

Understanding myself and others

- 1.1 explore the physical, social and emotional changes that happen during adolescence
- 1.2 reflect on their personal strengths and values and how they bring these into relationships
- 1.3 explore the range of influences and life experiences that can impact on self-image and self-esteem and identify ways to nurture a positive sense of self-worth
- 1.4 recognise the factors and influences that shape young people's self-identity, such as family, peers, culture, gender identity, sexual orientation, race/ethnic background, dis/abilities, religious beliefs/world-views
- 1.5 reflect on gender equity and how gender stereotypes impact on expectations, behaviour and relationships
- 1.6 discuss experiences/situations of bias, inequality or exclusion and devise ways to actively create more inclusive environments
- 1.7 communicate in a respectful and effective manner and listen openly and sensitively to the views/feelings of others
- 1.8 reflect on the meaning and importance of empathy and discuss ways that it can be expressed
- 1.9 demonstrate self-management skills, including setting personal goals, delaying gratification, and self-regulation of thoughts, emotions and impulses



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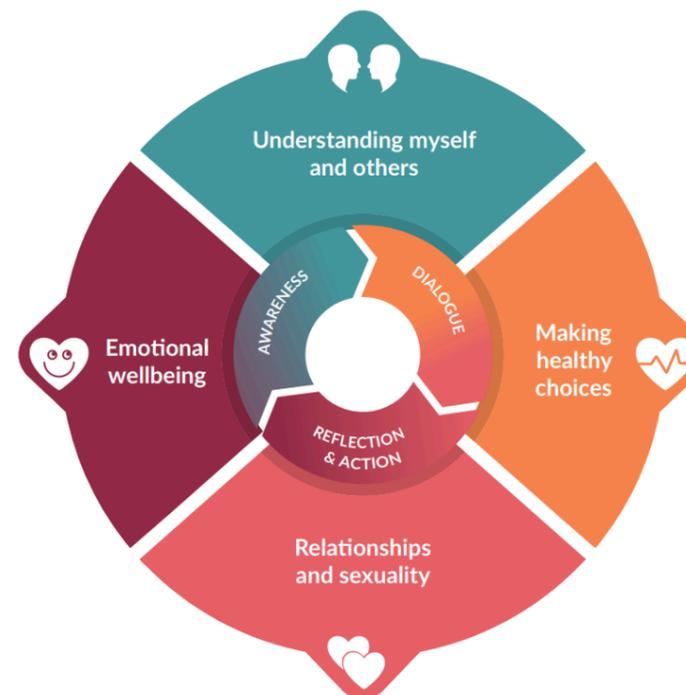
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Supporting the Professional
Learning of School Leaders
and Teachers

Emotional wellbeing

- 4.1 discuss the fluid nature of emotional wellbeing and ways to nurture and protect it
- 4.2 recognise and acknowledge their emotions and recognise the links between thoughts, feelings and behaviour
- 4.3 consider the impact of stress and draw upon a variety of techniques to help self-regulate emotions and cope with the day-to-day stresses of life
- 4.4 discuss ways to support themselves and others in challenging times and where/how/when to seek support, if needed
- 4.5 explore how emotional wellbeing can be affected by factors within our control, such as sleep, diet, exercise, substance use and online exposure, and factors beyond our control
- 4.6 recognise different kinds of abusive and bullying behaviour that can occur in interactions online and in person
- 4.7 explain why noticing and responding to different kinds of abusive or bullying behaviour that can occur in person and online is important and discuss appropriate responses including, why, how, where and when to report
- 4.8 identify actions young people can take, without putting themselves at risk, in situations where they are aware of incidents of abusive behaviour or bullying happening and explore the barriers to standing up
- 4.9 demonstrate how to access and appraise appropriate and trustworthy information and services aimed at supporting young people's emotional wellbeing and mental health

Junior Cycle SPHE Strands of Learning



Making healthy choices

- 2.1 consider the multifaceted nature of health and wellbeing, and evaluate what being healthy might look like for different adolescents, including how food, physical activity, sleep/rest and hygiene contribute to health and wellbeing
- 2.2 investigate how unhealthy products such as nicotine, vapes, alcohol, and unhealthy food and drinks are marketed and advertised
- 2.3 discuss societal, cultural and economic influences affecting young people when it comes to making healthy choices about smoking, alcohol and other addictive substances and behaviours, and how harmful influences can be overcome in real-life situations
- 2.4 demonstrate skills and strategies to help make informed choices that support health and wellbeing and apply them in real-life situations that may be stressful and/or involve difficult peer situations
- 2.5 discuss the physical, social, emotional and legal consequences of using addictive substances -immediate and long-term
- 2.6 consider scenarios where, for example, alcohol, nicotine, drugs, food and electronic devices might be used to cope with unpleasant feelings or stress, and discuss possible healthy ways of coping
- 2.7 assess the benefits and difficulties associated with their online world and discuss strategies for dealing with a range of scenarios that might arise
- 2.8 discuss how to share personal information, images, opinions and emotions in a safe, responsible and respectful manner online and in person
- 2.9 explore why young people share sexual imagery online and examine the risks and consequences of doing this
- 2.10 demonstrate how to access and appraise appropriate and trustworthy information, supports and services about health and wellbeing

Relationships and sexuality

- 3.1 reflect on the values, behaviours and skills that help to make, sustain and end relationships respectfully with friends, family and romantic/intimate relationships
- 3.2 examine benefits and difficulties experienced by young people in a range of relationships -friendships, family relationships, and romantic/intimate relationships
- 3.3 identify signs of healthy, unhealthy and abusive relationships
- 3.4 appreciate the importance of setting healthy boundaries in relationships and consider how to show respect for the boundaries of others
- 3.5 consider the importance of taking care of their reproductive health
- 3.6 appreciate the breadth of what constitutes human sexuality, and how sexual orientation and gender identity are experienced and expressed in diverse ways
- 3.7 explore the pressures to become sexually intimate and discuss ways to show respect for people's choices
- 3.8 appreciate the importance of seeking, giving and receiving consent in sexual relationships, from the perspective of building caring relationships and from a legal perspective
- 3.9 explain the importance of safer sexual activity with reference to methods of contraception and protection against sexually transmitted infections (STIs)
- 3.10 discuss the influence of popular culture and the online world, in particular, the influence of pornography, on young people's understanding, expectations and social norms in relation to sexual expression
- 3.11 demonstrate how to access and appraise appropriate and trustworthy advice, support and services related to relationships and sexual health