



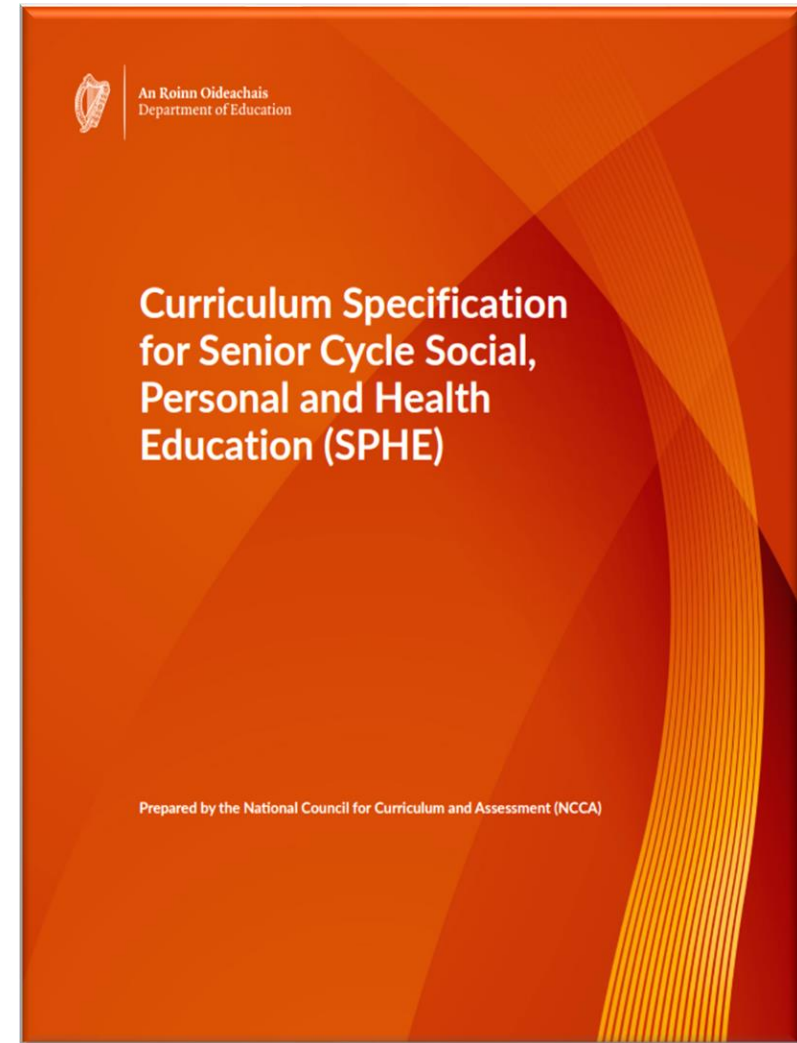
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Supporting the Professional  
Learning of School Leaders  
and Teachers

# Introduction to the Senior Cycle Social, Personal and Health Education (SPHE) Specification (2024) Day 1

Facilitator:





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**Oide Wellbeing Post-primary**

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**Oide SPHE Post-primary**

@Oide\_SPHE

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# Neart information for schools

**JIGSAW**  
Young people's health in mind

About Jigsaw Get support Get involved **NEED URGENT HELP**

**NEART**  
Jigsaw's mental health supports for post-primary schools

A partnership between Jigsaw and the National Educational Psychological Service (NEPS) / Department of Education

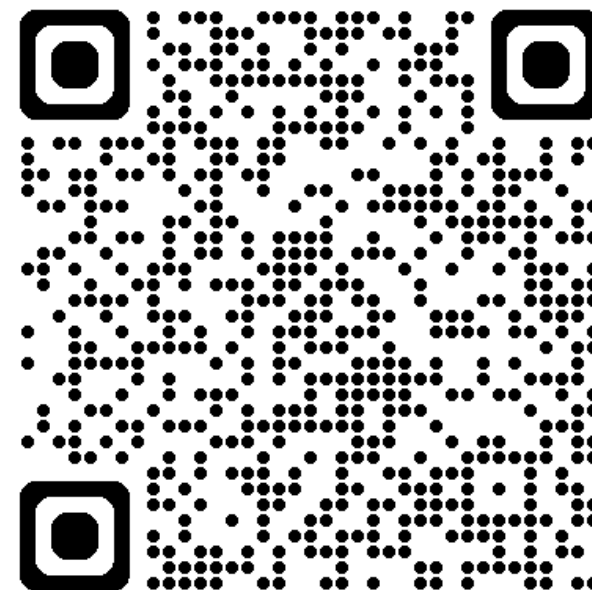
**Neart**  
Supporting mental health in post-primary schools

**JIGSAW**  
Young people's health in mind

An Roinn Oideachais  
Department of Education

**For school leaders** → **For school staff** → **For student support teams** → **For parents & guardians** →

**SPEAK**



[tinyurl.com/NeartJigsaw](https://tinyurl.com/NeartJigsaw)

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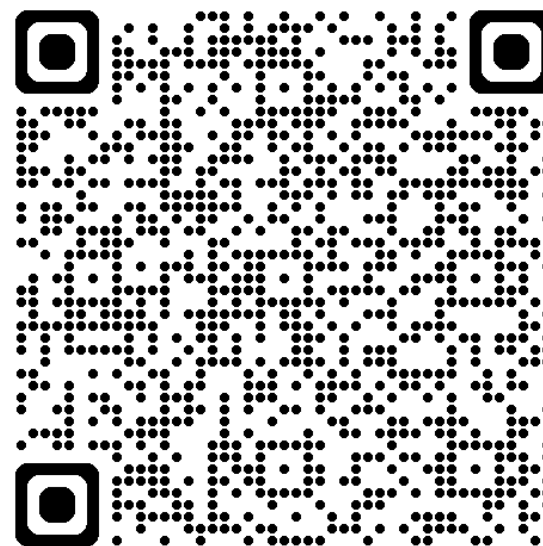


# Padlet Wall

Resources and Supports



[tinyurl.com/SCSPHEIntroPadlet](https://tinyurl.com/SCSPHEIntroPadlet)





# Two Day Overview

| Overview                                                                                                 |                                                                                                             |
|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Day 1                                                                                                    | Day 2                                                                                                       |
| <ul style="list-style-type: none"><li>• Exploring the Senior Cycle SPHE Specification</li></ul>          | <ul style="list-style-type: none"><li>• Assessment and Evidence of Learning in SPHE</li></ul>               |
| <ul style="list-style-type: none"><li>• The Characteristics of Effective Teaching and Learning</li></ul> | <ul style="list-style-type: none"><li>• Exploring Leaving Certificate Applied Social Education</li></ul>    |
| <ul style="list-style-type: none"><li>• Establishing a Safe SPHE Classroom</li></ul>                     | <ul style="list-style-type: none"><li>• Using Collaborative Planning to Create a Unit of Learning</li></ul> |
| <ul style="list-style-type: none"><li>• Effective Pedagogical Approaches</li></ul>                       | <ul style="list-style-type: none"><li>• Choosing Resources</li></ul>                                        |



## Expectations



**Tea/Coffee**

11:00 – 11:20

**Lunch**

13:00 – 14:00

# Overview of Day 1



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|                                                 |                                                                                                                                                                                                                                                                           |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Session 1</b><br><b>9:30 – 11:00</b>         | <b>Introduction to the Senior Cycle SPHE Specification</b> <ul style="list-style-type: none"><li>• Senior Cycle Reform and SPHE</li><li>• Engaging with the Strands of Study and Learning Outcomes</li><li>• Exploring the Glossaries of Terms and Action Verbs</li></ul> |
| <b>Tea/Coffee Break</b><br><b>11:00 – 11:20</b> |                                                                                                                                                                                                                                                                           |
| <b>Session 2</b><br><b>11:20 – 13:00</b>        | <b>The Characteristics of Effective Teaching and Learning</b> <ul style="list-style-type: none"><li>• Exploring Cross-cutting Elements</li><li>• Understanding the Key Competencies at Senior Cycle</li><li>• Co-creating Safe SPHE Spaces</li></ul>                      |
| <b>Lunch</b><br><b>13:00 – 14:00</b>            |                                                                                                                                                                                                                                                                           |
| <b>Session 3</b><br><b>14:00 – 15:30</b>        | <b>Using Stimulus Materials in the SPHE Classroom</b> <ul style="list-style-type: none"><li>• Using Research as a Stimulus Material</li><li>• Using Visual Stimuli (VTS) in the SPHE Classroom</li></ul>                                                                  |



# During Day 1 of this PLE Participants will:

Explore the new Senior Cycle SPHE Specification (2024)

Assess the characteristics of effective teaching and learning in Senior Cycle SPHE

Examine the use of stimulus materials in the SPHE classroom



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# Session 1

## Introduction to the Senior Cycle SPHE Specification



An Roinn Oideachais  
Department of Education

## Curriculum Specification for Senior Cycle Social, Personal and Health Education (SPHE)

Prepared by the National Council for Curriculum and Assessment (NCCA)



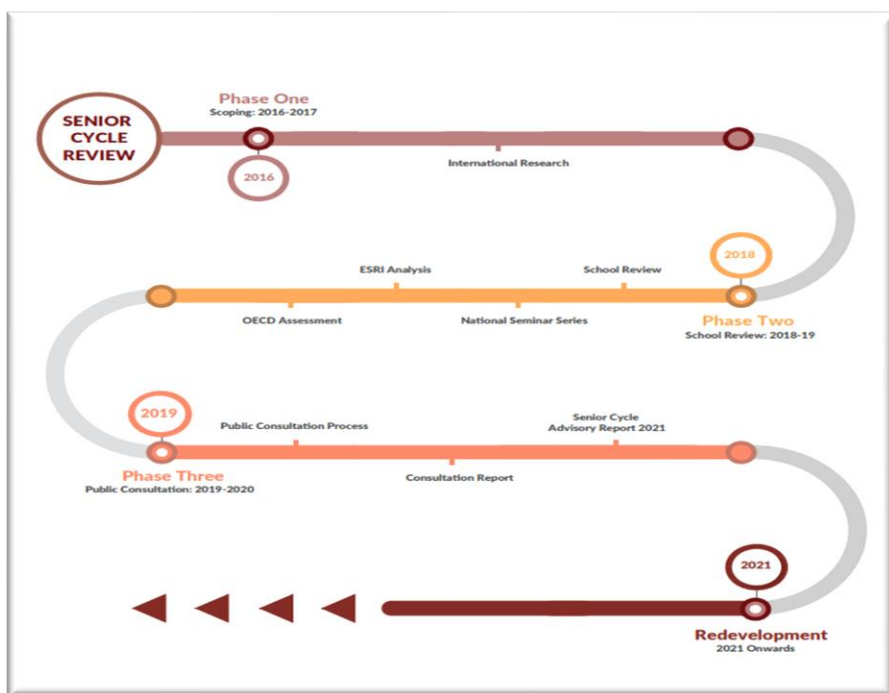
# Icebreaker

## “See Ya!” Activity

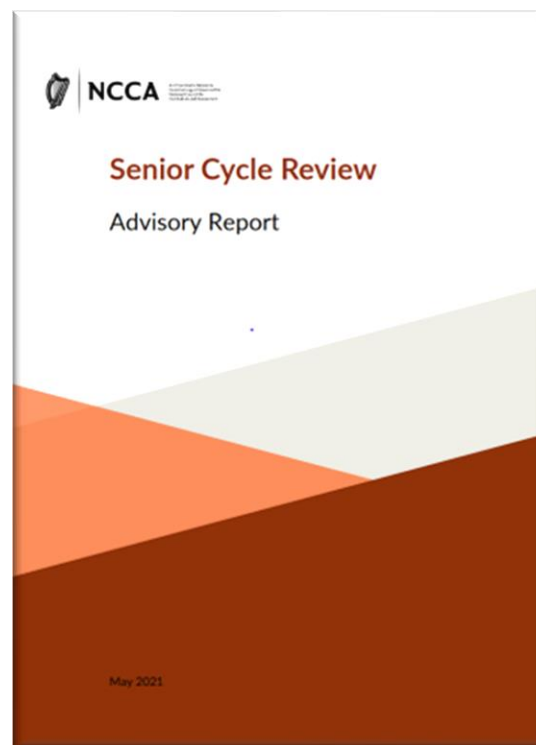




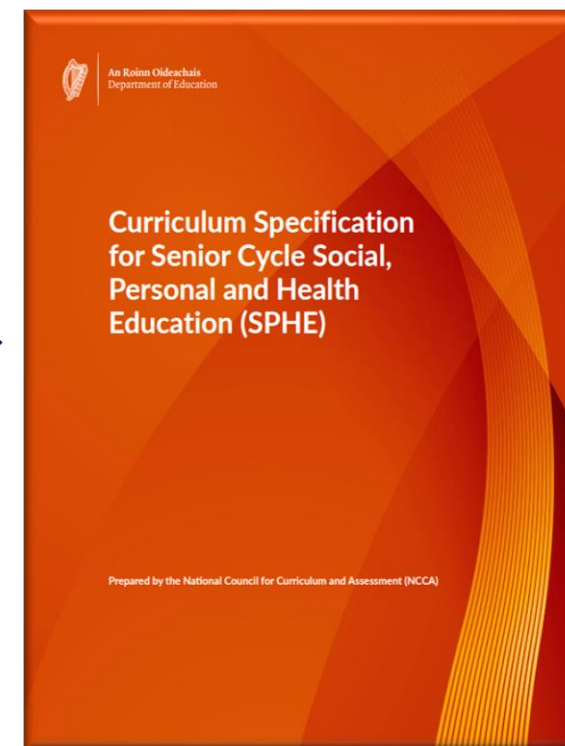
# The Development of the Senior Cycle SPHE Specification



(NCCA, 2021, p.14)



(NCCA, 2021)

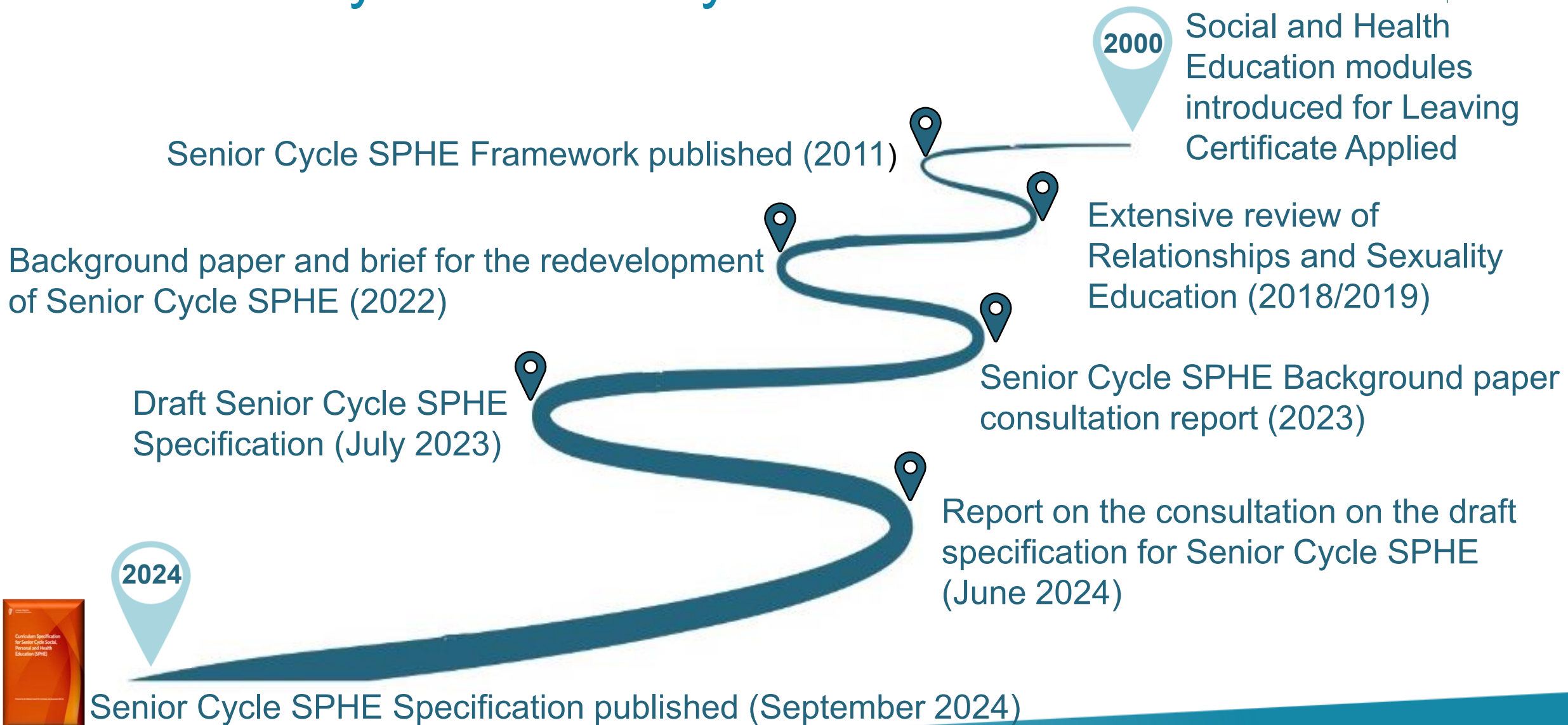


(NCCA, 2024)

# The Journey of Senior Cycle SPHE

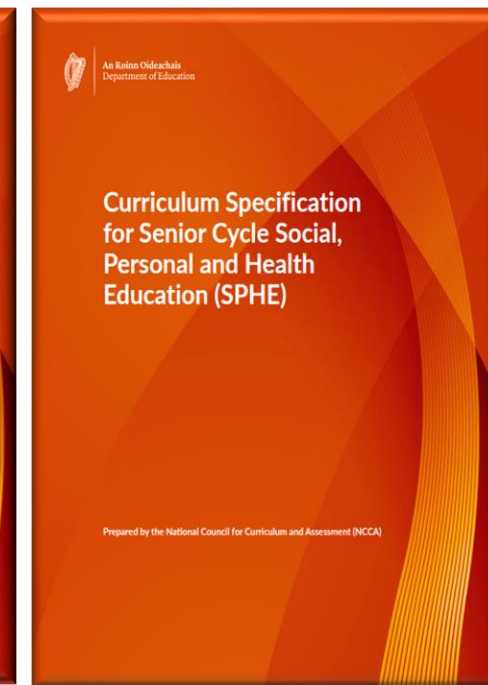
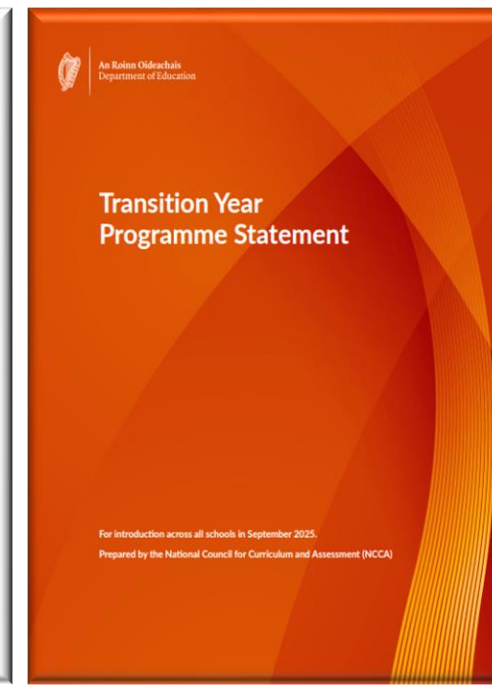
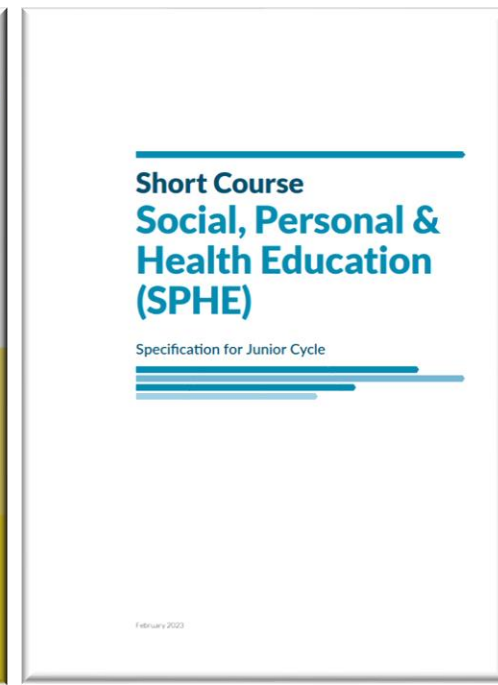
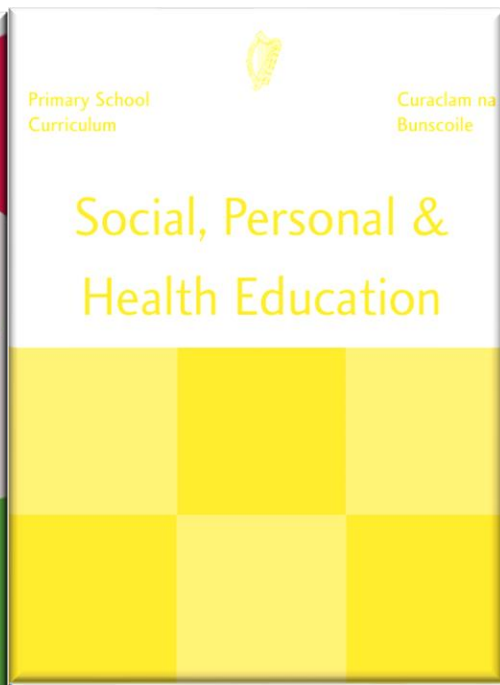
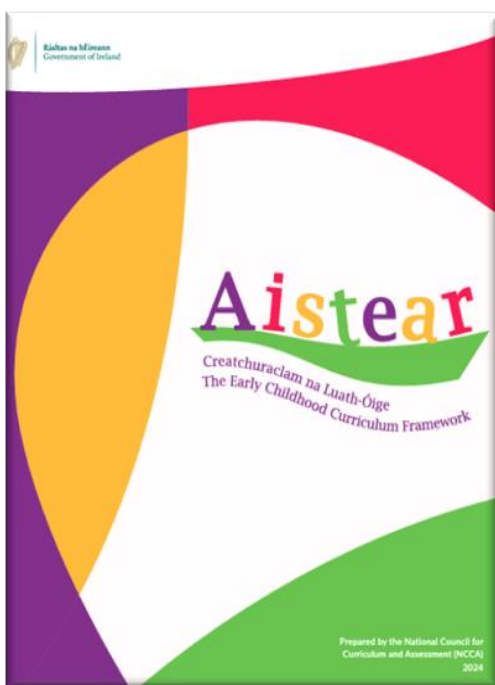


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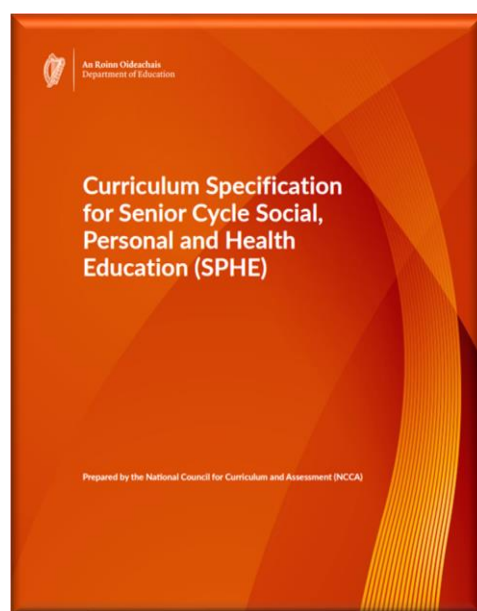


# Continuum of SPHE





# Revision of LCA Social and Health Education Modules



|        | Session 1                             | Session 2             |
|--------|---------------------------------------|-----------------------|
| Year 1 | Social, Personal and Health Education |                       |
|        | My Community                          | Contemporary Issues 1 |
|        | Session 3                             | Session 4             |
| Year 2 | Social, Personal and Health Education |                       |
|        | Contemporary Issues 2                 | Taking Charge         |



## Drivers for Change in SPHE

- Growing challenges that young people in Ireland face
- Extensive consultations
- Direction of change
- National policy
- Redeveloped curriculum
- Schools offering Senior Cycle SPHE in 2021/22

TY  
22%

5<sup>th</sup>  
18%

6<sup>th</sup>  
17.5%



# Senior Cycle Guiding Principles

| Senior Cycle Guiding Principles        |
|----------------------------------------|
| Wellbeing and relationships            |
| Inclusive education and diversity      |
| Challenge, engagement and creativity   |
| Learning to learn, learning for life   |
| Choice and flexibility                 |
| Continuity and transitions             |
| Participation and citizenship          |
| Learning environments and partnerships |

(NCCA, 2024, p.2)

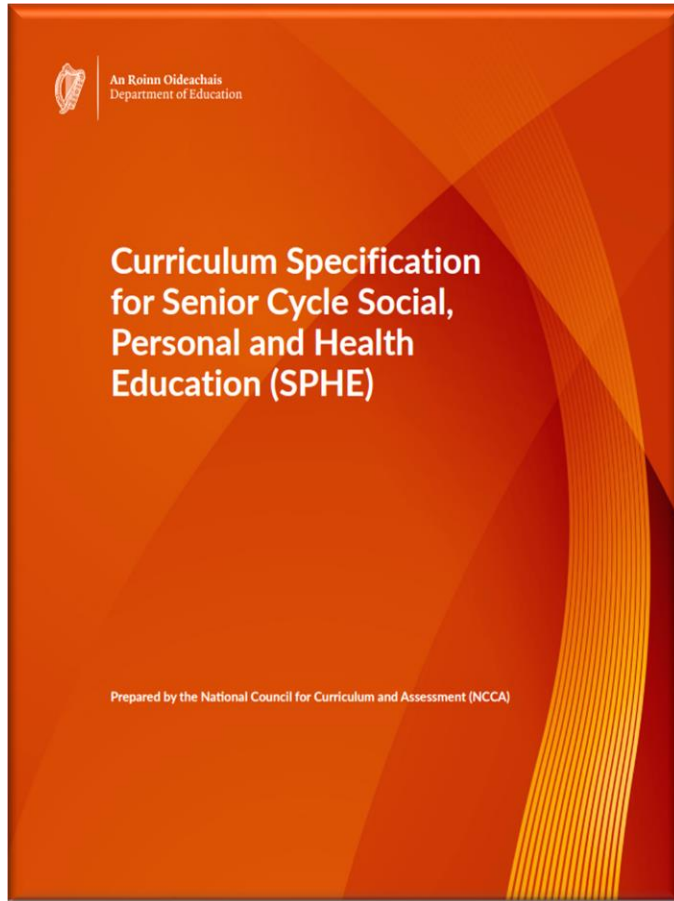


# What's new in SPHE?

| 2011 Senior Cycle SPHE Curriculum Framework                                                                                                       | 2024 Senior Cycle SPHE Specification                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Not Mandatory                                                                                                                                     | Mandatory: 2025 for LCA, 2027 for LCE<br>60 hours of learning over the final two years                                            |
| <u>5 Areas of Learning:</u><br>Mental Health<br>Gender Studies<br>Substance Use<br>Relationships and Sexuality<br>Physical Activity and Nutrition | <u>3 Strands of Study:</u><br>Strand 1: Health and Wellbeing<br>Strand 2: Relationships and Sexuality<br>Strand 3: Into Adulthood |
| No set assessment                                                                                                                                 | 8 Key Assignments                                                                                                                 |
| No Glossaries                                                                                                                                     | Glossary of Action verbs<br>Glossary of Terms used in Learning Outcomes                                                           |



# Rationale



What role would you like  
Senior Cycle SPHE to  
play in your school  
context?

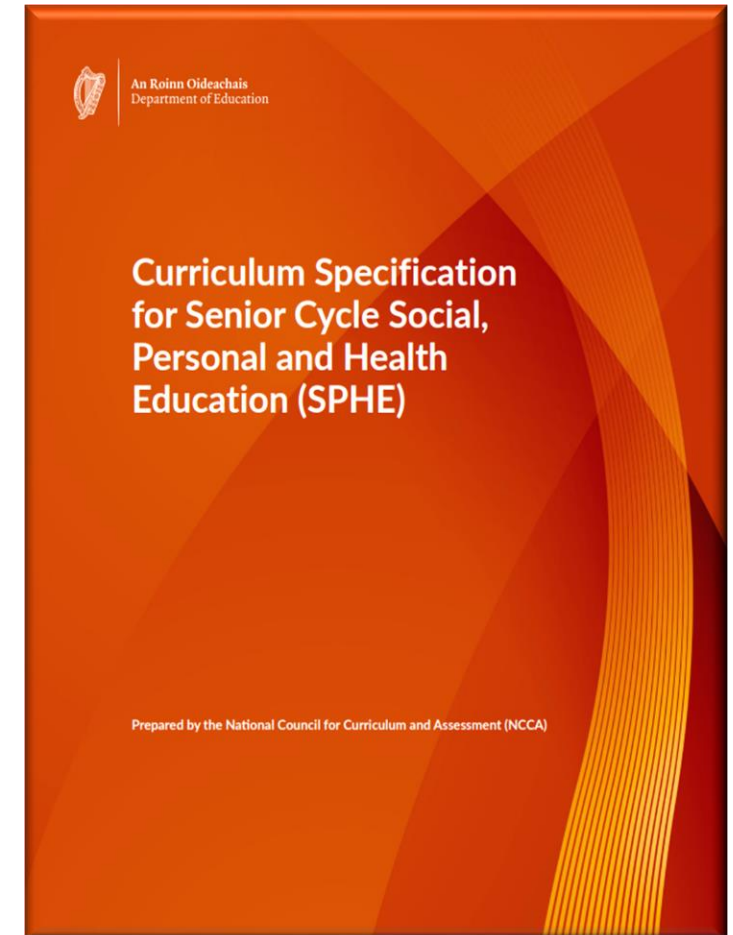
# How might this aim meet the needs of our learners?



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*“This course aims to develop the knowledge, understanding, skills, dispositions and values that will empower students to be healthy, resilient, confident, responsible and empathetic young adults; nurture respectful, loving and caring relationships; and prepare for the opportunities, responsibilities and experiences of life now and beyond school.”*

(DE, 2024, p.5)





# Engaging with the Strands of Study

**Step 1:** Read through each learning outcome.

**Step 2:** Decide which **strand** the learning outcome might belong to.

**Step 3:** Then identify the **subheading** that the learning outcome might fall under. Move the appropriate learning outcome to where you think it belongs.

**Step 4:** Discuss and note down any **topics** that might be addressed within the learning outcome.



padlet

| Strand 1: Health and Wellbeing                                                                                                                                                                                                                                                                                                                                                                | Strand 2: Relationships and Sexuality                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Strand 3: Into Adulthood                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Strand outline:</b></p> <p>Where the strand outline will explore the factors that influence that physical, social, mental and emotional wellbeing and the relationship between them. They will have steps to take care of themselves and their families as possible, with a particular focus on getting awareness, skills, techniques and information together that support health.</p> | <p><b>Strand outline:</b></p> <p>Where the strand outline will explore the role of relationships that are important for their lives and understand how to support their awareness, knowledge and skills to support their learning and wellbeing, including their own relationships. The strand will explore students to explore and understand the importance of abuse or violence in relationships.</p> <p><b>Note:</b> Part of the learning outcome should be to explore the role of the family, friends, community, and the role of the individual in the learning and teaching, in support of being a positive role model.</p> | <p><b>Strand outline:</b></p> <p>Where the strand outline will explore the role of the individual in the learning and teaching, in support of being a positive role model. The strand will explore students to explore and understand the importance of abuse or violence in relationships, and the role of the individual in the learning and teaching, in support of being a positive role model.</p> |
| <p><b>Students learn about</b>   <b>Students should be able to</b></p>                                                                                                                                                                                                                                                                                                                        | <p><b>Students learn about</b>   <b>Students should be able to</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Students learn about</b>   <b>Students should be able to</b></p>                                                                                                                                                                                                                                                                                                                                  |
| <p>Factors that influence health and wellbeing generally</p>                                                                                                                                                                                                                                                                                                                                  | <p>Healthy relationships</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Self-management and self-care skills</p>                                                                                                                                                                                                                                                                                                                                                             |
| <p>Establishing positive mental health</p>                                                                                                                                                                                                                                                                                                                                                    | <p>Gender, culture and social norms</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Rights and responsibilities before the law</p>                                                                                                                                                                                                                                                                                                                                                       |
| <p>Coping with emotional or mental health challenges</p>                                                                                                                                                                                                                                                                                                                                      | <p>Abusive and violent relationships</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>When to advocate for and create greater equality</p>                                                                                                                                                                                                                                                                                                                                                 |
| <p>Skills managing social situations</p>                                                                                                                                                                                                                                                                                                                                                      | <p>Sexual health</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                         |



30 mins



# When and why might the glossaries be useful tools in the SPHE classroom?

## Appendix 3 Glossary of terms used in Learning Outcomes

**Abusive relationships:** a general term for relationships which may be overtly or covertly aggressive, coercive, controlling, demeaning, harassing, intimidating, isolating, or threatening. Abusive behaviour can be once-off or repeated, intentional or unintentional.

**Addiction pathway:** refers to how engaging with addictive substances or behaviours changes the reward pathway of the brain (that releases dopamine) and describes the effects of this over time. In the context of this curriculum, addictive behaviours might include consideration of screen-time, gaming, gambling or pornography, while addictive substances might include consideration of alcohol, nicotine or mood-altering drugs.

**Consent:** a core principle of all respectful interpersonal relationships; consent involves recognising and respecting one's own boundaries and the boundaries of others and always checking whenever one is unsure. Consent in a sexual setting is defined in [Irish law](#) as follows: *a person consents to a sexual act if he or she freely and voluntarily agrees to engage in that act*. The age of consent to engage in sexual intercourse in Ireland is 17 years old.

**Determinants of health:** whether people are healthy or not is greatly determined by a wide range of factors. Factors such as where we live, the state of our physical environment, genetics, gender, our income and education level, ability to access health services, and our relationships and social support networks, all have considerable impacts on health.

**Domestic, Sexual and Gender Based Violence (DSGBV)** Domestic violence is defined as all acts of physical, sexual, psychological or economic violence that occur within the family or domestic unit. Sexual violence is defined as any sexual act performed on the victim without consent or by taking advantage of the vulnerability of the victim. Gender-based violence is violence that is directed against a person

because of that person's gender. Forms of gender-based violence include sexual harassment, stalking, physical or psychological coercion, abuse and violence, and cyber violence.

**Emotional wellbeing:** refers to recognising, understanding and being able to express and manage our feelings and emotions. Emotional wellbeing is fluid and should not be equated with happiness which is subjective and transitory. Nor should it be understood as the absence of negative moods, feelings or thoughts.

**Gender:** gender means the socially constructed roles, responsibilities, characteristics, behaviours, activities and attributes that a given society considers appropriate for women and men. Gender is socially and culturally constructed, so understandings of gender differ across contexts and over time.

**Gender identity:** refers to a person's felt internal and individual experience of gender, which may or may not correspond with the sex registered at birth.

**Health:** a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity.

**Holistic health:** refers to an approach to wellbeing that looks at the whole person and simultaneously addresses the physical, emotional, social, spiritual and environmental aspects of health. It also recognises the interconnected nature of all these aspects.

**Image-based abuse:** online harassment and image based sexual abuse includes the non-consensual distribution of intimate images including the taking, distribution, publication or threat to distribute intimate images without consent, the sending of or threatening to send grossly offensive communications with intent to cause harm to the victim.

## Appendix 2 Glossary of Action Verbs

| Action verbs | Students should be able to                                                                                                                                                                         |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Analyse      | Study or examine something in detail, break it down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions |
| Assess       | Show skills of judgment and evaluation, balancing different perspectives                                                                                                                           |
| Appreciate   | Acknowledge and reflect upon the value or importance of something                                                                                                                                  |
| Consider     | Reflect upon the significance of something                                                                                                                                                         |
| Demonstrate  | Prove or make clear by reasoning or evidence, showing by examples or practical application                                                                                                         |
| Describe     | Give an account, using words or images, of the main points of the topic                                                                                                                            |
| Devise       | Plan, develop or create something by careful thought                                                                                                                                               |
| Discuss      | Examine different concepts, perspectives or opinions on a topic and then come to their own conclusion/viewpoint, supported by appropriate evidence or reasons                                      |
| Examine      | Look closely at arguments, data, information and stories in a way that uncovers its origins, assumptions, perspectives and relationships                                                           |
| Explain      | Implies more than a list of facts/ideas; the reasons or cause for or further detail about these facts/ideas must also be given                                                                     |
| Explore      | Systematically look into something closely for the purpose of discovery; to scrutinise or probe                                                                                                    |
| Identify     | Recognise and state briefly a distinguishing fact, feature or example                                                                                                                              |
| Investigate  | Observe, study, or make a detailed and systematic examination, in order to establish facts and provide supporting evidence for conclusions                                                         |
| Research     | Find suitable information, sort, record, analyse and draw conclusions                                                                                                                              |
| Recognise    | To come to know or be aware of something based on personal experience                                                                                                                              |
| Reflect      | Give thoughtful and careful consideration to their action, experiences, values and learning in order to gain new insights and meaning                                                              |
| Summarise    | State briefly the main points of information                                                                                                                                                       |
| Understand   | To know or realise the meaning or importance of something                                                                                                                                          |



20 Minutes





# During Day 1 of this PLE Participants will:

Explore the new Senior Cycle SPHE Specification (2024)

Assess the characteristics of effective teaching and learning in Senior Cycle SPHE

Examine the use of stimulus materials in the SPHE classroom



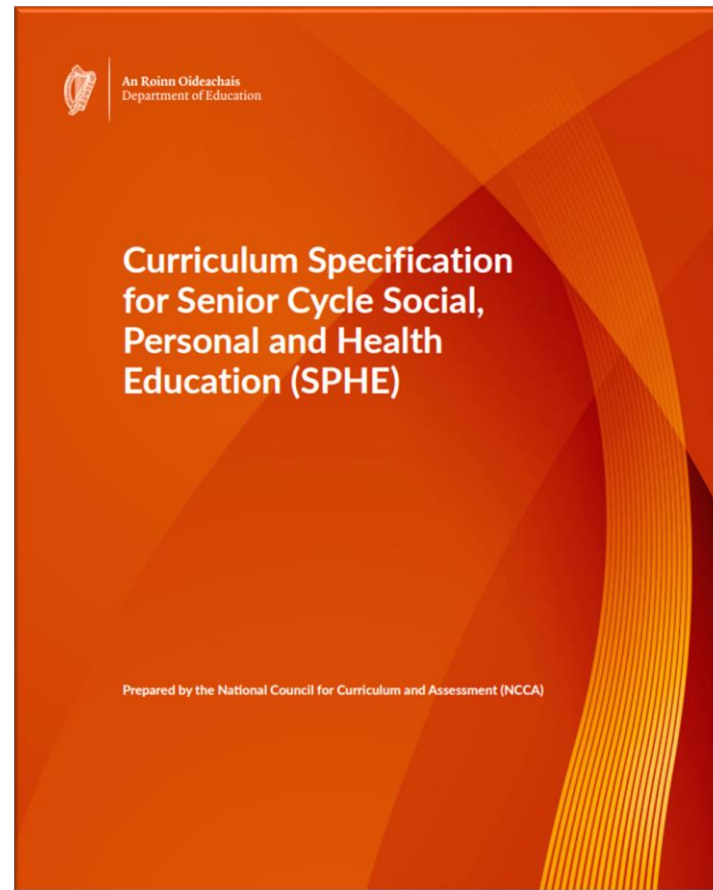
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## Session 2

### The Characteristics of Effective Teaching and Learning

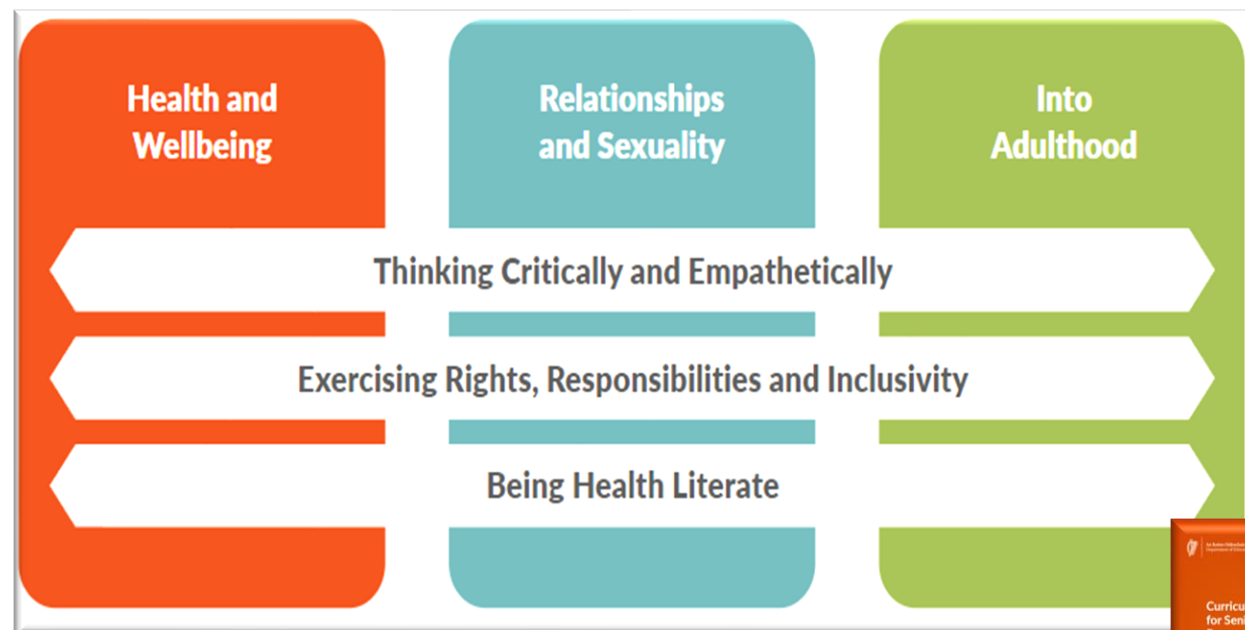




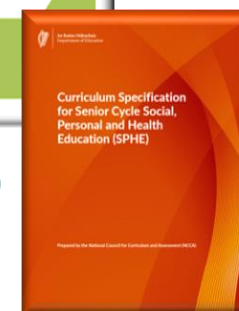
# Cross-cutting Elements



(DE, 2023, p.13)

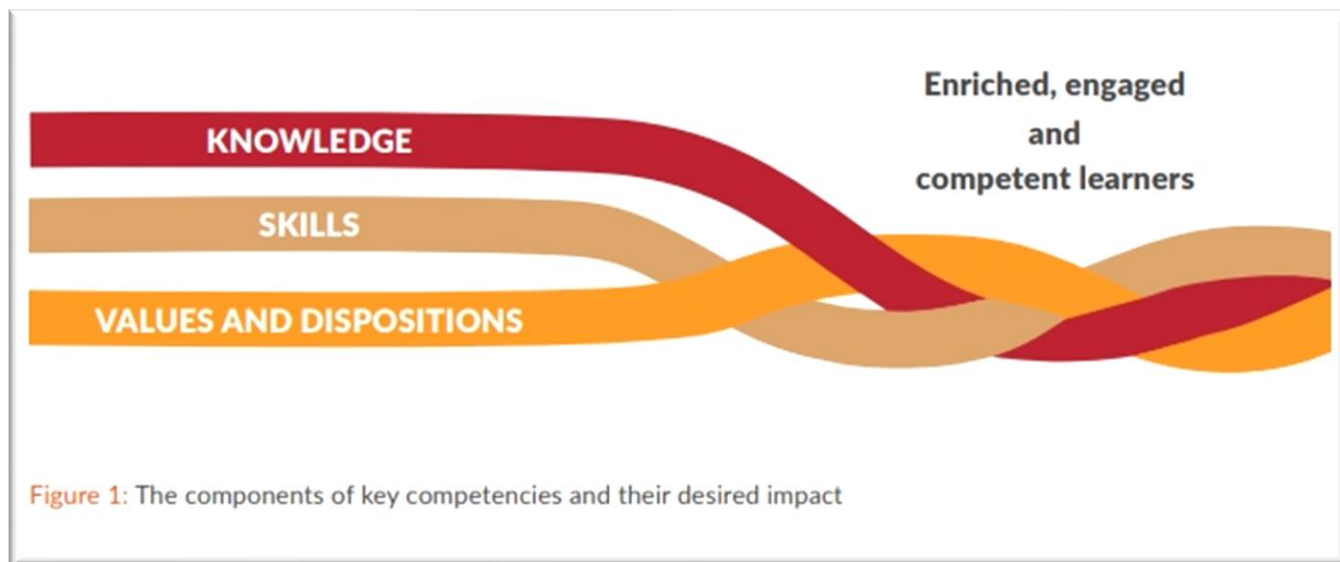


(DE, 2024, p.10)





# Key Competencies



(DE, 2024, p.7)



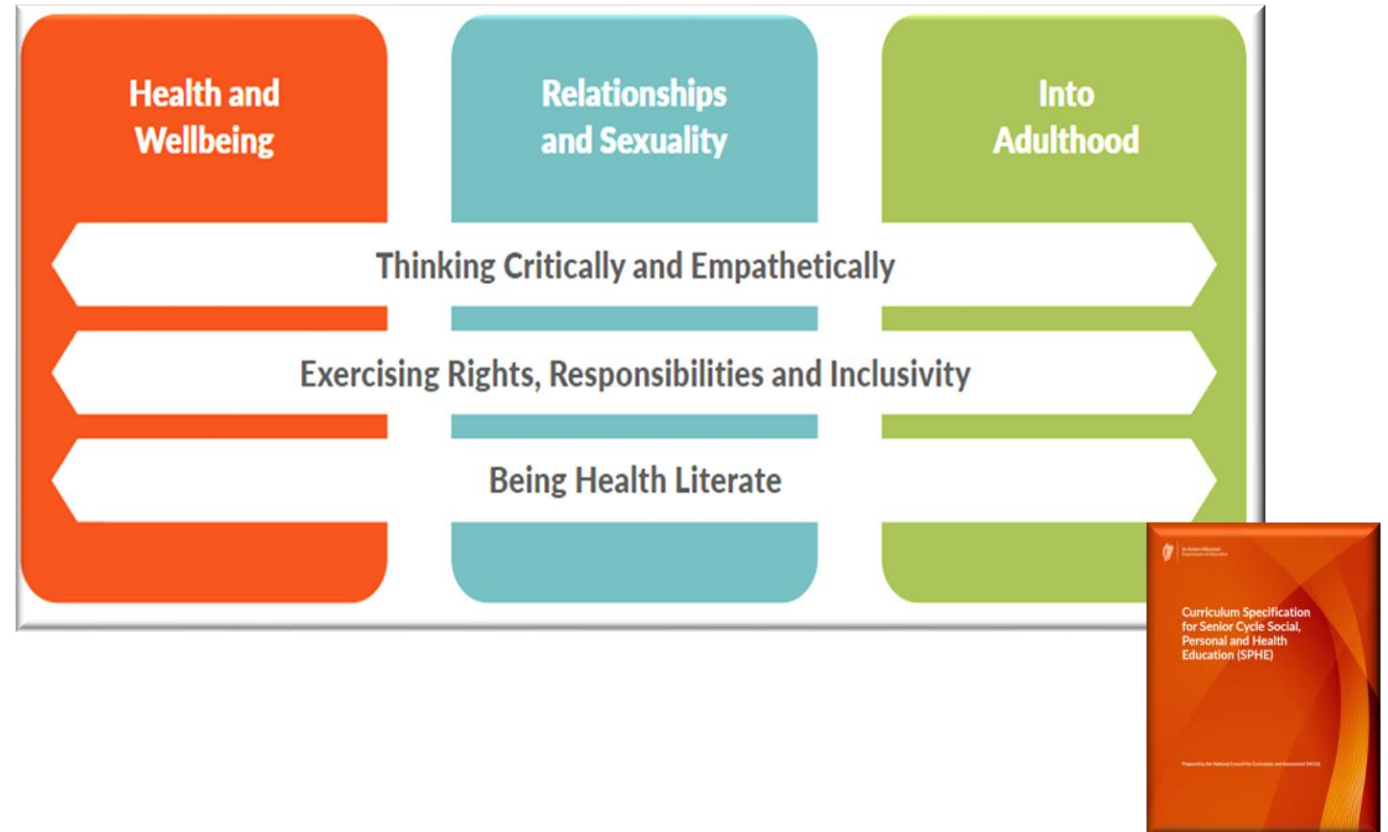
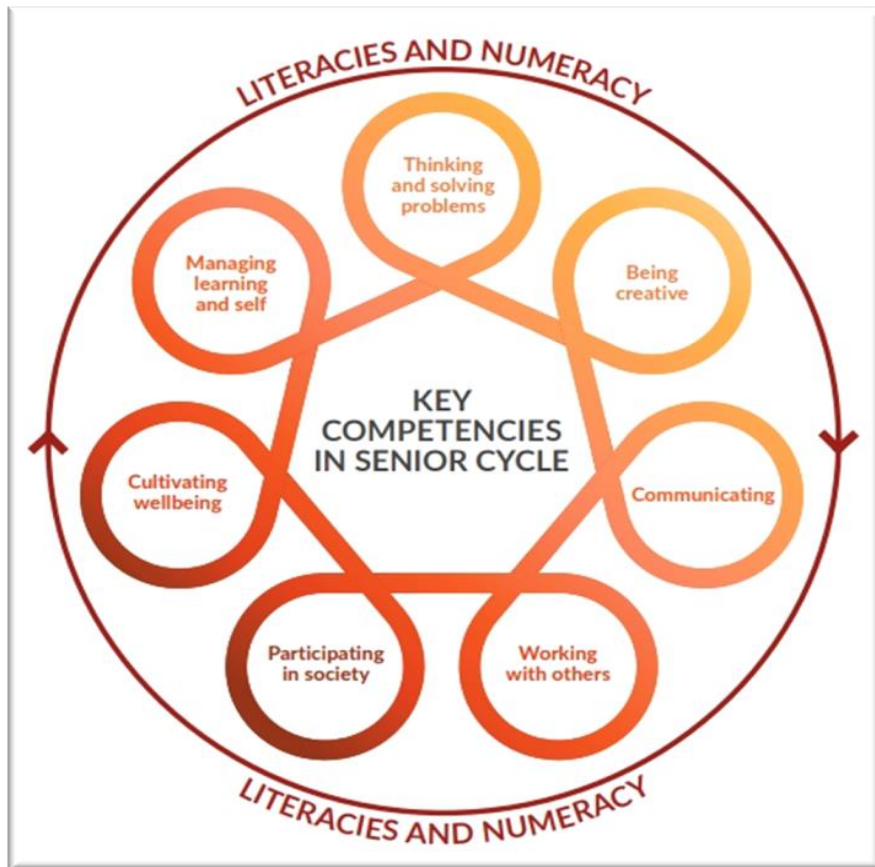
(DE, 2024, p.8)

# Connecting the Key Competencies and Cross-cutting Elements in SPHE



Oide

PLB 2



# Activity – Plotting the Learning Outcomes



Oide

PLB 3

Which Learning Outcomes  
would best suit:

- 5<sup>th</sup> Year
- 6<sup>th</sup> Year
- 5<sup>th</sup> and 6<sup>th</sup> Year

What themes are emerging?

And you do this  
activity with your  
students?

Things to Consider:

- Age and stage
- School context
- Linked learning outcomes
- Wellbeing events



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## What makes a safe SPHE Classroom?





# Teaching Senior Cycle SPHE



I'm just  
starting out



I'm  
developing



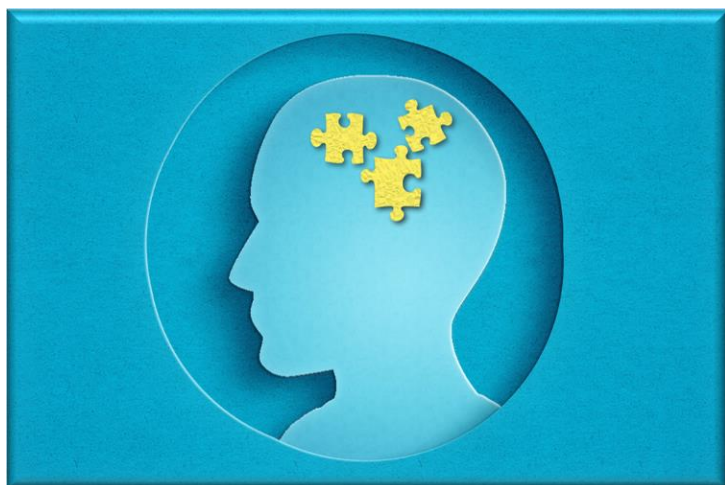
I'm  
growing



I'm  
hopping along



# Self-Reflection



What strategies might help me in managing my own experiences/opinions/assumptions?

What will support me to approach topics in a sensitive, non-judgemental, and inclusive way?



# Co-creating a Safe Space



How do you create a safe space in the SPHE classroom?



# Limits to Confidentiality

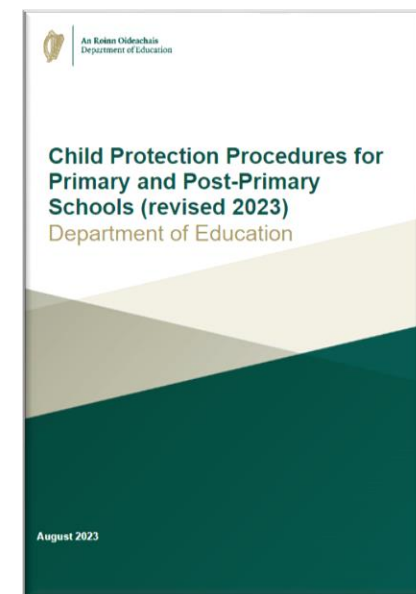
## Students should be aware that there are limits to confidentiality

- If a teacher becomes aware that a student is at risk, they are obliged to pass on this information.

## Teachers should never guarantee confidentiality

- Child Protection Procedures for Primary and Post-Primary Schools 2023 state: If a teacher becomes aware that a student is sexually active under the age of consent (17 for boys and girls and for heterosexual and homosexual sex), the teacher must bring this information to the DLP who may be obliged to inform the parents.

(DE, 2023)

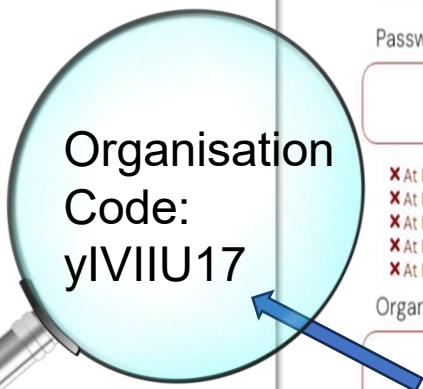


# Support Clouds





# Employee Assistance Service (EAS)



**Sign Up**

Email Address

First Name  Last Name

Password  

- ✗ At least 10 characters
- ✗ At least 1 uppercase letter
- ✗ At least 1 lowercase letter
- ✗ At least 1 number
- ✗ At least 1 special character

Organisation Code

**ENGAGE.  
EMPOWER.  
TRANSFORM.**





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# Teaching for Student Learning



# Further Characteristics of Effective Teaching and Learning



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PLB 5

‘How to have difficult conversations’



Reach Out Australia

Read through the lesson on ‘How to have difficult conversations’ and find examples of the further characteristics of effective teaching and learning.





# Morning Reflection

## Exit Slips

What I will remember  
is...



# Enjoy your Lunch!



60 mins



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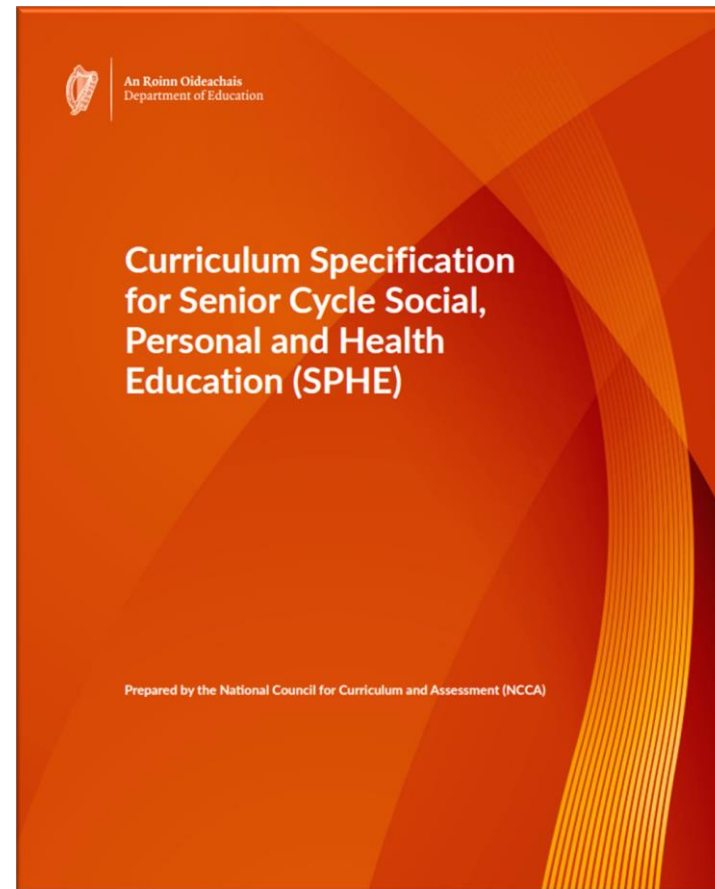
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## Session 3

### Using Stimulus Materials in the SPHE Classroom





## Student-centred Planning

*“Young people have a right to have their voices heard and for adults to listen and take them seriously in matters that affect them.”*

*“At the heart of participation... is ensuring that when... young people are involved in decision-making, their views are listened to, taken seriously and given due weight, with the intention that these views will... initiate change.”*

*“the very act of consulting with your students will help foster positive teacher-student relationships and shared responsibility for the learning.”*



# Activity – Student Participation in Planning

How can we ensure that student participation is incorporated into our planning?

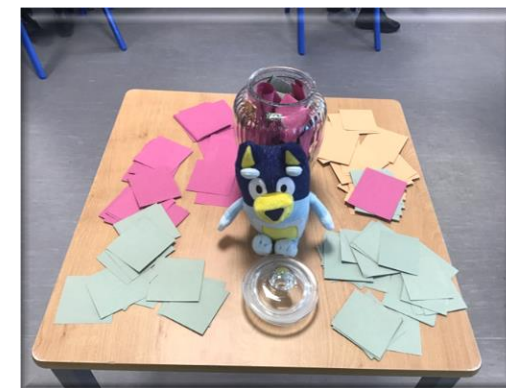
Tree of Hope



Traffic Lights



What Jars You?





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# Research as a Stimulus Material in the Classroom





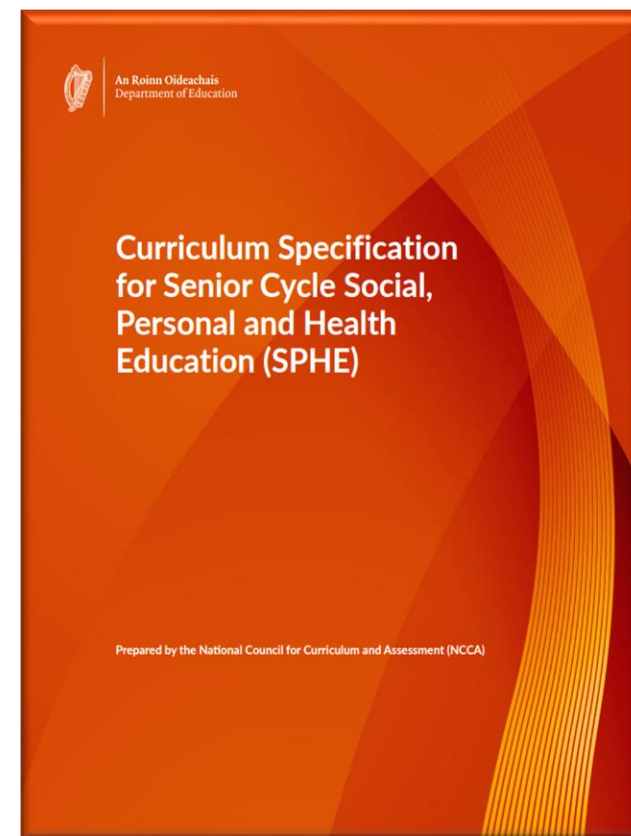
# Using Evidence-based Research as a Stimulus Material

## Activity – Walking Quiz

1. What percentage of boys in 4<sup>th</sup>-6<sup>th</sup> year have watched pornography?
2. What percentage of girls in 4<sup>th</sup>-6<sup>th</sup> year have watched pornography?
3. What percentage of boys first saw pornography between the ages of 10-13?
4. What percentage of girls first saw pornography between the ages of 10-13?
5. What percentage of 18–21 year olds encountered violent pornography before the age of 18?
6. What percentage of male university students report watching porn a few times per week?



# Research Findings and Implications for Teaching and Learning in SPHE





# Why is learning about the impact of pornography included in SC SPHE?

Most people agree (74%) that pornography negatively impacts sexual development for young people.

Almost two thirds of people (63%) believe that pornography leads to increased sexual violence in society.

81% of people agree that we need an age-appropriate sexuality and relationships education in all schools which includes a focus on the negative consequences of exposure to pornography.

81% of young people (aged 18-25) agree that pornography increases men's interest in trying rough or violent sex

1 in 2 people (57%) believe that pornography increases inequality between men and women





# Prior Learning

What prior learning would students need to have engaged in before learning outcome 2.7?

NCCA Senior Cycle SPHE

## Strand 2 | Relationships and Sexuality

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning Outcome 2.7:</b> | Students should be able to investigate the possible influence of pornography on relationship expectations and behaviours and what supports are available for those impacted by pornography.                                                                                                                                                                                                                                                                                                                                                            |
| <b>Pre-learning:</b>         | Before discussing the issue of pornography, it will be important to review Junior Cycle SPHE learning about the characteristics of healthy relationships, consent and how gender stereotypes influence expectations about relationships and sexual activity - all of which form the foundations for being able to critically discuss the influence and impact of pornography. Students also need to have engaged with related Senior Cycle SPHE learning outcomes, including learning about healthy relationships (2.1, 2.2 and 2.3) and gender (2.4). |

### What is the important learning?

Learning Outcome 2.7 is asking students to investigate the influence of pornography on relationship behaviours and expectations. 'Investigate' implies examining a question in order to establish facts and providing evidence for conclusions. Dictionary definitions of pornography will typically describe pornography as writings or depictions of sexual acts for the purpose of creating sexual arousal. However such definitions do not reflect mainstream freely available pornography, which depicts the objectification, dehumanization, humiliation and degradation of people, mostly women. Within the SPHE classroom, it is important to distinguish between depictions of sexual activity that are erotic (depict sexual love and can arouse sexual desire) and those which are pornographic (depictions of sexual activity which portray female subordination and male dominance and within which violence and sexual assault are normalised). Therefore, discussion needs to be framed in an awareness that pornography, which is freely accessible, has evolved over the years becoming more extreme, violent and damaging.

There are two key messages to keep in mind - pornography presents violent and degrading behaviours that do not reflect healthy real-life relationships and exposure to pornography can have harmful effects.

### Approaches to consider when teaching about pornography

- Avoid approaches that (even unintentionally) normalise pornography. This would include the suggestion that everyone has seen pornography. Acknowledge, without judgement, that students may/may not have viewed pornography and avoid shaming students who have viewed pornography.
- Keep in mind that even if students have not viewed pornography, they can still be impacted by its influence on peers.
- Beware of statements that reinforce negative gender norms/stereotypes, such as conveying boys/men or masculinity as problematic or 'toxic'.
- It is important to engage young people with evidence which demonstrates that pornography can have harmful effects. Avoid approaches that are light on information and simply encourage students to discuss or draw their own conclusions about pornography without adequate information to do so. (See [NCCA Senior Cycle SPHE toolkit](#) for links to accessible research)
- A neutral approach which suggests that the research evidence on the harmful impacts of pornography is unclear or inconclusive should be avoided as this is misleading for young people. Similarly, a deterministic approach which implies that anyone who views pornography will suffer harm is also unhelpful, as this is not true and is likely to be rejected by students.
- Point to supports available for anyone who is concerned about their own use of pornography or another person's.

(NCCA, 2024)



# Activity – Using Research as a Stimulus



# Activity – Using Research as a Stimulus



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What learning outcome/s  
from the SC SPHE  
Specification link to your  
area of the research?

(HBSC, 2022, p.19)



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## Using Visual Stimuli in the SPHE Classroom





# Visual Thinking Strategy (VTS)





# Activity – Visual Thinking Strategy (VTS)



Begin with a mindful moment.

Consider the picture.

1. What is going on in this picture?
2. What do you see that makes you say that?
3. What more can we find?

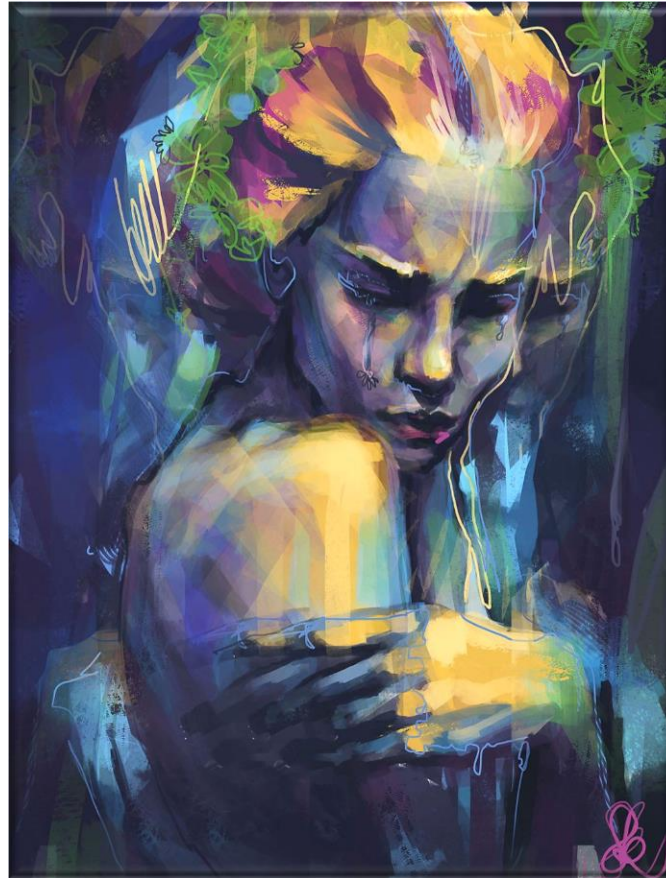
## Learning Outcomes 3.5 and 3.6



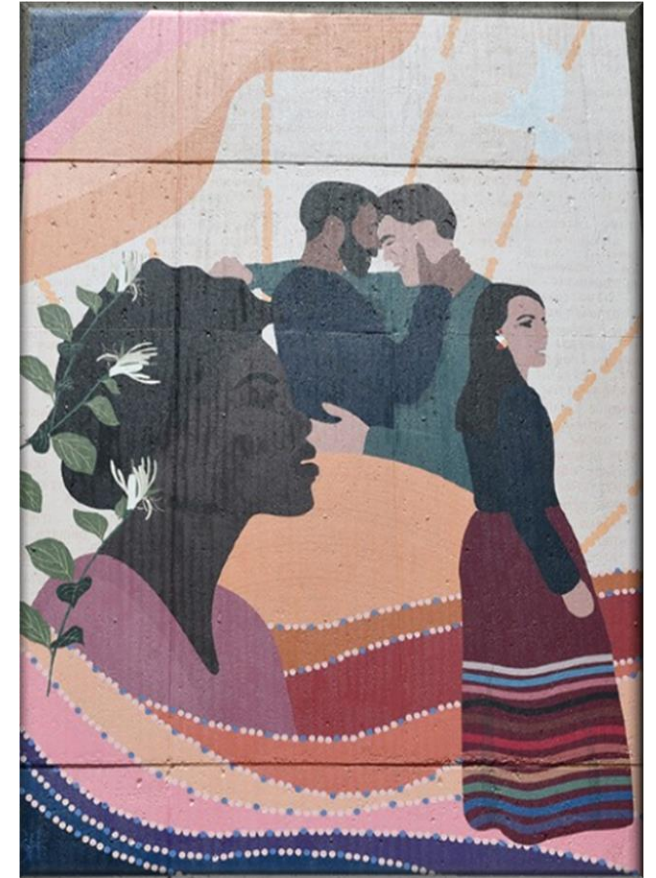
# Activity – Visual Thinking Strategy (VTS)



(Tan, 2007)



(Knego, 2016)



(Boytchuk-Hale, 2021)



# During Day 1 of this PLE Participants have:

Explored the new Senior Cycle SPHE Specification (2024)

Assessed the characteristics of effective teaching and learning in Senior Cycle SPHE

Examined the use of stimulus materials in the SPHE classroom



Share a positive adjective that links to the first initial of your name, for example; Capable Ciara, Brave Bob





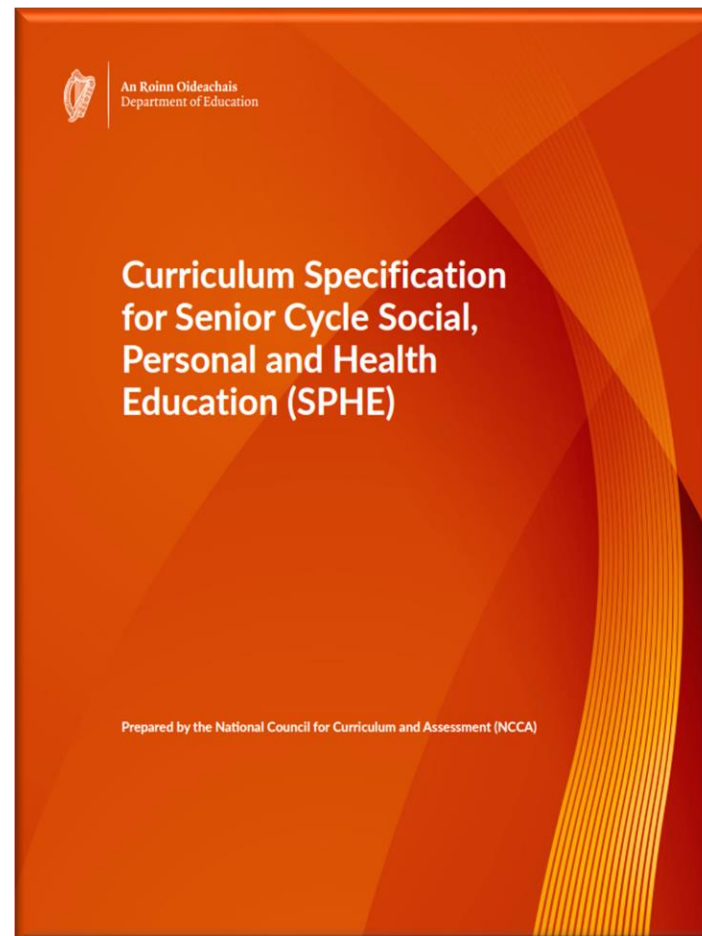
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# Introduction to the Senior Cycle Social, Personal and Health Education (SPHE) Specification (2024) Day 2

Facilitator:



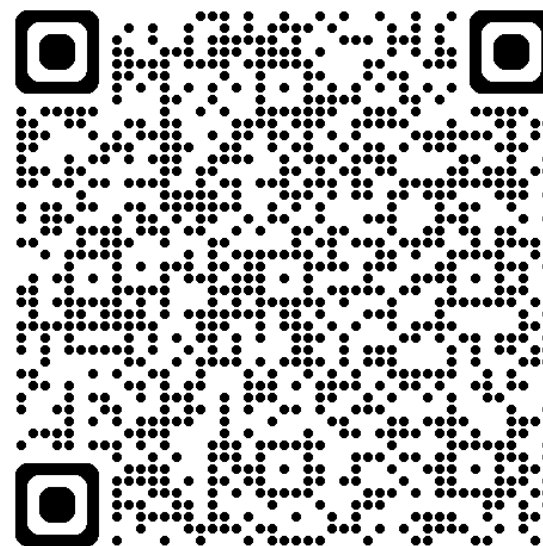


# Padlet Wall

Resources and Supports



[tinyurl.com/SCSPHEIntroPadlet](https://tinyurl.com/SCSPHEIntroPadlet)





# Activity – Thunk

*‘A Thunk is a beguiling question about everyday things that stops you in your tracks and helps you to look at the world in a whole new light.*

*There are no right or wrong answers, simply well-thought-out answers.’*

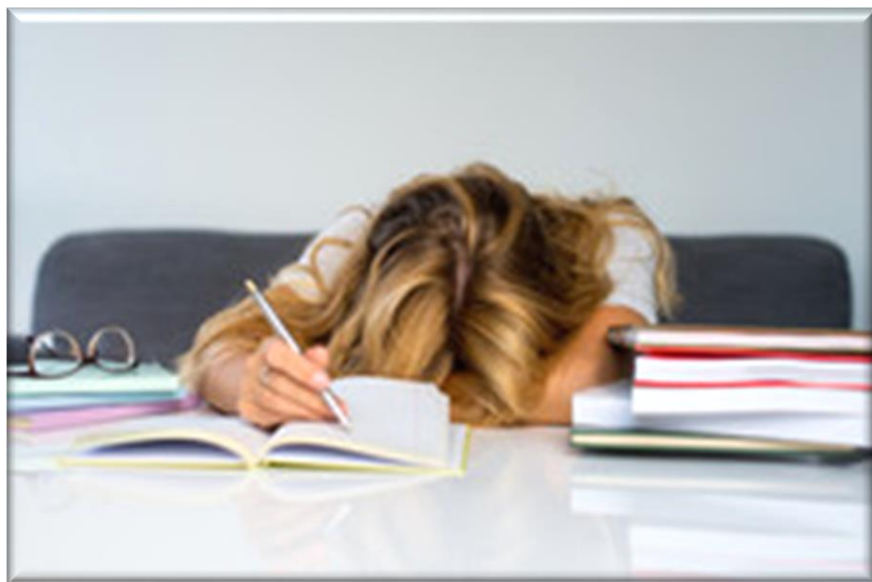
(Gilbert, 2007, p.1)





# Activity – Thunk

Is something boring because of it or because of you?



Can you have a friend that you don't really like?





# Activity – CNQ with Day 1

What **connections** did you make with what was explored on day 1?

What was **new** to you that you have now gotten to grips with?

What **questions** do you still have with what was explored on day 1?



# Expectations



**Tea/Coffee**

11:00 – 11:20

**Lunch**

13:00 – 14:00



# Two Day Overview

| Overview                                                                                                 |                                                                                                             |
|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Day 1                                                                                                    | Day 2                                                                                                       |
| <ul style="list-style-type: none"><li>• Exploring the Senior Cycle SPHE Specification</li></ul>          | <ul style="list-style-type: none"><li>• Assessment and Evidence of Learning in SPHE</li></ul>               |
| <ul style="list-style-type: none"><li>• The Characteristics of Effective Teaching and Learning</li></ul> | <ul style="list-style-type: none"><li>• Exploring Leaving Certificate Applied Social Education</li></ul>    |
| <ul style="list-style-type: none"><li>• Establishing a Safe SPHE Classroom</li></ul>                     | <ul style="list-style-type: none"><li>• Using Collaborative Planning to Create a Unit of Learning</li></ul> |
| <ul style="list-style-type: none"><li>• Effective Pedagogical Approaches</li></ul>                       | <ul style="list-style-type: none"><li>• Choosing Resources</li></ul>                                        |

# Overview of Day 2



Oide

|                                                 |                                                                                                                                                                                                                                          |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Session 4</b><br><b>9:30 - 11:00</b>         | <b>Evidence of Learning in SPHE</b> <ul style="list-style-type: none"><li>• Exploring Effective Feedback in SPHE</li><li>• Examining the Key Assignment Guidelines</li><li>• Understanding the Changes to LCA Social Education</li></ul> |
| <b>Tea/Coffee Break</b><br><b>11:00 – 11:20</b> |                                                                                                                                                                                                                                          |
| <b>Session 5</b><br><b>11:20 - 13:00</b>        | <b>Creating a Unit of Learning</b> <ul style="list-style-type: none"><li>• Planning for the inclusion of Key Assignments</li><li>• Collaboratively planning and devising a unit of learning</li></ul>                                    |
| <b>Lunch</b><br><b>13:00 – 14:00</b>            |                                                                                                                                                                                                                                          |
| <b>Session 6</b><br><b>14:00 - 15:30</b>        | <b>Choosing Resources</b> <ul style="list-style-type: none"><li>• Guidelines for choosing resources</li><li>• Next steps</li></ul>                                                                                                       |



# During Day 2 of this PLE Participants will:

Explore assessment in SPHE and the Guidelines to support the completion of Key Assignments at LCE and LCA

Collaboratively plan and devise a unit of learning

Identify resources to support their unit of learning



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## Session 4

### Evidence of Learning



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Department of Education

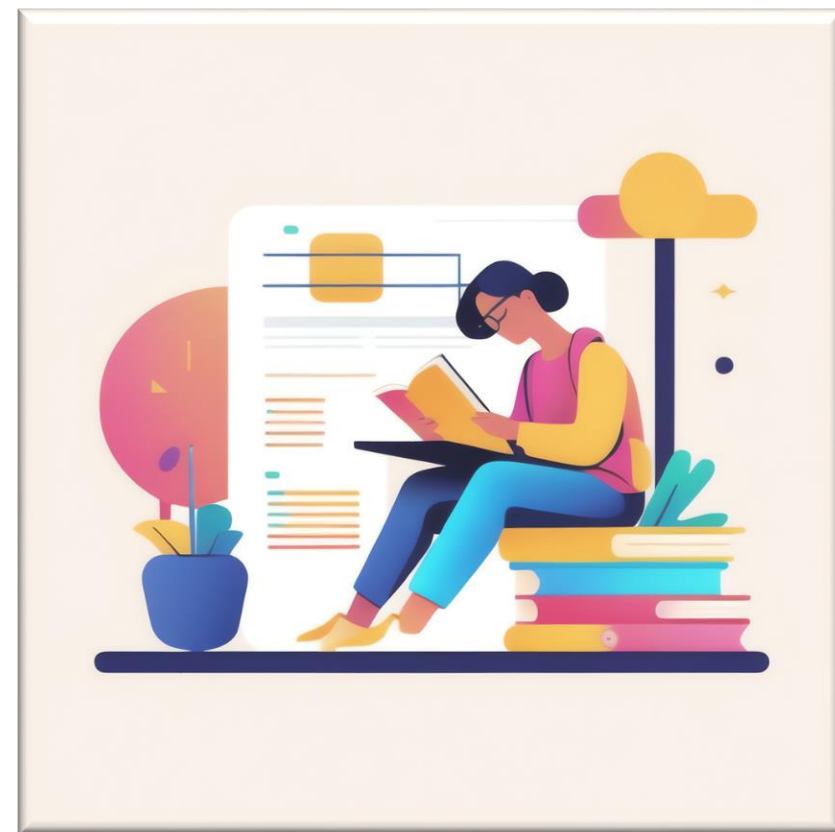
### Curriculum Specification for Senior Cycle Social, Personal and Health Education (SPHE)

Prepared by the National Council for Curriculum and Assessment (NCCA)



# Activity – Speed Feedback Rounds: Formative Assessment to Support Learning

1. Pair up with the person next to you.
2. In one minute explain your assessment strategy.
3. The partner listens and provides one minute of feedback or suggestions.
4. Switch roles and repeat.
5. When instructed find a new partner and repeat.





# Evidence of Learning in SPHE

Action Plan

Pamphlet

Short  
presentation

Infographic

Lists

Collage /  
Notice-board

Checklist

Poster

Chart

Letters

Bookmark

Fact Sheet

Role Plays

Awareness  
Campaign

Video

# Guidelines to Support the Completion of Key Assignments



Oide

PLB 10

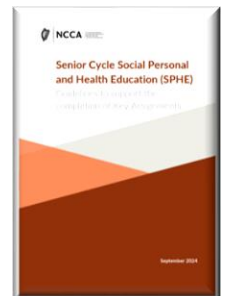
Leaving Certificate  
Established (LCE)  
Leaving Certificate Applied  
(LCA)

Record of Key Assignments  
must be kept

Credits are recorded for  
certification for students  
following the LCA programme

Minimum of 8 Key  
Assignments across two  
years of SPHE

3 Key Assignments linked to Strand 1  
3 Key Assignments linked to Strand 2  
2 Key Assignments linked to Strand 3



(DE, 2024)



# Revised Credit Allocation for Social Education within LCA

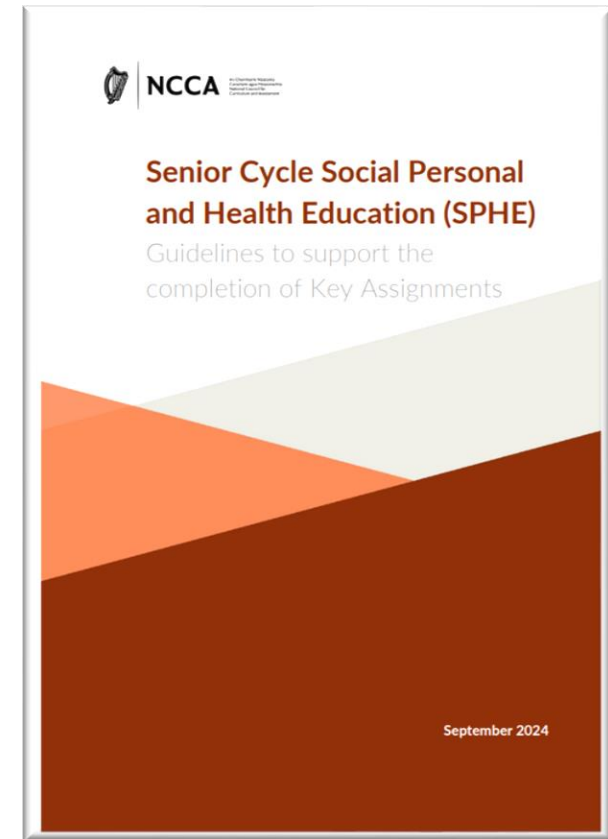
|                                           | 5 <sup>th</sup> Year |           | 6 <sup>th</sup> Year |           |
|-------------------------------------------|----------------------|-----------|----------------------|-----------|
|                                           | Session 1            | Session 2 | Session 3            | Session 4 |
| <b>SPHE 1<br/>(Key Assignment)</b>        | 2 credits            |           |                      |           |
| My Community<br>(Key Assignment)          | 2 credits            |           |                      |           |
| Contemporary Issues 1<br>(Key Assignment) |                      | 2 credits |                      |           |
| <b>SPHE 2<br/>(Key Assignment)</b>        |                      |           | 2 credits            |           |
| Contemporary Issues 2<br>(Key Assignment) |                      |           | 2 credits            |           |
| Taking Charge<br>(Key Assignment)         |                      |           | 2 credits            |           |
| Contemporary Issue Task                   |                      |           | 14 credits           |           |

# Guidelines to Support the Completion of Key Assignments



Oide

Read pages 3 to 5 of the  
Guidelines to Support the  
Completion of Key Assignments.





# Evidence of Learning

‘What to do when something goes wrong – with Mighty Car Mods’







# Evidence of Learning

1. How do you check in with how you are feeling?
2. What strategies do you use to help manage yourself better emotionally?



Reach Out Australia



# The Role of Reflection in SPHE

How do we build a practice of student reflection in our SPHE classroom?





20 Minutes



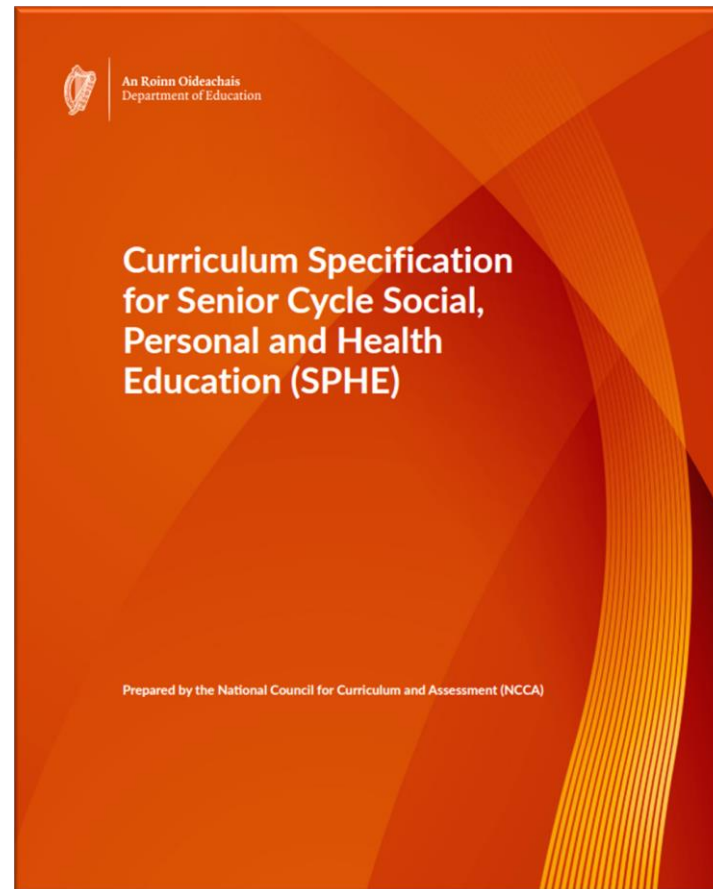
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## Session 5

### Collaboratively Creating a Unit of Learning





# Activity – Gratitude Circle

1. Stand up and form a circle.
2. When it is your turn, share something you are grateful for.





# During Day 2 of this PLE Participants will:

Explore assessment in SPHE and the Guidelines to support the completion of Key Assignments

Collaboratively plan and devise a unit of learning

Identify resources to support their unit of learning



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## Planning a Unit of Learning



# What are our considerations when planning for SPHE?



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PLB 11





# Activity – Plotting the Key Assignments

Which Key Assignments  
best fit with the learning  
outcomes you identified  
for:

- 5<sup>th</sup> Years
- 6<sup>th</sup> Years
- 5<sup>th</sup> and 6<sup>th</sup> Years

| Senior Cycle SPHE: Long Term Planning              |                                                                             |                                                    |
|----------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------|
| Learning outcomes explored in 5 <sup>th</sup> Year | Learning outcomes explored in both 5 <sup>th</sup> and 6 <sup>th</sup> Year | Learning outcomes explored in 6 <sup>th</sup> Year |
|                                                    |                                                                             |                                                    |

# Creating a Unit of Learning for 5<sup>th</sup> Years



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PLB 12

- Revisit your long-term plan from session 2 and the learning outcomes that you identified for 5<sup>th</sup> year students
- Choose learning outcomes and refer to the Glossaries
  - Identify a theme
  - How many lessons will you need to complete this unit?
- Sketch out what these lessons will focus on.

The form is titled 'Unit of Learning Planning Aid' and includes the Oide logo and tagline 'Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí' (Supporting the Professional Learning of School Leaders and Teachers). It has fields for 'Year Group' and 'Duration of Unit'. The form is divided into three main sections: 'Theme:', 'Learning Outcomes', and 'Key Learning'. The 'Learning Outcomes' section has a teal header and contains four bullet points: 'Write the selected learning outcomes that students will experience in this unit.', 'Consider the learning outcomes across the strands and elements remembering the integrated nature of learning in SPHE.', 'You may wish to underline / highlight the aspect(s) of the learning outcome that you will focus on in this unit, as the learning outcomes are for two years so you do not have to complete all of the learning outcome at a point in time.', and 'Remember the action verbs are used to clarify the learning outcome, you may also wish to highlight these:'. The 'Key Learning' section has an orange header and contains three bullet points: 'Given that learning outcomes are for three years, the key learning identifies the potential learning opportunities that could take place in this unit of learning and at this age and stage of development.', 'To identify the key learning, unpack the learning outcomes under knowledge and understanding, skills and values, while also considering the action verbs.', and 'Key learning is agreed at department level.'.



# Key Learning

- What key learning will the students engage in?
- What learning experiences will the students engage with?

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Unit of Learning Planning Aid

Year Group: \_\_\_\_\_ Duration of Unit: \_\_\_\_\_

Theme: \_\_\_\_\_

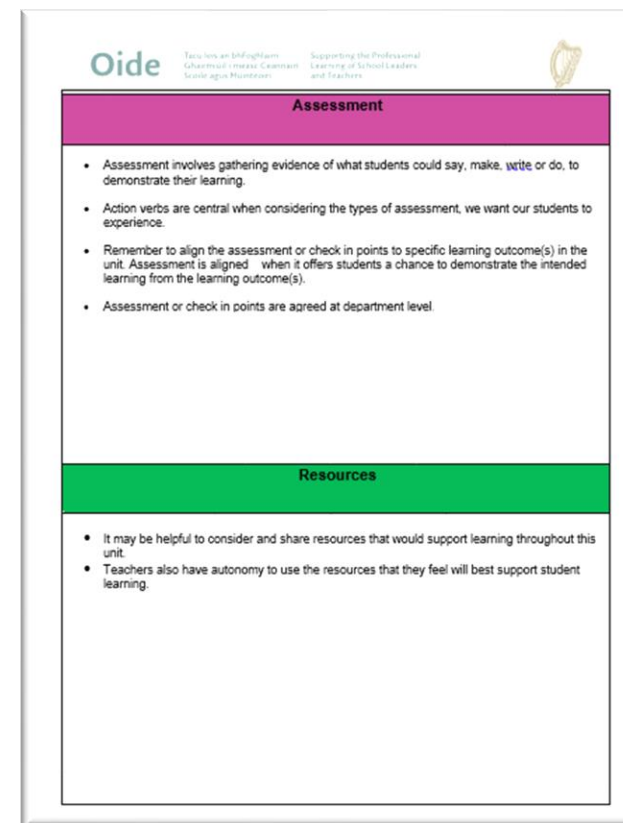
| Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Write the selected learning outcomes that students will experience in this unit.</li><li>• Consider the learning outcomes across the strands and elements remembering the integrated nature of learning in SPHE.</li><li>• You may wish to underline / highlight the aspect(s) of the learning outcome that you will focus on in this unit, as the learning outcomes are for two years so you do not have to complete all of the learning outcome at a point in time.</li><li>• Remember the action verbs are used to clarify the learning outcome, you may also wish to highlight these.</li><li>• Learning outcomes are agreed at department level.</li></ul> |

| Key Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Given that learning outcomes are for three years, the key learning identifies the potential learning opportunities that could take place in this unit of learning and at this age and stage of development.</li><li>• To identify the key learning, unpack the learning outcomes under knowledge and understanding, skills and values, while also considering the action verbs.</li><li>• Key learning is agreed at department level.</li></ul> |



# Assessment

- What assessment strategies will support students to achieve the key learning?
- How will I use this information to provide feedback and plan the next steps in learning?
- How will I capture evidence of learning?

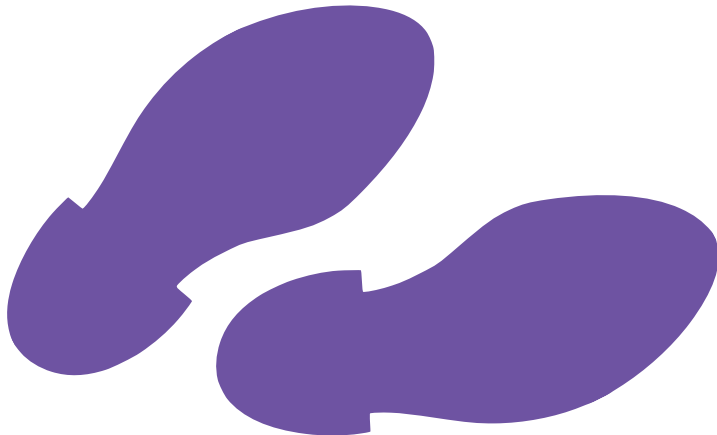


# Further Considerations When Planning



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What might your next steps be?



How will you ensure the learning is accessible to all learners?



What Key Competencies are being developed?



Is there flexibility which allows students to choose from a variety of assessments?



# Questions





# Enjoy your Lunch!



60 mins



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## Session 6

### Choosing Resources



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Department of Education

## Curriculum Specification for Senior Cycle Social, Personal and Health Education (SPHE)

Prepared by the National Council for Curriculum and Assessment (NCCA)



# Activity – Energiser



Choose a photo that resonates with you.



15 mins



# During Day 2 of this PLE Participants will

Explore assessment in SPHE and the Guidelines to support the completion of Key Assignments

Collaboratively plan and devise a unit of learning

Identify resources to support their unit of learning



# Guidelines for Choosing Resources



What learning outcome(s) will this resource help achieve?

Is it relevant to the curriculum and to my plan of work?

Is this resource relevant to my students' lives and needs? How do I know?

Who funded the development of this resource? For example, is it funded by the drinks industry or another commercial interest?



# Resources and Supports

## NCCA Senior Cycle SPHE Toolkit



Preparing to teach



Teaching SPHE



Resources for  
teaching and learning  
SPHE/RSE



# Active Methodologies and Strategies

Exit-slip

CNQ

Walking Quiz

Exit Strategy

Gratitude Circle

Question Car Park

Research Materials

Think-Pair-Share

Check-in

Ice-breaker

Scenarios

Group-work

Brainstorming

Sorting Activity

Reflective Activities

Visual Thinking Strategy



# Applying Resources to Our Unit of Learning

What resources are currently available that could support your unit of learning?

## NCCA SC SPHE Toolkit



Resources for  
teaching and learning  
SPHE/RSE

Strand 1: Health and Wellbeing ▼

Strand 2: Relationships and Sexuality ▼

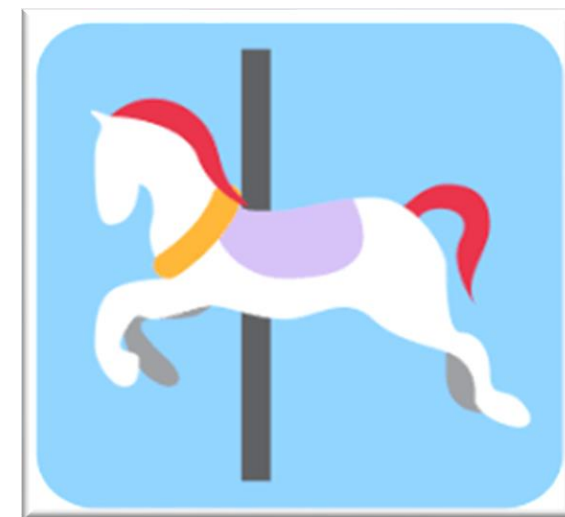
Strand 3: Into Adulthood ▼

Additional guidance for teachers on specific learning  
outcomes ▼



# Activity – Carousel

1. One Participant Stays Behind.
2. Other Participants Move.
3. Present the unit of learning.
4. Gather Ideas.
5. Final Reflection.



20 mins



# Participant Reflection

How can my school prepare for the implementation of Senior Cycle SPHE?

- ✓ Long Term Plans
- ✓ Units of Work
- ✓ Assessment
- ✓ Resources
- ✓ Collaborative work





# Revisiting Our Questions





# During Day 2 of this PLE Participants have:

Explored assessment in SPHE and the Guidelines to support the completion of Key Assignments

Collaboratively planned and devised a unit of learning

Identified resources to support their unit of learning



# Two Day Overview

| Overview                                                                                                 |                                                                                                             |
|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Day 1                                                                                                    | Day 2                                                                                                       |
| <ul style="list-style-type: none"><li>• Exploring the Senior Cycle SPHE Specification</li></ul>          | <ul style="list-style-type: none"><li>• Assessment and Evidence of Learning in SPHE</li></ul>               |
| <ul style="list-style-type: none"><li>• The Characteristics of Effective Teaching and Learning</li></ul> | <ul style="list-style-type: none"><li>• Examining Leaving Certificate Applied Social Education</li></ul>    |
| <ul style="list-style-type: none"><li>• Establishing a Safe SPHE Classroom</li></ul>                     | <ul style="list-style-type: none"><li>• Using Collaborative Planning to Create a Unit of Learning</li></ul> |
| <ul style="list-style-type: none"><li>• Effective Pedagogical Approaches</li></ul>                       | <ul style="list-style-type: none"><li>• Choosing Resources</li></ul>                                        |

