



NCCA

An Chomhairle Náisiúnta
Curaclaim agus Measúnachta
National Council for
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Section 3 Wellbeing

3.2 Learning and Teaching and Wellbeing

3.3 Planning for the Learning and
Teaching of Wellbeing

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Subject Specific Focus

Social, Personal and Health Education (SPHE)

Context

It is important to note that, in line with other subjects facilitated in this school setting, a significant level of flexibility is required in terms of teacher planning and student learning for SPHE. When planning for lessons, many factors must be taken into consideration. The curriculum may need to be adapted in advance in order to meet the needs of a student based on the age of the young person, social history, cognitive impairment, intellectual functioning etc. On a daily/weekly basis, when facilitating lessons, content and/or tasks may need to be further modified. If, when and the manner in which they are introduced and facilitated can be dependent on a variety of factors including the students form, levels of challenging behaviour, the number of changes occurring in the learning environment and the length of estimated time that the student has remaining in the school.

3 full time teachers implement the SPHE programme with each young person on a 1-to-1 basis. Each of the 3 teachers are responsible for facilitating 4 lessons over a 12-week period with each young person. Therefore, each student has access to all three teachers for this subject and has the opportunity to avail of 12 lessons within a 12-week period. RSE forms two lessons during this period (Department of Education Circular M20/96 requires that schools teach RSE for six class periods in each year).

As the SPHE programme is split into 4 strands, each of the 3 teachers has a strand that they would generally work on with students. The strand that each teacher facilitates contains some outcomes that are linked to the teacher's other subject as there is often an overlap of learning outcomes and scope for linkage/integration. For example, the learning outcomes in Strand 1 (Who am I?) have strong links to dignity and human rights so this strand is facilitated by the teacher who also teaches Civic, Social and Political Education (CSPE). Strand 2 (Minding Myself and Others) contains learning outcomes based on being healthy so it is facilitated by the teacher who also teaches Home Economics. However, as mentioned previously, all 3 SPHE teachers are flexible and willing to facilitate any strand with each young person as the student might feel more comfortable to work on a specific topic with a specific SPHE teacher. Teachers take a shared responsibility to facilitate lessons for Strand 3 (Team Up) which focuses on RSE.

Curriculum Content

SPHE is taught through a combination of contexts in Care and Detention schools:

- Formal SPHE lessons - provides students with dedicated space and time to learn about themselves, caring for themselves and others and making informed decisions for their health and wellbeing
- Formal Relationships and Sexuality Education (RSE) lessons - part of the wider SPHE programme and provides students with opportunities to learn about relationships and sexuality in ways that might support them to think and act in a moral, caring and responsible way
- Learning opportunities embedded in the school environment – teachers endeavour to create a positive school climate and atmosphere conducive to delivering elements of the SPHE/RSE programme informally and across other subject areas

Learning outcomes for SPHE lessons are based on those of the Junior Cycle SPHE framework. There are four strands and each one focuses on learning in different but related areas:



Strand 1: Who am I?	focuses on developing self-awareness and building self-esteem.
Strand 2: Minding Myself and Others	provides opportunities for students to reflect on how they can best look after themselves and others.
Strand 3: Team Up	focuses on relationships and sexuality education.
Strand 4: My Mental Health	focuses on building positive mental health, examining young people's experience of mental ill health and learning how to support themselves and building resilience.

The learning outcomes associated with each strand provide a clear focus for teacher planning and for student learning.

Steps Involved in Teaching SPHE

1. Preparation

Each teacher familiarises themselves with accessible information regarding the student's personal/ educational background prior to meeting the young person or prior to any teaching taking place. This provides teachers with the opportunity to develop an initial awareness of the young person's needs and it also may indicate topics related to the subject content that may be particularly sensitive in nature for each individual student. Teachers are also aware that all topics must be approached in a sensitive manner due to the possibility that there may be additional circumstances not necessarily on record that could be triggering for a young person.

2. Introducing the Student to the Subject

One specific teacher has the role of introducing SPHE to each new student. This teacher establishes the young person's experience of this subject in previous school settings in order to gauge their prior knowledge, level of interest and initial willingness to engage in this subject area. This teacher explains and discusses an overview of what the subject entails. When the young person is comfortable to do so, he/she is then supported to complete a checklist of the various learning outcomes to highlight specific topics that he/she is interested in and open to exploring within lessons.

This allows the young person to have autonomy in terms of his/her learning and it provides the teachers with a clear picture of what the student is comfortable to learn about in this subject area initially. The checklist is kept in each student's individual folder. As the young person settles into school and is engaging, they have opportunities to revisit this checklist to identify further areas that they may be willing to explore. Equally, each young person has the autonomy to change their mind about any topic(s) that he/she is no longer open to address in class.

The relationship that each young person has with each teacher will inevitably differ. As a result, a student may feel more comfortable to address certain topics with one teacher than they do with another (and vice versa). Teachers are aware of this dynamic and as mentioned in the context section above, a structure for planning/facilitating SPHE has been put in place by the Principal (who is responsible for timetabling and scheduling SPHE) to maximise meaningful student engagement. This structure is explained to students when their initial introduction to the subject is taking place.

Template for checklist of learning outcomes:

Self-esteem (sense of self-worth or value)
Being a young adult (development, sexuality, gender)
Self-management (setting goals, decision making, health, wellbeing)
Rights (stereotyping, respect, discrimination)
Being healthy (diet, sleep, hygiene, media, belonging)
Substance use (smoking, alcohol, substances, pressure, consequences, supports)
Respectful communication (listening, responding, criticism, conflict)
Anti-bullying (how to respond, roles, school policies, internet safety)
Friends (values in relationships, making, keeping and ending friendships)
Relationship spectrum (influences on relationships and intimacy, relationship difficulties)
Sexuality, gender identity and sexual health (fertility, conception, birth, health considerations, taking care of you sexual health, decision making, sexual orientation)
Media influences on relationships and sexuality (sexual imagery, gender stereotyping)
Positive mental health (talking, thoughts, feeling, behaviour, relaxation)
Mental health and mental ill-health (issues, services, effects of substance use on mental health)
Dealing with tough times (building resilience, coping skills for life's challenges)
Loss and bereavement (life events, responses to loss and bereavement, context and cultures, caring for themselves and supporting others in times of loss and bereavement)

3. Planning

The 3 SPHE teachers meet every 3 months to plan and share resources for this subject (as each young person will do 12 lessons within a 12 week period). At this meeting, the teachers co-create a shared SPHE plan online on TEAMS. Teachers have ongoing access to this plan which is a working document that provides an overview of what each teacher is working on with each young person.

Teachers also have access to a shared SPHE resource folder on TEAMS and a physical resource folder which they can use and contribute resources to at any time. Both the TEAMS folder and physical resource folder are divided into 4 sections, 1 section to represent each of the 4 SPHE strands which makes them easy to navigate.

Teachers meet on a monthly basis to discuss the lessons that they have covered and how each young person is engaging with the SPHE curriculum. This regular meeting provides opportunities to identify things that are working well with each student and share effective individualised approaches. The plan can be altered accordingly. As a new young person can start in Care and Detention schools at any time throughout the year, this meeting also provides an opportunity to make plans for any new young people which can be added to the shared planning document.

Shared SPHE Plan Template:

Aims:

Teaching Structure and Implementation:

Assessment of Areas of Learning Needed to be Addressed:

Differentiation:

Student	Strand, Teacher & Topic/Learning Outcomes	Date Topic is Completed
A		
B		
C		
D		
E		

Approaches and Methodologies:

Resources:

Sample Shared SPHE Plan:

Aims:

- To meet the individual educational needs of the young people in the area of SPHE through assessment and an individually designed programme of learning
- To ensure that the aims and objectives of the Junior Cycle curriculum are implemented in the classroom and learning environment and ensure the key skills of the Junior cycle are embedded into lessons
- To build on work to date and reinforce concepts and previous learning
- To encourage participation in aspects of the Junior Cycle SPHE Short Course

Teaching Structure and Implementation:

- 3 full time teachers will implement the SPHE programme in Ballydowd School for the academic year 2021-2022 so that each young person will do 12 lessons within a 12 week period:

Strand 1 Who am I? x3 lessons (Teacher 1)

Strand 2 Minding myself and others x3 lessons (Teacher 2)

Strand 3 My mental health x3 lessons (Teacher 3)

Strand 4 Team Up will be divided between the 3 SPHE teachers

- The linkage of this strand's learning outcomes, topics and young people will be decided at monthly planning meetings
- Work completed will be filed into individual folders and stored in a locked press in the English Room
- In addition to this shared online plan (which is a working document), each teacher will keep her own SPHE folder in class which contains plans and resources specific to the content that she facilitates

Assessment of Areas of Learning Needed to be Addressed:

- Teacher 1 will introduce SPHE to each new student – explaining and discussing what it involves and completing a checklist with the student of the various learning outcomes encouraging them to choose areas that they would like to explore within their lessons
 - Checklists will be kept in student's individual folder
 - Teacher observation
 - Teacher designed tasks
 - Junior Cycle specific workbooks
 - Projects
 - Surveys/Questionnaires
 - Quizzes/Competitions
-

Differentiation:

- Significant level of flexibility is required in terms of teacher planning and student learning
- Curriculum adapted in advance in order to meet the needs of a student based on their age, social history, cognitive impairment, intellectual functioning etc.
- On a daily/weekly basis, content and/or tasks may need to be further modified
- If, when and the manner in which they are introduced and facilitated can be dependent on a variety of factors including the students form, levels of challenging behaviour, the number of changes occurring in the learning environment and the length of estimated time that the student has remaining in the school

Student	Strand Teacher Topic/ Junior Cycle Learning Outcomes	Date Topic is Completed
A	<p>Checklist and Introduction</p> <p>Who am I? (Teacher 1) How I see Myself and Others 1.1, 1.2</p> <p>Minding Myself and Others (Teacher 2) Being Healthy 2.1, 2.2 Substance Use 2.5</p> <p>Team Up To be decided at next planning meeting</p> <p>My Mental Health (Teacher 3) Positive Mental Health 4.1, 4.2, 4.3</p>	
B	<p>Checklist and Introduction</p> <p>Who am I? (Teacher 1) How I see Myself and Others 1.1, 1.2</p> <p>Minding Myself and Others (Teacher 2) Substance Use 2.5, 2.6, 2.7</p> <p>Team up The Relationship Spectrum (Shared) 3.4, 3.5</p> <p>My Mental Health (Teacher 3)§ Dealing with Tough Times 4.8, 4.9</p>	

Student	Strand Teacher Topic/ Junior Cycle Learning Outcomes	Date Topic is Completed
C	<p>Checklist and Introduction</p> <p>Who am I? (Teacher 1) Being an Adolescent 1.3, 1.4</p> <p>Minding Myself and Others (Teacher 2) Being Healthy 2.1, 2.2, 2.3</p> <p>Team Up Sexuality, Gender Identity and Sexual Health (Shared) 3.6, 3.7, 3.8, 3.9</p> <p>My Mental Health (Teacher 3) Positive Mental Health 4.1, 4.2, 4.3</p>	
D	<p>Checklist and Introduction</p> <p>Who am I? (Teacher 1) How I see Myself and Others 1.1, 1.2</p> <p>Minding Myself and Others (Teacher 2) Anti-bullying 2.10, 2.11, 2.12</p> <p>Team Up TBD at next planning meeting.</p> <p>My Mental Health (Teacher 3) Mental Health and Mental Ill-Health 4.4, 4.5, 4.6, 4.7</p>	
E	<p>Checklist and Introduction</p> <p>Who am I? (Teacher 1) How I see Myself and Others 1.1, 1.2</p> <p>Minding Myself and Others (Teacher 2) Being Healthy 2.1, 2.2 Substance Use 2.5</p> <p>Team Up Having a Friend and Being a Friend 3.1, 3.2, 3.3</p> <p>My Mental Health (Teacher 3) Mental Health and Mental Ill-Health 4.4, 4.5, 4.6, 4.7</p>	

Approaches and Methodologies

- Use of concrete materials and the environment
- Direct teaching
- Modelling
- Prompting
- Demonstration
- Digital learning
- Project based learning
- Differentiation
- Reflective discussion

Resourcess

- See shared SPHE resource folder on TEAMS and SPHE physical resource folder
- Links for key websites:

JCT Strands

<https://jct.ie/perch/resources/wellbeing/sphe-learning-outcomes-poster-1.pdf>

NCCA Lessons

https://ncca.ie/media/4646/sphe-resources_1_final_24.pdf

SPHE Website

<https://www.pdst.ie/post-primary/health-wellbeing/sphe>

4. Documenting Students' Work

When a teacher has covered a topic with a young person, they input the date completed on the shared plan so that all 3 teachers are aware what content has already been addressed across each student's SPHE lessons.

Each young person has their own individual folder for documenting topics covered in SPHE lessons. The folder is split into 4 chapters, a chapter to represent each strand. All 3 teachers file completed work into the student's folder in the section that corresponds to the correct strand addressed. Students' folders are stored together in a locked press and each of the 3 SPHE teachers can access them and get further insight into what work the student has covered under each strand.

Example of a Student's Individual SPHE Folder:

Insert Video Clip

Note: As you can see from the checklist at the front of this young person's folder, she did not initially feel ready/open to exploring Strand 3 (Team Up). We took her lead and started SPHE lessons which addressed areas of the curriculum that she did feel comfortable to explore and deemed as priority topics for her. This approach allowed the young person the time and space to build a rapport and level of trust with her teachers. She has since revisited this checklist and indicated a willingness to explore all aspects of Strand 3. She has engaged with RSE lessons and with the support of her SPHE teachers, she is currently playing a leading role in creating awareness in school (and on the wider campus) around Pride Month. Her role has involved peer-led teaching, creating displays and quizzes to educate and inform staff and peers and attending Pride Parade as part of EPIC's block to represent young people with care experience who are part of the LGBTQ+ community.

JUNIOR CYCLE SPHE LEARNING OUTCOMES

STRAANDS

1. Who am I?

2. Minding myself & others

3. Team up

4. My mental health

@CherTeachers
info@jc.ie

Self –esteem (sense of self-worth or value)	✓
Being a young adult (development, sexuality, gender)	
Self-management (setting goals, decision making, health, wellbeing)	✓
Rights (stereotyping, respect, discrimination)	✓
Being healthy (diet, sleep, hygiene, media, belonging)	
Substance use (smoking, alcohol, substances, pressure, consequences, supports)	✓
Respectful communication (listening, responding, criticism, conflict)	
Anti-bullying (how to respond, roles, school policies, internet safety)	
Friends (values in relationships, making, keeping and ending friendships)	
Relationship spectrum (influences on relationships and intimacy, relationship difficulties)	
Sexuality, gender identity and sexual health (fertility, conception, birth, health considerations, taking care of you sexual health, decision making, sexual orientation)	
Media influences on relationships and sexuality (sexual imagery, gender stereotyping)	
Positive mental health (talking, thoughts, feeling, behaviour, relaxation)	✓
Mental health and mental ill-health (issues, services, effects of substance use on mental health)	✓
Dealing with tough times (building resilience, coping skills for life's challenges)	✓
Loss and bereavement (life events, responses to loss and bereavement, context and cultures, caring for themselves and supporting others in times of loss and bereavement)	✓

04-11-21

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S ocial
P ersonal
H ealth
E ducation

Self-esteem.
Self-management.
Rights.

Positive mental health.
Mental health + mental ill-health
Dealing with tough times.
Loss and bereavement.

1. Who am I?

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

A Multiple Intelligences Letter to my Teacher

Highlight all the options that fit your personality best and let your teacher know all about you.

I am:

artistic	musical	wordy	reflective	social	athletic	environmental	logical
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I really like:

drawing	humming	reading	setting goals	discussing ideas	active games	being outside	brainteasers
painting	tapping	writing	journaling	group work	performing	caring for nature	testing out ideas

I learn best by:

seeing	listening	reading	thinking	sharing	doing	sorting	experimenting
drawing	rhyiming	writing	reflecting	talking	building	exploring	solving

I find it hard if:

I can't see what I'm learning.	The class is too noisy.	I can't tell a story about what I am learning.	I don't have a chance to think by myself.	I work by myself all the time.	I have to sit down for too long.	I can't connect what I'm learning to the outside world.	I don't have a chance to ask questions.
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2. Minding myself & others

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

SPHE Healthy Habits

Name: _ _____

Date: _ _____

How do you feel physically, mentally, and emotionally when....

Your <i>diet and eating habits</i> haven't been the best?	You haven't <i>exercised or moved</i> enough in a while?	You haven't gotten enough <i>sleep</i> ?	You haven't washed or taken care of your <i>personal hygiene</i> ?
<p>P: weak but hyper.</p> <p>M: hollow but full.</p> <p>E: unstable.</p>	<p>P: stiff + shaky.</p> <p>M: drained.</p> <p>E: exhausted.</p>	<p>P: very awake.</p> <p>M: disorientated.</p> <p>E: dysregulation.</p>	<p>P: Manky.</p> <p>M: self-conscious.</p> <p>E: not bothered.</p>

If you're struggling to find words to describe how you would feel, here are a few to choose from...

Tired, low mood, shaky, sleepy, cranky, low energy, hard to make decisions, no motivation, irritable, sad, cross, lethargic, stiff, hard to concentrate, unhappy, hungry, bad tempered, mood swings, hard to think, emotional, depressed, weak, breathless, cold, anxious, lonely, negative, in pain, grumpy.

22/11/21

Tobacco Table Quiz (without answers)



✓ 1.	How many chemicals are there in tobacco smoke? A) 200 B) 7,000 C) 40,000
✓ 2.	How many of these chemicals are known to be cancer causing? A) 69 B) 35 C) None
✓ 3.	On average, by how many minutes does every cigarette shorten a smoker's life? A) 30 minutes B) 11 minutes C) Not at all
✓ 4.	What causes the most deaths in Ireland every year? (Rank in order of 1-3, with one being the highest) A) Alcohol-related deaths 1 B) Road traffic accidents 3 C) Tobacco 2
✓ 5.	Rank these substances in order of how quickly they reach the brain? (1 being the fastest, 3 being the slowest) A) Alcohol 2 B) Caffeine 3 C) Nicotine 1
6.	What is the best way for smokers to avoid harming others with second-hand smoke? (Choose one or more) A) Smoke in a different room B) Smoke outdoors C) Quit smoking
7.	Second-hand (passive) smoke can increase the risk of: (Choose one or more) A) Asthma and bronchitis B) Cancer C) Heart disease D) Middle ear infections
✓ 8.	What happens to people's lungs when they smoke? A) The healthy pink lung tissue turns black B) Their lungs perform better when playing sports C) It becomes easier to breathe
✓ 9.	What happens to the person's body when they smoke? (Choose one or more) A) Their teeth get whiter B) Their skin gets wrinkly at a younger age C) Their breath and gums are healthier
10.	Women who smoke during pregnancy increase the risk of: (Choose one or more) A) Still Birth B) Cot Death C) Birth defects
11.	True or False, young people in Ireland who smoke, when compared to young people who don't smoke, are more likely to: a. Fall asleep more easily <input checked="" type="checkbox"/> True <input type="checkbox"/> False b. Feel nervous or low <input checked="" type="checkbox"/> True <input type="checkbox"/> False c. Have good digestion <input type="checkbox"/> True <input checked="" type="checkbox"/> False d. Feel dizzy or get headaches <input checked="" type="checkbox"/> True <input type="checkbox"/> False
12.	Which of these can be withdrawal symptoms of vaping? (Choose one or more) A) Difficulty sleeping B) Excessive thirst C) Difficulty concentrating

3. Team up

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

M/3122

1. Explain with your own words:

a) Sexuality

Gender
How you identify yourself.
feelings, thoughts

b) Sexual Orientation

Who you attracted to

c) Gender Identity

which pronouns

2. Have a look at some popular magazines and answer the questions:

a) Do LGBT people or issues feature in the magazines?

issues

b) Why do you think this is?

Society lacks diversity

c) Do transgender people or issues feature?

issues



4. My mental health

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

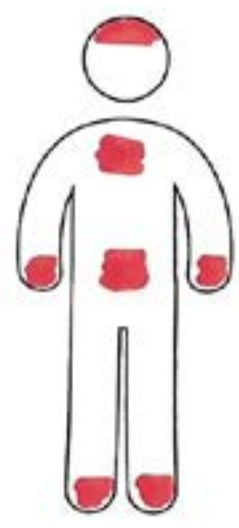
- 4.10 explain the wide range of life events where they might experience loss and bereavement
- 4.11 outline the personal, social, emotional and physical responses to loss and bereavement
- 4.12 compare how loss and bereavement are portrayed in a variety of contexts and cultures
- 4.13 describe how they might care for themselves and be supportive of others in times of loss or bereavement

11/11/2021



Worksheet – Emotions in the body

Colour the areas of your body where you feel...



Anger



Sadness



Disgust



Fear



Surprise



Happiness



Worry



Frustration



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