Senior Cycle SPHE Strands of Study

Strand 1: Health and Wellbeing

Factors that influence health and wellbeing generally

1.1 explore the determinants of good health

1.2 investigate ways a person can influence their holistic health, including physical activity, food, sleep, social connections, positive self-image and connecting with nature, and discuss how these are related

1.3 examine social norms, attitudes and beliefs related to alcohol, tobacco/vaping and substance use

Fostering positive mental health

1.4 explore the factors that influence mental health and wellbeing, including the influence of family, community, peers, school, social media, digital technology, alcohol and mood-altering drugs, and one's self-image and identity

1.5 recognise helpful and unhelpful thinking patterns, including negative self-talk, and how these can affect emotions and behaviour

1.6 describe and draw on a variety of strategies that can help regulate and manage thoughts and emotions in order to nurture positive mental health

Coping with emotional or mental health challenges

1.7 recognise the signs and symptoms of low mood, stress and anxiety in themselves and others and recognise when help should be sought, where to go and how to access help if needed

1.8 discuss ways of responding to low mood, stress and anxiety

1.9 explain the pathways towards addiction, the signs and consequences of different kinds of addictions and where to go and how to access help, if needed

Staying safe when out socially

1.10 discuss and devise ways to safely manage social situations where their own or others' health or safety may be at risk

Strand 2: Relationships and Sexuality

Healthy relationships

2.1 demonstrate the awareness and skills needed for nurturing healthy in-person and online relationships, including respecting boundaries, communicating effectively, navigating difficult conversations, preventing and managing conflict and dealing with break-ups

2.2 reflect on how their attitudes, beliefs, values and identity, and those of others, can influence the dynamics of families, friendships and romantic relationships

2.3 discuss the need for consent and the importance of care, respect, empathy, trust and mutual pleasure within a sexual relationship

Gender, cultural and social norms

2.4 examine how both positive and harmful attitudes around gender are perpetuated in the media, online, and in society and discuss strategies for challenging and changing harmful attitudes and narratives

Abusive and violent relationships

2.5 identify and consider common signs of abusive relationships, including coercive control

2.6 explore the root causes and consequences of domestic, sexual and gender-based violence (DSGBV), and outline the supports and services available, and protections under the law

2.7 investigate the possible influence of pornography on attitudes, behaviours and relationship expectations and what supports are available for those impacted by pornography

2.8 discuss image-based abuse, sexual harassment, sexual assault and rape, and what to do and how to seek support if they or someone they know has experienced any of these

Sexual health

2.9 understand the components of sexual health including fertility across the life-cycle, reproductive choices, sexual functioning, safer sexual practices, possible responses to an unplanned pregnancy, and how to access sexual health information and services

Strand 3: Into Adulthood

Self-management and self-care skills

3.1 consider strategies for self-care that can help maintain health and prevent ill-health

3.2 demonstrate self-management skills necessary for life

3.3 explore a range of life events where they might experience change, loss or heartache and discuss how to care for themselves and/or others during these times and where to find support

Rights and responsibilities before the law

3.4 summarise accurately their rights, responsibilities and protections before the law as a young adult with reference to online communicating, consent, alcohol and drug use, their work-place rights and right to access services

Ways to advocate for and create greater equity and inclusion

3.5 demonstrate the confidence and skills needed to be their own person and be able to advocate for themselves and others, even if it means standing out from the crowd

3.6 recognise when people are experiencing discrimination and demonstrate the skills needed to express solidarity in a range of situations

Health and Wellbeing · Relationships and Sexuality · Into Adulthood

Thinking Critically and Empathetically

Exercising Rights, Responsibilities and Inclusivity

Being Health Literate