

JUNIOR CYCLE SPHE LEARNING OUTCOMES

STANDARDS

1. Who am I?

How I see myself and others

- 1.1 appreciate the importance of building their own self-esteem and that of others
- 1.2 welcome individual difference based on an appreciation of their own uniqueness

Being an adolescent

- 1.3 participate in informed discussions about the impact of physical, emotional, psychological and social development in adolescence
- 1.4 recognise how sexuality and gender identity is part of what it means to be human and has biological, psychological, cultural, social and spiritual dimensions

Self-management

- 1.5 identify short, medium and long-term personal goals and ways in which they might be achieved
- 1.6 apply decision-making skills in a variety of situations
- 1.7 source appropriate and reliable information about health and wellbeing

My rights and the rights of others

- 1.8 explain how stereotyping can contribute to a person's understanding and experience of rights and wellbeing
- 1.9 appreciate the importance of respectful and inclusive behaviour in promoting a safe environment free from bias and discrimination

2. Minding myself & others

Being healthy

- 2.1 evaluate how diet, physical activity, sleep/rest and hygiene contribute to self-confidence, self-esteem and wellbeing
- 2.2 critique the impact of the media, advertising and other influences on one's decisions about health and wellbeing
- 2.3 describe what promotes a sense of belonging in school, at home and in the wider community and their own role in creating an inclusive environment
- 2.4 distinguish between appropriate care giving and receiving

Substance use

- 2.5 demonstrate the personal and social skills to address pressure to smoke, to drink alcohol and/or use other substances
- 2.6 reflect on the personal, social and legal consequences of their own or others' drug use
- 2.7 critique information and supports available for young people in relation to substance use

Respectful communication

- 2.8 use the skills of active listening and responding appropriately in a variety of contexts
- 2.9 use good communication skills to respond to criticism and conflict

Anti-bullying

- 2.10 describe appropriate responses to incidents of bullying
- 2.11 appraise the roles of participants and bystanders in incidents of bullying
- 2.12 review the school's anti-bullying policy and internet safety guidelines explaining the implications for students' behaviour and personal safety

3. Team up

Having a friend and being a friend

- 3.1 establish what young people value in different relationships and how this changes over time
- 3.2 evaluate attitudes, skills and values that help to make, maintain and end friendships respectfully
- 3.3 recognise their capacity to extend and receive friendship

The relationship spectrum

- 3.4 explain the different influences on relationships and levels of intimacy
- 3.5 analyse relationship difficulties experienced by young people

Sexuality, gender identity and sexual health

- 3.6 describe fertility, conception, pre-natal development and birth, and the particular health considerations for each
- 3.7 explain what it means to take care of their sexual health
- 3.8 demonstrate assertive communication skills in support of responsible, informed decision-making about relationships and sexual health that are age and developmentally appropriate
- 3.9 reflect on the personal and social dimensions of sexual orientation and gender identity

Media influence on relationships and sexuality

- 3.10 critically analyse the use of sexual imagery and gender stereotyping in various forms of media
- 3.11 critique the influence of media on their understanding of sexuality and sexual health

4. My mental health

Positive mental health

- 4.1 explain what it means to have positive mental health
- 4.2 appreciate the importance of talking things over, including recognising the links between thoughts, feelings and behaviour
- 4.3 practise some relaxation techniques

Mental health and mental ill-health

- 4.4 participate in an informed discussion about mental health issues experienced by young people and/or their friends and family
- 4.5 appreciate what it means to live with mental ill-health
- 4.6 critique mental health services available to young people locally
- 4.7 explain the significance of substance use for one's mental health

Dealing with tough times

- 4.8 practise a range of strategies for building resilience
- 4.9 use coping skills for managing life's challenges

Loss and bereavement

- 4.10 explain the wide range of life events where they might experience loss and bereavement
- 4.11 outline the personal, social, emotional and physical responses to loss and bereavement
- 4.12 compare how loss and bereavement are portrayed in a variety of contexts and cultures
- 4.13 describe how they might care for themselves and be supportive of others in times of loss or bereavement