



## Consultation Questionnaire

Social, Personal and Health Education (SPHE) is now part of the curriculum for all students in primary schools and in the junior cycle of post-primary schools. This Draft Curriculum Framework sets out proposals for the provision of SPHE in senior cycle.

The NCCA is now undertaking consultation on the Draft Curriculum Framework, which has been prepared by the SPHE Course Committee, in line with their brief. You are invited to respond by completing this questionnaire. The consultation period will extend to **Friday, 14th October, 2005.**

Name:

Address:

Responding on behalf of  
(if applicable)

If responding on behalf  
of a school, please  
indicate type of school

- Secondary
- Vocational/Community College
- Community/Comprehensive

Subject taught (if applicable)

Date:

Please submit responses to: Senior Cycle SPHE Consultation, National Council for Curriculum and Assessment, 24 Merrion Square, Dublin 2.

E-mail response to: [info@ncca.ie](mailto:info@ncca.ie)

Enquiries should be addressed to: Ger Halbert, Education Officer or  
Majella O'Shea, Director, Curriculum and Assessment,  
Tel: (01) 6617177 or [info@ncca.ie](mailto:info@ncca.ie)

The draft document and this questionnaire are also available to download or can be completed online through the NCCA website at [www.ncca.ie](http://www.ncca.ie)

# Senior Cycle

## Social, Personal and Health Education

### Draft Curriculum Framework

#### Introduction

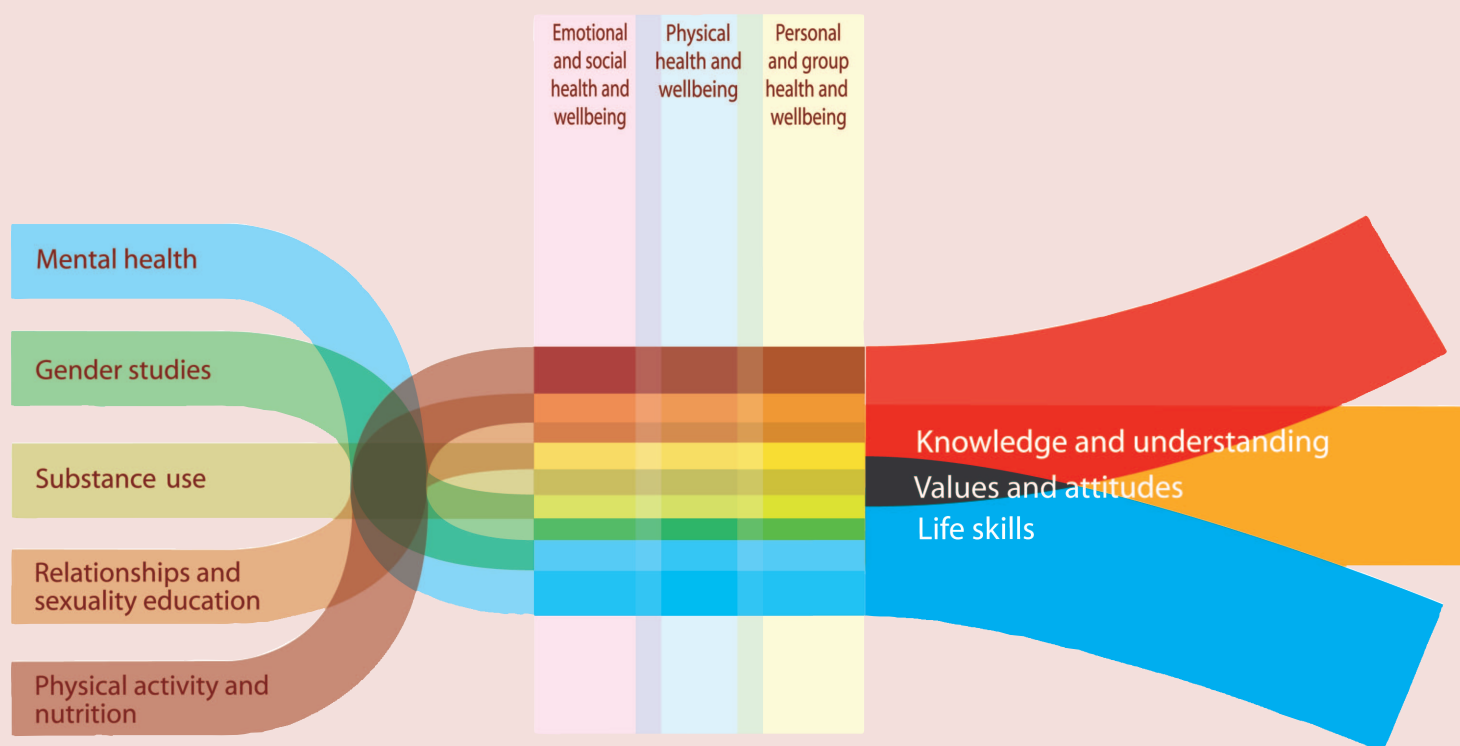
Social, Personal and Health Education (SPHE) is now part of the curriculum for all students in primary schools and in the junior cycle of post-primary schools. This draft curriculum framework sets out proposals for the provision of SPHE in senior cycle.

This document has been widely disseminated to all schools, health boards, statutory and non-statutory organisations and groups involved in the social, personal and health education of young people. The consultation period will extend to **Friday, 14th October 2005**. Responses received will inform the further development of the curriculum for SPHE in senior cycle. The proposed curriculum will be presented to the Council of the NCCA. On approval, it will be forwarded to the Department of Education and Science with recommendations for implementation, including the resource implications and professional development requirements. The NCCA will also advise on assessment arrangements appropriate for SPHE. Thank you for taking the time to complete this response document.

#### Structure of draft curriculum framework

SPHE is designed as a ninety-hour course in senior cycle. It addresses five areas of learning: mental health, gender studies, substance use, relationships and sexuality education and physical activity and nutrition. Each area of learning is explored in relation to learning outcomes based on three strands: emotional and social health and wellbeing, physical health and wellbeing and personal and group health and wellbeing.

#### SOCIAL, PERSONAL and HEALTH EDUCATION



# Senior Cycle

## Social, Personal and Health Education

### Draft Curriculum Framework

## Consultation Questionnaire

### 1. Comments on the introduction to the draft curriculum framework (pages 3-7)

#### Section 1 Rationale for the inclusion of SPHE in senior cycle (page 3)

The rationale for the inclusion of SPHE in senior cycle includes consideration of the following:

- The aims of education and, in particular, the aims of senior cycle education
- The relationship between education and health
- SPHE and health promotion
- Developing health literacy.

(i) Please tick ✓ below to indicate your response

Is the rationale clear?      Yes     No

Is the rationale realistic?    Yes     No

(ii) Please indicate with a tick ✓ whether you agree or disagree with each of the following considerations for developing a curriculum for SPHE, and comment if desired.

	Yes	No	Comment
Aims of education and senior-cycle education			
Relationship between education and health			
SPHE and health promotion			
Developing health literacy			

## 1.2–1.4 A supportive whole-school environment (pages 4-5)

Situating SPHE in a supportive whole-school environment is considered to be the most effective approach. The following elements are considered in particular:

- The whole-school setting
- School development planning
- The role of the Principal and the Board of Management
- The role of parents and guardians
- Teaching and learning in SPHE.

(iii) Are there other elements, which you would suggest, that are important when considering a supportive whole school approach to SPHE in senior cycle?

Yes  No

If yes, please elaborate:

## 1.5 SPHE–part of the curriculum for all students (page 6)

It is proposed that SPHE will be part of the timetabled curriculum for all students in senior cycle. It will comprise a ninety-hour course offered over two years.

(iv) Please tick ✓ the choice that most closely reflects your opinion of the proposed provision for SPHE in senior cycle.

Very satisfactory  Satisfactory  Not at all satisfactory

Comment:

(v) What do you consider would be the most effective way to implement the draft curriculum framework in schools? (For example, single class period, double class, modular format, cross-curricular or other.)

Comment:

## 2. Comments on the structure of the draft curriculum framework (pages 9-26)

### Section 2.1 Aims and areas of learning (page 9)

For each of the following sections, please tick ✓ the choice that most closely reflects your opinion and add a comment if desired.

#### (i) Overarching aim for SPHE in senior cycle (page 9)

How suitable do you think the overarching aim 'Making choices for health and wellbeing' is?

Very suitable     Suitable     Not at all suitable

Comment:

#### (ii) Aims of SPHE in senior cycle (page 9)

How suitable do you think the aims of SPHE in senior cycle are?

Very suitable     Suitable     Not at all suitable

Comment:

**(iii) Areas of learning (page 9)**

Do you agree that the following areas of learning should be included in SPHE in senior cycle?

	Yes	No	Comment
Mental health			
Gender studies			
Substance use			
Relationships and sexuality education			
Physical activity and nutrition			

**(iv) Strands (page 9)**

Each area of learning identifies learning outcomes drawn from the three strands:

- Physical health and wellbeing
- Emotional and social health and wellbeing
- Personal and group health and wellbeing.

Planning for teaching and learning in SPHE requires that learning outcomes are selected from each of the three strands. How satisfactory are the three strands?

Very satisfactory     Satisfactory     Not at all satisfactory

Comment:

**Section 2.2–2.6 Areas of learning and associated learning outcomes**

For each of the following sections, please tick ✓ the choice that most closely reflects your opinion of the suitability of the learning outcomes in each area of learning and add comment(s) if desired.

**(v) Mental health (pages 12-14)**

Learning outcomes

Excellent  Good  Adequate  Poor

Comment:

Are there learning outcomes included in mental health which you consider are essential for young people to engage with?

**(vi) Gender studies (pages 15-16)**

Learning outcomes

Excellent  Good  Adequate  Poor

Comment:

Are there learning outcomes included in gender studies that you consider are essential for young people to engage with?

**(vii) Substance use (pages 17-19)**

For each of the following sections, please tick ✓ the choice that most closely reflects your opinion of the suitability of the learning outcomes in each area of learning and add comment(s) if desired.

Learning outcomes

Excellent     Good     Adequate     Poor

Comment:

Are there learning outcomes included in substance use which you consider are essential for young people to engage with?

**(viii) Relationships and sexuality education (pages 20-23)**

Learning outcomes

Excellent     Good     Adequate     Poor

Comment:

Are there learning outcomes included in relationships and sexuality education which you consider are essential for young people to engage with?



**(ix) Physical activity and nutrition (pages 24-26)**

For each of the following sections, please tick ✓ the choice that most closely reflects your opinion of the suitability of the learning outcomes in each area of learning and add comment(s) if desired.

Learning outcomes

Excellent     Good     Adequate     Poor

Comment:

Are there learning outcomes included in physical activity and nutrition which you consider are essential for young people to engage with?

(x) Please indicate additional areas of learning which you think ought be developed for inclusion in SPHE in senior cycle. If possible, please comment on how the proposed areas of learning will further enhance the experience that a student will gain from SPHE in senior cycle.

### 3. Comments on assessment in SPHE at senior cycle (pages 27-30)

#### Section 3.1–3.3 Assessment in SPHE

Assessment is an integral part of teaching and learning in SPHE. It is proposed to include assessment at two levels:

- Assessment for learning practices can be included at each point of the experiential learning cycle
  - Assessment of learning, using the *Personal Reflection Task*, takes place on completion of an area of learning and/or the completion of the course.
- (i) Please tick ✓ the choice that most closely reflects your opinion of the proposed arrangements for assessment in SPHE. Please include any comments you may wish to make on assessment.

#### Assessment for Learning (page 27)

Very satisfactory  Satisfactory  Not at all satisfactory

Comment:

#### Assessment of learning using the SPHE *Personal Reflection Task* (pages 28-30)

Very satisfactory  Satisfactory  Not at all satisfactory

Comment:

- (ii) Please suggest other assessment strategies that you would consider appropriate for use on completion of an area of learning and/or the completion of the SPHE course.

- (iii) In your opinion, ought assessment of learning in SPHE be part of teaching and learning within the school, or ought it to be part of the formal examination system assessed in a manner appropriate to the aims of SPHE, e.g. *SPHE Personal Reflection Task*?

Please ✓ the option you agree with.

Assessment of learning in SPHE should be carried out in school

Assessment of learning ought to be part of the formal examination system

Comment:

- (iv) In your opinion, ought SPHE be included in the certification of senior cycle education?

Yes  No

## 4. Comments on planning (pages 31-33)

### Section 4 Planning the SPHE curriculum at senior cycle

- (i) Please tick ✓ the choice that most closely reflects your opinion of the considerations for planning in SPHE at senior cycle.

Excellent  Good  Adequate  Poor

Comment:

- (ii) What school resources (human and teaching resources, facilities, equipment, policies and timetabling considerations) would be required to implement the draft curriculum framework for SPHE in senior cycle?

- (iii) What, in your opinion, are the professional development needs of teachers to enable them to teach the proposed SPHE curriculum in senior cycle?

- (iv) Please use the space below to make any further comments.

**Thank you for taking the time to complete this consultation questionnaire.  
Please return to NCCA by Friday 14th October 2005.**