

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers



Introducing the SPHE
Specification

Learning Log

2018-2019



www.jct.ie

Junior Cycle Terminology

Classroom-Based Assessments (CBA): Classroom-Based Assessments are best described as the occasions when the teacher assesses the students using the specific tasks set out in the subject specification. The tasks are clearly described, as are the criteria for assessment to support teacher judgement. The criteria are found in the features of quality linked to each Classroom-Based Assessment. Although the assessment is similar to the formative assessment that occurs every day in class, in the case of Classroom-Based Assessment the teacher's judgement is recorded for Subject Learning and Assessment Review and is used in the school's reporting to parents and students.

Features of Quality: The features of quality support student and teacher judgement and are the criteria that will be used by teachers to assess the pieces of student work.

Formative Assessment (Framework p. 35-36): The junior cycle will be underpinned by the further integration of formative assessment as a normal part of teaching and learning in classrooms. Formative assessment involves teachers and students reflecting on how learning is progressing and deciding next steps to ensure successful outcomes. A vital part of formative assessment is the feedback that teachers provide to their students. Through a range of assessment activities, the teacher helps the student to identify what has been achieved and where there is room for further learning and development. To facilitate the type of learning envisaged above, the role of the teacher and the dynamics of the teacher-student relationship will evolve. Teachers will place a greater emphasis on integrating assessment into their teaching, so they can better monitor students' progress in learning and identify how they can support students to reflect on and critically analyse their own learning.

Junior Cycle Profile of Achievement (Framework p. 46): The JCPA will reward achievement across all areas of learning as applicable: Subjects, Short Courses, Wellbeing, Priority Learning Units, other areas of learning. The JCPA will draw upon and report on achievement across all elements of assessment including ongoing, formative assessment; Classroom-Based Assessments; and SEC grades which include results from the state-certified examinations and the Assessment Tasks. The JCPA will have a nationally determined format. It will be compiled by the school and received by students in the autumn following third year, when all assessment results from the SEC and the school are available and confirmed.

Learning Intentions and Learning Outcomes:

Learning Intention: A learning intention for a lesson or series of lessons is a statement, created by the teacher, which describes clearly what the teacher wants the students to know, understand and be able to do as a result of the learning and teaching activities.

Learning Outcomes: Learning outcomes are statements in curriculum specifications to describe the understanding, skills and values students should be able to demonstrate after a period of learning.

Subject Learning and Assessment Review (SLAR) Meetings (Framework p. 39-40): In Subject Learning and Assessment Review meetings, teachers will share and discuss samples of their assessments of student work and build a common understanding about the quality of student learning. Each Subject Learning and Assessment Review meeting will be subject-specific and will focus on the Classroom-Based Assessment undertaken by the particular year group.

Success Criteria: Success criteria are linked to learning intentions. They are developed by the teacher and/or the student and describe what success looks like. They help the teacher and student to make judgements about the quality of student learning.

Summative Assessment: Assessment is summative when it is used to evaluate student learning at the end of the instructional process or of a period of learning. The purpose is to summarise the students' achievements and to determine whether and to what degree the students have demonstrated understanding of that learning by comparing it against agreed success criteria or features of quality.

Unit of Learning: A unit of learning links learning outcomes which clearly set out what the students should know, understand, and be able to do as a result of the learning and teaching activities within that unit.

Checking In:

3-2-1

3 Things I Know:



2 Questions I have:



1 Thing I Hope to Get from Today's Cluster:



My Hopes for My Students



Please feel free to use this space for both the structured reflection activities and any other thoughts you have throughout today or beyond.

What are your hopes for your students after three years of engaging and learning in Junior Cycle SPHE?

Pause for Reflection

What do we need to consider in our school in terms of our SPHE provision?

Rationale and Aim of SPHE Specification

Rationale

Early adolescence is a time of significant change for young people, physically, emotionally and socially. Through the use of experiential methodologies and group work, students have the dedicated space and time in this short course to develop their understanding and skills to learn about themselves, to care for themselves and others and to make informed decisions about their health and wellbeing in a rapidly changing world.

In SPHE, students have opportunities to revisit different themes which focus on developing self-awareness and respect for others, and the skills of self-management, communication, coping, decision-making and relating to others. This spiral approach of revisiting key ideas and topics is familiar from existing approaches to SPHE. This new course builds on this approach but also emphasises the importance of student agency and engagement in the learning process as key to learning in the affective domain. The skills involved are vital for self-fulfilment, for living in communities and for full engagement in learning beyond SPHE. Personal reflection, resilience and empathy are also promoted through SPHE.

Relationships and sexuality education (RSE) is important for young people at this stage of their lives. They are exposed to a lot of information about relationships and sex from informal sources, the media and online. SPHE provides the context within which young people can learn about important physical, social, emotional and moral issues around relationships, sexual health, sexuality and gender identity, including where to get reliable information from trusted sources.

It is important to build on students' learning in SPHE in primary education also. Learning in SPHE is essentially supported by a positive, empowering whole school environment and relevant school policies/guidelines including RSE, anti-bullying and substance-use policies, and child protection guidelines. This broader context for learning in SPHE helps to ensure that students learn to make informed decisions about their health and wellbeing. These decisions are further supported and encouraged by school, community and national policies and guidelines.

In junior cycle, six indicators—Active, Responsible, Connected, Resilient, Respected and Aware—have been identified as central to students' wellbeing. Learning in SPHE provides learning opportunities designed to enhance each of these indicators thereby contributing significantly to the school's Wellbeing programme in junior cycle.

Aim

This short course aims to develop students' positive sense of themselves and their physical, social, emotional and spiritual health and wellbeing. It also aims to build the capacity of young people to develop and maintain healthy relationships

Accessing the SPHE Specification and Assessment Guidelines

<https://www.curriculumonline.ie/Junior-cycle/Short-Courses/SPHE>

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curriculum online



NCCA CURRICULUM ACTION



EARLY CHILDHOOD

PRIMARY

JUNIOR CYCLE

SENIOR CYCLE

Social, Personal and Health Education (SPHE)

This 100 hour SPHE short course builds on the Junior Cycle Social, Personal and Health Education Framework which SPHE teachers currently use to plan their SPHE programme in junior cycle. By choosing to include this short course in the school's Wellbeing programme in junior cycle, students have a dedicated space and time to learn about themselves, caring for themselves and others and making informed decisions for their health and wellbeing.

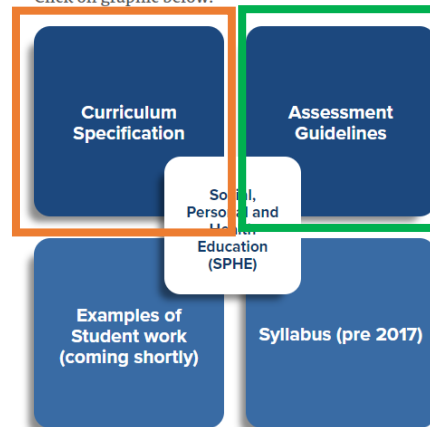
There are four strands, each one focusing on learning in different but related areas of social, personal and health education: Who am I?, Minding myself and others, Team up, and My mental health. The learning outcomes provide a clear focus for student learning as well as teacher planning. There is particular emphasis on the importance of student agency and engagement in the learning process as key to learning in the affective domain.

Wellbeing in junior cycle is about young people feeling confident, happy, healthy and connected. The short course in SPHE provides learning opportunities which will help to develop these attributes thereby contributing significantly to the school's wellbeing programme in junior cycle.



[View full specification PDF - click image](#)

Click on graphic below:



Short Course
Social, Personal &
Health Education

Specification for Junior Cycle

June 2016

Strand 1: Who am I?

Learning outcomes	
Students learn about	Students should be able to
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

Strand 2: Minding myself and others

Learning outcomes	
Students learn about	Students should be able to
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

Strand 3: Team up

Learning outcomes

Students learn about	Students should be able to
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

Strand 4: My mental health

Learning outcomes

Students learn about	Students should be able to
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

Action Verbs in the SPHE Specification

Analyse – study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions. **3.5**

Apply – select and use information and/or knowledge and understanding to explain a given situation or real circumstances. **1.6**

Appraise – to assess the value or quality of. **2.11**

Appreciate – recognise the meaning of, have a practical understanding of. **1.1; 1.9; 4.2; 4.5**

Compare – give an account of the similarities and/or differences between two (or more) items or situations, referring to both/all of them throughout. **4.12**

Critique – evaluate a theory or practice in a detailed and analytical way. **2.2; 2.7; 3.10; 3.11; 4.6**

Demonstrate – prove or make clear by reasoning or evidence; illustrating with examples or practical application. **2.5; 3.8**

Describe – develop a detailed picture or image of, for example, a structure or a process, using words or diagrams where appropriate; produce a plan, simulation or model. **2.3; 2.10; 3.6**

Distinguish – make the differences between two or more concepts or items clear **2.4**

Establish – to discover, prove, or decide that something is true **3.1**

Evaluate – collect and examine evidence to make judgements and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgements about ideas, solutions or methods. **2.1; 3.2**

Explain – give a detailed account including reasons or causes. **1.8; 3.4; 3.7; 4.1; 4.7; 4.10**

Identify – recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature. **1.5**

Outline – to make a summary of the significant features of a subject. **4.11**

Participate – be involved and take part, engage. **1.3; 4.4**

Practise – perform (an activity) or exercise (a skill) repeatedly or regularly in order to acquire, improve or maintain proficiency in it **4.3; 4.8**

Recognise – identify facts, characteristics or concepts that are critical (relevant/appropriate) to the understanding of a situation, event, process or phenomenon **1.4; 3.3**

Reflect – to consider in order to correct or improve **2.6; 3.9**

Review – to re-examine deliberately or critically, usually with a view to approval or dissent; to analyse results for the purpose of giving an opinion. **2.12**

Source – to get a product or basic material from somewhere. **1.7**

Use – apply knowledge or rules to put theory into practice. **2.8; 2.9; 4.9**

Indicators of Wellbeing



ACTIVE

- Am I a confident and skilled participant in physical activity?
- How physically active am I?



RESPONSIBLE

- Do I take action to protect and promote my wellbeing and that of others?
- Do I make healthy eating choices?
- Do I know where my safety is at risk?



CONNECTED

- Do I feel connected to my school, my friends, my community and the wider world?
- Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?



RESILIENT

- Do I believe that I have the coping skills to deal with life's challenges?
- Do I know where I can go for help?
- Do I believe that with effort I can achieve?



RESPECTED

- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?



AWARE

- Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
- Am I aware of what my personal values are and do I think through my decisions?
- Do I understand what helps me to learn and how I can improve?

Junior Cycle Key Skills and Elements



Reflecting on Assessment in my SPHE Classroom

How do you currently assess student learning in your SPHE classroom?

How can we use evidence of student learning to support students in progressing their learning?

Unit of Learning: Think, Pair, Share

Think of a time that you were brave. What does it mean to be brave?

How can you show bravery if someone is being bullied and you are a witness?

Bystander

Upstander

Pause for Reflection

How has this exploration of the Specification helped to develop your understanding of the SPHE Short Course?

What aspects of assessment could you focus on in the SPHE classes in your school?

Scaffolding Questions for Planning a Unit of Learning

Useful Questions to Consider

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Junior **CYCLE**
for teachers

What **learning outcomes** would work well together. Why?

Are these suited to the **age and stage** of our students? How do we know?

What is the **key learning for students** in these outcomes?

How will we know **what students have learned**?

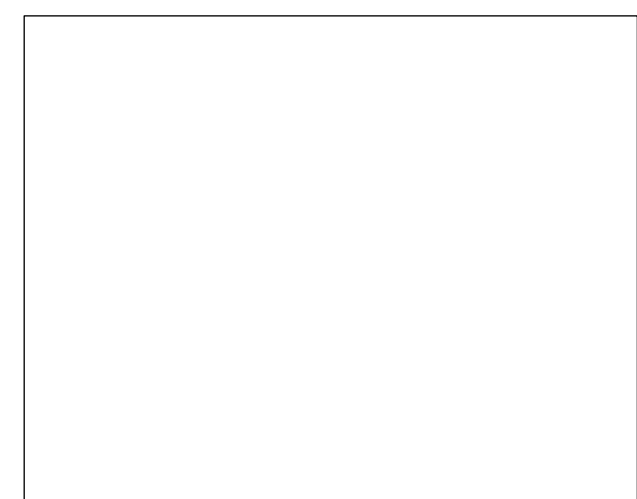
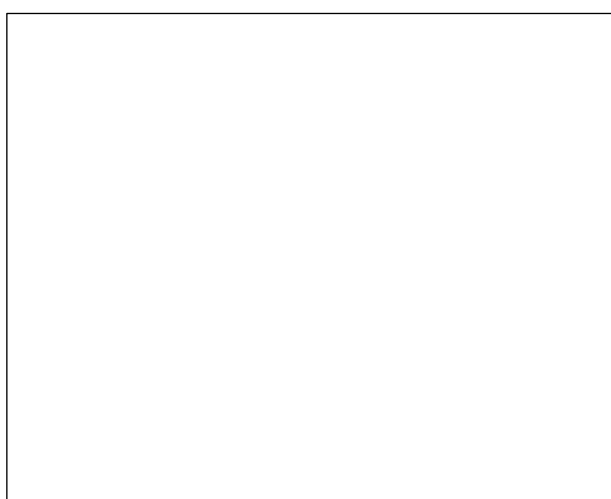
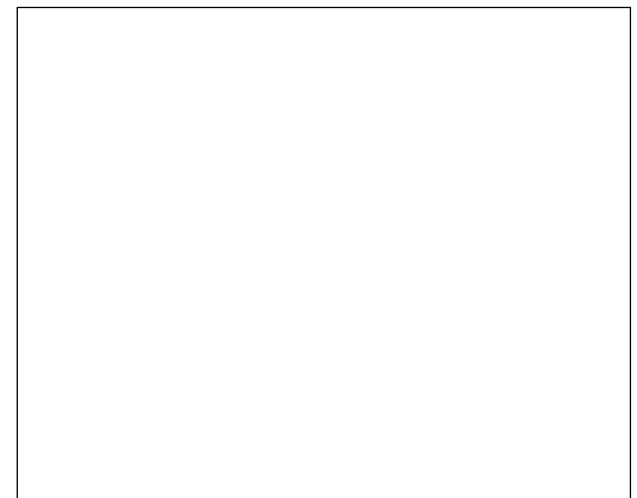
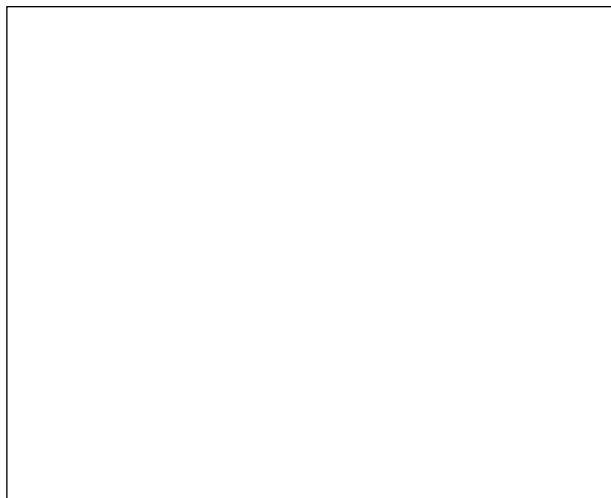
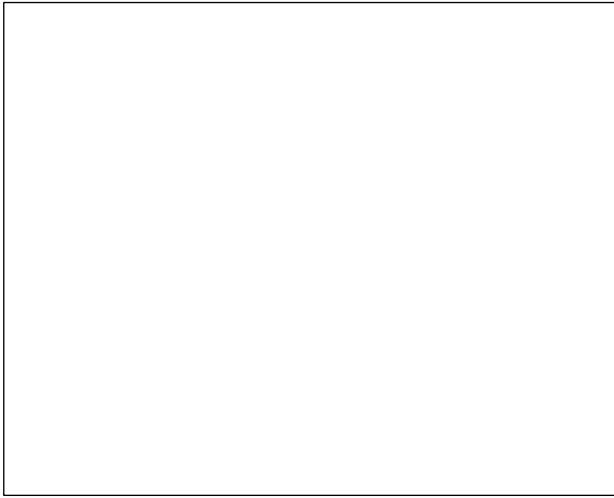
What **learning experiences** could support student learning?

What **resources** do we have or could we access?



What are the action verbs in the selected outcomes?

Storyboarding Template



Unit of Learning Sample Approach

Decide on the Learning Outcomes

Explore the Action Verbs

Explore the Key Learning for Students. Is this appropriate to the age and stage of learners

Ongoing Assessment: Consider how you will know what students have learned

Consider suitable learning experiences and resources

Reflections

Potential Units of Learning: Collaborative Planning

Staying Healthy <i>Students should be able to:</i>	1.5 identify short, medium and long-term personal goals and ways in which they might be achieved 2.1 evaluate how diet, physical activity, sleep/rest and hygiene contribute to self-confidence, self-esteem and wellbeing
Introducing Drug Awareness <i>Students should be able to:</i>	2.6 reflect on the personal, social and legal consequences of their own or others' drug use 4.7 explain the significance of substance use for one's mental health
Developing Self-Awareness <i>Students should be able to:</i>	1.1 appreciate the importance of building their own self-esteem and others 4.1 explain what it means to have positive mental health

Pause for Reflection

How does collaboration support the development of a shared understanding of student learning?

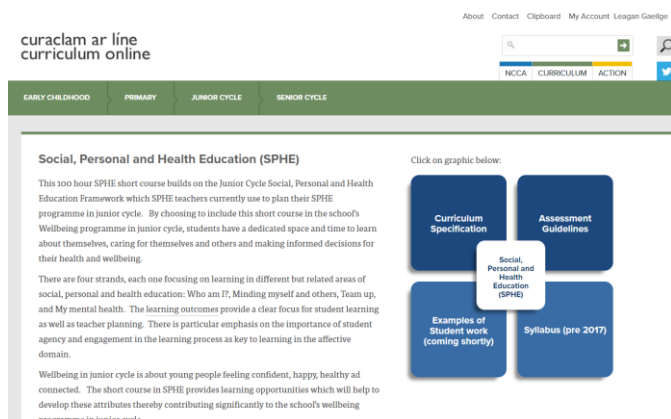
Could you use some of your professional time to build on the shared understanding that we have developed today? How?

Additional Supports:



Webwise is part of the PDST Technology in Education, which promotes and supports the integration of ICT in teaching and learning in first and second level schools. Webwise promotes the autonomous, effective, and safer use of the internet by young people through a sustained information and awareness strategy targeting parents, teachers, and children themselves with consistent and relevant messages. Webwise develop and disseminate resources that help teachers integrate internet safety into teaching and learning in their schools.

Curriculum Online



Curriculum online hosts the key documents for the SPHE short course including the Specification, Assessment Guidelines and Samples of Student Work (once available).
<https://www.curriculumonline.ie/Junior-cycle/Short-Courses/SPHE>

PDST Wellbeing



The Health and Wellbeing team in PDST support schools with aspects of wellbeing such as RSE, SPHE, Anti-Bullying, Child Protection, Teacher Wellbeing and Physical Education. details of PDST supports in the area of RSE outlined on pages 17 and 18 of your Learning Log.

Forthcoming Supports from the HSE



The HSE are currently preparing a suite of resources developed in line with the SPHE short course that teachers may find useful. Further details will issue to schools once these have been published.

PDST: CPD Supports for RSE



The Professional Development Service for Teachers (PDST) provide a range of continuous professional development services for teachers: This includes providing various Professional Learning Events and School Based Training throughout the academic year ranging from "Junior Cycle RSE" to "Personal Safety".

<http://www.sphe.ie/>

Core Seminar Supports for Teaching SPHE – 2 Day Seminars – Substitution Provided



Junior Cycle RSE - This seminar focuses on Junior Cycle RSE content. Methodologies will be explored which aim to develop teacher confidence in addressing sensitive issues with students. Participants will be introduced to the B4Udecide website and teaching resource, the Lockers and [BeInCtrl](#) resources which will support teachers and schools in the area of non-consensual sharing of sexual images, online sexual coercion and extortion.

Senior Cycle RSE - This seminar is aimed at experienced teachers of SPHE. Topics include relationships, sexual health, STIs, fertility and contraception. Participants receive a copy of the TRUST DVD and lesson pack.

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09 October 2016

Extended Seminar Supports – 1 Day Seminars – Substitution Provided



Mental Health 1 & 2- These seminar are designed for all teachers, in particular those teaching SPHE. It will focus on promoting positive mental and emotional health, change, loss & bereavement. Methodologies that can be adopted in the delivery of the 'Emotional Health' module will be explored. Participants at Day 2 will receive the 'WTO through SPHE' DVD and lesson pack.

Substance Use - This seminar is aimed at teachers of SPHE and will explore attitudes towards substance use and examine methodologies which will facilitate teachers to address these issues with students. A new HSE Produced Substance Use Resource will be used throughout the seminar and made available to participants.

Gender Orientation and Sexual Identity - This seminar is for teachers of SPHE and RSE and will explore the experiences of lesbian, gay, bisexual and transgender young people. Participants will receive the 'Growing Up LGBT' resource and explore how to raise awareness through both the curriculum and at a whole school level.

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Extended Seminar Supports – 1 Day Seminars

Anti-Bullying – Focus on Internet Safety & Cyber Bullying - Online safety and the underlying principles of netiquette will be the focus of this seminar along with reference to traditional means of bullying. Key components of this seminar will include the exploration of the role of the SPHE curriculum in prevention and education strategies, resources and strategies for teachers with an emphasis on Restorative Practice as a means of investigation and resolution.

Personal Safety at Junior Cycle - This seminar is aimed at teachers of SPHE and RSE and will address ways of educating young people about personal safety, protection and abuse. It will provide an opportunity for participants to familiarise themselves with the Personal Safety lessons developed for Junior Cycle now available on the PDST website.

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Applying for Bespoke Support

The courses above can be booked on www.sphe.ie Schools can apply for bespoke in school support in a range of areas by applying on pdst.ie/schoolsupport Your username is your school roll number and password is schoolsupport2018. Areas of support on offered include Teacher Wellbeing, Teaching & Learning in SPHE, RSE & LGBT, A whole school approach to Mental Health and Anti-Bullying

Pause for Reflection

How do the prompt questions and the suggested planning process support planning?

How might my SPHE class change through using the Learning Outcomes to plan teaching, learning and assessment?

Notes

Contact Details

Administrative Office:

Monaghan Ed. Centre,
Armagh Road,
Monaghan.

www.metc.ie

For all queries please contact: info@jct.ie

Useful websites: www.jct.ie www.curriculumonline.ie www.ncca.ie
<http://schoolself-evaluation.ie>

Director's office:

LMETB,
Chapel Street,
Dundalk.

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