

Coláiste De Lacy

# Junior Cycle SPHE & RSE

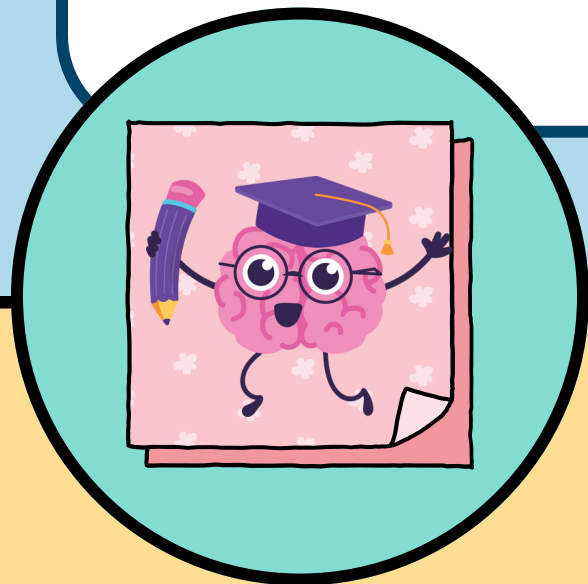
## Information for Parents



# Rationale for SPHE/RSE

The teaching and learning of Social, Personal and Health Education (SPHE) provides a unique space where students can develop the knowledge, understanding, skills, dispositions and values needed to support their physical, emotional, social and spiritual wellbeing, now and in the future.

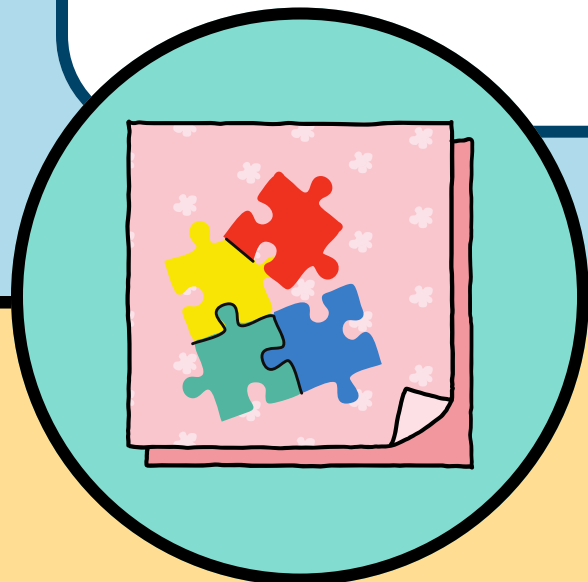
The SPHE specification is grounded in values of respect, equality, inclusivity, responsibility, dignity, compassion and empathy.



# Rationale for SPHE/RSE

Adolescence is a time of important change and challenge for young people as they come to a clearer sense of their identity and gain a more secure sense of who they are. The lifelong process of 'becoming your own person' and gaining a secure sense of identity is a prime developmental concern in adolescence.

All young people need knowledge and skills to help them develop a strong sense of self, make informed and healthy decisions, be able to take care of themselves and others, and manage life's challenges.



1

This course places a strong focus on the development of important life skills that young people need growing up in a fast changing and complex world.

3

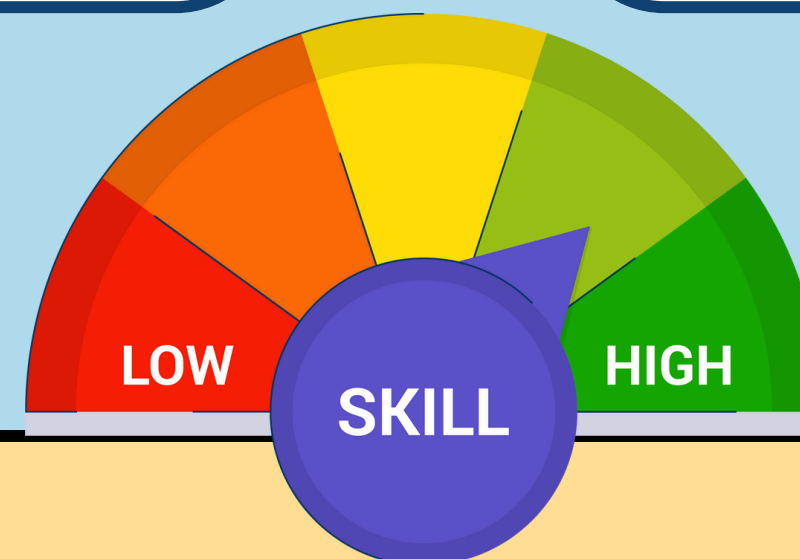
These have been shown to determine how well people manage changing and challenging environments and can influence many important life outcomes.

2

It focuses on developing the core social and emotional skills of self-awareness, self-management, responsible decision-making, social awareness and relationship skills

4

RSE is an integral part of, and connects with, aspects of SPHE. It is of particular importance for young people at this stage of their lives as they reflect on questions such as 'what kind of person am I?' and 'what matters for me in relationships?'



# Four Strands in SPHE Specification

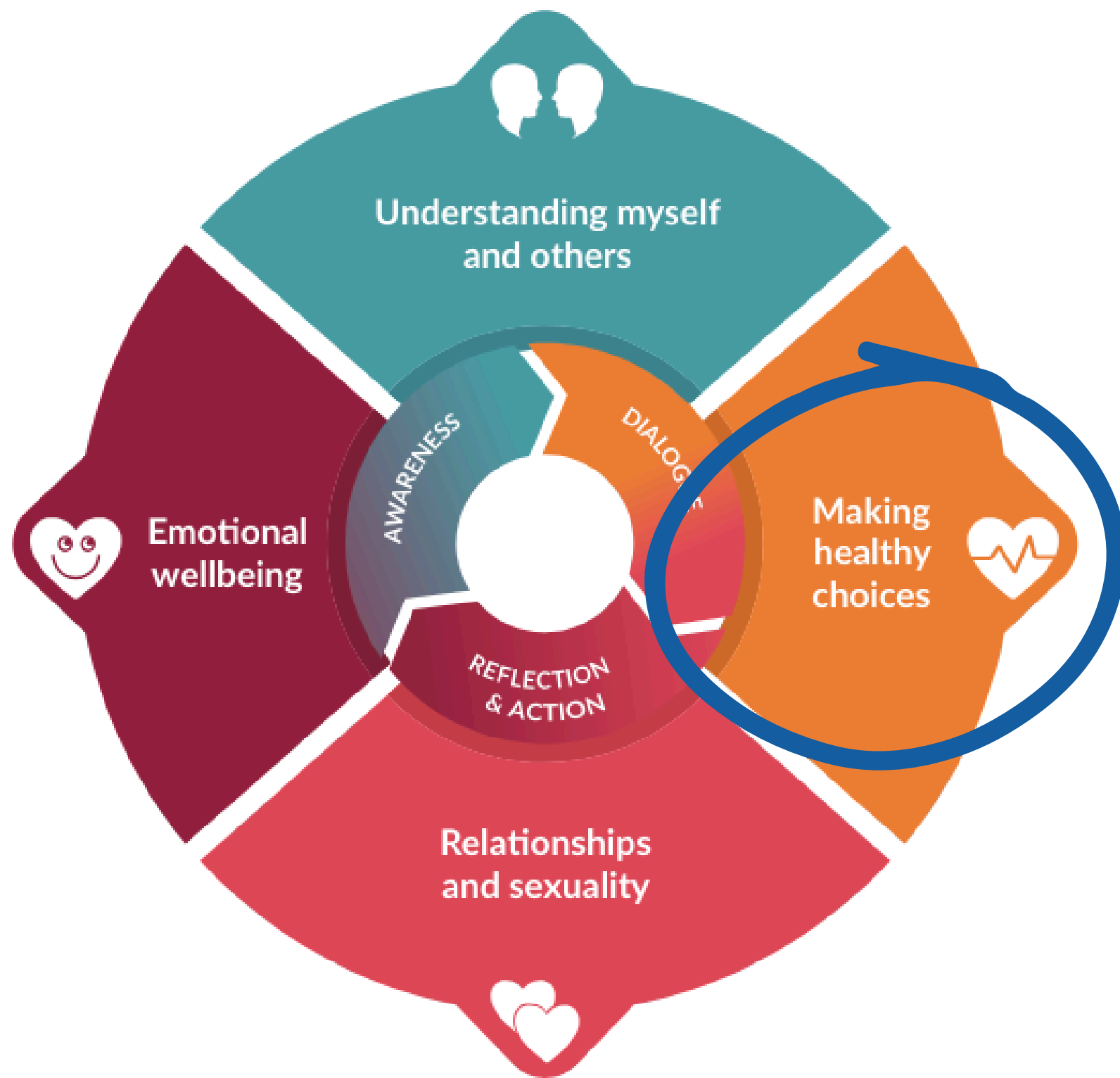


# Making Healthy Choices



**This strand focuses on developing self-awareness and self-esteem and building some of the foundational skills and dispositions needed for healthy relationships and to thrive in life, including communicating and negotiating, listening, showing empathy, respecting difference, and self management/self-regulation.**

# Understanding Myself and Others

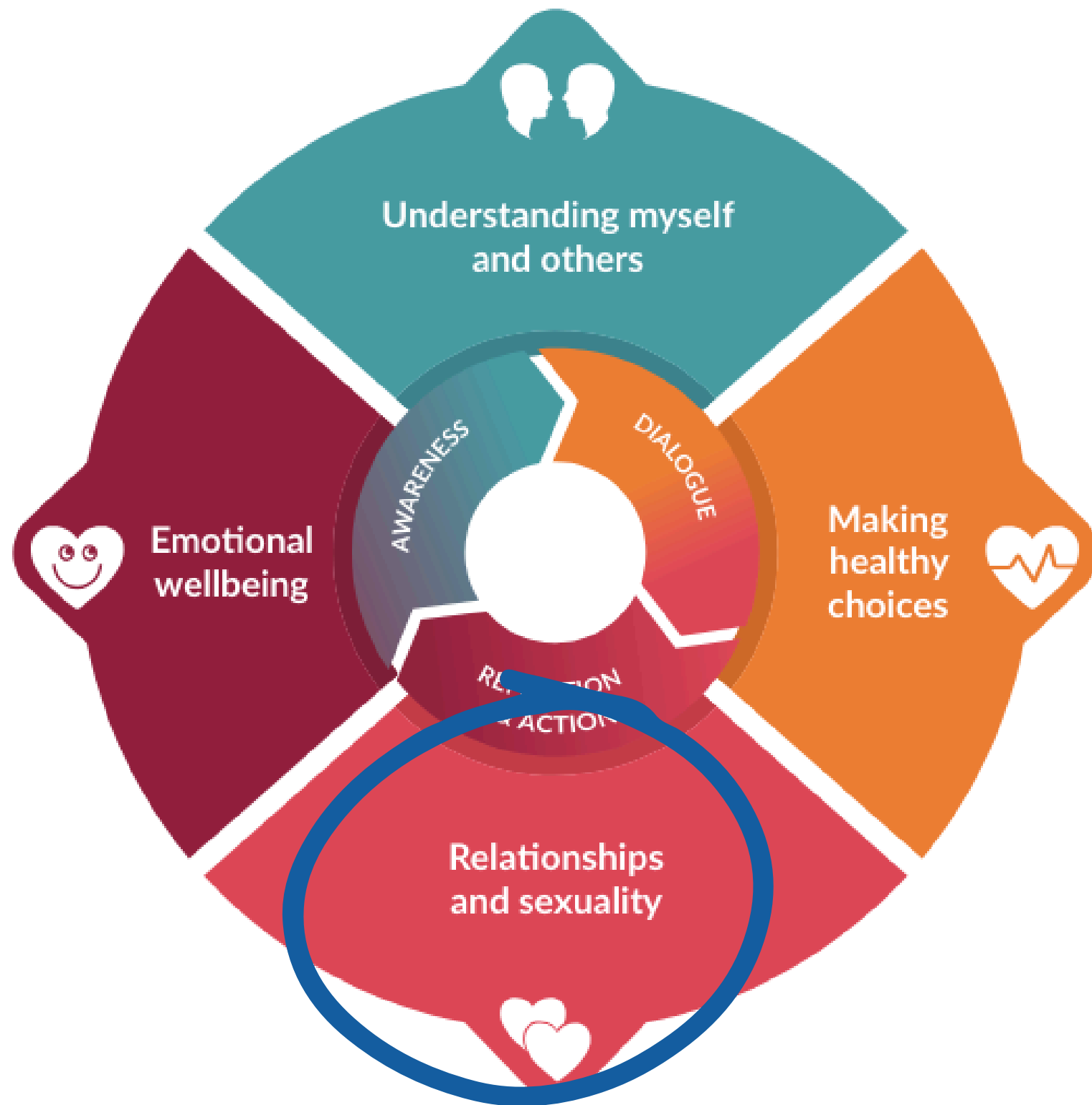


This strand offers opportunities for students to consider how they can make healthy choices to support their wellbeing.

It explores what being healthy might look like for a teenager, what helps or gets in the way of making healthy choices and how to access reliable information to support good choices.



# Relationships and Sexuality

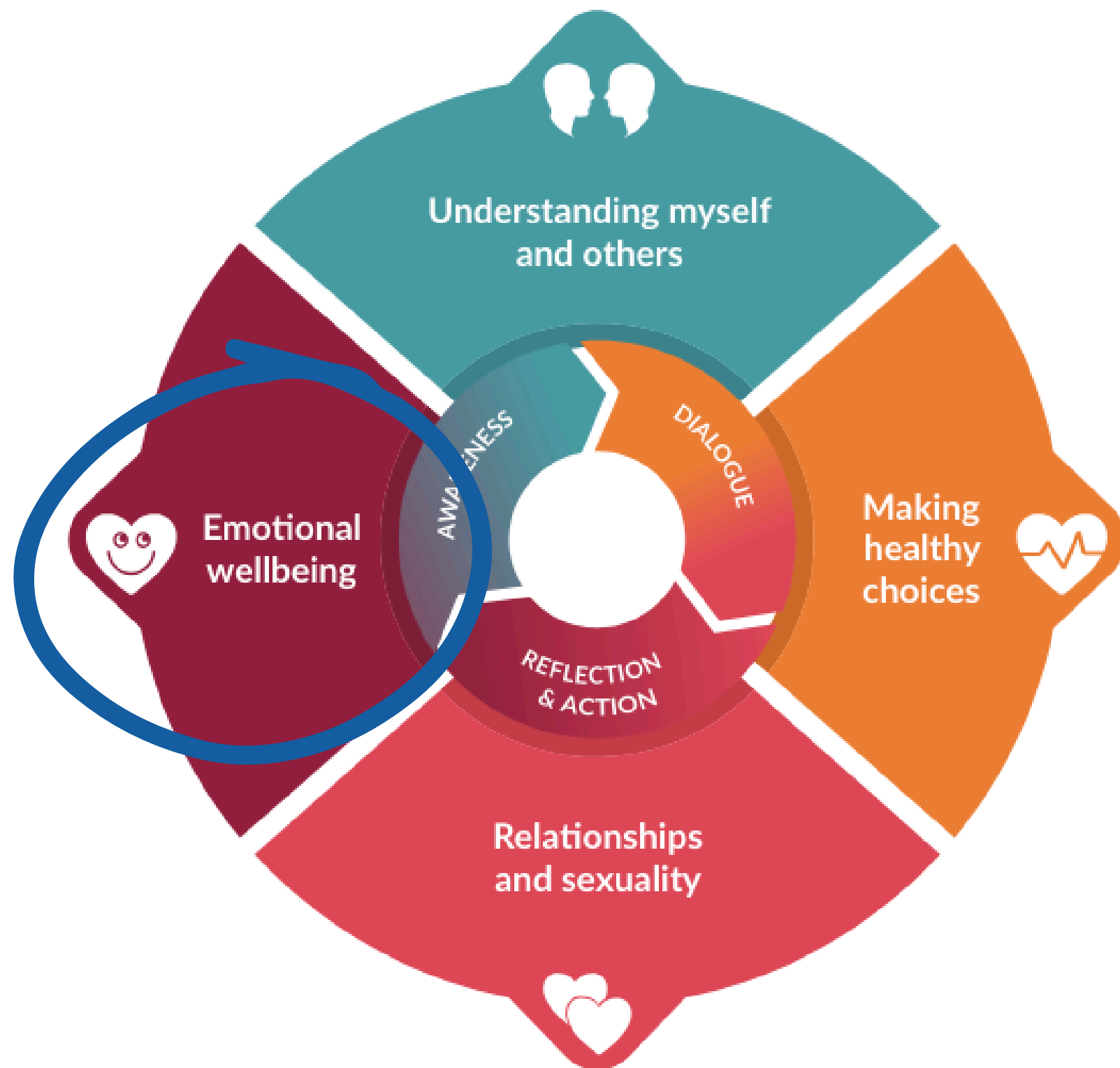


This strand explores the cognitive, physical, emotional and social aspects of relationships and sexuality through a positive, inclusive, rights and responsibilities-based approach.

The focus is on family relationships, friendships, romantic and potential sexual relationships in the future.



# Emotional Wellbeing



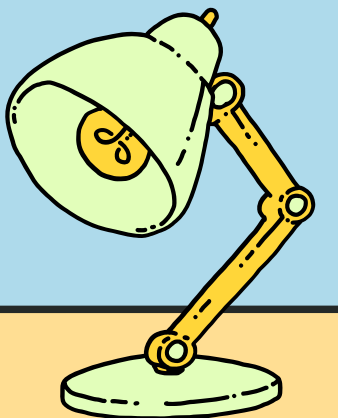
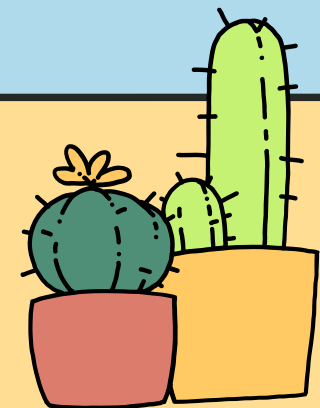
This strand primarily focuses on nurturing emotional wellbeing and promoting positive mental health.

It helps students develop problem solving and coping skills for dealing with the emotional ups and downs of life, explores how they can support themselves and others in challenging times and discusses where/how to find support, if needed.

# SPHE/RSE Policy



Please see Appendix A for a breakdown  
of the learning outcomes in each of these  
four strands



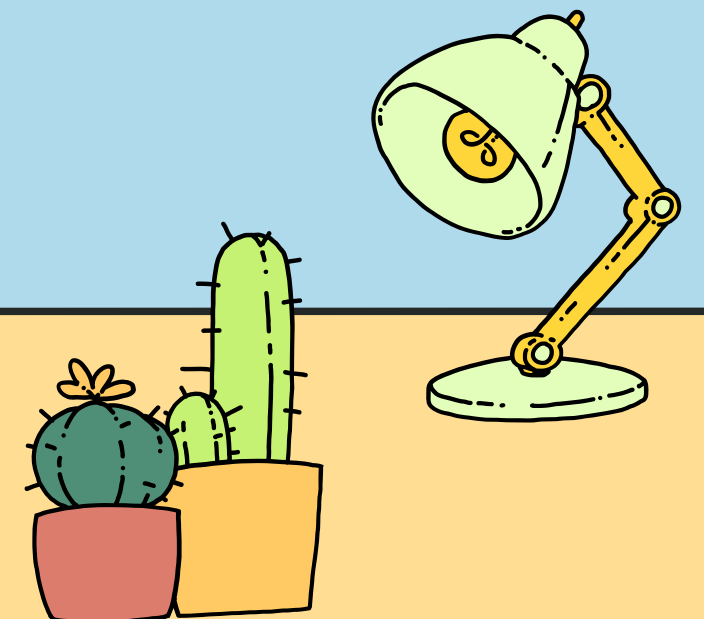
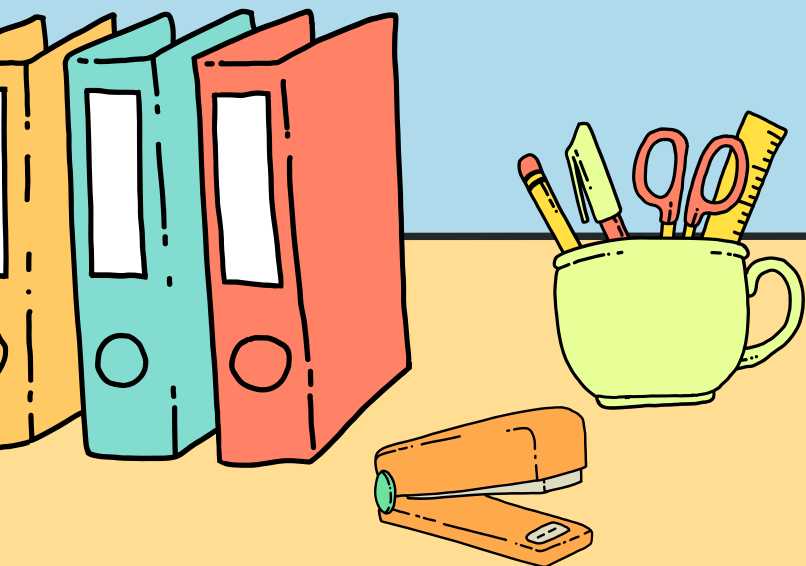
# The SPHE Classroom

Offers a space for students to discuss topics that are relevant to their lives in a safe and respectful environment.



Students are provided with opportunities to participate in group activities, analyse case studies, and reflect on their personal experiences. This approach enables them to consider how they can integrate their learning into their own lives.

The teacher acts as more of a facilitator in the SPHE classroom. They create opportunities to explore topics collaboratively, rather than delivering definitive answers



SPHE learning is a shared responsibility that does not begin or end in the classroom.

It is most effective when there a partnership approach between the school and home.



Please read our CDL SPHE/RSE Policy for more information.



Please also read our CDL 'A Guide for Parents' to gain some tips on how to have conversations with your teen on topics in SPHE/RSE.

