Webinar: Leaving Certificate Applied Social Education and Senior Cycle SPHE





Learning Intentions:

Develop our understanding of the updates and changes in Leaving Certificate Applied Social Education

Overview of Senior Cycle SPHE Specification and Assessment

Explore resources and stimulus materials to support learning and teaching.

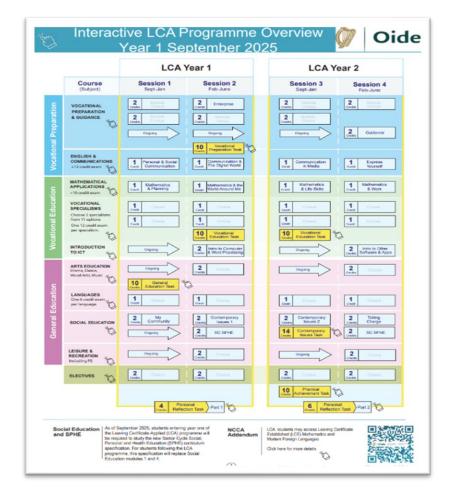


Programme Statement



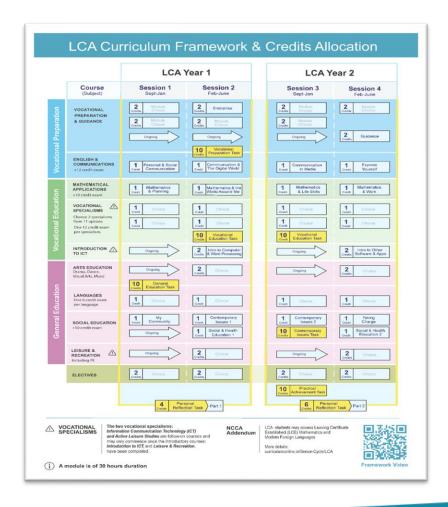






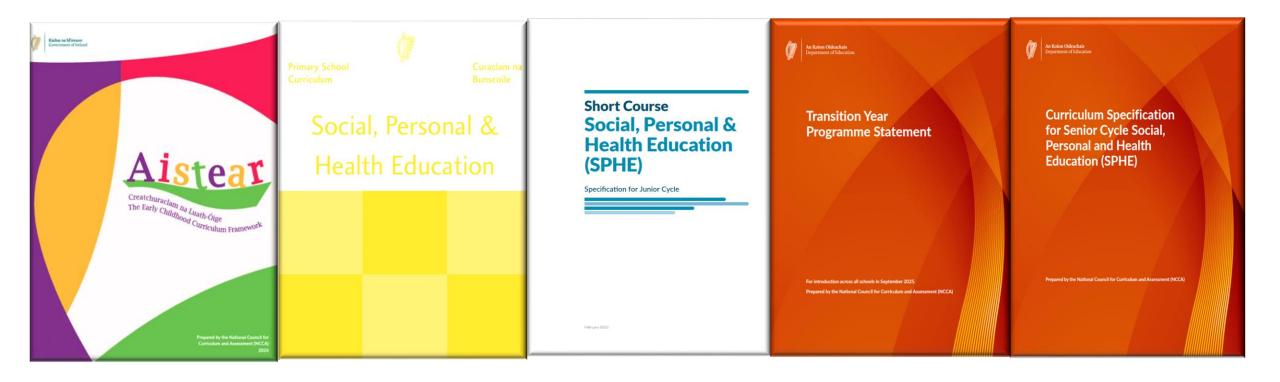


6th Year LCA





Continuum of Education - SPHE

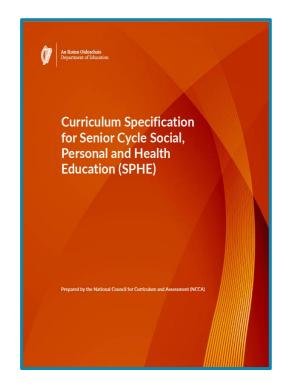


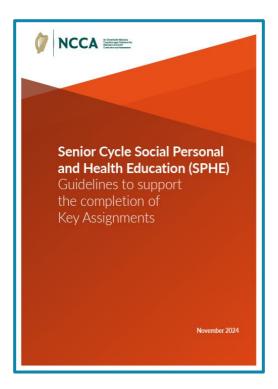


Resources and Documents







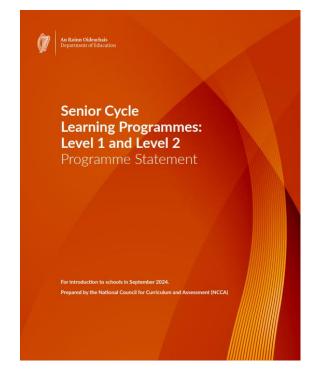


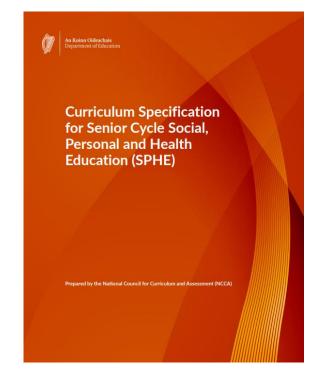


Child Safeguarding: Curricular Provision











Child Safeguarding: Curricular Provision



TY: 'SPHE should be [timetabled] once per week, not exceeding one hour per class' as of September 2025.' (TY Programme Statement p.18)



LCA: 'The Senior Cycle SPHE specification will replace LCA Social Education module 1 and 4 ... for all LCA students entering 5th year/year one of the LCA Programme in the 2025/2026 academic year.' (Circular 12/2025)



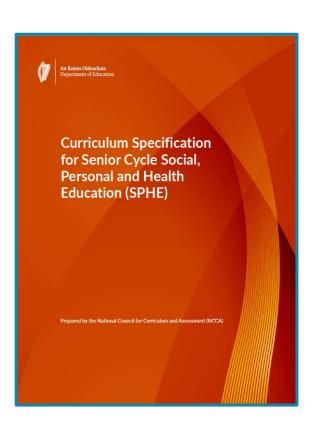
SC L1/L2LP: 'Learning in SPHE is provided through the module on Personal Care and the Senior Cycle SPHE specification' as of September 2025. (SC L1/L2LP Programme Statement p.12)



'Schools have until September 2027 to introduce the Senior Cycle SPHE specification for all other students entering fifth year.' (Circular 12/2025)



Senior Cycle SPHE Specification



- Senior Cycle SPHE Specification (2024)
- 60 hours over 2 years
- Mandatory for LCA (Year 1) from Sept 2025
- Mandatory for all students from Sept 2027



Circular Letter 0012/2025

An Roinn Oideachais Department of Education



Circular Letter 0012/2025

To: Boards of Management, Principal Teachers and Teaching Staff of Post Primary Schools, Special Schools and Chief Executives of Education and Training Boards (ETBs)

Amendments to the Social Education Leaving Certificate Applied (LCA) Module Descriptor

The purpose of this circular is to inform post-primary schools, and settings where the LCA Programme is delivered, of amendments to the Social Education Certificate Applied (LCA) Module Descriptor. These changes will take

r all LCA students entering 5th year/year one of the LCA Programme in

f Management, principal teachers of all second-level schools, special and the Chief Executives (CE) of all Education and Training Boards are asked to ensure that this circular is brought to the immediate

s to the Social Education LCA Module Descriptor follow the introduction ew Senior Cycle Social, Personal and Health Education (SPHE)

ior Cycle SPHE specification will replace LCA Social Education module and Health Education 1) and module 4 (Social and Health Education other four modules of LCA Social Education will remain as they are

sed LCA Social Education Module Descriptor for all LCA students 5th year/year one in 2025 is available online here.

ICA

s entering year one of the LCA Programme in the academic year 26 will no longer be required to sit an examination in Social Education.

of all teachers and relevant staff. nts to the Social Education LCA Module Descriptor (until reviewed and/or updated).

on the ninimum

The new specification for Senior Cycle SPHE will replace Social Education modules 1 and 4. This change will apply for all tudents entering 5th year/Year 1 in the academic year 2025/26.

Social Education

The modules should be covered in the following sequence.

Year 1	Session 1	Session 2	
	Senior Cycle SPHE		
	My Community	Contemporary Issues 1	
	Session 3 Session	Session 4	
Year 2	Senior Cycle SPHE		
	Contemporary Issues 2	Taking Charge	

The Senior Cycle SPHE specification is designed for a minimum of 60 hours of class contact time over the final two years of senior cycle education. LCA Programmes must include Senior Cycle SPHE across all four sessions. The other four modules of Social Education should be completed, one in each session, in the sequence indicated above.



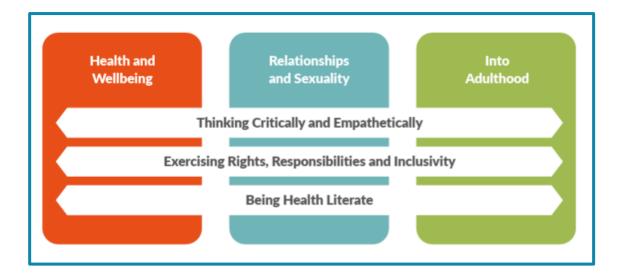
Curriculum Structure: SC SPHE in LCA

Senior Cycle SPHE integrated into LCA Social Education

SC SPHE replaces content of Module 1: Social and Health Education 1 (Year 1) and Module 4: Social and Health Education 2 (Year 2)

3 Strands:

Health & Wellbeing Relationships & Sexuality Into Adulthood



Senior Cycle SPHE Strands of Study



Strand 1: Health and Wellbeing

Strand 3: Into Adulthood

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

Healthy relationships

Strand 2: Relationships and Sexuality

- 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

- 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
- 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

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



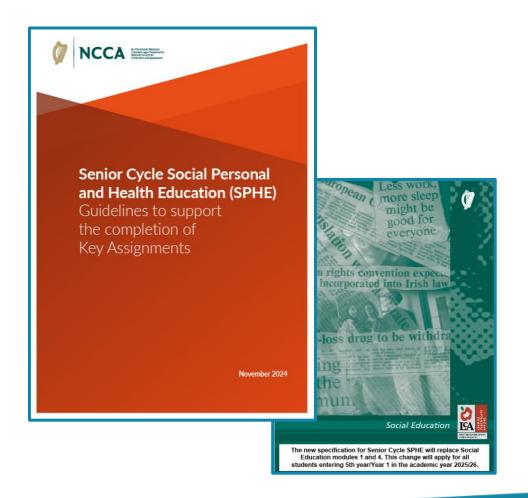


Assessment Changes

No final exam for Social Education (for students entering LCA from 2025)

Assessment of SC SPHE via Key Assignments & Attendance

Assessment of remaining Social Education modules via Key Assignments & Attendance



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)



Active Methodologies and Strategies

Exit-slip	Check-in	
CNQ	Ice-breaker	
Walking Quiz	Scenarios	
Exit Strategy	Group-work	
Gratitude Circle	Brainstorming	
Question Car Park	Sorting Activity	
Research Materials	Reflective Activities	
Think-Pair-Share	Visual Thinking Strategy	



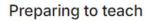
Resources and Supports

NCCA Senior Cycle SPHE Toolkit











Teaching SPHE



Resources for teaching and learning SPHE/RSE





Credit Allocation Changes (Year 1: 2025/26)

	Year 1		Year 2	
	Session 1	Session 2	Session 3	Session 4
SPHE 1 (Key Assignments)	2 credits			
My Community (Key Assignments)	2 credits			
Contemporary Issues 1 (Key Assignment)		2 credits		
SPHE 2 (Key Assignments)		2 credits		
Contemporary Issues 2 (Key Assignments)			2 credits	
Taking Charge (Key Assignments)				2 credits
Contemporary Issue Task (Student Task)			14 credits	
Social Education Final Examination		Discor	Discontinued	



Professional Learning Events

Search for SCSPHE

To see available dates and venues



Social Education modules: My Community, Contemporary Issues 1, Contemporary Issues 2 and Taking Charge Online Event 11th of November 2025



Join Our Mailing List: Oide.ie



- www.oide.ie
- Sign up
- Complete form and click on Post-Primary