

Linking Junior Cycle SPHE with Level 2 Learning Programmes

	Elements of the Priority Learning Unit	Level 2 Learning Outcomes	Curriculum Specification for Junior Cycle SPHE: Suggested Links to Learning Outcomes
Communication and literacy	Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener.	1.1 Listen and obtain information relating to more than one option. 1.2 Ask questions to obtain information. 1.4 Express personal opinions, facts and feelings appropriately. 1.5 Participate in practical formal and informal communications.	1.3 participate in informed discussions about the impact of physical, emotional, psychological and social development in adolescence. 1.7 source appropriate and reliable information about health and wellbeing. 2.8 use the skills of active listening and responding appropriately in a variety of contexts. 4.2 appreciate the importance of talking things over, including recognising the links between thoughts, feelings and behaviour.
	Using non-verbal behaviour to get the message across	1.7 Identify a range of non-verbal communication methods. 1.8 Use appropriate non-verbal behaviour in communicating a simple idea.	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.
	Reading to obtain basic information	1.12 Read familiar words that are commonly used and personally relevant. 1.15 Find key information from different forms of writing.	1.7 source appropriate and reliable information about health and wellbeing. 2.12 review the school's anti-bullying policy and internet safety guidelines explaining the implications for students' behaviour and personal safety.
	Using expressive arts to communicate	1.22 Participate in a performance or a presentation. 1.26 Use drama or dance to explore real and imaginary situations.	3.8 demonstrate assertive communication skills in support of responsible, informed decision-making about relationships and sexual health that are age and developmentally appropriate. 2.9 use good communication skills to respond to criticism and conflict.
	Using suitable technologies for a range of purposes.	1.35 Access a range of websites on the internet 1.36 Find information for a project on the web	1.7 source appropriate and reliable information about health and wellbeing. 2.7 critique information and supports available for young people in relation to substance use. 2.12 review the school's anti-bullying policy and internet safety guidelines explaining the implications for students' behaviour and personal safety. 3.10 critically analyse the use of sexual imagery and gender stereotyping in various forms of media.
Personal care	Developing good daily personal care	3.1 Identify essential daily personal care practices. 3.2 Describe the most important ways of keeping the body clean. 3.3 Identify some benefits of good personal care. 3.4 Explain the benefits of a range of daily personal care products.	2.1 evaluate how diet, physical activity, sleep/rest and hygiene contribute to self-confidence, self-esteem and wellbeing. 3.7 explain what it means to take care of their sexual health.
	Developing healthy eating habits	3.9 Describe typical foods and drinks associated with a well-balanced diet. 3.10 Describe common consequences of good diet.	1.7 source appropriate and reliable information about health and wellbeing. 2.1 evaluate how diet, physical activity, sleep/rest and hygiene contribute to self-confidence, self-esteem and wellbeing.
	Developing a healthy lifestyle.	3.14 Identify three personal benefits of regular exercise. 3.18 Give two examples of lifestyle choices which affect our health. 3.19 Identify a range of emotional and physical states.	1.3 participate in informed discussions about the impact of physical, emotional, psychological and social development in adolescence. 2.1 evaluate how diet, physical activity, sleep/rest and hygiene contribute to self-confidence, self-esteem and wellbeing.
	Being able to manage stress	3.20 Describe school/personal/community situations that are stressful. 3.21 Recognise some of the signs of stress. 3.22 Identify some ways to relax. 3.23 Demonstrate a relaxation technique. 3.24 Practise a range of relaxation techniques in real life circumstances. 3.25 Identify a range of situations in which ability to relax has been helpful.	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. 4.5 appreciate what it means to live with mental ill-health. 4.6 critique mental health services available to young people locally 4.8 practise a range of strategies for building resilience 4.9 use coping skills for managing life's challenges
	Knowing how to stay safe.	3.26 Identify key safety risks in the workplace/home/community 3.27 Recognise when personal safety is threatened 3.28 Name daily practices that promote personal safety 3.29 Describe appropriate response when a risk is identified	1.6 apply decision-making skills in a variety of situations 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 2.9 use good communication skills to respond to criticism and conflict 2.10 describe appropriate responses to incidents of bullying 2.11 appraise the roles of participants and bystanders in incidents of bullying
	Becoming aware of ones sexuality	3.30 Identify the standard names of the sexual organs 3.31 Describe the functions of the sexual parts of the body 3.32 Recognise the physical and emotional changes which occur in girls and boys during adolescence 3.33 Recognise the difference between appropriate and inappropriate ways of expressing feelings 3.34 Recognise the difference between a friendship and a more intimate relationship	2.4 distinguish between appropriate care giving and receiving 3.1 establish what young people value in different relationships and how this changes over time 3.4 explain the different influences on relationships and levels of intimacy 3.5 analyse relationship difficulties experienced by young people 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
	Recognising emotions	3.35 Identify common emotions and associated words used to express them 3.36 Recognise their own emotional responses to a range of situations 3.37 Describe appropriate ways of expressing their emotions 3.38 Recognise the emotions of others 3.39 React in an emotionally appropriate way in a given situation	1.6 participate in informed discussions about the impact of physical, emotional, psychological and social development in adolescence 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 4.2 appreciate the importance of talking things over, including recognising the links between thoughts, feelings and behaviour
	Making personal decisions	3.40 List the main values in the student's life 3.41 Describe how values are linked to making decisions in a range of scenarios 3.42 Make a list of what and who can influence decision-making 3.43 Identify the choices and consequences involved in an imminent short-term decision 3.44 Explore the consequences of decisions made, both while implementing and on conclusion	1.3 participate in informed discussions about the impact of physical, emotional, psychological and social development in adolescence 1.6 apply decision-making skills in a variety of situations 1.7 source appropriate and reliable information about health and wellbeing 3.2 evaluate attitudes, skills and values that help to make, maintain and end friendships respectfully
Living in the community	Developing good relationships	4.1 Recognise different kinds of relationships 4.3 List ways in which name calling and teasing can be hurtful to self and others 4.4 Recognise/list ways in which they would like to be treated 4.5 Describe ways of making and keeping friends 4.7 Recognise the importance of respect in relationships	1.9 appreciate the importance of respectful and inclusive behaviour in promoting a safe environment free from bias and discrimination 2.10 describe appropriate responses to incidents of bullying 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
	Resolving conflict	4.8 Describe what peer pressure is, give examples of peer pressure and suggest ways of handling it 4.9 Describe ways of handling peer pressure 4.10 Demonstrate an ability to negotiate with peers 4.11 Describe the characteristics of bullying behaviour 4.12 Identify the school's approach to dealing with bullying behaviour 4.13 Identify the steps for dealing with conflict	2.5 demonstrate the personal and social skills to address pressure to smoke, to drink alcohol and/or use other substances 2.9 use good communication skills to respond to criticism and conflict 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 3.5 analyse relationship difficulties experienced by young people
	Using local facilities	4.14 List ways of spending leisure time 4.17 Participate in a school-based community project and record their participation	1.7 source appropriate and reliable information 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 4.3 practise some relaxation techniques
	Seeking help and advice	4.18 Name the relevant agencies that offer support and advice to the public 4.19 Describe the school's procedure for reporting an incident 4.20 Compile a short list of people or groups who can provide support, including personal contacts and groups/organisations 4.21 Describe how to contact a range of people or organisations in their local area that can provide help and advice 4.22 Visit a local community organisation and ask for advice	1.7 source appropriate and reliable information about health and wellbeing 2.12 review the school's anti-bullying policy and internet safety guidelines explaining the implications for students' behaviour and personal safety 4.2 appreciate the importance of talking things over, including recognising the links between thoughts, feelings and behaviour 4.6 critique mental health services available to young people locally
Preparing for work	Being able to set goals for learning	5.1 Set learning goals 5.2 Create a learning plan which includes the necessary steps and time frame to complete it. Link the plan to an IEP	1.7 identify short, medium and long-term personal goals and ways in which they might be achieved
	Preparing for work related activity	5.11 Identify and list their own talents.	1.2 welcome individual difference based on an appreciation of their own uniqueness

* Links are described as 'possible' as teachers/subject departments are best placed to make the relevant direct links to the L2LP Learning Outcomes which they deem appropriate to their students.