



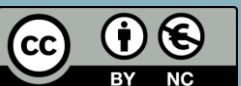
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Supporting the Professional  
Learning of School Leaders  
and Teachers

# Teaching Relationships & Sexuality Education across the Strands of the Junior Cycle SPHE Specification

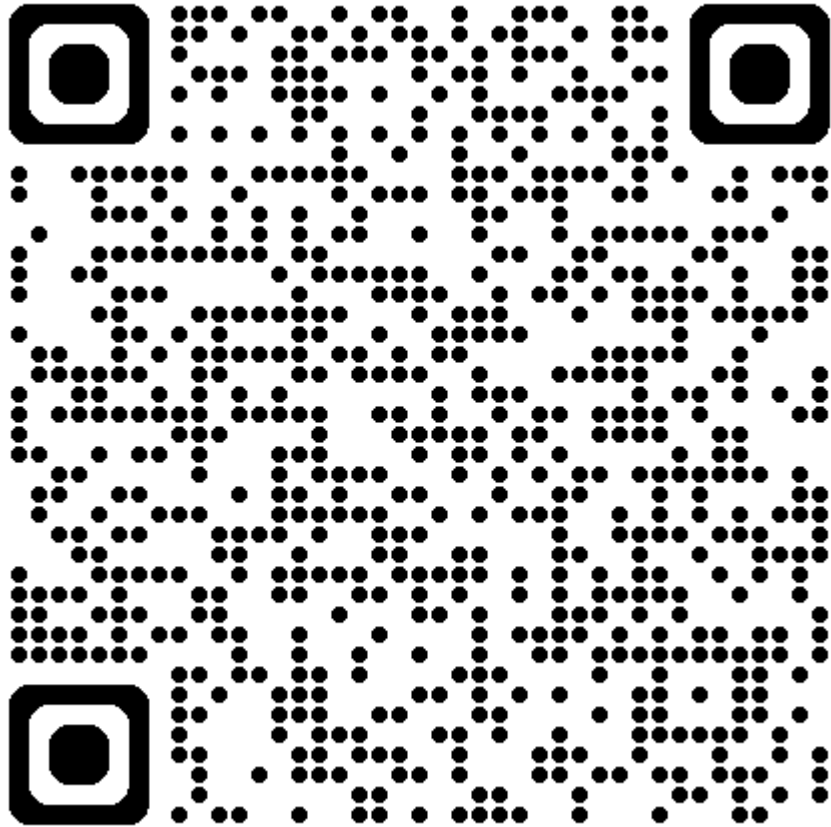
Facilitator:



# Registration



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Please take time to complete each question accurately.

Information provided is used to generate a Certificate of Attendance.



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**Oide SPHE Post-primary**

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- Complete form and click on Post-Primary
- Page 2 – click on Wellbeing



# Padlet Wall



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## Resources & Supports



<https://tinyurl.com/Padlet-Wall-JCRSE>





# Employee Assistance Service (EAS)

**CALL 1800 411 057**

**Folláine le Chéile**  
Wellbeing Together

## Sign Up

First Name:

Last Name:

Email Address:

Organisation Code:

Password:

Repeat Password:

Location:

Member Level:

I agree to the privacy statements

I agree to the terms and conditions

**Sign up**



Organisation Code:  
yV1IU17





# Check-In



# Key Messages



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To empower teachers to feel more confident in discussing relationships and sexuality across the SPHE specification with their students

To explore and experience different methodologies relevant to the facilitation of Junior Cycle SPHE in the classroom.

To signpost a range of resources available to support teaching and learning across the SPHE specification





Session 1  
09:30 - 11:00

Why is SPHE important?  
Key policies, circulars and inspections specific to the planning of RSE across the SPHE specification  
Myself as an SPHE teacher

Tea/Coffee  
11:00 - 11:15

Session 2  
11:15 - 13:00

Creating a reflective and inclusive SPHE environment - considerations  
Class agreement  
Case studies - scenarios

Lunch  
13:00 - 14:00

Session 3  
14:00 - 15:30

Considerations when asked questions in SPHE  
Activating the cross-cutting elements  
The experiential learning cycle  
Resource to Support Teaching and Learning with LO 3.8



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# Key Policies and Circulars

## Planning for RSE across the SPHE Specification



# Relevant Policies



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RSE Policy

Anti-Bullying  
Policy

SEN/AEN Policy

AUP

Substance Use

Code of  
Behaviour

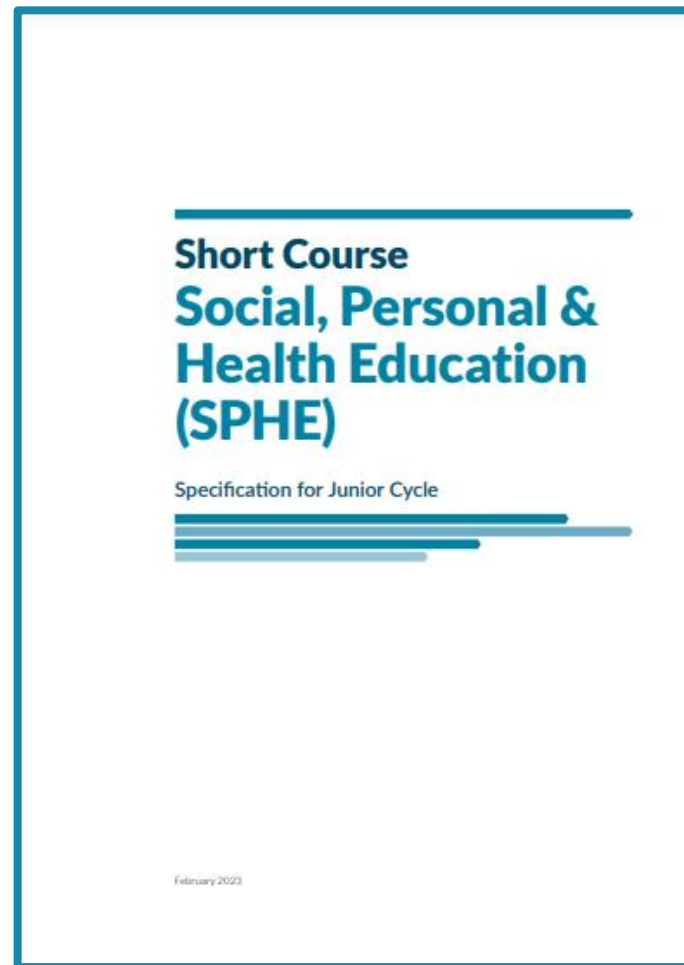
Child  
Safeguarding  
Statement and  
Risk Assessment



# Circular 0028/2023

**\*Students entering 1st year in 2023/2024\***

- Schools are reminded that there is a minimum threshold of 400 hours across the three years of Junior Cycle which should be provided for Wellbeing, including PE, SPHE and CSPE
- All schools must provide 100 hours spread across first, second and third year (and must be provided in each of the three years)
- Students must follow the newly developed NCCA short course specification (2023)





# Why is SPHE Important?

The teaching and learning of 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.

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.

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

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.





# HBSC Findings 2022



**Table 14: Sexual Behaviours**

Young people aged 15 to 17 years old were asked about engaging in sexual intercourse, and their use of contraception at last sexual intercourse.

Ever had sexual intercourse	Overall, 25% of 15 to 17 year olds report that they have ever had sexual intercourse (25% in 2018). There are no significant differences across gender or social class groups.
Condom use*	Of those who report having had sexual intercourse, 48% report that they or their partner used a condom at last sexual intercourse (62% in 2018). Girls are more likely to report that they or their partner used a condom at last sexual intercourse.
Use of birth control pill*	Of those who report ever having had sexual intercourse, 29% report that they or their partner used the birth control pill at last sexual intercourse (28% in 2018). Girls are more likely to report that they or their partner used the birth control pill at last sexual intercourse.
Other method(s) of contraception*	Of those who report having had sexual intercourse, 18% report that they or their partner used other method(s) of contraception at last sexual intercourse (18% in 2018). There is no significant difference by gender.
No contraception*	Of those who report having had sexual intercourse, 34% report that they or their partner used no contraception at last sexual intercourse (22% in 2018). Boys are more likely to report that they or their partner used no contraception at last sexual intercourse.

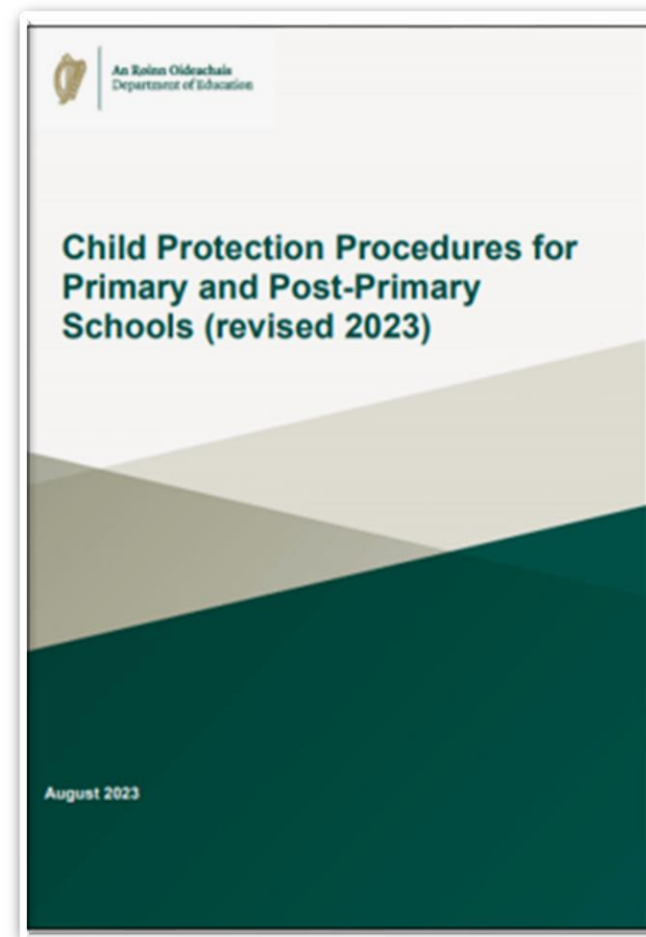
\*Social class significance comparisons are not reported due to low sample size.



# Child Protection Safeguarding Inspections

Ensuring that children enjoy a safe and secure learning environment in schools and education settings is a key concern for everyone that supports the development of children.

The DE has an important oversight role to play in ensuring that all our children receive the highest quality of care and protection in our schools. As part of the oversight and quality assurance role of the Department, the Inspectorate is required to implement CPSI.





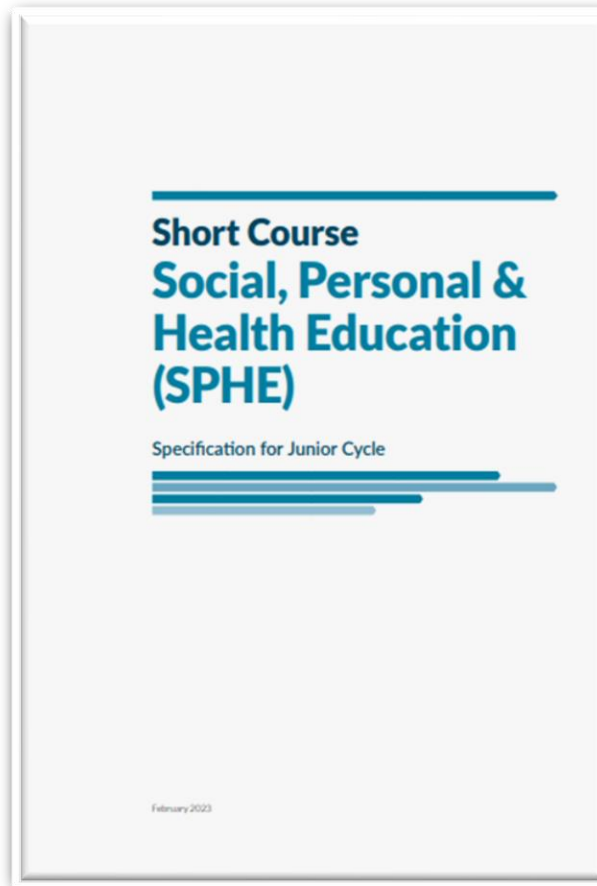
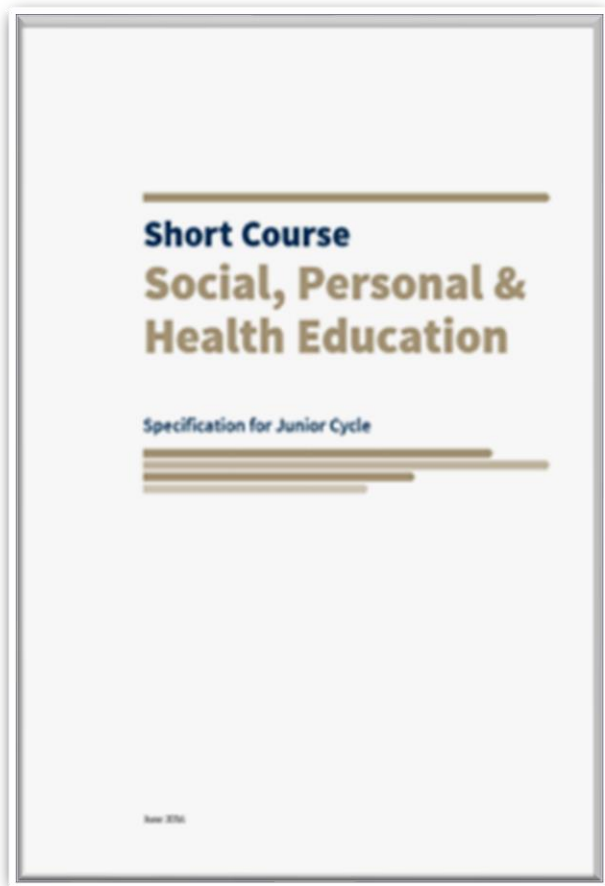
# CPSI Check 10



Check 10	Sub-checks
<p>The quality of planning for and implementation of the <b>SPHE curriculum</b> and the <b>Stay Safe</b> programme in primary schools and of the <b>SPHE curriculum</b> and the <b>Relationship and Sexuality Education (RSE)</b> programme in post-primary schools, as evident during the inspection.</p>	There is a Social Personal and Health Education Programme for all children in the school (Primary)
	The Stay Safe Programme is implemented within the school (Primary)
	There is a Social Personal and Health Education Programme for all children in Junior Cycle (Post-primary check)
	There is a Relationships and Sexuality Education Programme for all children in the school (Post-primary check)
	<p>Whole-school planning documents indicate that the school has planned appropriately for the implementation of the SPHE curriculum and the Stay Safe programme (Primary)</p> <p>SPHE subject planning documents, RSE programme planning documents and school timetable information indicate that the school has planned appropriately for the implementation of the SPHE curriculum and the RSE programme (post-primary check)</p>
	The individual teacher planning documents reviewed indicate that the teachers are implementing the SPHE curriculum and <i>Stay Safe</i> programme appropriately (Primary)
	The interactions with pupils indicate that pupils have a satisfactory or better understanding of a number of the key topics of SPHE and Stay Safe (Primary) and of SPHE and RSE (Post-primary)



# Junior Cycle - Curricular Options

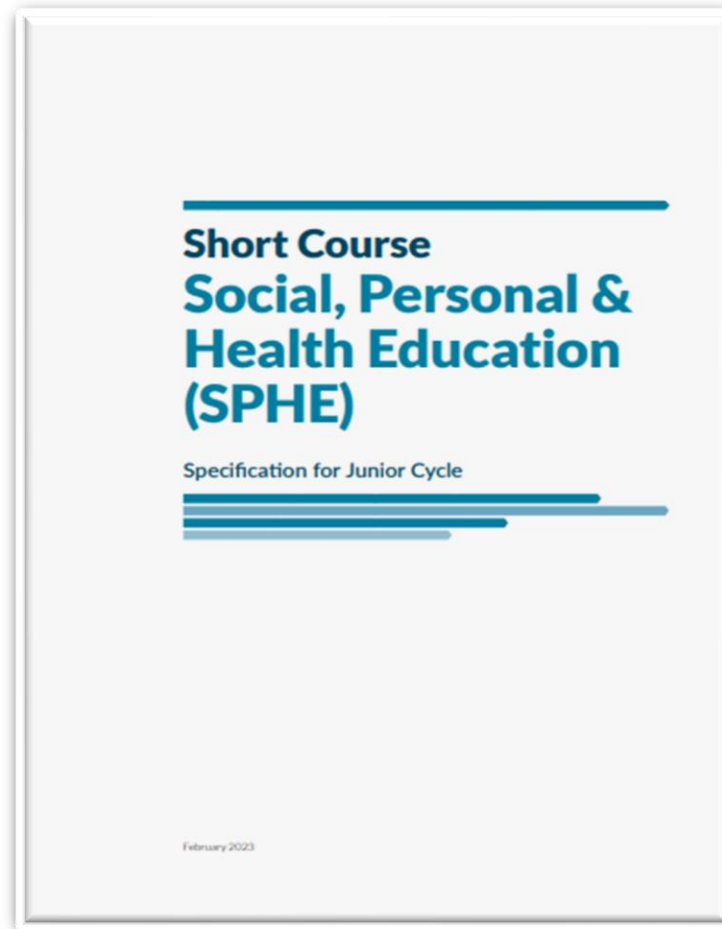


# Strand 3: Relationships and Sexuality



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What is the key learning hoped for in Strand 3?



16

Junior Cycle Specification  
Social, Personal and Health Education

## Strand 3: Relationships and sexuality

**Students should be able to:**

- 3.1 reflect on the values, behaviours and skills that help to make, sustain and end relationships respectfully with friends, family and romantic/intimate relationships
- 3.2 examine benefits and difficulties experienced by young people in a range of relationships - friendships, family relationships, and romantic/intimate relationships
- 3.3 identify signs of healthy, unhealthy and abusive relationships
- 3.4 appreciate the importance of setting healthy boundaries in relationships and consider how to show respect for the boundaries of others
- 3.5 consider the importance of taking care of their reproductive health
- 3.6 appreciate the breadth of what constitutes human sexuality, and how sexual orientation and gender identity are experienced and expressed in diverse ways
- 3.7 explore the pressures to become sexually intimate and discuss ways to show respect for people's choices
- 3.8 appreciate the importance of seeking, giving and receiving consent in sexual relationships, from the perspective of building caring relationships and from a legal perspective
- 3.9 explain the importance of safer sexual activity with reference to methods of contraception and protection against sexually transmitted infections (STIs)
- 3.10 discuss the influence of popular culture and the online world, in particular, the influence of pornography, on young people's understanding, expectations and social norms in relation to sexual expression
- 3.11 demonstrate how to access and appraise appropriate and trustworthy advice, support and services related to relationships and sexual health.

**Awareness**

**Dialogue**

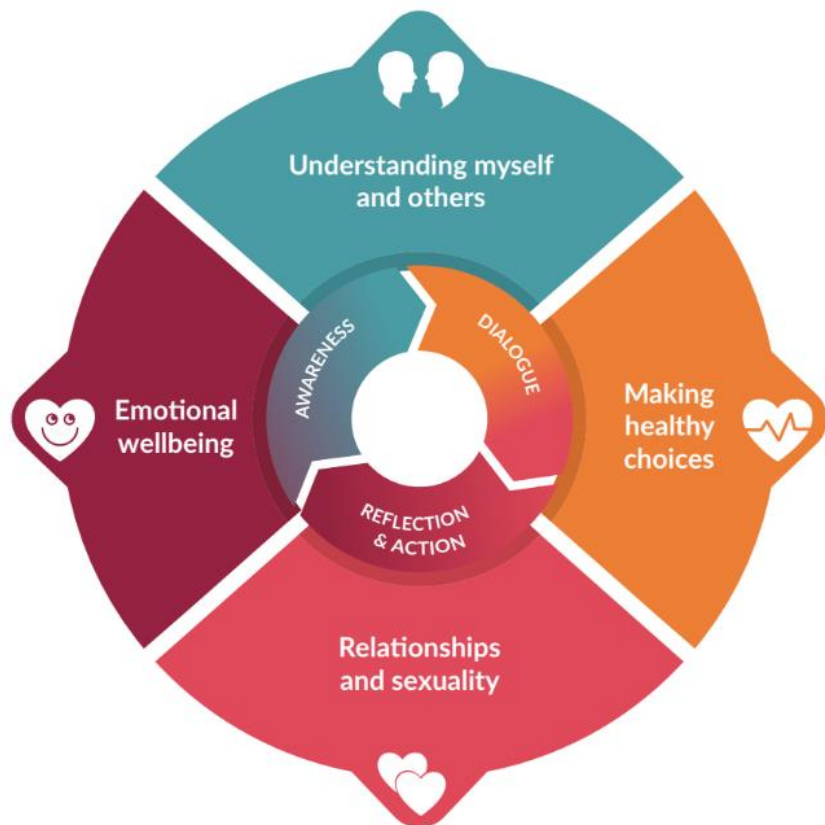
**Reflection and action**





# Learning Outcomes

## Supporting Pedagogical Approaches



Linking learning outcomes across the four strands while embedding the cross-cutting elements.



# Activity – Embedding RSE

Which Learning Outcomes would best suit:

- 1st Years
- 2nd Years
- 3rd Years



15 mins

Things to Consider:

- Age and stage
- School context
- Linked learning outcomes



# Further Elaboration and Guidance on Learning Outcomes (NCCA, 2023)

Learning Outcomes: 3.6, 3.8, 3.10 and 2.10, 3.11 & 4.9

NCCA Junior Cycle SPHE

## Strand 3 | Relationships and Sexuality

**Learning Outcome 3.6:** Students should be able to appreciate the breadth of what constitutes human sexuality, and how sexual orientation and gender identity are experienced and expressed in diverse ways.

**Pre-learning:** Before addressing Learning Outcome 3.6, students need to have engaged with related learning outcomes, such as learning about the physical, social and emotional changes that happen during adolescence (1.1), factors and influences that shape young people's self-identity, such as family, peers, culture, gender identity, sexual orientation, race/ethnic background, disabilities, religious beliefs/world-views (1.4) and gender equity and gender stereotypes (1.5).

**What is the important learning?**

It is a normal part of adolescence to question different aspects of one's identity. Figuring out the kind of person you are becoming is the major developmental task of adolescence' (Gaffney, M. 2021, 'Our One Wild and Precious Life, p53). As part of this figuring out, it is not uncommon for young people to question aspects of their identity which may include their sexual orientation and/or gender identity. Experts advise that the adults in their lives need to acknowledge that this questioning is normal and allow the young person the time and space to work it through.

The purpose of Learning Outcome 3.6 is to open up conversations with young people about the breadth of ways that people can experience and express human sexuality. Human sexuality is broad and holistic and includes our gender identity, our sexual orientation, our relationship with ourselves and our relationships with others. Sexuality is part of who we are as humans, whether we are sexually active or not. Sexual activity is just one way that people can express their sexuality. (See [the Sexuality Wheel](#))

In SPHE, teachers are most supportive when they adopt a non-judgmental, sensitive and open approach that acknowledges the diversity and complexity of life and seeks to create a classroom environment in which empathy and understanding can grow.

As part of these discussions, it is important to acknowledge that sexual orientation and gender identity are two distinct aspects of our personhood (see definitions). It's inappropriate to assume, label or categorise a person, including their sexual orientation or gender identity. As per guidance, [Being LGBT in school](#), teachers and students are advised to respect the language and terms that young people use to identify themselves as this is one way of creating an inclusive environment and supporting students who identify as LGBTQ+.

The most common age for young people to identify themselves as LGBTQ+ is 12, and the most common age for young people to tell someone they are LGBTQ+ is 16. This is a crucial time for LGBTQ+ young people. Experts assert that all young people need to be given the opportunity and space to develop their unique identities in environments of support and affirmation. Teachers can play a powerful role in this regard by acknowledging the diversity and complexity of life and modelling understanding and empathy.

In the context of discussing gender identity it is important to acknowledge that while most people's gender identity matches their sex registered at birth, this is not the case for everyone. It's important to let teenagers know that there are different ways of experiencing and expressing our gender. Furthermore, it's normal and healthy to question gender norms and stereotypes and many young people may not wish to conform to the way society expects them to look or behave. For the vast majority of young people, gender non-conformity and gender questioning does not mean that the person will go on to identify as transgender. It is also important to keep in mind that, as with other aspects of identity, one's gender identity can change over time.

NCCA Junior Cycle SPHE

## Strand 3 | Relationships and Sexuality

**Learning Outcome 3.8:** Students should be able to appreciate the importance of seeking, giving and receiving consent in sexual relationships, from the perspective of building caring relationships and from a legal perspective.

**Pre-learning:** Before addressing Learning Outcome 3.8, students need to have engaged with related learning outcomes, such as learning about the signs of healthy, unhealthy and abusive relationships (3.3), gender equity and stereotypes (1.5), communicating in a respectful and effective manner (1.7) and the importance of empathy (1.6).

**What is the important learning?**

The purpose of Learning Outcome 3.8 is to open up conversations with young people about consent as a core part of all healthy relationships, which involves recognising and respecting one's own boundaries and the boundaries of others, always checking whenever one is unsure, and being able to show empathy. This conversation starts with friendships before moving onto romantic/ intimate relationships.

It's important that young people discuss why consent matters, beyond a legal lens. In other words, though the lens of respectful and caring relationships.

In teaching about consent, the complexity of factors that influence a young person's capacity to exercise consent need to be discussed. These include self-awareness, self-esteem, capacity to communicate assertively, the influence of alcohol/substances, peer pressure, pop culture and social norms. Discussion of sexual consent also relates to an understanding of harmful gender norms and stereotypes.

**Possible questions to explore through this learning outcome:**

- What does a healthy relationship look like?
- Is consent an important aspect of how we relate to people both online and in-person? Why/not?
- What is happening when a person gives consent in everyday situations? What are they saying, what are they doing (i.e., verbal and non-verbal)? What does not giving consent look like?
- How might it feel if someone else doesn't give consent to something that you want to do? How might you manage these emotions, while affirming the other person's right to say no?
- What are the key messages about consent online and in the media, for example in music videos, games? How might these messages affect attitudes?
- What might impact on/affect a person's ability to (1) ask for consent, (2) give consent, (3) withhold consent? (prompt: age, confidence, skills, use of alcohol/substances, balance of power in the relationship, peer pressure, social norms, pop culture)
- What are the implications of breaking the law around consent in sexual relationships? What are the other, non-legal, impacts?
- In the context of consent in sexual relationships, what are the available supports and services? How can people access these supports and services?

**Possible follow-on learning outcomes:**

The risks and consequences of sharing sexual imagery online (2.9) and/or the influence of pornography on sexual expression (3.10)

**Go to the 2023 SPHE Toolkit for teaching resources linked to LO 3.8**

NCCA Junior Cycle SPHE

## Strand 3 | Relationships and Sexuality

**Learning Outcome 3.10:** Students should be able to discuss the influence of popular culture and the online world, in particular, the influence of pornography, on young people's understanding, expectations and social norms in relation to sexual expression.

**Pre-learning:** Before addressing Learning Outcome 3.10, students need to have engaged with related learning outcomes, including learning about the factors that influence and shape young people's self-identity (1.4), the meaning and importance of empathy (1.6), gender equity and gender stereotypes (1.5), sharing sexual imagery online (2.9), signs of healthy, unhealthy and abusive relationships (3.3) and the importance of seeking, giving and receiving consent in sexual relationships (3.8).

**What is the important learning?**

The purpose of Learning Outcome 3.10 is to open up conversations with young people about the prevalence and influence of sexual messages and images in popular culture and online and to help them look critically at how this might be influencing their emerging understanding of sexuality, sexual norms and expectations. Begin by helping students to reflect on their own values and expectations of sexual relationships and what they consider to be the features of a healthy adult sexual experience, such as care, consent, equality, respect, trust, mutual pleasure. Then, discuss how messages and images in popular culture and online affirm, or are at odds with, their values and expectations.

Key messages to highlight through the learning activities include that we live in an increasingly sexualised world, surrounded by sexual messages and images and these need to be critically examined. While it is normal to be curious about sex, pornography is not a good place to learn about sex because it is not reflective of sex in the real world and can be disturbing and even damaging for young people. In fact, given the violent and harmful nature of the majority of freely accessible pornography, not watching pornography is a very healthy choice for a young person. It would be important to acknowledge, without judgement, that students may/not have seen pornography.

**Possible questions to explore through this learning outcome:**

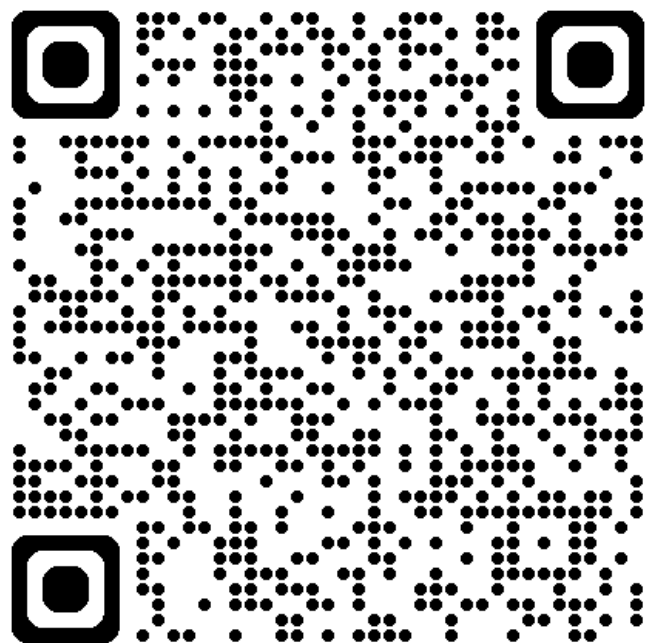
- What are the dominant messages and images about sex in popular culture (e.g., advertising, movies, music videos, social media)?
- Who benefits from promoting sexual messages and images (prompt: the porn industry), and who loses out (prompt: everyone in society)?
- How might the portrayal of sex in popular culture influence young people as they develop their understanding of sexuality?
- What does the [leg](#) say about the sharing of intimate or sexually explicit images?
- How do you think viewing pornography might influence people's attitudes, behaviours and expectations?
- What does the research say about the impact of viewing pornography, particularly during adolescence (e.g., adolescent brain development and susceptibility to addictive behaviour)?
- How does pornography lead into harmful gender norms and stereotypes?

**When teaching about pornography, it is inappropriate to show sexually explicit content, or refer to specific websites with sexually explicit content in class.**

**Possible follow-on learning outcome:**

The pressures to become sexually intimate and ways to show respect for people's choices (2.9)

**Go to the 2023 SPHE Toolkit for classroom resources linked to LO 3.10**







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# Myself as an SPHE Teacher

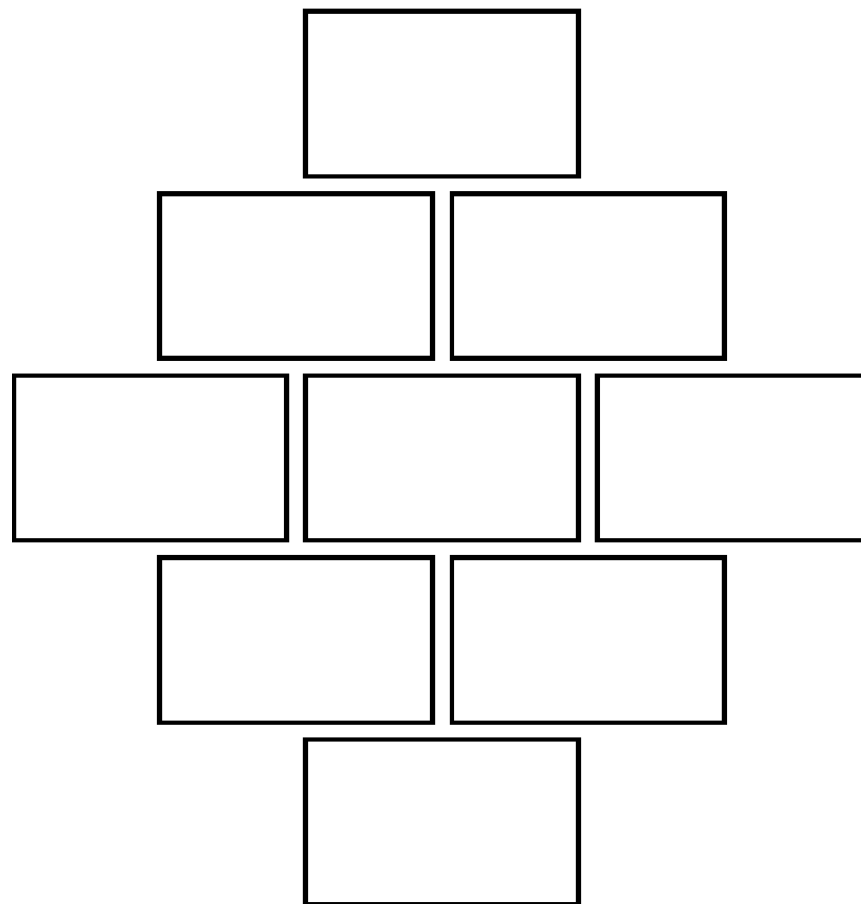






# Myself as an SPHE Teacher

What are the most important values to consider as an SPHE Teacher?





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# Creating a Reflective and Inclusive SPHE Environment





# Myself as an SPHE Teacher

What Makes a Topic Sensitive in Nature in the SPHE Classroom?

What is a sensitive issue?  
What makes issues sensitive?

Which values will underpin teaching sensitive topics?

Why should we teach sensitive issues?



# Myself as an SPHE Teacher

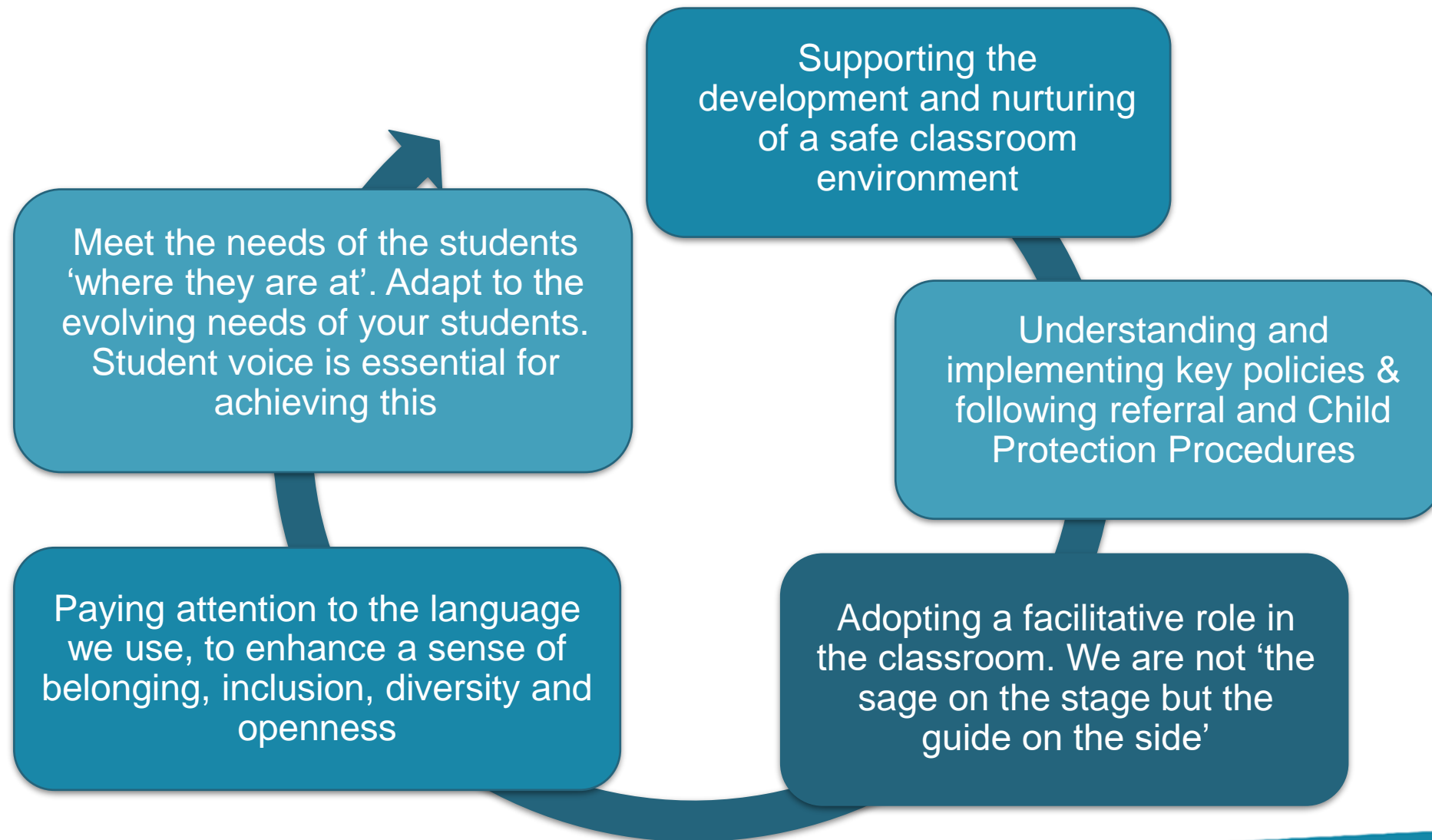


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# Considerations as an SPHE Teacher



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# Facilitation in the SPHE Classroom





# Establishing Group Expectations

## Class Agreement - Why are they so important?





# Class Agreement/Expectations

Respect

No Put-downs

Respectful  
Language

Confidentiality  
Limits\*

One Voice

Be Open

Boundaries  
around Sharing

“I” Statements



# Limits to Confidentiality

**Students should be aware that there are limits to confidentiality**

- If a teacher becomes aware that a student is at risk, they are obliged to pass on this information.

**Teachers should never guarantee confidentiality**

- Child Protection Procedures for Primary and Post-Primary Schools 2023 state: If a teacher becomes aware that a student is sexually active under the age of consent (17 for boys and girls and for heterosexual and homosexual sex), the teacher must bring this information to the DLP who may be obliged to inform the parents.



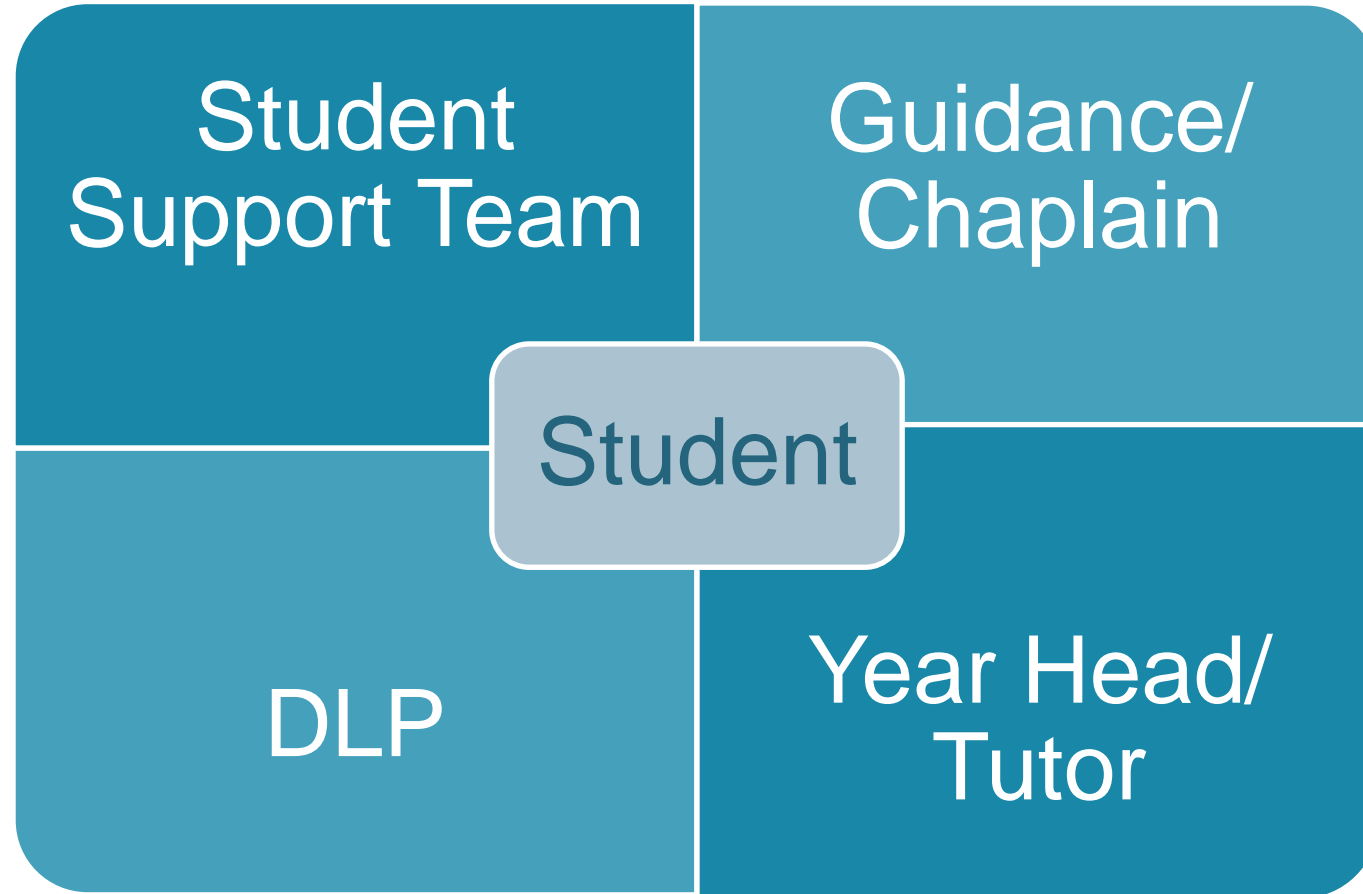
(DE, 2023)



# Referral System



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# Making the Most of Sensitive/Challenging Discussions



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Gilly



Tate



Kyle

# Making the Most of Sensitive/Challenging Discussions



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## Myself as an SPHE teacher

### Documents to support your practice



PDF

Looking at myself and what I bring to the classroom



PDF

How can I model positive relationships?



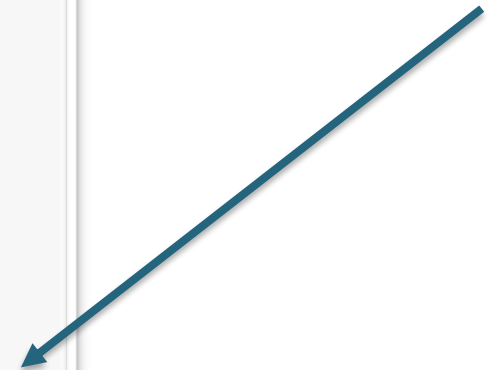
PDF

The teacher as facilitator of learning



PDF

Dealing with sensitive/challenging conversations



# Lunch



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# Activity: Sensitive Questions

Is it normal to feel sad all the time?

What's the big deal in sending a nude photo to someone if it is someone you really trust?

If someone doesn't say no, does that count as consent?

How do people orgasm?

Is it ever okay to have sex under the legal age?

Have you ever been in an abusive relationship?

How do you know if you are gay?

What should you do if a friend is going out with someone that is treating them really badly?

How much masturbation is too much?

If my girlfriend is on the pill, does that mean that we are covered?

What is the best way to lose weight/ gain muscle?

Is it not just easier to say yes sometimes?

# Ways to Respond to Difficult Conversations in SPHE Class



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‘I may not be able to answer all your questions’

‘Can we all remember what we agreed to in our class contract... I feel that this reminder is needed at this juncture’

‘I’m not sure if I can actually answer that... can I come back to you about this during our next SPHE class?’

‘I won’t ask you any personal questions so please don’t ask me any please!’

‘It’s OK if our opinions differ, once we are respectful within our conversations, that’s most important’



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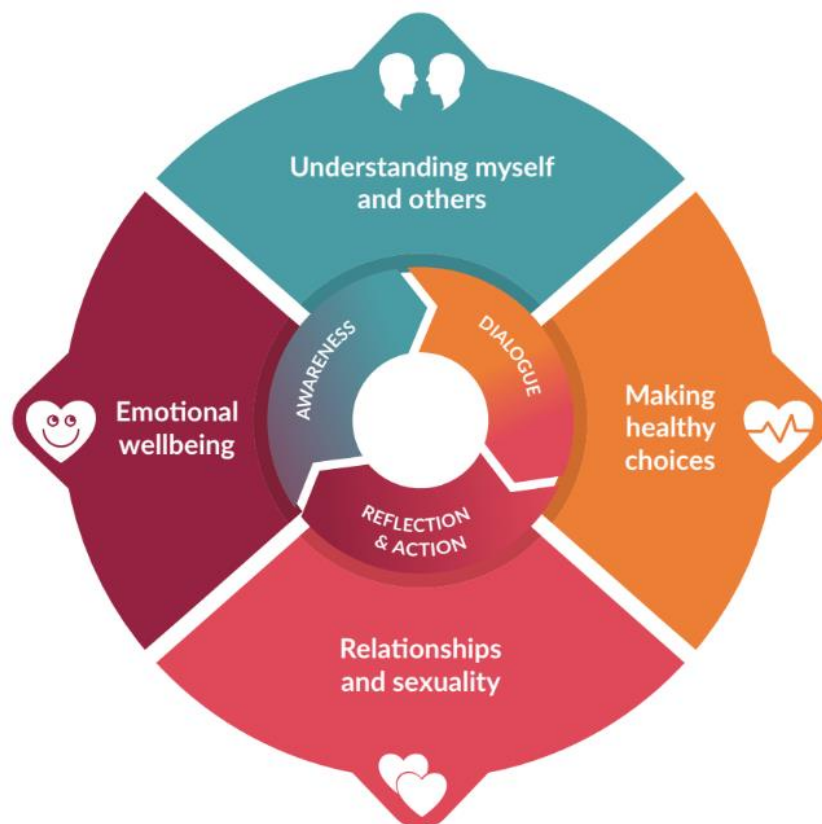
# Activating the Cross-Cutting Elements





# Cross-Cutting Elements in SPHE

## How They Support Learning



What has supported the dialogic approach so far today?

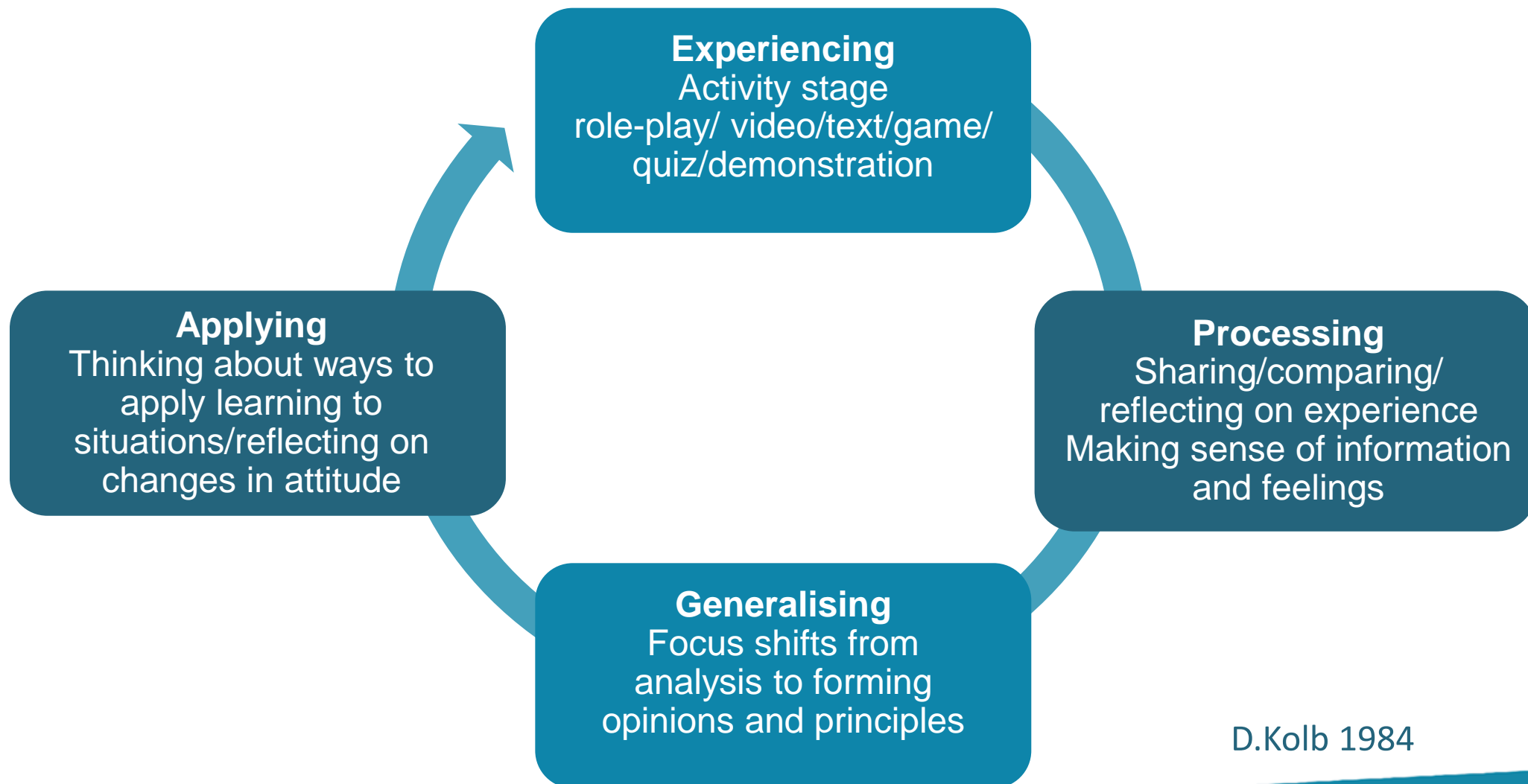
How has this dialogue enhanced your own self-awareness and insights around teaching and learning in SPHE?

How are you going to employ some of this learning into your own life/teaching practice?



# Effective Pedagogical Approaches

## The Experiential Learning Cycle



D.Kolb 1984



# The Experiential Learning Cycle

Activity: Consent



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## Brainstorm 'What is consent'?





# LO 3.8: Consent

## Activity on Consent



“When you are saying  
yes to someone make  
sure you are not saying  
no to yourself”

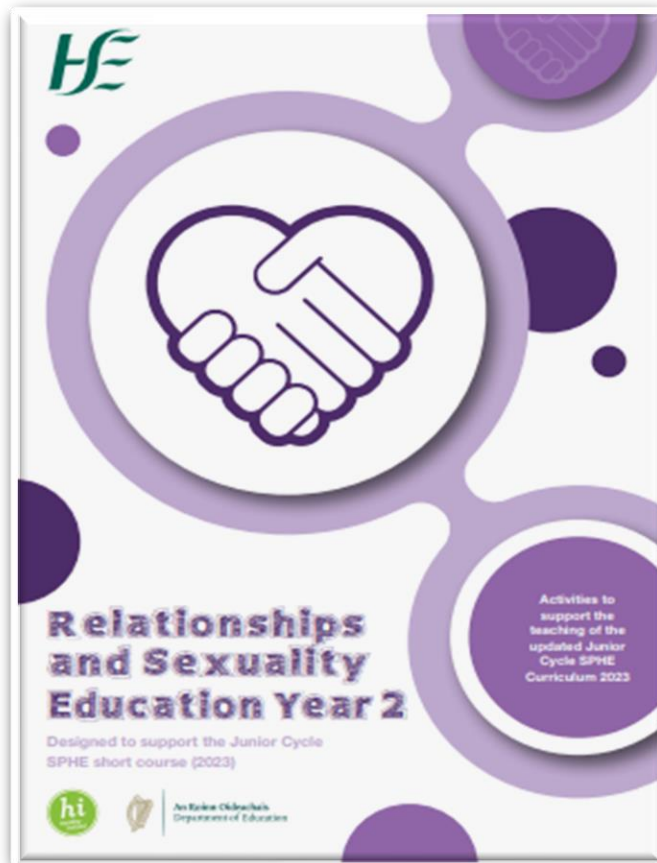
Paulo Coelho

# Coco's Law Lesson



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The Harassment, Harmful Communication and Related Offences Act 2020, also known as Coco's Law.



## QUIZ

Worksheet - Sexual consent and the law quiz  
(give reasons for your answer).

- In Ireland, what is the age that someone can legally agree to sex?  
A) 16 years B) 17 years C) 18 years
- Is there a difference in the seriousness of the offence between these two cases:  
a. an 18-year-old having sex with a 16-year-old  
b. a 17-year-old having sex with a 14-year-old?  
A) Yes B) No
- If one person in a couple had previously been in a position of authority over the other (sports coach, teacher, employer) at what age could the younger person consent to a sexual relationship with the older person?  
A) 17 years B) 18 years C) 19 years
- If someone says 'yes' to sex initially, do they have the right to change their mind at any time?  
A) Yes B) No
- What is the safest way to be sure that someone has given consent to sex?  
A) Ask them directly.  
B) Assume that they have given consent if they have not pushed you away.
- From what age can someone legally choose to sext (send sexual or naked/semi-naked images of themselves)?  
A) 17 years B) 18 years C) 19 years
- It is not a crime to pass on sexual images of someone over the age of consent if they sent them to you in the first place.  
A) True B) False
- You must be aged at least 17 years (the legal age of sexual consent) to buy condoms in Ireland.  
A) True B) False



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## Lesson 6:

Getting help when your digital  
content seems to last forever







# Reflection

What are you most pleased with?

What was the most important thing you learned?

What do you need more help with?

What did you find easy about learning to...?

What really made you think?

What can you do now that you couldn't do before?

# Overview - Check In



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Session 1  
09:30 - 11:00

Why is SPHE important?  
Key policies, circulars and inspections specific to the planning of RSE across the SPHE specification  
Myself as an SPHE teacher

Tea/Coffee  
11:00 - 11:15

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Creating a reflective and inclusive SPHE environment - considerations  
Class agreement  
Case studies - scenarios

Lunch  
13:00 - 14:00

Session 3  
14:00 - 15:30

Considerations when asked questions in SPHE  
Activating the cross-cutting elements  
The experiential learning cycle  
Resource to Support Teaching and Learning with LO 3.8



# Thank You





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# Teaching Relationships & Sexuality Education across Strands of the Junior Cycle SPHE Specification

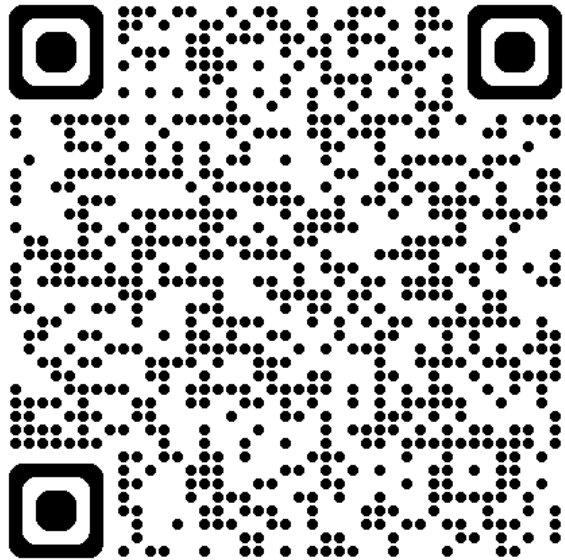
Facilitator:



# Registration



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Please take time to complete each question accurately.

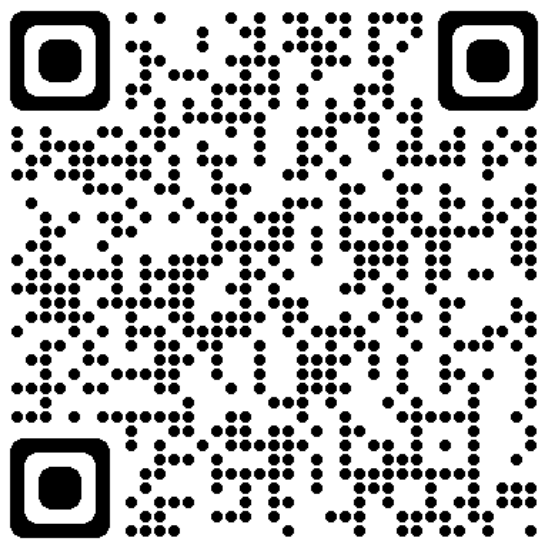
Information provided is used to generate a Certificate of Attendance.





# Padlet Wall

## Resources & Supports



<https://tinyurl.com/Padlet-Wall-JCRSE>





## Follow us on X

The screenshot shows the X profile for Oide SPHE Post-primary. The profile header includes the Oide logo and the text: "Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí" and "Supporting the Professional Learning of School Leaders and Teachers". The profile name is "Oide SPHE Post-primary" with the handle "@Oide\_SPHE". The bio states: "Official X account of Oide's SPHE Post-primary team, a Department of Education support service for schools." The location is "Ireland", the website is "oide.ie", and it was joined in "June 2023". The profile shows "47 Following" and "369 Followers". The "Posts" tab is selected, showing a recent post from 12 hours ago that reads: "#SPHE Teachers! Try the 'Gratitude Circle' game to wrap up before summer ☀️. Have students sit in a circle and share one positive memory from the year and something they're grateful for. It's a great way to reflect and connect!".



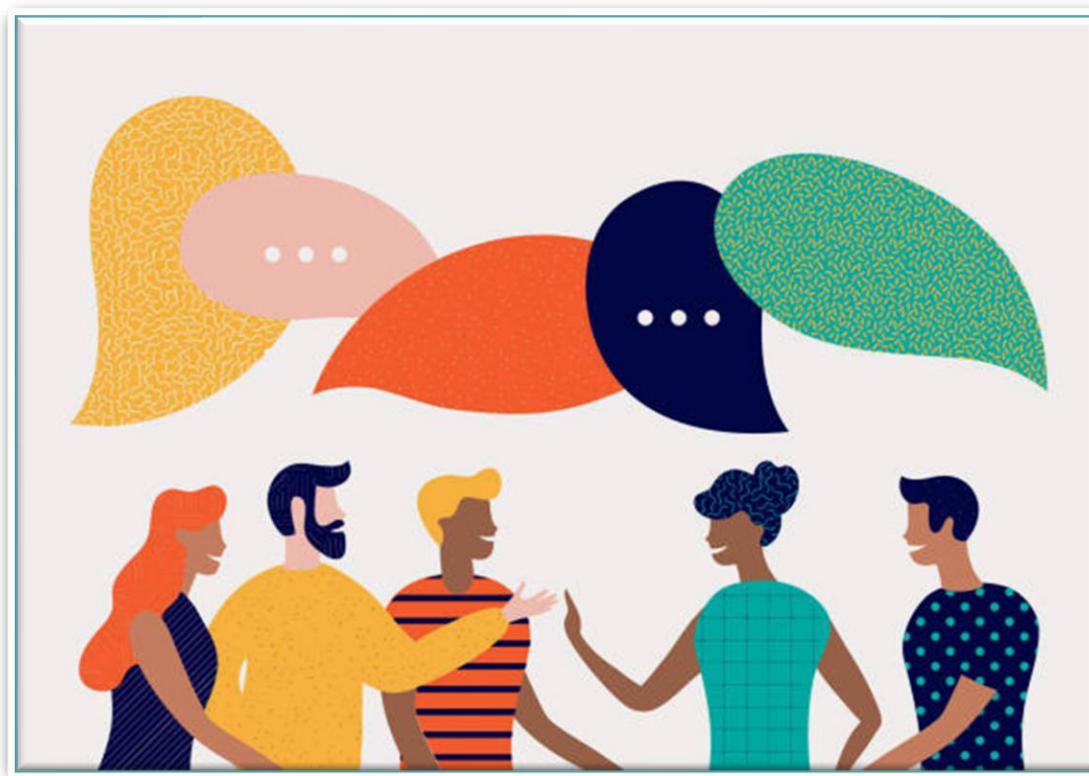
# Join Our Mailing List

- [www.oide.ie](http://www.oide.ie)
- Sign up
- Complete form and click on Post-Primary
- Page 2 – click on Wellbeing





# Connect and Connections



# Overview



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Session 1  
09:30 - 11:00

Inclusion in the SPHE classroom  
Resources and Pedagogical Approaches to support Learning Outcomes in the Specification  
Lesson Review and Demonstration

Tea/Coffee  
11:00 - 11:15

Session 2  
11:15 - 13:00

Lesson Review and Demonstration – Planning and Presentation

Lunch  
13:00 - 14:00

Session 3  
14:00 - 15:30

Lesson Review and Demonstration – Planning and Presentation  
Reflection on Lesson Review and Demonstration  
Resource to Support Teaching and Learning with LO 3.10





# What Does Inclusion in the SPHE Classroom Mean to You?





# What Does Inclusion in the SPHE Classroom Mean to You?

Diverse Family  
Background

Diverse Cognitive  
Physical and  
Emotional Abilities

Different Personality  
Types

Diverse Gender  
Identities

Different  
Socio-economic  
Backgrounds

Varied Cultural,  
Religious Beliefs  
and World Views



# Inclusion in the SPHE Classroom

An inclusive SPHE classroom is one where students can encounter diversity in a respectful way.

It is grounded in a view of the individual and individual differences as a resource that can enrich the lives and learning of each other.

What strategies help to build and sustain an inclusive classroom environment?





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Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Resources and Pedagogical Approaches

## Supporting Learning Outcomes in the Specification





# Resources and Supports



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## NCCA SPHE Toolkit

Curriculum  
Specification 2016

Curriculum  
Specification 2023

Assessment  
Guidelines (2016)

SPHE Toolkit



Preparing to teach



Teaching SPHE/RSE



Resources for  
teaching and learning  
SPHE/RSE 2023



# Resources and Supports



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## SPHE Teaching Approaches

Student Voice in SPHE

Creative Approaches to Assessment in SPHE

Effective Pedagogical Approaches in SPHE

Student Reflection in SPHE

The Experiential Learning Cycle

Considerations when planning for a diversity of learners in SPHE



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Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Lesson Review and Demonstration



Oide

HSE RSE 1  
Activity 4:  
Sexual Orientation

HSE RSE 1  
Activity 7:  
Maintaining Healthy  
Relationships

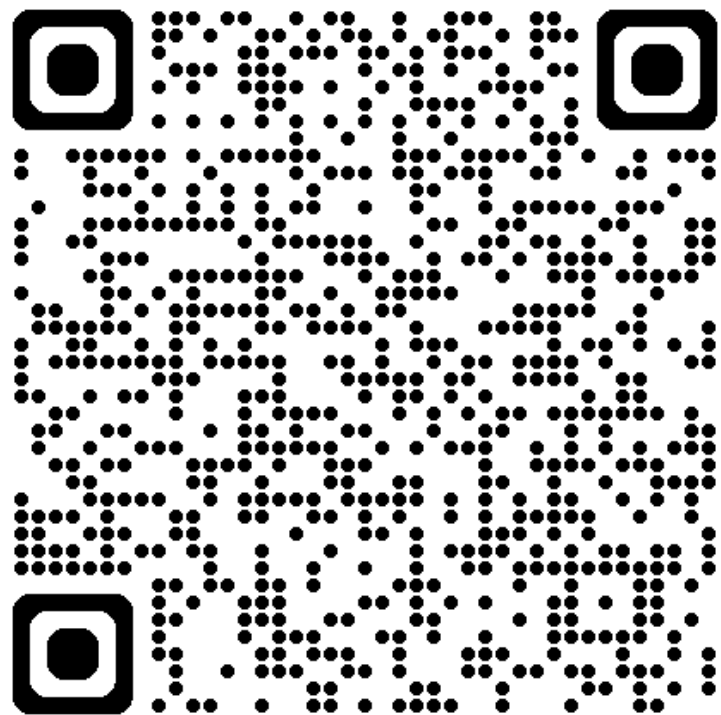
HSE RSE 1  
Activity 9:  
Human Reproduction  
–  
the journey of the egg  
and sperm

HSE RSE 2  
Activity 2:  
Signs and Signals in  
Relationships

HSE RSE 2  
Activity 6:  
Alcohol and Sexual  
Consent



HSE RSE 2  
Activity 9:  
Male Reproductive  
Health



# Lesson Review and Demonstration



Oide

HSE RSE 1  
Activity 4:  
Sexual Orientation

HSE RSE 1  
Activity 7:  
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HSE RSE 2  
Activity 6:  
Alcohol and Sexual  
Consent



HSE RSE 2  
Activity 9:  
Male Reproductive  
Health

# 30 Minutes Preparation



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## Lesson Review

1. Read and familiarise yourself with the lesson
2. Prepare a 'summary explanation of the lesson'
3. Identity 2 ways of making the lesson as inclusive as possible for all learners
4. Choose 1 activity within the lesson to model with the group in a ten-minute window
5. Identify a lead in and follow on lesson

10 minute – modelling

10 minutes - provide an overview of the lesson & how to enhance inclusion





# Lesson Review and Demonstration



Oide

HSE RSE 1  
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HSE RSE 1  
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HSE RSE 2  
Activity 6:  
Alcohol and Sexual  
Consent



HSE RSE 2  
Activity 9:  
Male Reproductive  
Health

# Lunch



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# Lesson Review and Demonstration



Oide

HSE RSE 1  
Activity 4:  
Sexual Orientation

HSE RSE 1  
Activity 7:  
Maintaining Healthy  
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HSE RSE 2  
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HSE RSE 2  
Activity 6:  
Alcohol and Sexual  
Consent



HSE RSE 2  
Activity 9:  
Male Reproductive  
Health

# Reflection of Lesson Review and Demonstration



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# If Gender Bias Begins With Us, It Can End With Us

Activity on Gender Bias

LO: 3.10





# Key Messages



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To empower teachers to feel more confident in discussing relationships and sexuality across the SPHE specification with their students

To explore and experience different methodologies relevant to the facilitation of Junior Cycle SPHE in the classroom.

To signpost a range of resources available to support teaching and learning across the SPHE specification



# Participant Reflection

Individual Reflection 3-2-1

3 new things you learned

2 things that you will implement in your SPHE/RSE class

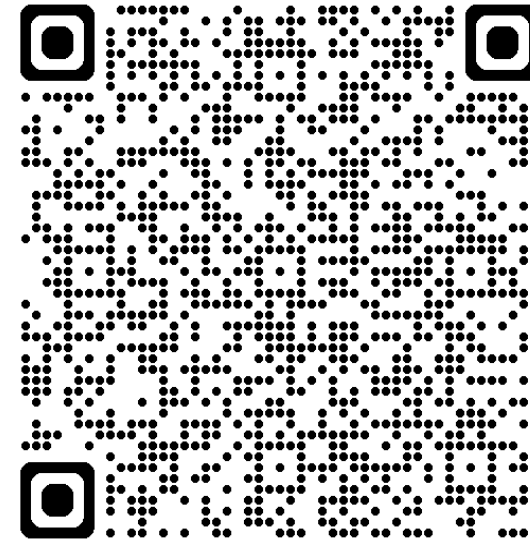
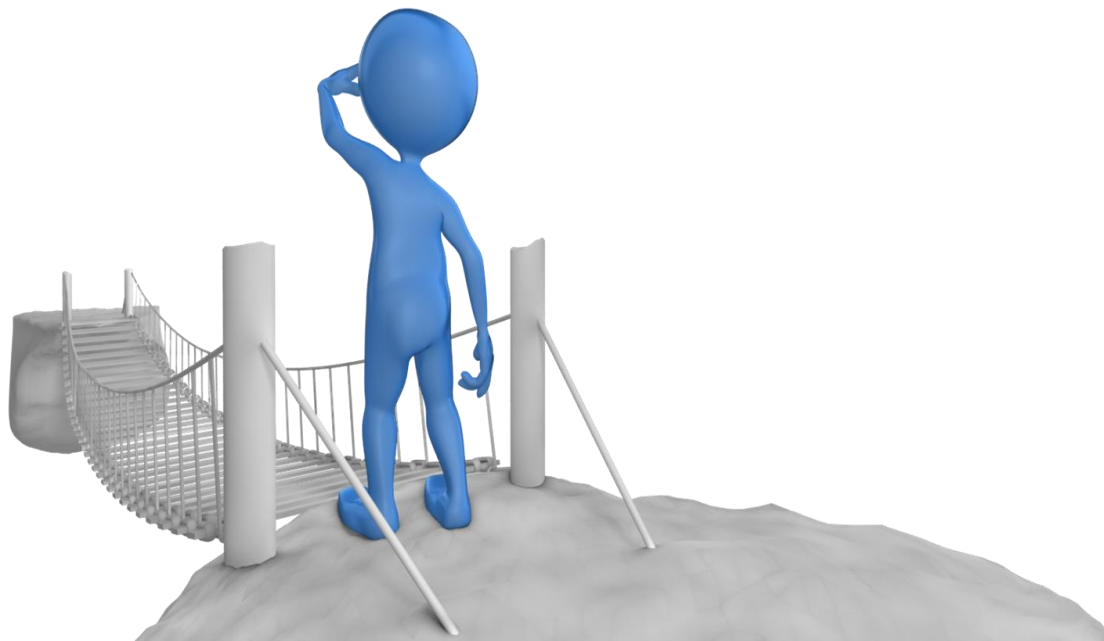
1 thing that you will read up on in more detail



# Feedback



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<https://tinyurl.com/4by477u3>



# Thank You

