seating arrangement is at the discretion of the teacher.
- Teachers have a common scheme of work for each of the Junior Cycle and Senior Cycle Years.
- Special Needs Assistants may accompany some students into class.

Textbooks

1st year: Health and Wellbeing SPHE 1, Ann Pott and Nodlaig O'Grady

2nd year: Health and Wellbeing SPHE 2, Ann Pott and Nodlaig O'Grady

3rd year: Health and Wellbeing SPHE 3, Ann Pott and Nodlaig O'Grady

+ other DES approved resources (B4Udecide, etc.)

Scheme of Work

Each year the SPHE teachers will review the SOW for 1st, 2nd and 3rd years. Each year group will complete the same topics around the same time so there is a common theme running through SPHE for all year groups. The timing of different topics will be decided upon based

on the needs of the students in the school at that time and surrounding what is happening in the school community also. See appendix 2 for Schemes of Work.

Effective Teaching Methodologies

Due to the nature of social, personal and health education, (SPHE), informal teaching methods have been found to be particularly suitable. They create a good climate in the classroom and help to make the learning an enjoyable experience. Methodologies include;

- ice breakers
- experiential learning
- brain-storming
- differentiation
- group work and discussion (pair work and small group work)
- case studies
- art work
- visualisations
- walking debates
- presentations
- project workbook
- survey
- leaflets
- debates
- role play
- DVD's
- guest speakers/visitors

It has been noted that an appropriate method encourages the students to identify real life situations and provide them with an opportunity to discuss issues from their own perspective. The teacher and the class need establish ground rules with the use of a class agreement at the outset of the year. Such ground rules need to include – that everyone has the right to be listened to, respected and valued. That personal abuse and ridicule is not allowed. That rules of confidentiality be established in the class. Active learning methodologies are to be used as well as digital technologies.

The SPHE teachers ensure that a variety of methodologies are used throughout the teaching of SPHE and new initiatives are trailed and explored.

Relationship and Sexuality Education (RSE)

RSE is life-long process of acquiring knowledge and understanding of developing attitudes, beliefs and values about sexual identity, relationships and intimacy. This education is delivered consciously by parents, teachers, peer, adults and the media.

At post primary level programme builds on the primary school programme and aims to provide young people with accurate information and skills to critically evaluate the wide range of information, opinions, attitudes and values offered today, and so make positive, responsible choices about themselves and the way they live their lives.

In junior cycle RSE will be taught through the context of SPHE and in senior cycle it will be addressed by Squashy Couch and AWARE.

How parents will be informed and involved (initial and ongoing)

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. Parents have the primary responsibility for the Social, Personal and Health development of their children.

Their contribution and involvement will be vital to the effective implementation of the SPHE curriculum. Parents are informed about the content of SPHE through the students PR book (school agenda). Parents can also communicate with teachers at parent-teacher meetings.

The parents have a right to opt their child out of the sensitive issues in RSE, if they wish to do so. The children of such parents may be withdrawn from RSE classes provided written application has been made by the parents to the principal. Supervision will be organised.

Homework

SPHE is not examined as part of the formal examination system delivered by the Department of Education and Skills (DES). BCS endeavours to develop the student holistically and in particular the SPHE class facilitates such development. Teachers of SPHE assess students

within the confines of the classroom. We have a 'no homework' policy, maintaining that it is one of the few classes that students have on their busy schedule of examination subjects to focus on non-examination topics to learn about their personal, social and health development and to have the opportunity to air their opinions on these areas of their lives, but to respect and understand the opinions of others.

Assessment

An assessment for learning approach is used in each lesson through group work, pair work, the use of case studies and peer assessment. Students reflect on what they have learned at the end of each module. At the end of the year the teacher will give the students an overall comment having examined their books and reflected on their performance and participation in class. This comment will be included on their report card.

SPHE is about participation. It is about helping everyone to achieve and it seeks to offer all students an opportunity for growth in their own personal development. Students are asked to complete activities in their SPHE workbook/copy or they may be provided with worksheets. Other strategies employed include; completing timetables/study plans, setting targets, answering a variety of lower and higher order open and closed questions, tick the box and matching questions, crosswords and questionnaires, quizzes, paired/group and class discussions. Sometimes this assessment remains private. All of which can be assessed by the teacher. Peer-assessment may take place when groups of students, facilitated by the teacher, evaluate how well they work as a team.

Cross-Curricular Planning

The value of cross-curricular support for elements of an SPHE programme and for the values and dispositions promoted by SPHE is not underestimated. Subjects such as Civic, Social and Political Education (CSPE), Religious Education (R.E), P.E. Science, Art and Home Economics may also deal with topics related to SPHE; SPHE has a particular role as a key element of health promotion, and requires designated time in order to fulfill that function.

Student *wellbeing* is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community. The key indicators of wellbeing are active, responsible,

connected, resilient, respected and aware. To ensure that the students are developing all six key skills it is important that there are cross-curricular links between subjects, especially SPHE, CSPE, PE and Guidance. Through these subjects we can ensure that the wellbeing indicators are being promoted in our school and the students have the opportunity to develop the capabilities necessary to take responsibility for their own wellbeing. To ensure that this happens the teachers involved in the key subject areas will meet at the beginning of each year to formally discuss how the wellbeing indicators are being met in their subject area. (See Appendix 1 for SPHE links to wellbeing key skills).

Management of sensitive issues, confidentiality and referral

When certain issues such as bereavement are going to be taught, the SPHE teacher will liaise with the Guidance Counsellor and the school Chaplain. Students are referred to the school counsellor who may counsel them or refer them to appropriate outside agencies when needed. All staff in this school will follow the recommendations for reporting concerns or disclosures as outlined in Children's First Guidelines and the Department of Education and Skills document, Child Protection Procedures 2017.

The Board of Management has appointed the Principal as the Designated Liaison person (DLP) and Deputy Principal, as the deputy DLP. The staff and management of this school have agreed:

- All concerns/disclosures involving child protection/child welfare issues will be reported in the first instance to the DLP.
- Each report to the DLP will be dated and signed by the person making that report.
- A strict adherence to maintaining confidentiality-information regarding concerns or disclosures of abuse should only be given on a need to know basis.

The Child Protection Guidelines for Post Primary schools state in 4.1.1. and 4.2.1.

- *5.1.1. If a member of staff receives an allegation or has a suspicion that a child may have been abused, or is being abused, or is at risk of abuse he/she should, without delay, report the matter to the Designated Liaison Person in that school. A written record of the report should be made and placed in a secure location by the Designated Liaison Person. The need for confidentiality at all times, as previously*

referred to in Chapter 1 Paragraph 1.2 of these guidelines, should be borne in mind. The supports of the school should continue to be made available to the child.

- *5.2.4 If the Designated Liaison Person is satisfied that there are reasonable grounds for the suspicion or allegation he/she should report the matter to Tusla.*

Record Keeping Procedures

Attendance and student reports are recorded Teachers keep their own class records in their class diaries to record;

- Attendance
- Classwork Covered
- Tasks Completed/Not Completed

These records may be made available to other teachers in the department if required. The SPHE department has 3 scheduled department meetings. These meetings involve planning and minutes are recorded. Regular informal gatherings held throughout the year provide support and cohesiveness within the department.

Reporting Procedures

- SPHE teachers will contribute to school reports which are sent home at four points in the year, October, Christmas, Easter and Summer. The report will be based on the formative assessment for learning occurring in lessons on an ongoing basis and will consist in a comment.
- Parent Teacher meetings will be held once a year for each year group.

Discipline Procedures

As part of the BCS Code of Behaviour and Positive Discipline, students have a merit sheet for each week at the back of their Personal Record books. If students do not present homework, or the teacher deems the student's behaviour to be unsatisfactory, then an 'x' is recorded on the merit sheet, as well as in the teacher's record book. If a student does not receive any 'x's' in the week, then they will receive a 'clean sheet' sticker from their tutor. Students will be rewarded according to the number of 'clean sheets' they receive.

If students receive 3 'x's', then they will get a C3, which is also recorded on the E-Portal system. The number of 'x's' are monitored by Tutors, and C3's are monitored by Year Heads. Persistent misbehaviours are dealt with through the BCS Code of Behaviour procedures.

Subject planning for a culturally diverse society

Due to multicultural nature of our society which is reflected in the classroom, there are now a number of challenges that need to be overcome to create an effective learning environment for every student. These include aspects such as:

- Communication: it is important that language is not a barrier to learning, and not to make assumptions about a student's knowledge level because they cannot speak English clearly.
- Learning preferences: the manner in which students understand and retain information differs and their perspective also differs depending on background experience. Some students are visual learners and some are tactile learners. Bringing cultural diversity into the classroom enhances the learning opportunity of the entire class. The visual learner can benefit from maps, discussions of videos and pictures.
- Social values: values differ from culture to culture and it is important that no one person's values are disregarded.
- The teacher must realize that some students have not been exposed to people who are from different backgrounds and cultures. They may not be sure how to respond to someone who speaks differently. It also provides material for class discussions on the dangers of stereotyping people, the role of the media as it relates to culture and understanding people on an individual basis. Teachers may initiate projects connecting students with schools in other countries.

Role and involvement of Visitors to the SPHE class

From time to time, we may avail of external expertise in the delivery of the programme. The approach to be taken by the speaker, and their purpose in speaking to the students, will be carefully considered by the SPHE co-coordinator/teacher, in line with our policy. Visiting speakers/facilitators play a valuable role in supplementing, complementing and supporting

our programme. Visitors/visiting groups are required to adhere to the following guidelines of good practice:

- Visitors to the school will be made aware of the Child Protection Procedures 2017 and the School Safeguarding statement where necessary.
- Talks/programs delivered by outside agencies or speakers must be consistent with the ethos of BCS, the SPHE program and Circular 0043/2018. All visits must be planned with school personnel.
- The class teacher(s) must remain in the classroom with the students.
- All programs and events delivered by visitors and external agencies must use appropriate, evidence-based methodologies with clear educational outcomes. Such programs are best delivered by those specially qualified to work with young people for whom the programs are designed.
- All programs, talks, interventions and events should be evaluated by students and teachers in terms of subject matter, messages, structure, methodology and proposed learning outcomes.

In order to be most effective, speakers will be part of the on-going and planned SPHE program and be held to coincide with the SPHE lessons.

Visitors to the SPHE class will be approved by school management before the visit is arranged (garda vetted, qualified, etc.). The role of the visitor is to supplement the learning and teaching in SPHE class and should not replace the role of the SPHE teacher.

How SPHE is supported by the whole school

SPHE is supported in our school through a supportive school environment. Every teacher and staff member, every class and extracurricular activity has offered, and continues to offer opportunities for enhancing the personal and social development of the student.

The Amber Flag was given to the school in 2016 and every effort will be made to attain The Amber Flag again this year.

Workshops will be taking place throughout the year and will include topics on social media safety, cyber and general bullying, self-harm, addiction and depression. There will also be a focus on preventive and coping skills. Particular attention will be paid to this during our Mental Health Wellbeing week to be held the week of Monday 15th-Friday 19th.

Provision for Health and Safety Requirements

Our department's policy is in line with the safety statement of the school. The fire exit plan is highlighted on the back of classroom doors. In the event of an injury a first aider is called to the room.

In career development

Each year SPHE teachers will be given the opportunity to attend SPHE Inservice and CPD. Some teachers are signed up to complete "An Introduction to the Updated Specification for the NCCA Short Course in SPHE" this year again for instance.

How SPHE will be reviewed and evaluated

There will be continuous evaluation of the program structure and materials at subject meetings by SPHE teachers.

Classroom Based Assessment

Students are completing their CBA and reflection during the first term of 3rd year. All teachers are to liaise to ensure. The completion of 3rd-year Classroom-Based Assessments (CBAs) in SPHE is a crucial part of our students' education. It offers opportunities for assessment, learning, and skill development, aligning with the objectives of the SPHE curriculum.

The CBA for SPHE is a project and an individual reflection.

The project can be based on any topic related to the course and should draw upon learning from at least two strands (You have covered four) of the SPHE short course. You can try and cover all four if you wish.

At BCS we ask students to make an individual poster.

Students are advised to do some research on their chosen topic first, gathering as much information as possible and linking the two strands from the SPHE course.

Appendix 1

STRAND 1: WHO AM I?

Students learn about...

Learning outcomes
Students should be able to...

ACTIVE

RESPONSIBLE

CONNECTED

RESILIENT

RESPECTED

AWARE

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 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					
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					
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					

STRAND 2: MINDING MYSELF AND OTHERS

STRAND 2: MINDING MYSELF AND OTHERS			ACTIVE	RESPONSIBLE	CONNECTED	RESILIENT	RESPECTED	AWARE
Students learn about...	Learning outcomes Students should be able to...							
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 receiving						
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						
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						
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						

STRAND 3: TEAM UP

Students learn about...

Learning outcomes
Students should be able to...

ACTIVE

RESPONSIBLE

CONNECTED

RESILIENT

RESPECTED







AWARE

Students learn about...	Learning outcomes Students should be able to...					
		ACTIVE	RESPONSIBLE	CONNECTED	RESILIENT	RESPECTED
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					
The relationship spectrum	3.4 explain the different influences on relationships and levels of intimacy					
	3.5 analyse relationship difficulties experienced by young people					
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					
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					

STRAND 4: MY MENTAL HEALTH

		ACTIVE	RESPONSIBLE	CONNECTED	RESILIENT	RESPECTED	AWARE
<i>Students learn about...</i>	<i>Learning outcomes Students should be able to...</i>						
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						
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						
Dealing with tough times	4.8 practise a range of strategies for building resilience						
	4.9 use coping skills for managing life's challenges						
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						

Linking the statements of learning to the key skills and the cross-curricular links between PE, SPHE and CSPE.

CURRICULUM LINKS	LINKS TO STATEMENTS OF LEARNING	LINKS TO KEY SKILL - STAYING WELL
PE/SPHE	 ACTIVE <ul style="list-style-type: none"> • is a confident and competent participant in physical activity and is motivated to be physically active (12) • takes action to safeguard and promote her/his wellbeing and that of others (8) 	<ul style="list-style-type: none"> • participates in regular physical activity and recognises its benefits • develops positive relationships • finds enjoyment and fun in learning
SPHE/PE	 RESPONSIBLE <ul style="list-style-type: none"> • understands the importance of food and diet in making healthy lifestyle choices (13) • takes action to safeguard and promote her/his wellbeing and that of others (8) 	<ul style="list-style-type: none"> • makes informed choices in relation to food, personal care and lifestyle • identifies the likely consequences of risky and unhealthy behaviours • recognises when personal safety is threatened & respond appropriately
CSPE SPHE PE	 CONNECTED <ul style="list-style-type: none"> • values what it means to be an active citizen, with rights and responsibilities in local and wider contexts (7) • takes action to safeguard and promote her/his wellbeing and that of others (8) • has an awareness of personal values and an understanding of the process of moral decision-making (5) 	<ul style="list-style-type: none"> • participates in actions that make a positive contribution to my school, community and wider world • recognises my rights and responsibilities as a local and global citizen • respects life, in all its diversity, and know that life has meaning and purpose • feels positive about myself
PE, CSPE, and SPHE	 RESILIENT <ul style="list-style-type: none"> • brings an idea from conception to realisation (23) 	<ul style="list-style-type: none"> • uses a range of coping strategies to deal with problems and stress • learns from their mistakes and moves on • sticks with things and work them through until they succeed • recognises and celebrates their achievements
PE, CSPE and SPHE	 RESPECTED <ul style="list-style-type: none"> • has an awareness of personal values and an understanding of the process of moral decision-making (5) • takes action to safeguard and promote her/his wellbeing and that of others (8) 	<ul style="list-style-type: none"> • makes decisions based on the common good • contributes to decision-making within the class and group • communicates their opinions and beliefs with confidence • stands apart from the crowd when needed • develops positive relationships
PE, CSPE, and SPHE	 AWARE <ul style="list-style-type: none"> • has an awareness of personal values an understanding of the process of moral decision-making (5) • takes action to safeguard and promote her/his wellbeing and that of others (8) 	<ul style="list-style-type: none"> • demonstrates care and respect for themselves and other people • feels positive about themselves • practises relaxation and mindfulness techniques

Appendix 2

1st year

September to October mid-term break

Stand 1 – Who am I?

- Unit 1 – How I see myself and others
- Unit 2 – Self-management

Strand 2 – Minding Myself and Others

- Unit 3 – Respectful Communication
- Unit 4 – Ant-Bullying

LO : 1.2, 1.3, 1.5, 1.6, 1.8,1.9, 4.3

Assessment : Personal learning diary (PLD)

Reporting : progress report, student reflection

Strand 4 – My Mental Health

- Unit 1 – Positive Mental Health

October mid-term to Christmas

Strand 1 – Who am I?

- Unit 3 – Being an Adolescent

LO : 2.3, 2.4, 2.8, 2.9, 4.3

Assessment : PLD, group project on 'Belonging'

Reporting : Christmas report

Strand 3 – Team Up

- Unit 1 – Having a Friend and Being a Friend
- Unit 2 – Sexuality, Gender Identity and sexual health: Changes at Adolescence
– What's Happening Inside your Body?

Christmas to Easter

Strand 3 – Team Up

- Unit 3 – Sexuality, Gender Identity and Sexual Health (stereotypes)

Strand 2 – Minding Myself and Others

- Unit 1 – Being Healthy
- Unit 2 – Substance Use

LO : 1.1, 1.7, 2.1, 3.9, 4.1, 4.8

Assessment : PLD

Reporting : progress report, student reflection

Easter to Summer

Strand 4 – My Mental Health

- Unit 2 – Dealing with Tough Times
- Unit 3 – Change and Loss

LO : 1.5, 2.5, 2.6, 3.6, 4.3

Assessment : PLD

Reporting : Summer report

September to October mid-term break

Strand 1 – Who am I?

- Unit 1 – Self-Management 1 – Making a New Start
- Unit 1 – Self-Management 2 – Looking ahead
- Unit 1 – Self-Management 3 – Learning how to study
- Unit 1 – Self-Management 4 – Being Safe

Strand 2 – Minding Myself and Others

- Unit 3 - Respectful Communication
- Unit 4 – AntiBullying

LO : 1.3, 1.5, 1.9, 2.5, 2.6

Assessment : PLD+

Reporting : progress report, student reflection

Strand 4 – My Mental Health

- Unit 1 – Positive Mental Health

October mid-term to Christmas

Strand 1 – Who am I?

- Unit 3 – Being an Adolescent

LO : 1.9, 2.10, 2.11, 2.12, 3.2, 4.8

Assessment : PLD+

Reporting : Christmas report

Strand 3 – Team Up

- Unit 1 – Having a Friend and Being a Friend
- Unit 2 – The relationship Spectrum

Christmas to Easter

Strand 3 – Team Up

- Unit 3 – Sexuality, Gender Identity and Sexual Health (from pregnancy to birth + sexual orientation)
- Unit 4 – Media Influences on Relationships and

Sexuality Strand 2 – Minding Myself and Others

- Unit 1 – Being Healthy
- Unit 2 – Substance Use

LO : 1.4, 3.6, 3.7, 3.9, 4.4, 4.5, 4.7, 4.9

Assessment : PLD+

Reporting : progress report, student reflection

Easter to Summer

Strand 4 – My Mental Health

- Unit 2 - Mental Health and Mental Ill-Health
- Unit 3 – Dealing with Tough Times

LO : 2.3, 2.4, 2.8, 2.9

Assessment : PLD+

Reporting : Summer report, JCPA

September to October mid-term break

CBA

October mid-term to Christmas Strand 1 – Who am I?

- ◆ Unit 2 – How I see myself and others
- ◆ Unit 3 – Being an Adolescent

Strand 3 – Team Up

- Unit 1 – Having a Friend and Being a Friend
- Unit 2 – The relationship Spectrum

LO : 4.3, 4.8, 4.10, 4.11, 4.12, 4.13
Assessment : PLD+
Reporting : Christmas report

Christmas to Easter

Strand 3 – Team Up

- Unit 3 – Sexuality, Gender Identity and Sexual Health (LGBT, challenges, consent, STI)
- Unit 4 – Media Influences on Relationships and

Sexuality Strand 2 – Minding Myself and Others

- Unit 1 – Being Healthy

LO : 1.1, 1.2, 1.9, 2.8, 2.9, 3.4, 3.7, 3.10, 3.11
Assessment : PLD+
Reporting : progress report, student reflection

Easter to Summer

Strand 2 – Minding Myself and Others

- Unit 2 – Substance Use

LO : 2.2, 4.3, 4.4, 4.8, 4.9
Assessment : PLD+
Reporting : Summer report, JCPA

Social Studies

All 3rd years participate in Social Studies classes. This topic will be covered during this time. Strand 4 – My Mental Health

- Unit 1 – Positive Mental Health
- Unit 2 - Mental Health and Mental Ill-Health
- Unit 3 – Dealing with Tough Times
- Unit 4 – Loss and Bereavement