



**Oide**

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Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Senior Cycle Social Personal Health Education (SPHE)

## Professional Learning Booklet



# Senior Cycle SPHE Requirements

Programme	Requirement from:	Specification Programme Guidance	Time Required	Key Notes
<b>TY</b>	September 2025	No Curriculum Specification but must include RSE	One class per week (not exceeding 1 hour)	Student voice and consultation on prior learning at Junior Cycle SPHE, L1LP Personal Care and Wellbeing PLU or L2LP Personal Care PLU (cohort dependant)
<b>LCE</b>	September 2027 (students entering 5th year)	Senior Cycle SPHE Specification 2024 (NCCA)	60 hours over two years	Assessment through 8 (minimum) Key Assignments. Schools can report on assessment and learning through the regular reporting system and/or award a school certificate
<b>LCA</b>	September 2025	Senior Cycle SPHE Specification 2024 (NCCA)	60 hours over two years	The Senior Cycle SPHE specification will replace LCA Social Ed. module 1 (Social and Health Ed. 1) & module 4 (Social and Health Ed. 2). Credits awarded - 4 key assignments at end of year 1 (2 credits). 4 key assignments at end of year 2 (2 credits)
<b>L1LP</b>	September 2025	Senior Cycle Level 1 Personal Care (NCCA)	min. 180 hours (3 modules - 60 hours each)	Personal Care meets SPHE requirements
<b>L2LP</b>	September 2025	L2LP Personal Care (NCCA)	min. 60 hours (1 module)	Personal Care meets SPHE requirements



# Senior Cycle SPHE Audit

This audit supports school leaders in reviewing and monitoring SPHE timetabling across all senior cycle programmes. For each statement, indicate whether the area is Developed or Developing.

Transition Year		
Check	Developed	Developing
SPHE is currently timetabled as a component of the TY Student Dimension 'Personal Growth' since September 2025		
It is timetabled for one class period per week not exceeding one hour		
Provision is spread across the year rather than block delivered		
Student voice informs planning (prior Junior Cycle SPHE learning or Personal Care PLU for L1L2LP students)		
No pre-teaching Senior Cycle: TY SPHE is not designed using the Senior Cycle SPHE specification		
RSE continues to be part of the curriculum but now as part of SPHE		



# Senior Cycle SPHE Audit

## Senior Cycle SPHE – Leaving Certificate Established (LCE)

Check	Developed	Developing
School is planning for mandatory implementation from September 2027		
Curriculum Specification for Senior Cycle SPHE 2024 is being followed		
A minimum of 60 hours across fifth and sixth year is provided		
If using 60-minute periods: one class per week is timetabled If using 40-minute periods: two classes in one year and one in the other		
Planning arrangements are in place for Subject Plan		

## Senior Cycle SPHE – Leaving Certificate Applied (LCA)

SPHE is now timetabled as a standalone subject as part of the Social Education Module.		
Curriculum Specification for Senior Cycle SPHE 2024 is being followed		
A minimum of 60 hours across the two-year programme is provided		
Planning arrangements are in place for Key Assignments and certification credits		



# Senior Cycle SPHE Audit

Senior Cycle Level 1 and Level 2 Personal Care		
Check	Developed	Developing
Personal Care is a Core Curriculum area		
Level 1: A minimum of 180 hours is recommended, three modules are provided over two years		
Level 2: A minimum of 60 hours is recommended, one module over two years		
Provision meets SPHE requirements for these students		
High level of collaboration between the SPHE team, SET Team and parents/guardians		
Process and structure for evidence of learning through portfolio are in place		
Designed for learning to be integrated into subjects, supporting students where appropriate, to engage with their learning alongside their peers.		



# List of Key Assignments

## Guidelines to support the completion of Key Assignments P.4

**Table 1: List of Key Assignments**

Key Assignment	Strand Link	✓
I gathered information on the factors that influence holistic health and made a plan to improve one aspect of my health.	Strand 1	
I made a chart/poster/graphic/pamphlet/infographic/video to explain the difference between low mood and depression and signposted where and how young people can access reliable help and support if they are worried about their own or someone else's mental health.	Strand 1	
I created a short presentation on one important factor that effects young people's emotional wellbeing and reflected on what this means for me.	Strand 1	
I made a list of tips for how to stay safe when out socialising and included advice on what to do if myself or someone I know gets into difficulty.	Strand 1	
I collected information on the power of sleep, reflected on what this means for me and made a plan to improve my sleep, if necessary.	Strand 1	
I designed an awareness campaign for people my age highlighting the signs, risks and consequences of different kinds of addictions, and how and where to seek support for an addiction.	Strand 1	
I have become more aware of my thoughts, feelings and behaviours and I created a checklist of strategies that I think will help me to manage myself better emotionally.	Strand 1	
I participated in a series of role plays/scenarios, showing how to communicate effectively in different situations such as conflict, communicating boundaries, ending a relationship.	Strand 2	
I created a short presentation to highlight warning signs in an intimate relationship (including signs of abuse or coercive control) and what healthy relationships look and feel like. This included signposts to relevant supports.	Strand 2	
I created a fact sheet for young people entitled 'Consent – What you need to know?'	Strand 2	
I created a short presentation showing how positive and harmful attitudes around gender are visible in the media.	Strand 2	
I examined case-studies and/or relationship scenarios and suggested possible resolutions/responses, based on respect and care for self and others.	Strand 2	
I created a short presentation on how the law protects people from abusive relationships (including stalking, image-based abuse and domestic, sexual and gender-based violence)	Strand 2 and 3	
I have reflected on the skills I will need to be able to take care of myself when I move on from school and I've created a plan to develop and practice some of these skills now.	Strand 3	
I gathered information about one group of people who are experiencing discrimination and I reflected on practical ways that I can show solidarity with them.	Strand 3	
I designed a resource, e.g. poster, flyer, short video etc, to let my peers know about their work-place rights <b>or</b> their rights and responsibilities in online communications, before the law.	Strand 3	
I wrote a letter to my 12 year old self, with advice about how to make it through adolescence, make healthy choices and be your own person.	All three strands	
I created a 'notice-board' of relevant, trust-worthy and useful websites, services and supports for health and wellbeing that would be helpful for young people to know about.	All three strands	

# Supporting the Provision of SPHE in your school for your students

## Leadership Foundations

- Is there an SPHE coordinator and core team who meet regularly with senior management to review provision?
- Are teachers consulted before being assigned to SPHE?
- Is appropriate time allocated for SPHE and for collaborative planning?
- Are SPHE teachers enabled to engage in collaborative planning on a par with other subject departments?

## Building Teacher Capacity

- Are interested and appropriately upskilled teachers deployed to teach SPHE?
- Are teachers encouraged and facilitated to engage in ongoing professional learning?
- Is professional learning used strategically to build and sustain whole-school capacity in SPHE?

## Working Together

- Do SPHE teachers have regular opportunities (formal and informal) for collaborative planning and professional dialogue?
- Are appropriate supports in place to help SPHE teachers reflect on and process their classroom experiences?
- Is the SPHE coordinator part of, or consulted by, relevant whole-school teams?
- What structures are in place to ensure meaningful student voice and participation in SPHE planning and review?
- What structures are in place to communicate with parents/guardians about the SPHE curriculum?

## Culture and Sustainability

- Are the SPHE and RSE policies in place, up to date and aligned with other relevant school policies?
- Is there a current SPHE subject department plan?
- Is SPHE positioned within a whole-school approach to wellbeing?
- Is there planning in place for the future teaching and sustainability of SPHE (succession planning)?

# Key Documents to Support Senior Leaders in Implementing Senior Cycle SPHE

Key Document	Why it matters
Circular 0012/2025	Confirms Senior Cycle SPHE replaces LCA Social & Health Education modules 1 and 4, and sets out the change for LCA entrants 2025/26
Circular 0043/2018	Sets best-practice safeguards for selecting and using wellbeing programmes/external speakers, including for SPHE and RSE
Circular 0037/2010	Reminds schools of obligations to develop an RSE policy and implement RSE from 1st–6th year
Senior Cycle SPHE Specification (2024)	Defines content, strands, learning outcomes and 60-hour requirement for LCA and LCE
Senior Cycle SPHE – Key Assignment Guidelines (2024)	Explains assessment expectations and Key Assignments for LCA and LCE
Transition Year Programme Statement	Sets expectations for TY SPHE planning
Student Voice in Planning TY SPHE	Supports schools in using structured student consultation to inform the planning of TY SPHE, ensuring learning builds on Junior Cycle SPHE, reflects student needs and interests, and aligns with student-centred planning expectations
Senior Cycle Level 1 Learning Programme: Personal Care	Sets out how students following Level 1 programmes fulfil their SPHE requirement through the Personal Care curriculum area
Senior Cycle Level 2 Learning Programme: Personal Care	Sets out how students following Level 2 programmes fulfil their SPHE requirement through the Personal Care curriculum area
NCCA SPHE Toolkits (TY and Senior Cycle)	Supports planning and implementation of TY and Senior Cycle SPHE through practical guidance, classroom resources and flexible micro-modules

# Professional Learning Supports

## Tacú: Implementing Change Senior Cycle SPHE

**Tacú: Implementing Change**

Reflective professional conversations on leadership insights and practical advice for implementing change to support Senior Cycle Redevelopment

A reflective professional conversation with David McCormack sharing his knowledge and experience of implementing change.

This initial conversation will focus on Senior Cycle SPHE.

More conversations with school leaders to follow  
These conversations will be available on our website and via our mailing list

**Tuesday 20<sup>th</sup> January 2026**  
Conversation focusing on Senior Cycle SPHE

**Tuesday 27<sup>th</sup> January 2026**  
Conversation focusing on the TY Programme Statement

## Oide Wellbeing Team Resources Senior Cycle SPHE

**SPHE Senior Cycle**

News & Updates

Key Documents

Professional Learning Materials

Preparation for Teaching and Learning

Resources



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Supporting the Professional Learning of School Leaders and Teachers



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Supporting the Professional Learning of School Leaders and Teachers

## Planning and Preparing for Sensitive Issues in Junior Cycle and Senior Cycle SPHE

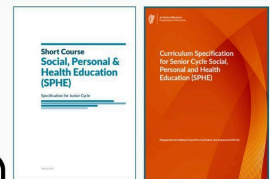
February 2026	
Date	Venue
February 23 <sup>rd</sup>	West Cork Education Support Centre
February 23 <sup>rd</sup>	Wexford Education Support Centre
February 24 <sup>th</sup>	Carrick on Shannon Education Support Centre
February 24 <sup>th</sup>	Athlone Education Support Centre
February 24 <sup>th</sup>	Limerick Education Support Centre
February 24 <sup>th</sup>	Waterford Education Support Centre
February 26 <sup>th</sup>	Cork Education Support Centre
February 26 <sup>th</sup>	Tralee Education Support Centre
February 26 <sup>th</sup>	Clare Education Support Centre
February 26 <sup>th</sup>	Drumcondra Education Support Centre
February 26 <sup>th</sup>	Mayo Education Support Centre
February 27 <sup>th</sup>	Monaghan Education Centre
February 27 <sup>th</sup>	Dublin West Education Centre
February 27 <sup>th</sup>	Laois Education Support Centre
February 27 <sup>th</sup>	Kilkenny Education Support Centre
March 2026	
Date	Venue
March 2 <sup>nd</sup>	Sligo Education Centre
March 2 <sup>nd</sup>	Blackrock Education Support Centre
March 2 <sup>nd</sup>	Athlone Education Support Centre
March 3 <sup>rd</sup>	Dublin West Education Support Centre
March 3 <sup>rd</sup>	Drumcondra Education Support Centre
March 3 <sup>rd</sup>	Galway Education Support Centre
March 3 <sup>rd</sup>	Kildare Education Support Centre
March 5 <sup>th</sup>	Blackrock Education Support Centre
March 6 <sup>th</sup>	Cork Education Support Centre
March 13 <sup>th</sup>	County Donegal Education Support Centre
March 13 <sup>th</sup>	Navan Education Support Centre

## Teaching RSE across the Post-primary Continuum

This two-day Professional Learning Experience (PLE) is designed to support all teachers of SPHE. This new PLE builds upon previous introductory SPHE days and will look at planning and facilitating RSE in both junior and senior cycle SPHE. This PLE will be offered nationwide starting Monday, 9<sup>th</sup> March 2026. Please see below for details. Substitution is available as required. Each PLE will begin at 9:15 am and finish at 3.45pm.

March		April	
Date	Venue	Date	Venue
9 <sup>th</sup> and 10 <sup>th</sup> March	Blackrock Education Support Centre	13 <sup>th</sup> and 14 <sup>th</sup> April	Sligo Education Centre
9 <sup>th</sup> and 10 <sup>th</sup> March	County Donegal Education Support Centre	13 <sup>th</sup> and 14 <sup>th</sup> April	Kildare Education Support Centre
9 <sup>th</sup> and 10 <sup>th</sup> March	West Cork Education Support Centre	13 <sup>th</sup> and 14 <sup>th</sup> April	Blackrock Education Support Centre
9 <sup>th</sup> and 10 <sup>th</sup> March	Wexford Education Support Centre	13 <sup>th</sup> and 14 <sup>th</sup> April	Dublin West Education Support Centre
18 <sup>th</sup> and 19 <sup>th</sup> March	Laois Education Support Centre	13 <sup>th</sup> and 14 <sup>th</sup> April	Galway Education Support Centre
18 <sup>th</sup> and 19 <sup>th</sup> March	Limerick Education Support Centre	16 <sup>th</sup> and 17 <sup>th</sup> April	Cork Education Support Centre
18 <sup>th</sup> and 19 <sup>th</sup> March	Waterford Education Support Centre	16 <sup>th</sup> and 17 <sup>th</sup> April	Drumcondra Education Support Centre
18 <sup>th</sup> and 19 <sup>th</sup> March	Navan Education Support Centre	16 <sup>th</sup> and 17 <sup>th</sup> April	Carrick on Shannon Education Support Centre
23 <sup>rd</sup> and 24 <sup>th</sup> March	Tralee Education Support Centre	16 <sup>th</sup> and 17 <sup>th</sup> April	Athlone Education Support Centre
23 <sup>rd</sup> and 24 <sup>th</sup> March	Drumcondra Education Support Centre	23 <sup>rd</sup> and 24 <sup>th</sup> April	Cork Education Support Centre
23 <sup>rd</sup> and 24 <sup>th</sup> March	Mayo Education Support Centre		
26 <sup>th</sup> and 27 <sup>th</sup> March	Monaghan Education Centre		
26 <sup>th</sup> and 27 <sup>th</sup> March	Dublin West Education Support Centre		
26 <sup>th</sup> and 27 <sup>th</sup> March	Athlone Education Support Centre		
26 <sup>th</sup> and 27 <sup>th</sup> March	Kilkenny Education Support Centre		
26 <sup>th</sup> and 27 <sup>th</sup> March	Clare Education Support Centre		

**Book via Teachers - Oide**  
Search for RSE to see available dates and venues.



**Book via Teachers - Oide**  
Search for SPHE to see available dates and venues.

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While a wide range of professional learning opportunities are available to support teachers of SPHE, there is no requirement for teachers to have completed SPHE-specific CPD prior to teaching SPHE. Circular 0012/2025 refers to Oide professional learning as being provided “to support Senior Cycle SPHE teachers in planning, teaching and assessing the new Senior Cycle SPHE specification”, with schools asked to prioritise access where possible.

# External Professional Learning

Agency / Programme	Professional Development Focus	Website Link
HSE Professional Learning	Training to support teachers delivering SPHE, particularly HSE-developed resources available through the SPHE Toolkit (in partnership with the Department of Education and NCCA).	<a href="https://hsehealthandwellbeingnews.com">https://hsehealthandwellbeingnews.com</a>
NEART	National programme of mental health and wellbeing supports for post-primary schools (collaboration between Jigsaw and NEPS/Department of Education and Youth).	<a href="https://jigsaw.ie/neart/">https://jigsaw.ie/neart/</a>
DRCC – BodyRight Programme	Teacher training to facilitate the BodyRight programme: consent, sexual violence awareness, law, boundaries, sexting and supports for young people.	<a href="https://drccportal.powersappsportals.com/Education/training_signup_bodyright/">https://drccportal.powersappsportals.com/Education/training_signup_bodyright/</a>
Bodywhys	Training on supporting students with eating disorders and promoting positive body image in secondary schools.	<a href="https://www.bodywhys.ie">https://www.bodywhys.ie</a>
DCU – Graduate Diploma in SPHE/RSE Level 9	Postgraduate qualification supporting teachers in delivering the new SPHE/RSE curriculum (Junior & Senior Cycle).	<a href="https://www.dcu.ie/courses/postgraduate/school-human-development/graduate-diploma-social-personal-and-health">https://www.dcu.ie/courses/postgraduate/school-human-development/graduate-diploma-social-personal-and-health</a>
Active* Consent	Second-level teacher training to facilitate the Active* Consent programme in schools (consent, sexual scripts, social norms).	<a href="https://www.activeconsent.ie">https://www.activeconsent.ie</a>
Shout Out	ShoutOut training sessions offer a comprehensive understanding of LGBTQI+ identity, terminology and allyship.	<a href="https://www.shoutout.ie/workshops">https://www.shoutout.ie/workshops</a>
Belong to	Interactive educator training including videos, exercises and quizzes to equip staff to better listen to, understand, respond to and support LGBTQ+ young people.	<a href="https://www.belongto.org">https://www.belongto.org</a>

# Senior Cycle SPHE Readiness Audit

This worksheet supports school leaders to reflect on current practice and identify priorities and next steps for the planning and implementation of Senior Cycle SPHE.

## 1. Current Strengths

What is already in place in our school that will support effective SPHE implementation? (e.g. existing wellbeing structures, staff expertise, student voice practices, policies)

## 2. Areas for Development

Is there one area in SPHE provision that will require focused planning or leadership attention??  
(e.g. timetabling, assessment, teacher confidence, parent communication, core team)

## 3. Supports Needed

What support(s), resource(s) or decision(s) would help move this priority forward? (e.g. CPD, planning time, guidance from NCCA toolkits, leadership structures)