



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

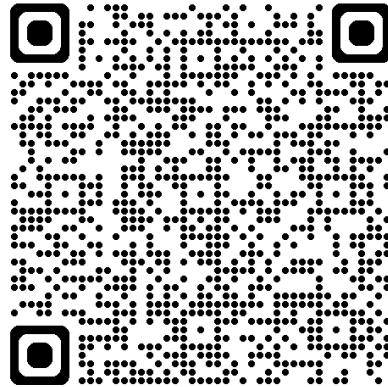
Supporting the Professional
Learning of School Leaders
and Teachers

Teaching RSE across the Post-primary Continuum

Professional Learning Booklet 2026-2027



Resources and Supports



Notes

Session 1: The what and the why of relationships and sexuality education

Think-Pair-Share



Mapping the learning outcomes using the developmental approach

Notes

End of session 1 reflection

Choose one of the following reflective prompts:

- The most important thing I learned was...
- What I enjoyed most was...
- What surprised me was...
- What really made me think was...
- What I have learned that is new is...

Notes

Session 2: From a safe space to a brave space

Think-Pair-Share



Responding to student questions

How do you currently encourage students to share their questions in SPHE/RSE?

What strategies do you use to respond to student questions?

Facilitating brave and respectful conversations

- Focus on the opinion and not the person
- Maintain a calm tone of voice
- Use neutral language
- Validate feelings and experiences
- Ask open ended questions
- Summarise what you've heard
- Invite pauses and breaks if needed
- Return to class agreement

Examples of Socratic questioning

- **Clarification:** "Could you explain that further?", "What is the main issue here?" or "Could you put that another way?"
- **Challenging assumptions:** "What are you assuming when you say that?" or "What would happen if that assumption were not true?"
- **Evidence and reasoning:** "Can you give me an example?", "What led you to that conclusion?" or "Do you have evidence to support this opinion?"
- **Viewpoint or perspective:** "How would someone else see this?", "What might have influenced your thinking on saying this?" "What is an alternative viewpoint?"
- **Implications and consequences:** "What are the consequences of this idea?" or "How does this affect the larger picture?"
- **Questioning the question:** "What is the importance of this question?" or "How does this apply to everyday life?"

Facilitating respectful conversations

Sam

Sam is teaching a 2nd-year SPHE class. The topic of the lesson is boundaries in healthy relationships. One of their students says, 'Men should always take charge in relationships'.

Sheila

Sheila is working on the topic of gender based and domestic violence with her 5th year students. They are discussing the supports available for victims of domestic violence. One of her students says that 'If someone chooses to go back to their partner and they are hurt again we shouldn't help them anymore. They chose that.'

Rob

Rob is exploring learning outcome 3.10 with his 3rd years “the influence of pornography, on young people’s understanding, expectations and social norms in relation to sexual expression”. He displays the learning outcome on the board and invites feedback from the class. One student says ‘Watching porn is normal. It’s only wrong if the people in it are underage.’

Louise

Louise is meeting her 5th-year SPHE class for the second time this year. She displays on the board some of the topics that the class will be covering this year, including influences on identity. One of the students says she is looking forward to discussing the topic of gender identity. Another student states ‘we shouldn’t be talking about these topics in school. They are trying to fill our heads with ideas.’

End of session 2 reflection

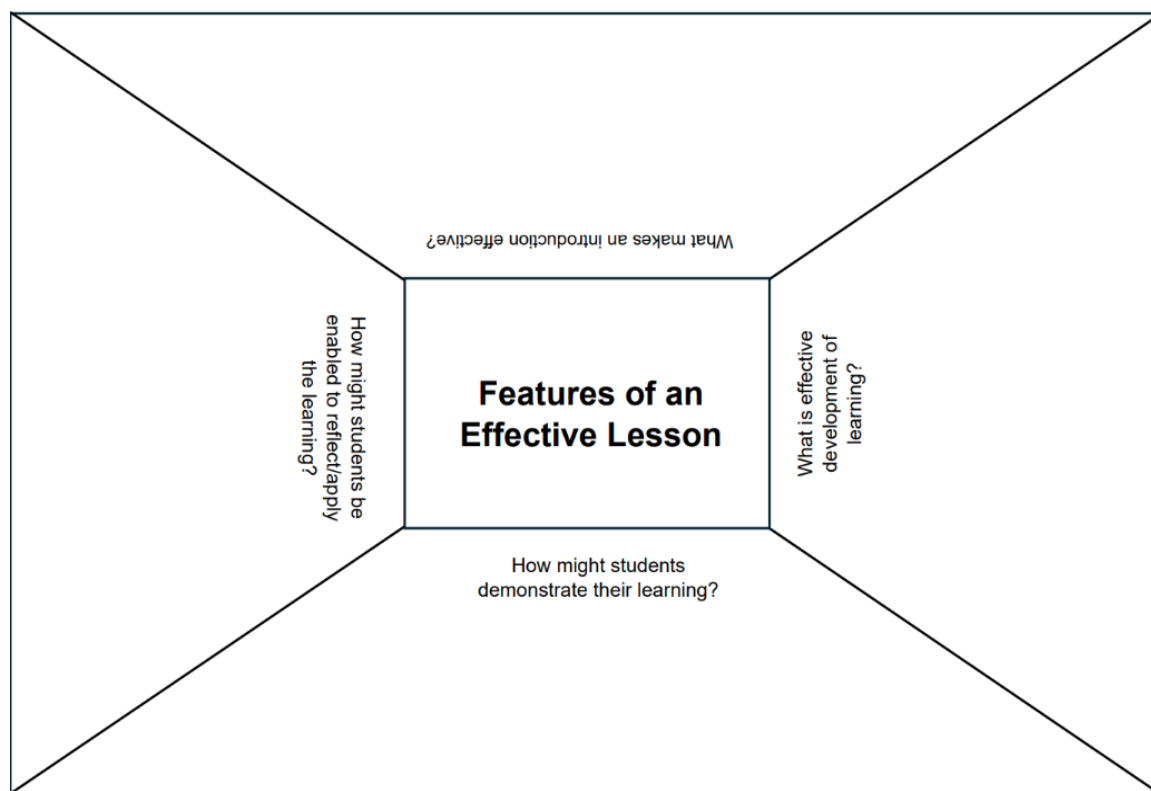
What have you learned from session 2 that you will now apply in your SPHE class?



Session 3: Features of an effective RSE lesson

Creating a unit of learning: Notes

Placemat Activity



Day 1 reflection

Mirror (internal): How has this experience changed my thinking?

Microscope (close inspection) How can this be applied?

Binoculars (global lens) How will this impact my lessons?

Day 2



Ladder: What did you climb on day 1?

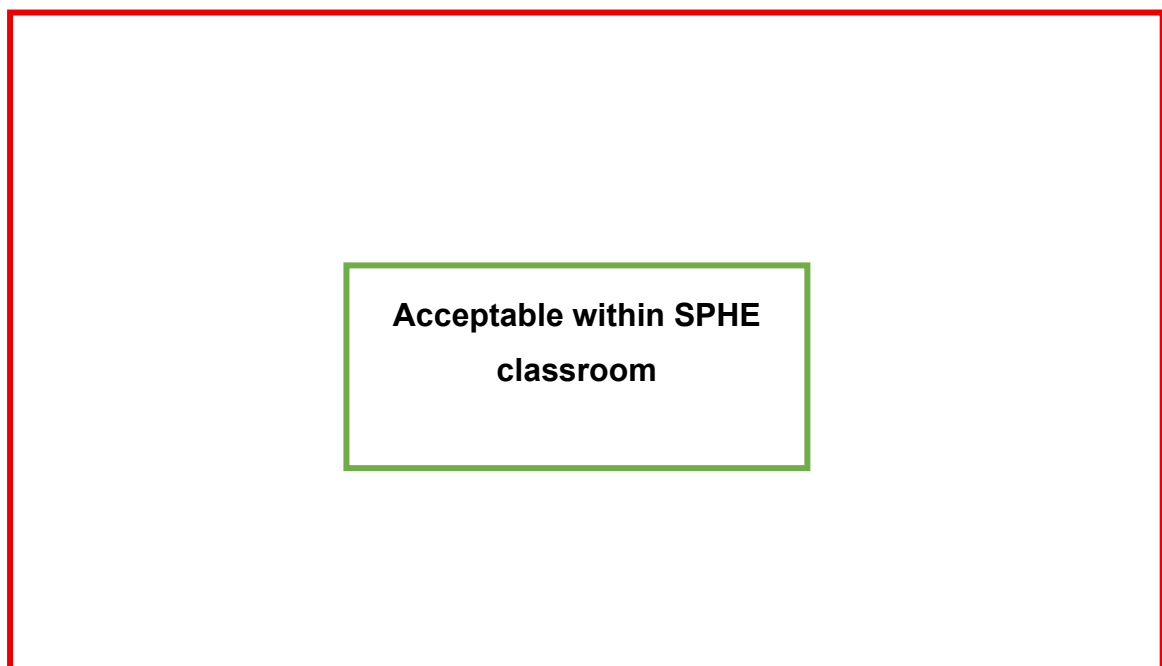
Bridge: What connections did you make?

Window: What can you see more clearly now?

Notes

Session 4: Explore and plan for lesson introductions

Boundary Map



Now it's your turn

Theme:

Learning outcomes:

End of session 4 reflection

What I will remember from this session is...

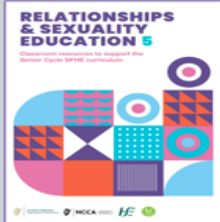
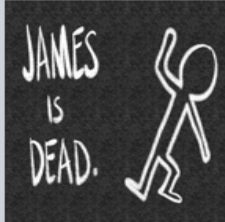


Session 5: Actively engage in the introduction and development of a lesson

How to respond to victim blaming

Reasons why James was murdered	Contradictory Statements
He was wearing a v-necked sweater	What you wear doesn't matter

Lesson analysis

Introduction: Have a Word	Development of learning: Walking in privilege and power	Development of learning: Creating more inclusive places to be ourselves	Development of learning: James is dead
			
Would you use this video?	Would you do this activity?	Would you do this activity?	Would you use this video?
What are the advantages/ disadvantages?	What are the advantages/ disadvantages?	What are the advantages/ disadvantages?	What are the advantages/ disadvantages?

End of session 5 reflection

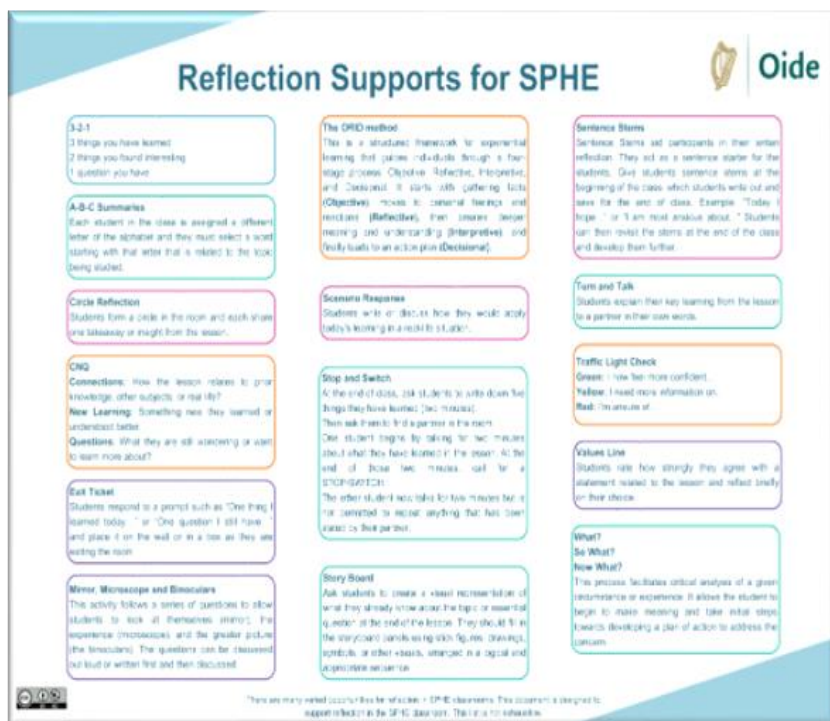
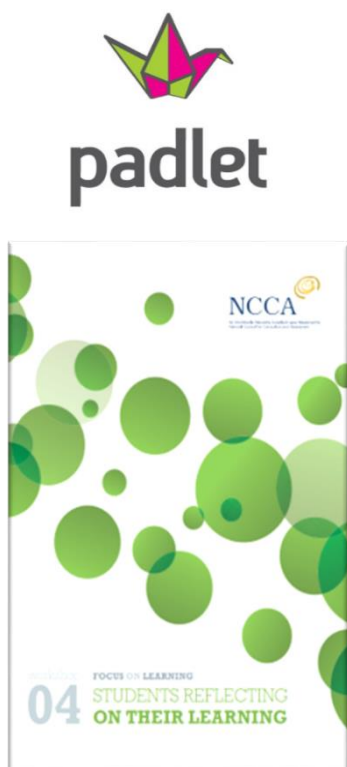
What have you learned?

So what, why is it important?

Now what, what changes will you implement as a result?

Session 6: Approaches to reflection and demonstration of learning

Reflection Supports



The ORID Method

O is for the objective questions which analyse the facts; what happened.

Some example questions are:

What are the topics we have talked about today?

What are the key facts?

What was the most important fact in this session or report?

R stands for the reflective questions. These questions are about how we feel about the situation or the facts.

Some example questions are:

What surprised you in the presentation?

What challenged your thinking?

Where have you been frustrated by the process?

I are the interpretive questions. These are designed to help us think about the meaning, the values and the significance of the issue or topic.

Some examples are:

What does this mean [for the class/person]?

What challenges need to be resolved?

What are the key messages from this class?

D is for the decision questions which are about resolving the conversation. This is to prompt action, or to help plan the next step.

Some example questions are:

What will you do differently as a result of this class?

What is the next step?

When will you start working on it?

Assessment: #FixedIt

Using terms like 'had sex with' instead of 'rape'.

When the media do this, they imply that consent was given. Recently, the media have used the term 'had sex with' to describe the rape and sexual abuse of underage people. Anyone under the age of 18 cannot legally consent in Ireland.

Vulnerable girl (15) ~~raped and exploited~~ ~~had sex~~ ~~with~~ men in hotels for drugs and alcohol

Example from The Irish Independent. This headline was never corrected.

#FIXEDITIRELAND
#LANGUAGE MATTERS

Victim blaming.

Victim blaming happens when a victim is held to be partially or fully at fault for what happened to them. Reference is often made to the victim being drunk or on drugs. It is NEVER the victim's fault.

The media often use phrases like 'after she' when victim blaming. For example: 'Man kills wife after she has affair'.

The Irish Times @IrishTimes
Fifteen-year-old ~~raped by~~ ~~reported to have~~ ~~been 'coked out of it' while spending~~ ~~night at Dublin hotel with~~ older men

Example from The Irish Times. Following complaints on social media, this article was retracted.

#FIXEDITIRELAND
#LANGUAGE MATTERS

Using 'child porn' instead of 'imagery of child sexual abuse'.

Although the legislation uses 'child pornography', the term 'imagery of child sexual abuse' should be used instead. The word 'porn' suggests that the child was a consenting participant which is just not possible. It is clearly child sexual abuse.

There are many examples of the media not using the correct legal term when describing an incident. For example, the term 'hit-and-run' is not the legal definition but is often used by the media to describe road traffic incidents.

Man caught with 86 ~~images of~~ ~~child sexual abuse~~ ~~porn~~ and video images on iPhone

Example from The Donegal Daily.

#FIXEDITIRELAND
#LANGUAGE MATTERS

Sympathising with the perpetrator.

Sometimes, the media will sympathise with the perpetrator. They might make reference to his 'bright future' or 'good character'.

A recent example referred to the perpetrator 'sobbing' in court. This tried to evoke sympathy for the perpetrator and entirely excluded the victim. In these situations, the perpetrator deserves no sympathy.

Cork man ~~sobs as he is~~ found guilty of raping teen as she slept

Example from the Irish Examiner. Following complaints on social media, this headline was changed.

#FIXEDITIRELAND
#LANGUAGE MATTERS

Notes

#FixedIt Activity

#FixedIt

Re write the headline to eliminate any victim-blaming language

**“WOMAN WHO ‘GRABBED GARDA’S CROTCH’ AFTER SHE WAS
ARRESTED FOR DRINK DRIVING FINE”**

WHO IS BEING BLAMED?

**WHAT WORDS/PHRASES
INDICATE BLAME?**

RE WRITE THE HEADLINE:

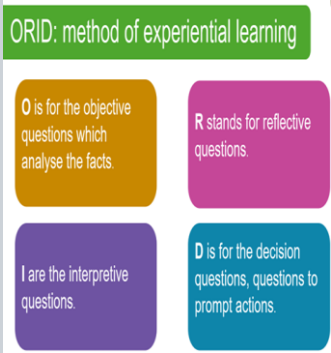
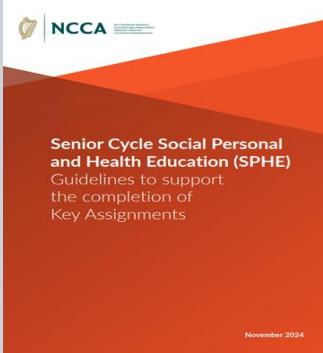
**“‘BRILLIANT ACADEMIC’ JAILED FOR MORE THAN FIVE YEARS
FOR RAPE”**

WHO IS BEING BLAMED?

**WHAT WORDS/PHRASES
INDICATE BLAME?**

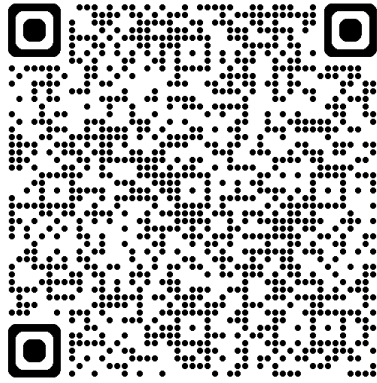
RE WRITE THE HEADLINE:

Lesson analysis

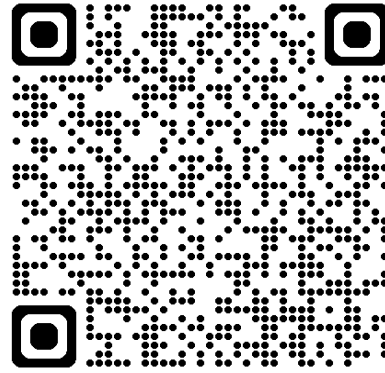
Reflection: ORID Method	Demonstration of learning: Key assignment	Demonstration of learning: #FixedIt
		
Would you use this reflection method with students, why or why not?	Would you do this key assignment with students, why or why not?	Would you do this activity with students, why or why not?
What might be the advantages and disadvantages?	What might be the advantages and disadvantages?	What might be the advantages and disadvantages?



NCCA SPHE/RSE Toolkit



Junior Cycle Toolkit



Senior Cycle Toolkit

Next steps

