

L1LP L2LP Mailing List



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Cross-Curricular Planning and Senior Cycle Personal Care

Special Schools



Level 1 & Level 2 Learning programmes



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Online Information Sessions

- There will be termly online information sessions regarding Senior Cycle L1LP & L2LP for school leaders and teachers who are new to the programmes this year.

Webinars

- We are offering Senior Cycle L1LP & L2LP professional learning via a live webinar.

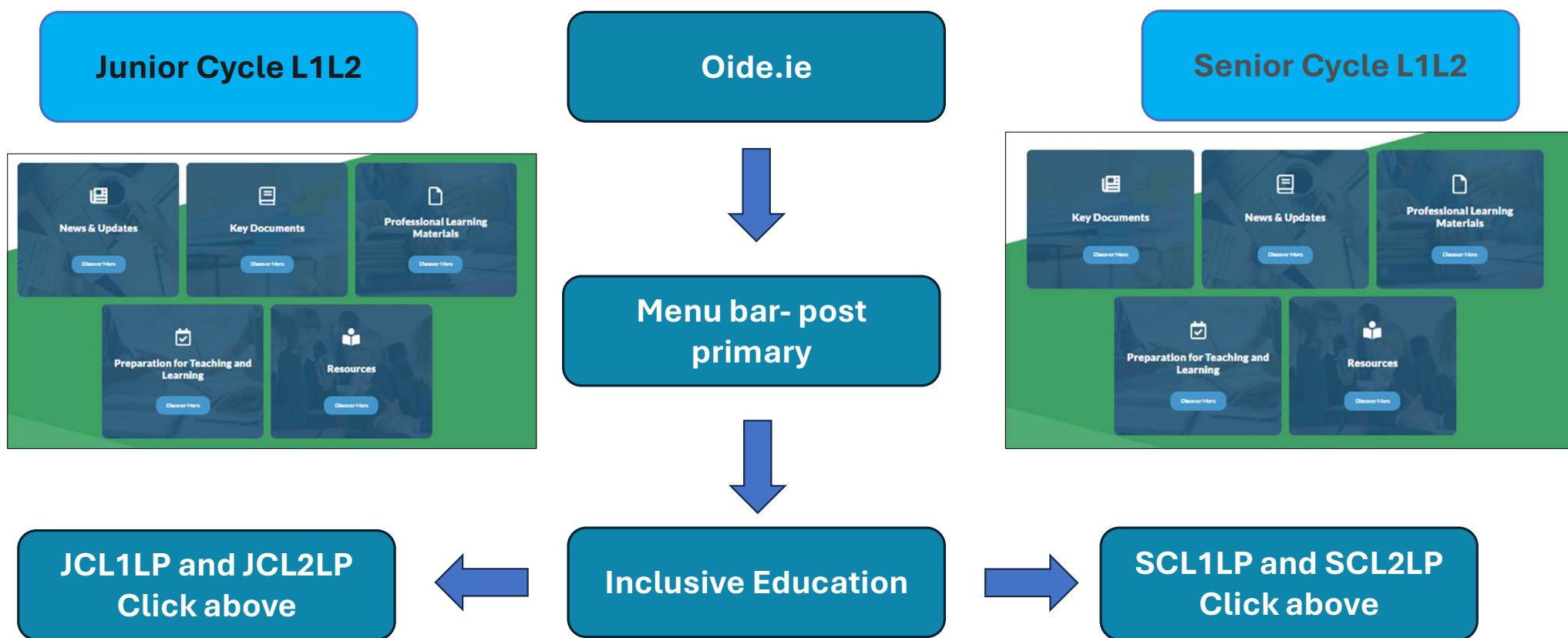
Cluster Day

- Teachers can attend a dedicated workshop for school leaders and teachers. This workshop will focus on planning individual learning programmes for students with SEN in Senior Cycle.

In-school Support

- Oide provides contextualised in-school support in a range of priority areas, including Junior Cycle & Senior Cycle L1LP and L2LP.
- Schools apply for this support through the Oide support portal.

Oide Website Inclusive Education L1LP L2LP | Oide




Oide Website Inclusive Education L1LP L2LP



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Teachers Event Booking
Click above





Teachers: Apply/Book Now



Event Booking

Apply/Book Here

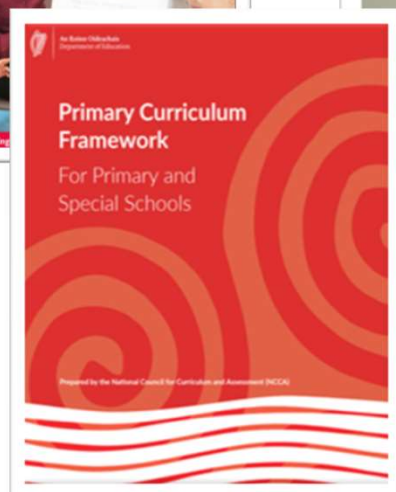
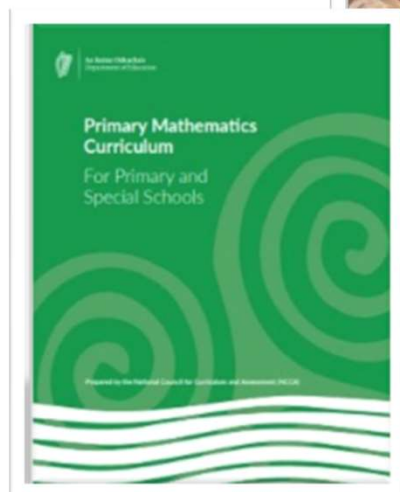
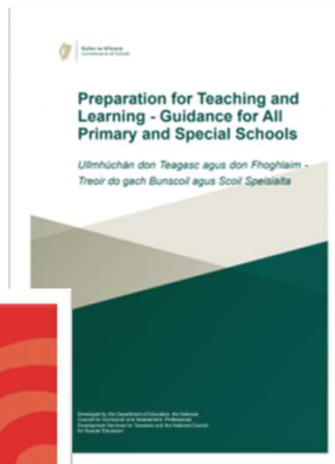
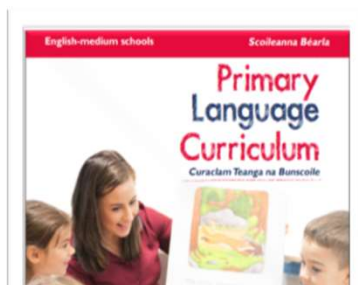
School Support
Click below

 <p>Primary Registration</p> <p>Book Here</p>	 <p>Post-primary Registration</p> <p>Book Here</p>
 <p>Primary In School Support</p> <p>Apply Here</p>	 <p>Post-primary In School Support</p> <p>Apply Here</p>

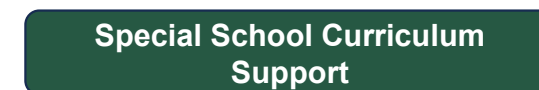
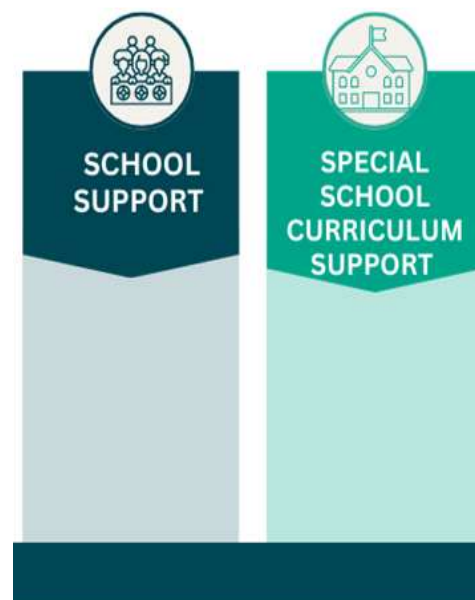
NCSE Curricular Support for Special Schools



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National Rollout of Primary Curriculum



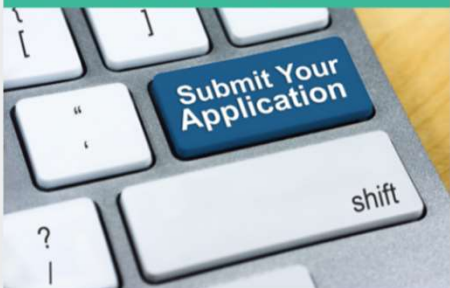
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NCSE Teacher Professional Learning Support




Apply for School TPL Support



Click here to log into the School Portal to create a new 'School Support' ticket.

[Apply here](#)

- Autism – Mainstream
- Autism – Special Class
- Autism – Special School
- Behaviour & Wellbeing – Mainstream
- Behaviour & Wellbeing – Special Class
- Behaviour & Wellbeing – Special School
- Leadership for Inclusion – Mainstream
- Leadership for Inclusion – Special School
- Primary Language Curriculum – Special Class
- Primary Mathematics Curriculum – Special Class
- Supporting Diverse Learners – Mainstream
- Supporting Diverse Learners – Special Class
- Supporting Diverse Learners – Special School



Teacher Professional Learning
Primary, Post-Primary and Special Schools
September 2024 to May 2025

 School Portal

Key Areas of Support

 TPL Seminar Calendar

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Please respect everyone's right
to privacy

No discussing individual
students

Outline for Today



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- Session 1: 9.30am – 11.30am Cross-Curricular Planning
- Break Time 11.30am – 11.50am
- Session 2: 11.50am – 1.30pm Senior Cycle Personal Care



Break



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Session 1

Cross-Curricular Planning

Session 1 Learning Intentions



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- Understand cross curricular planning through the junior cycle and senior cycle L1LP & L2LP.
- Explore current curriculum options.
- Explore the process of planning an age-appropriate personalised targeted curriculum and programme of learning.

Continuum of Education



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Early Childhood

- *Aistear (2024) – The Early Childhood Curriculum Framework

Primary School

- Primary School Curriculum (1999)
- Primary Language Curriculum (2019)
- *Primary Mathematics Curriculum (2023)

Junior Cycle

- Junior Cycle Level 3
- Level 1 Learning Programme
- Level 2 Learning Programme
- Junior Certificate School's Programme

Senior Cycle

- Transition Year Programme (*new from 09/2025)
- Leaving Certificate Established
- Leaving Certificate Applied
- Leaving Certificate Vocational Programme
- *Level 1 Learning Programme
- *Level 2 Learning Programme

Learning and development from birth to 18 years

Preparation for Teaching and Learning p.21

*New curricula since the publication of the Preparation for Teaching and Learning

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Your context



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What curricula/programmes do you currently offer in your school?



Consider

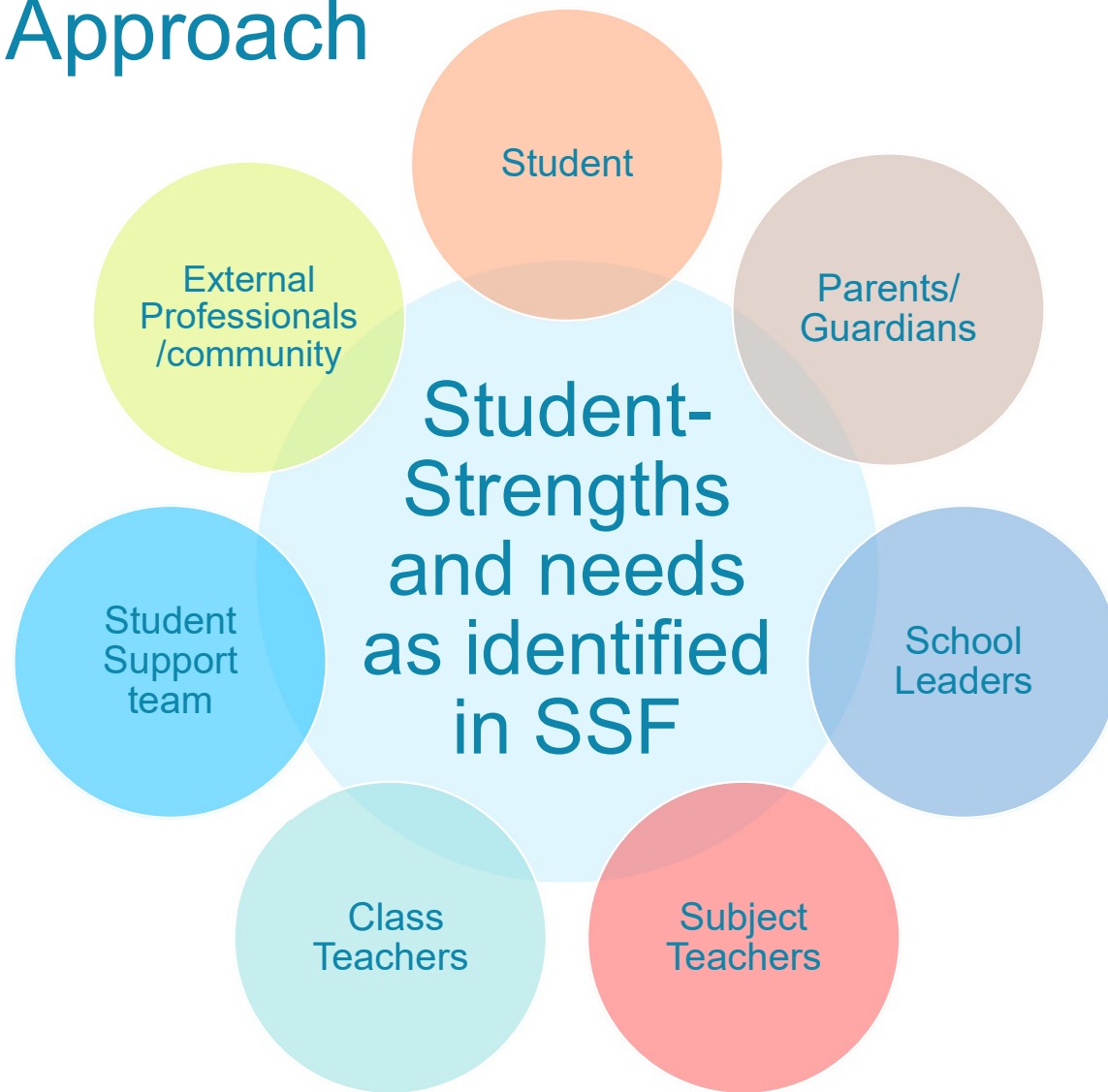


Group

Collaborative Approach



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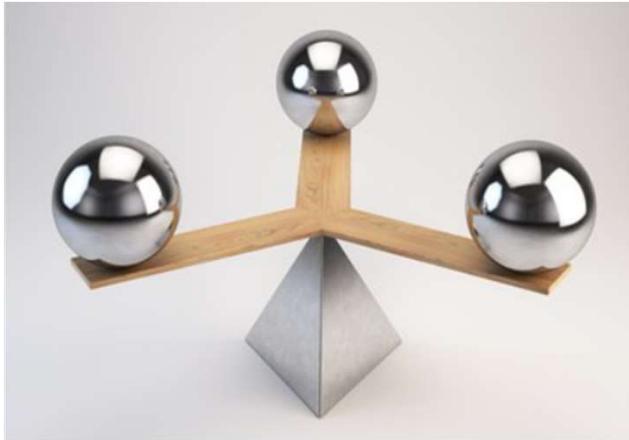


Visible, Invisible and Recorded Preparation

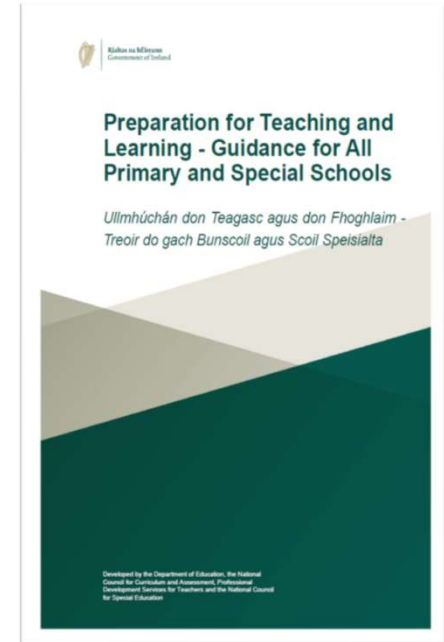


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All three are complementary and necessary to support the provision of appropriate learning experiences for all children. While invisible and visible preparation may not be recorded, it is important to acknowledge that all three components are equally valued.



Preparation for Teaching and Learning p.4



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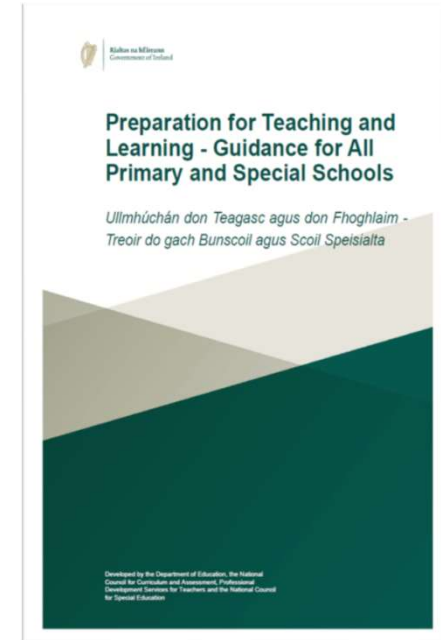
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Recorded Preparation

- Recorded preparation is first and foremost for the teacher, and therefore should be useful, purposeful and practical.
- While naturally displaying similarities with the work of colleagues, a teacher's recorded preparation is personal and bespoke.
- Recorded preparation refers directly to the curriculum, identifying selected Learning Outcomes which are guiding preparation. It should provide clarity on the focus of learning for children during a series of learning experiences...and how this learning will be demonstrated by the children.



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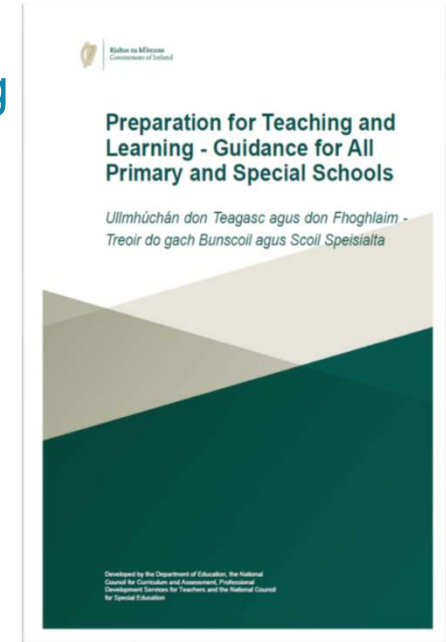
Preparation for
Teaching and
Learning pp.11-12

Recorded Preparation



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- It does not need to overelaborate on what may occur in the learning environment.
- Recorded preparation and reflection is a work in progress, which is practical and purposeful, evolving as learning progresses. It may include teacher's annotations and amendments, as appropriate.
- In the special school context, recorded preparation should refer to the age-appropriate primary or post-primary curriculum



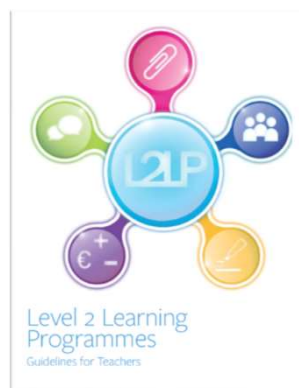
Preparation for
Teaching and
Learning pp.11-12

Cross-Curricular/Programme Planning



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Junior Cycle



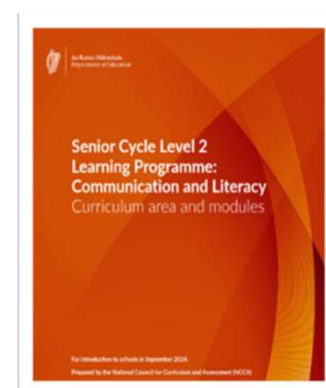
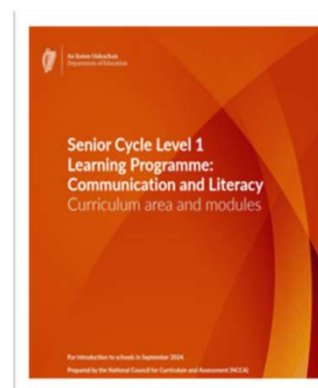
“Schools can decide on the learning "...most suitable for their students – they may be subject-based or they may be thematic and cross-curricular in nature.”

Level 1 Learning Programme
Guidelines p.18

“Learning programmes can include learning that is curricular and extra-curricular.”

Level 2 Learning Programme
Guidelines p.44

Senior Cycle



“Cross curricular links across the student’s learning programme should also be developed.”

Senior Cycle Learning Programmes:
Level 1 and Level 2 Programme
Statement p.14

Thematic Cross-Curricular Planning



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To ensure cross-curricular learning and engagement... school [can] adapt a thematic approach in planning.

The themes are differentiated for the primary and post-primary classes across the school, with **post-primary themes selected to incorporate junior cycle topics.**

This allows **for shared learning between classes during mixed activities.**

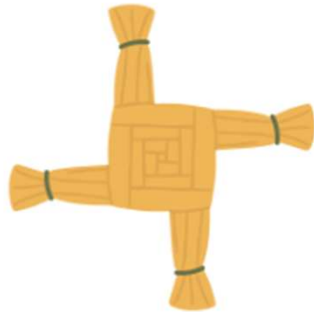
At a class level, all students can enjoy and experience many of the same lessons as a group while working at an individual progression pathway with **personalised targets.**



Thematic/Activity Planning



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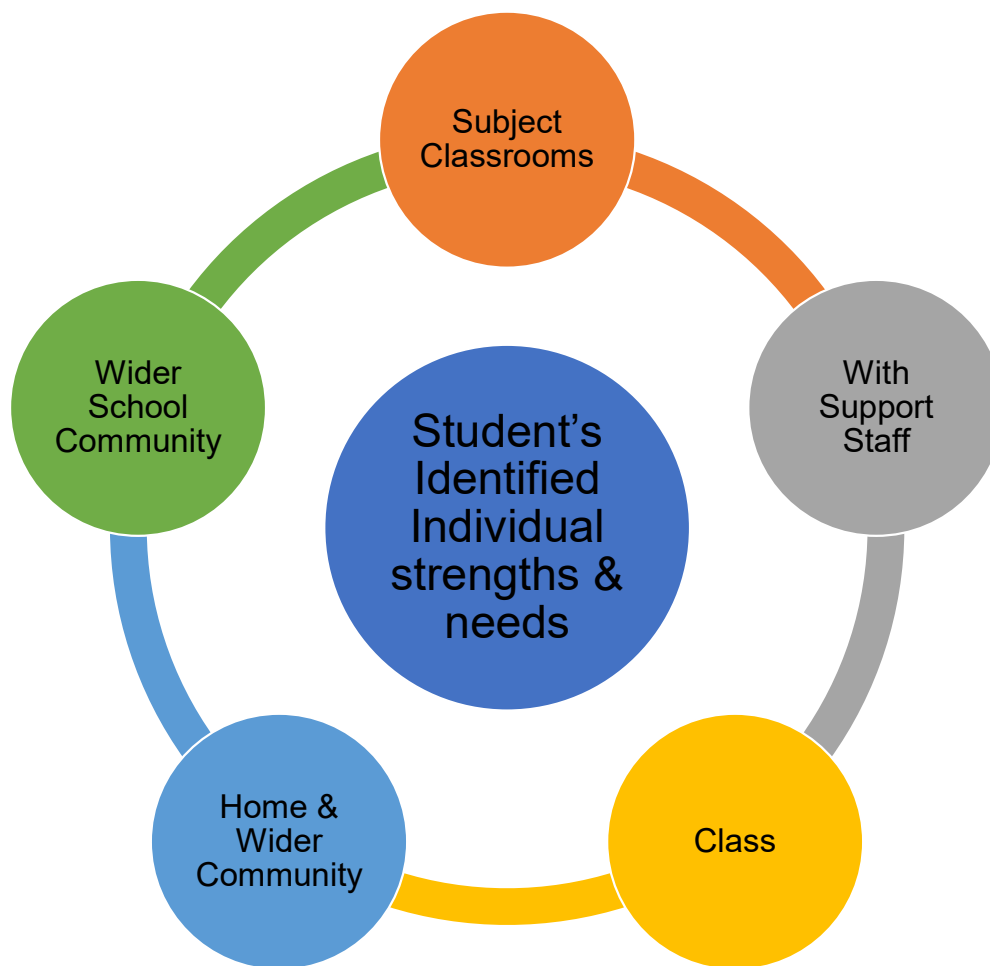
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Where Can Learning Take Place?



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Cross-Curricular/Programme Planning Tool



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- To aid wider school planning for themes and activities.
- To help anchor in curricular areas, all learning taking place across the school e.g. morning routine, lunchtime routines.
- Allows for more shared teaching and learning opportunities between classes.
- Personalised for individual students through the SSF/SSP and the teacher's cuntas míosúil.



Cross-Curricular/Programme Planning Tool



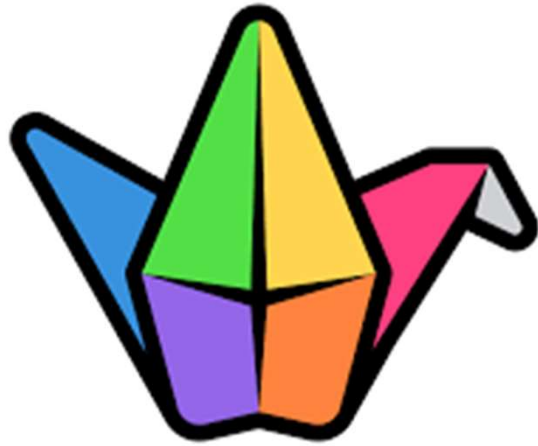
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L1LP - Learning Outcomes				
Communication, Language & Literacy	Choose a PLU 1 Learning Outcome	Choose a PLU 1 Learning Outcome	Choose a PLU 1 Learning Outcome	Choose a PLU 1 Learning Outcome
Numeracy	Choose a PLU 2 Learning Outcome	Choose a PLU 2 Learning Outcome	Choose a PLU 2 Learning Outcome	Choose a PLU 2 Learning Outcome
Personal care & Wellbeing	Choose a PLU 3 Learning Outcome	Choose a PLU 3 Learning Outcome	Choose a PLU 3 Learning Outcome	Choose a PLU 3 Learning Outcome
Being Part of a community	Choose a PLU 4 Learning Outcome	Choose a PLU 4 Learning Outcome	Choose a PLU 4 Learning Outcome	Choose a PLU 4 Learning Outcome
The Arts	Choose a PLU 5 Learning Outcome	Choose a PLU 5 Learning Outcome	Choose a PLU 5 Learning Outcome	Choose a PLU 5 Learning Outcome
Physical Education	Choose a PLU 5 Learning Outcome	Choose a PLU 5 Learning Outcome	Choose a PLU 5 Learning Outcome	Choose a PLU 5 Learning Outcome

Cross-Curricular/Programme Planning



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Junior Cycle

<https://oide.ie/wp-content/uploads/2023/09/Junior-Cycle-Level-1-Level-2-Activity-Theme-Planning-Tool-2.docx>

Senior Cycle

<https://oide.ie/wp-content/uploads/2024/11/Senior-Cycle-Level-1-Level-2-Activity-Theme-Planning-Tool.docx>

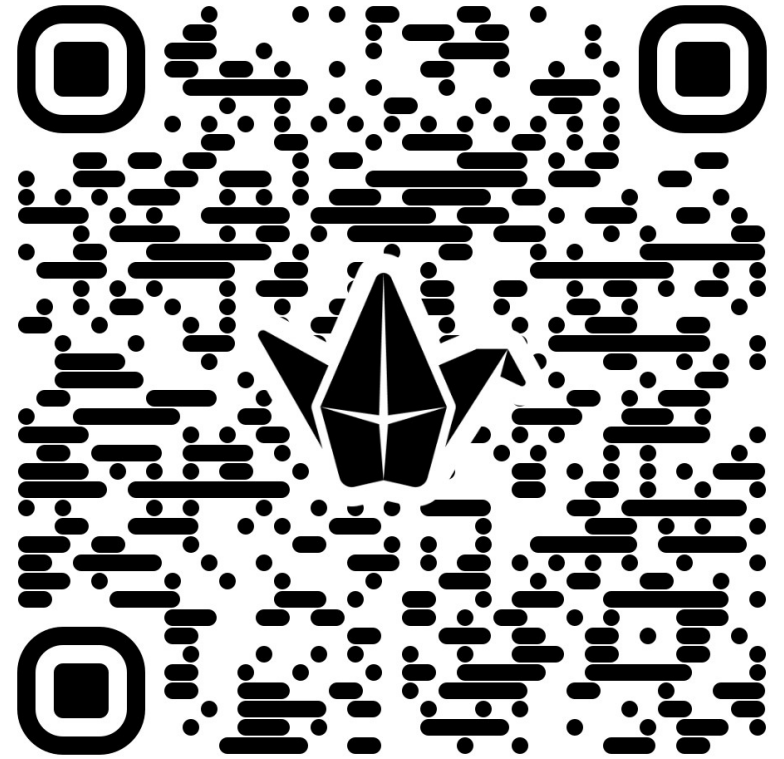
Cross-Curricular/Programme Planning



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Type in the following URL to access the Padlet: <https://shorturl.at/xMR3c>

Or scan the QR code



Planning for the Learning Programmes

Process and Practices



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Step 1: Select an activity or theme suitable for your students

Step 2: Through discussion select learning outcomes from L1LP L2LP that you can teach through your selected theme or activity

Step 3: Align the selected learning outcomes on the planning doc

Step 4: Feedback to the group on your selected activity/themes and the learning outcomes it aligns to from the L1LP L2LP.



Group





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Session 2

SCL1LP and SCL2LP: Personal Care



Session 2 Learning Intentions



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- Strengthen our understanding of the SCL1LP and SCL2LP Personal Care Modules and how they fit into the curriculum areas.
- Explore and further develop processes and structures to support implementation of the SCL1LP and SCL2LP Personal Care Modules.



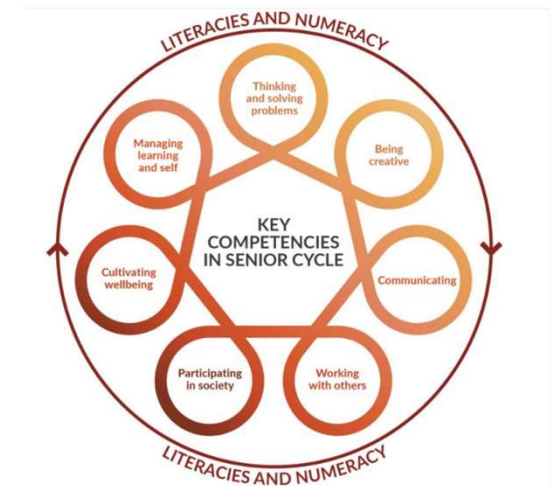
Key Competencies in Senior Cycle



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There are seven key competencies in senior cycle:

- Thinking and solving problems
- Being creative
- Communicating
- Working with others
- Participating in society
- Cultivating wellbeing
- Managing learning and self



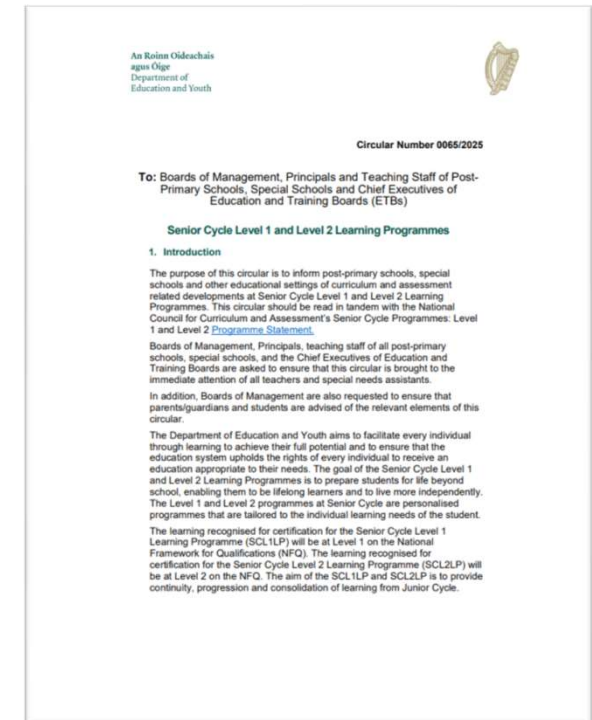
NCCA (2024) Key Competencies
in senior cycle p. 2

Circular 0065/2025



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- Formally introduces curriculum and assessment developments for SCL1LP and SCL2LP
- Must be brought to the attention of all teachers, SNAs, BOMs, parents/guardians and students
- Initial curriculum areas introduced in September 2024
- NCCA continuing to work on additional modules, published list continually updated on www.curriculumonline.ie
- Assessment and Reporting Guidelines will be published at the end of 2025.
- The DEY will record data from POD.



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SCL1LP and SCL2LP Portfolio



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Evidence of learning, progression and achievement on an ongoing basis.

Evidence of learning for the will be gathered in a portfolio

Portfolio will be presented for assessment at school level.

Hard copy, electronic or hybrid form.

Evidence may relate to learning outcomes from across multiple modules

Individual assessment for each learning outcome is not required.

Circular 0065/2025 Senior Cycle Level 1 and Level 2 Learning Programmes

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**Assessment
& Reporting
Guidelines
will be
published
before the
end of 2025**

SCL1LP SCL2LP Accreditation

- Following an internal school-validation process, student outcomes will be communicated to the SEC via an online portal.
- Student outcomes will be validated by the SEC for certification
- Each module under the SCL1LP and SCL2LP completed by the student will be certificated by the SEC.
- Separate certification for students who complete modules or subjects through another Senior Cycle programme, e.g. LCA
- Result issued at the same time as results of LCA and LCE

Circular 0065/2025 Senior Cycle Level 1 and Level 2 Learning Programmes

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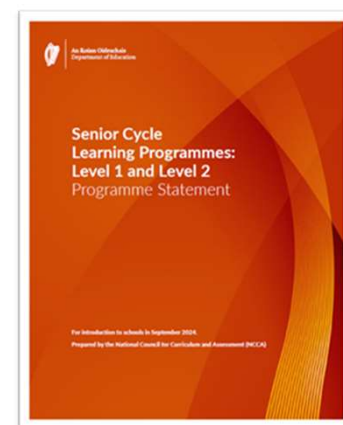
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SCL1LP Curriculum Areas and Modules



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Numeracy	<ul style="list-style-type: none">• 4 modules, 40 hours each recommended• 160 hours over 2 years
Communication & Literacy	<ul style="list-style-type: none">• 3 modules, 60 hours each recommended• 180 hours over 2 years
Personal Care	<ul style="list-style-type: none">• 3 modules, 60 hours each recommended• 180 hours over 2 years
Electives	<ul style="list-style-type: none">• 5 modules, 60 hours each recommended• 300 hours over 2 years



NCCA Senior Cycle Learning Programmes: Level 1 and Level 2: Programme Statement, p.11

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Level 1 Personal Care



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Module 1

- Self-awareness and self-care

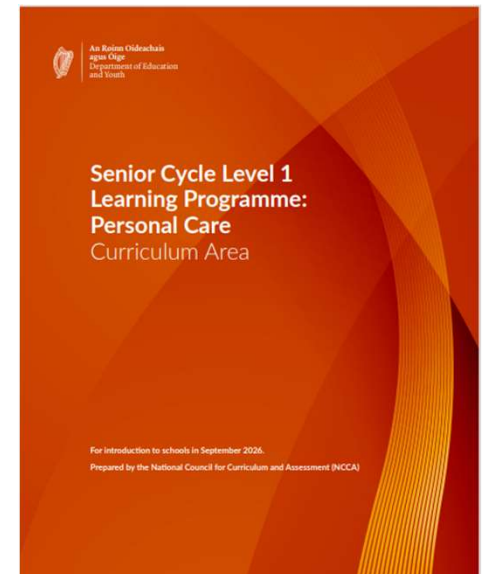
Module 2

- Connecting with myself and others

Module 3

- Minding myself

60 hours each recommended



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Rationale



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- Develops knowledge, skills, values for physical, emotional, and social wellbeing.
- Supports transitions into adulthood and adult services.
- Emphasizes coping strategies and help-seeking behaviour.
- Aligns with senior cycle SPHE requirements.

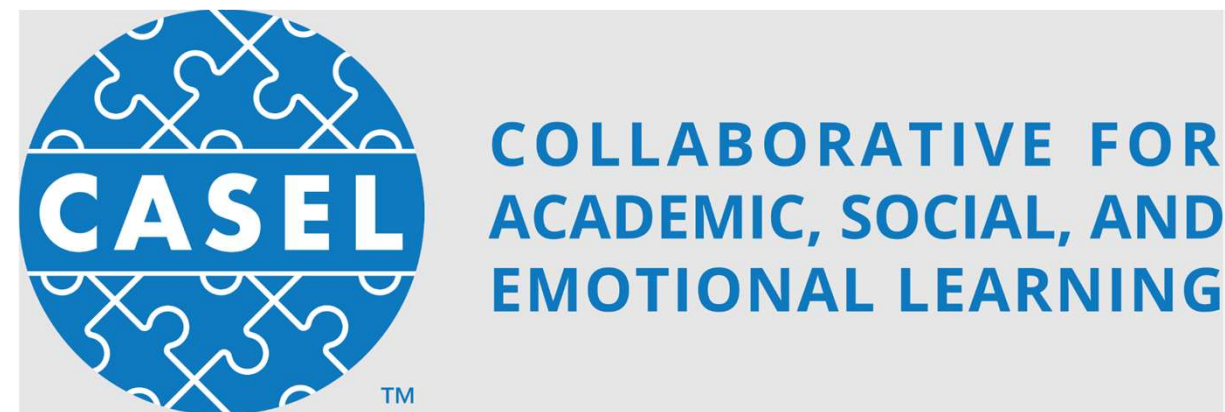


Continuity and Progression



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- Builds from Junior Cycle PLUs and Primary Wellbeing curriculum.
- Reinforces and deepens prior learning
- Focus on SEL (CASEL framework):
Self-awareness, relationship skills, etc.



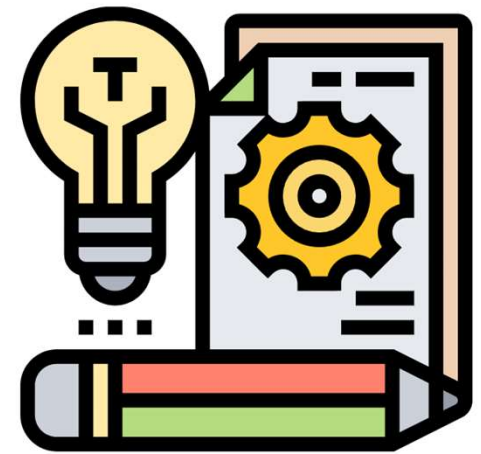
Teaching and Learning Approach



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Personalised learning:

- Align with each student's developmental stage, strengths, abilities, and needs.
- The **Student Support File** for tracking and guiding personalised learning.
- Use the **Progression Continuum** to assess and support individual progress toward learning outcomes.
- Reinforce and revisit learning outcomes as needed to deepen understanding.
- Students should communicate in ways that suit them best, supported by AAC or other communication aids.



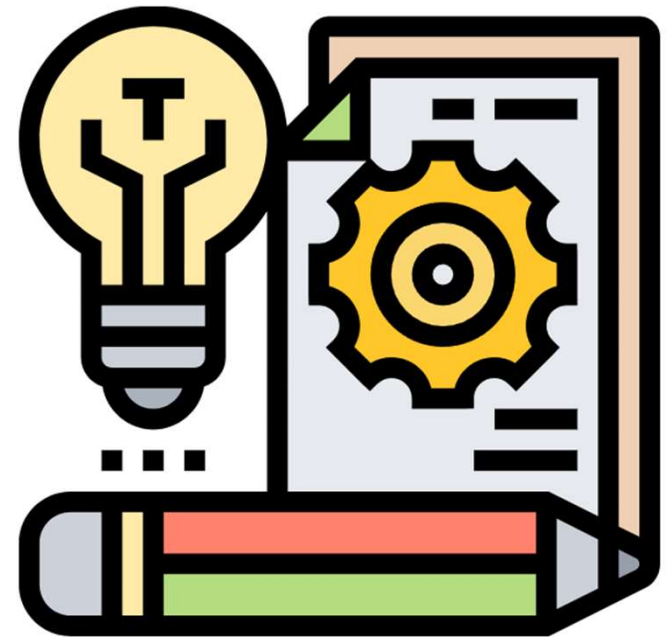
Teaching and Learning Approach



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Collaborative planning:

- Teachers should plan together to create a shared and consistent learning approach.
- Collaboration between school and home is vital, parents provide valuable insights into student learning styles and needs.





Pedagogical Strategies

Inclusive and active teaching methods:

- Use **multi-modal strategies**: visual aids, sensory materials, signs, prompts, storyboards, music etc.
- Support social learning through **structured and spontaneous** group interactions and peer engagement.

Practical skill development:

- Focus on developing **self-management** and **communication** skills relevant to real-life situations.
- Skills should be taught in the classroom and **applied in everyday contexts** like local shops or community interactions.



Sexual Education and the Law



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The UNCPRD states that all persons have the right to sexual health services and education programmes.

Educators need to be aware of the legal framework which informs relationships and sexuality education. The Criminal Law Sexual Offences Act 2017 defines consent.

Section 21 focuses on 'sexual acts with protected persons' and a 'protected person' is someone who lacks the capacity to consent to a sexual act;

Accordingly, such a person is incapable of—

- (a) understanding the nature, or the reasonably foreseeable consequences, of that act,
- (b) evaluating relevant information for the purposes of deciding whether or not to engage in that act, or
- (c) communicating his or her consent to that act by speech, sign language or otherwise.



Level 1 Module 1: Self-Awareness and Self-Care



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- **Topics:** Body awareness, hygiene, clothing, privacy.
- **Skills:** Goal setting, hygiene routines, self-management.
- **Focus:** Understanding body changes, appropriate behaviour.



Level 1 Module 1: Self-Awareness and Self-Care



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Self-Awareness and Identity

- Become aware of self.
- Express preferences, likes and dislikes.
- Indicate and demonstrate personal skills and abilities.
- Recognise personal features and differences in self and others.

How do you these learning outcomes align with your current practice?



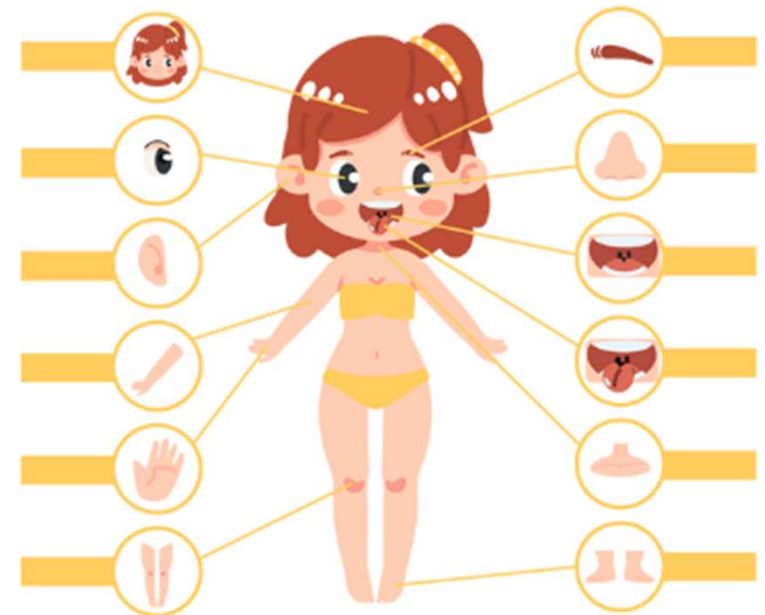
Level 1 Module 1: Self-Awareness and Self-Care



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Body awareness and physical development

- Show awareness of body parts using simple gestures.
- Explore movement and sensory experiences with different body parts.
- Recognise physical development (e.g., changes in clothes and features).
- Identify body parts, including understanding private body parts.



Level 1 Module 1: Self-Awareness and Self-Care



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Growing up and sexual development

- Recognise that sexual feelings are a normal part of growing up.



Personal safety and boundaries

- Understand the importance of clothing and covering the body.
- Distinguish between appropriate and inappropriate behaviours across contexts.



Level 1 Module 1: Self-Awareness and Self-Care



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Personal care and hygiene

- Respond to reminders or prompts for hygiene routines.
- Express needs and preferences regarding personal care.
- Understand and follow the sequence of personal care tasks.
- Participate in daily personal hygiene routines.
- Indicate when help is needed and acknowledge assistance.
- Show awareness of how cleanliness and hygiene impact health and wellbeing.
- Participate in changing clothes at transition times.



Level 1 Module 1: Self-Awareness and Self-Care

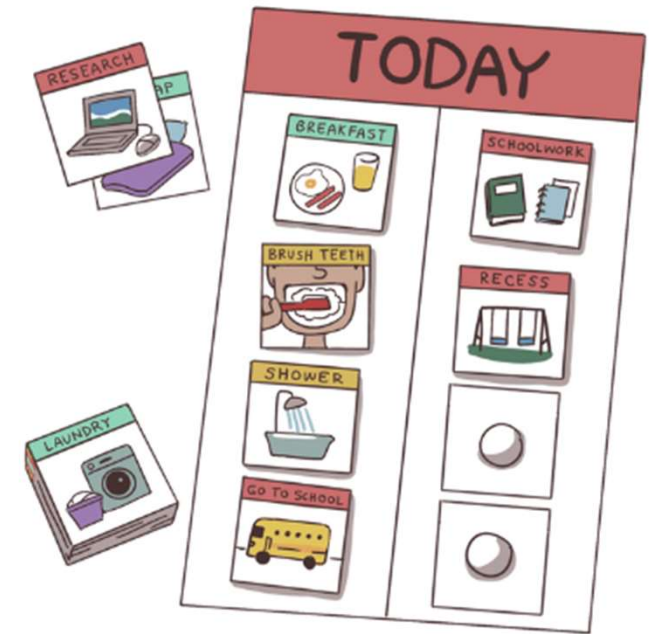


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Personal organisation and independence

- Participate in setting goals using visuals.
- Engage with transition routines and structures.
- Develop self-reliance in daily tasks with prompts.
- Recognise errors and respond appropriately.

How do you these learning outcomes align with your current practice?



Level 1 Module 2: Connecting with Myself and Others



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- **Topics:** Communication, social interactions, emotions.
- **Skills:** Turn-taking, relationship building, empathy.
- **Focus:** Boundaries, emotional regulation, coping strategies.



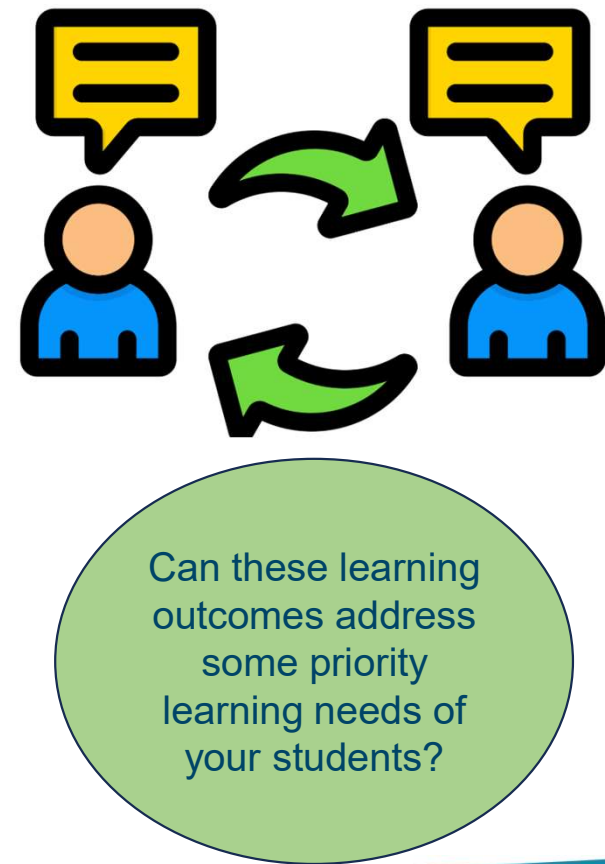
Level 1 Module 2: Connecting with Myself and Others



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Social awareness and interaction

- Show awareness of others.
- Anticipate turns and observe others during activities.
- Engage with peers through specific actions or prompts.
- Engage in and practise appropriate interactions during cooperative and structured activities.
- Practise appropriate social interactions during everyday activities.
- Initiate engagement with others.



Level 1 Module 2: Connecting with Myself and Others



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Relationships and belonging

- Establish and develop relationships with peers.
- Recognise family and peers.
- Understand that there are different types of relationships.



Personal boundaries and communication

- Demonstrate understanding of “yes” and “no” and communicate it clearly.
- Show awareness of their own boundaries and those of others.



Level 1 Module 2: Connecting with Myself and Others



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Emotional awareness and empathy

- Notice the needs and feelings of others and show empathy through gestures or actions.
- Communicate to express needs, wants, feelings, and emotions in social situations.
- Express emotions and feelings in a healthy way.



Can these learning outcomes address some priority learning needs of your students?

Self-regulation and coping

- Identify feelings of stress and respond appropriately.
- Identify and apply strategies to enable self-regulation.
- Apply coping mechanisms to deal with challenges.



Level 1 Module 3: Minding Myself



Oide

- **Topics:** Safety at home/school/community.
- **Skills:** Identifying danger, seeking help, applying refusal skills.
- **Focus:** Consent, recognizing safe/unsafe situations.



Level 1 Module 3: Minding Myself



Oide

Daily routines and structure

- Show awareness of daily activities by following structure, routines, or prompts.
- Transition between locations using structure, routines, or prompts.

Health and environmental safety

- Recognise the importance of safety around medicines and understand their purpose.
- Recognise the importance of safety around hazardous substances.



Can I use student's prior learning, progression to date, needs, interests and curiosities to design learning experiences using these learning outcomes?

Level 1 Module 3: Minding Myself



Oide

Safety awareness and skills

- Follow safety routines in familiar environments.
- Recognise safe situations/places and what makes them safe.
- Recognise unsafe situations/places and what makes them unsafe.
- Recognise immediate potential dangers in their environment.
- Engage in and demonstrate basic safety skills.



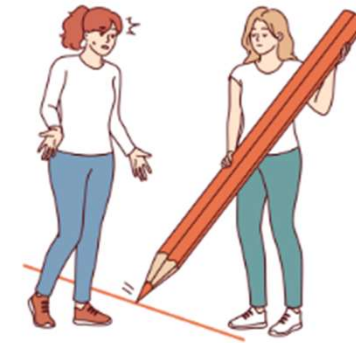
Level 1 Module 3: Minding Myself



Oide

Permission, consent, and boundaries

- Explore how to seek, give, or deny permission respectfully.
- Show awareness of personal space and communicate discomfort or consent.
- Recognise that boundaries apply to all forms of interactions with others.
- Understand the difference between appropriate and inappropriate behaviour towards self and others.
- Identify appropriate responses to inappropriate behaviour.



Level 1 Module 3: Minding Myself



Oide

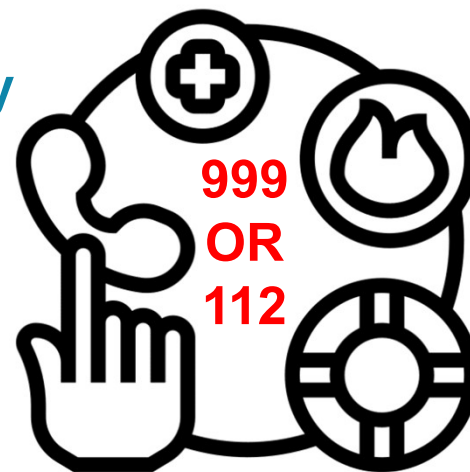
Communication and help-seeking

- Communicate effectively when needing help or feeling unsafe.
- Show ways of getting help in unsafe situations and emergencies.
- Identify trusted people who can help.



Emergency response and personal safety

- Respond appropriately in emergency situations.
- Demonstrate skills for personal safety.
- Apply refusal skills to maintain personal safety.



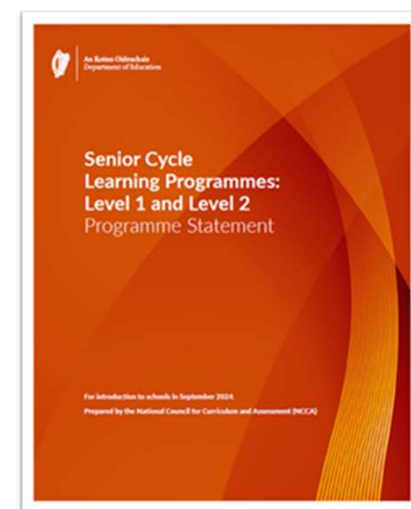
Can I use student's prior learning, progression to date, needs, interests and curiosities to design learning experiences using these learning outcomes?

SCL2LP Curriculum Areas and Modules



Oide

Numeracy	<ul style="list-style-type: none">• 3 modules, 60 hours each recommended• 180 hours over 2 years
Communication & Literacy	<ul style="list-style-type: none">• 4 modules, 60 hours each recommended• 240 hours over 2 years
Personal Care	<ul style="list-style-type: none">• 1 modules, 60 hours each recommended• 60 hours over 2 years
Electives	<ul style="list-style-type: none">• 7 modules, 60 hours each recommended• 420 hours over 2 years



NCCA Senior Cycle Learning Programmes: Level 1 and Level 2: Programme Statement p.12

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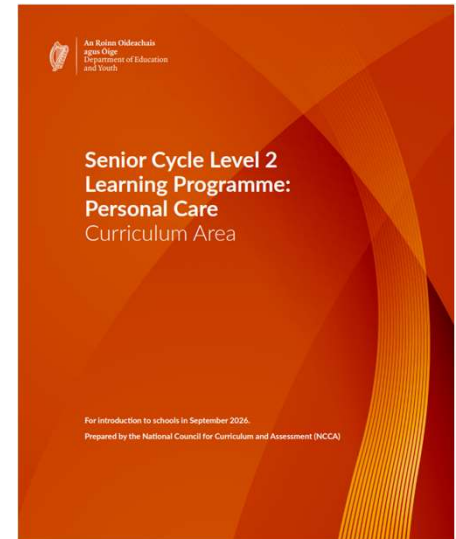
Level 2 Personal Care



Oide

Module 1

- Personal Care



60 hours each recommended

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Rationale



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To enable them to **take better care of themselves, make healthy decisions** and enjoy **positive, caring relationships**.



Continuity and Progression



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- Reflects progression from Junior Cycle PLUs.
- Builds SEL competencies using the CASEL framework.
- Integrates learning across school and life contexts.



**COLLABORATIVE FOR
ACADEMIC, SOCIAL, AND
EMOTIONAL LEARNING**



Teaching and Learning Approach



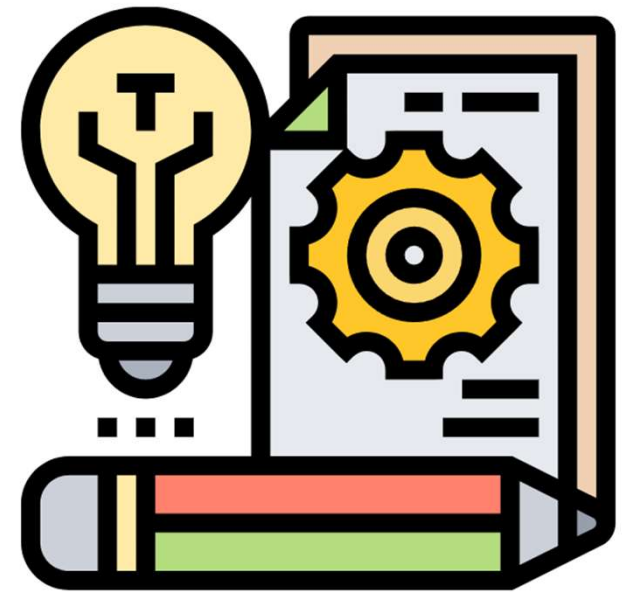
Oide

Personalised learning:

- Tailored to student's development, strengths, needs, and life experiences.
- **Student support file** is a key tool for planning and personalisation.

Collaborative planning:

- Among teachers to create a shared vision and approach
- Importance of home-school collaboration



Pedagogical Strategies



Oide

Inclusive and active teaching methods:

- Variety of supports: **photos, videos, storyboards, symbols, role play, art, sensory activities.**
- Some students may require **individual instruction** and **alternative communication aids** (e.g. devices, visual cues).



Practical skill development:

- Focus on real-world skills such as **communication, problem-solving, self-management, and coping strategies.**

Level 2 Module 1: Personal Care



Oide

- **Topics:** hygiene, social interactions, emotions, peer influence, relationships, sexual health, and consent.
- **Skills:** Self-awareness, social awareness, self-management, relationship skills and decision-making skills.
- **Focus:** Independent living, consent, recognizing safe/unsafe situations.

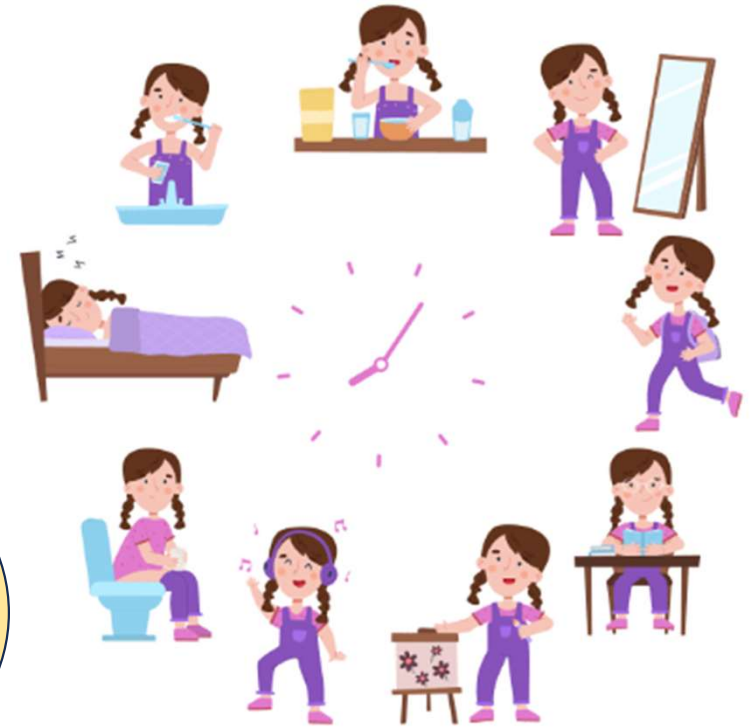


Level 2 Module 1: Personal Care

Health, wellbeing, and daily life

- Explore ways to support personal health and wellbeing (e.g., physical activity, nutrition, sleep, social connections, hobbies).
- Describe and take responsibility for personal hygiene routines
- Establish and manage a daily routine, including transitions.

What practical tools or routines do you use to reinforce these outcomes?



Level 2 Module 1: Personal Care



Oide

Social interaction and communication

- Demonstrate sharing and turn taking in various contexts.
- Communicate in a respectful and effective manner.
- Address disagreements respectfully
- Communicate needs and wants assertively and respectfully.
- Demonstrate appropriate and effective refusal skills.



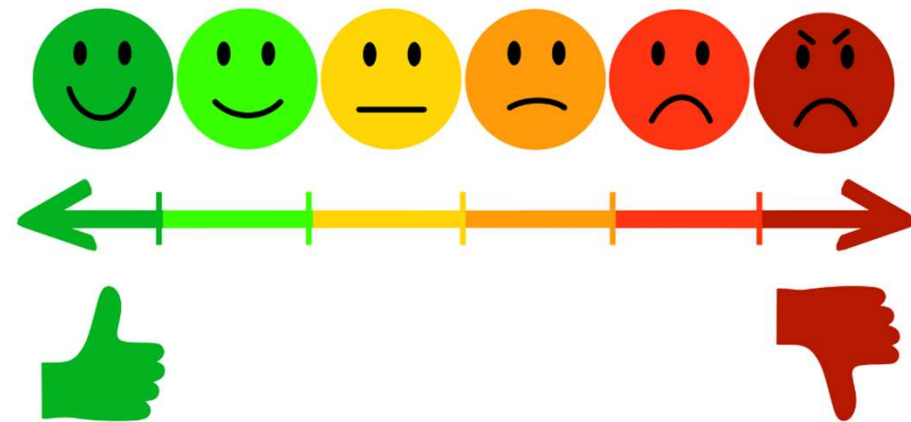
Level 2 Module 1: Personal Care



Oide

Emotional awareness and regulation

- Describe emotions and understand the link between thoughts, feelings, and behaviours.
- Recognise helpful vs. unhelpful thinking patterns and manage them positively.
- Recognise sensory overload and identify ways to respond.
- Discuss strategies for managing stress and anxiety.
- Demonstrate appropriate and effective refusal skills.



Level 2 Module 1: Personal Care



Oide

Peer influence and safety

- Recognise positive and negative peer influence (online and in person).
- Demonstrate appropriate responses to peer pressure.



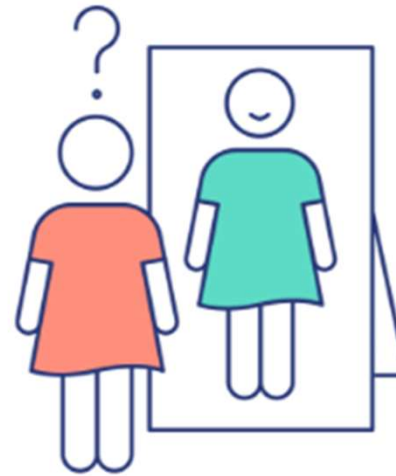
Level 2 Module 1: Personal Care



Oide

Identity and relationships

- Recognise and appreciate their own unique identities.
- Explore important relationships and ways to nurture them.
- Demonstrate skills for healthy relationships (in-person and online).



What practical tools or routines do you use to reinforce these outcomes?



Level 2 Module 1: Personal Care



Oide

Sexual health and consent

- Know what sexual activity is within a healthy, respectful adult relationship.
- Explore ways to support personal sexual health.
- Understand the importance of giving and receiving consent in all relationships.
- Understand legal and personal consequences of accessing or sharing sexually explicit material.



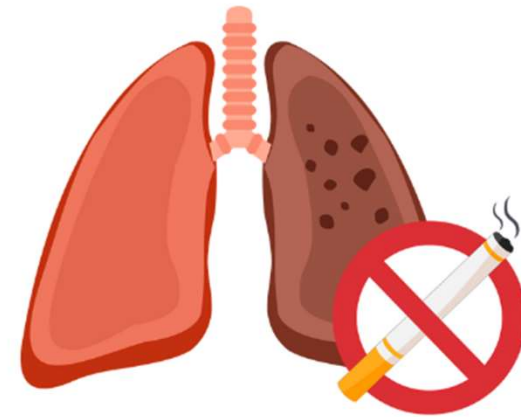
Level 2 Module 1: Personal Care



Oide

Decision-making and risk management

- Discuss ways to handle pressure in unhealthy or harmful scenarios.
- Identify safe and unsafe places/situations and demonstrate risk assessment skills.
- Identify the impact of substance use on physical, emotional, and social health.



Level 2 Module 1: Personal Care



Oide

Equality and inclusion

- Recognise unfair treatment or exclusion and suggest helpful responses.



Health supports and services

- Recognise local and online health services and know how to access them.



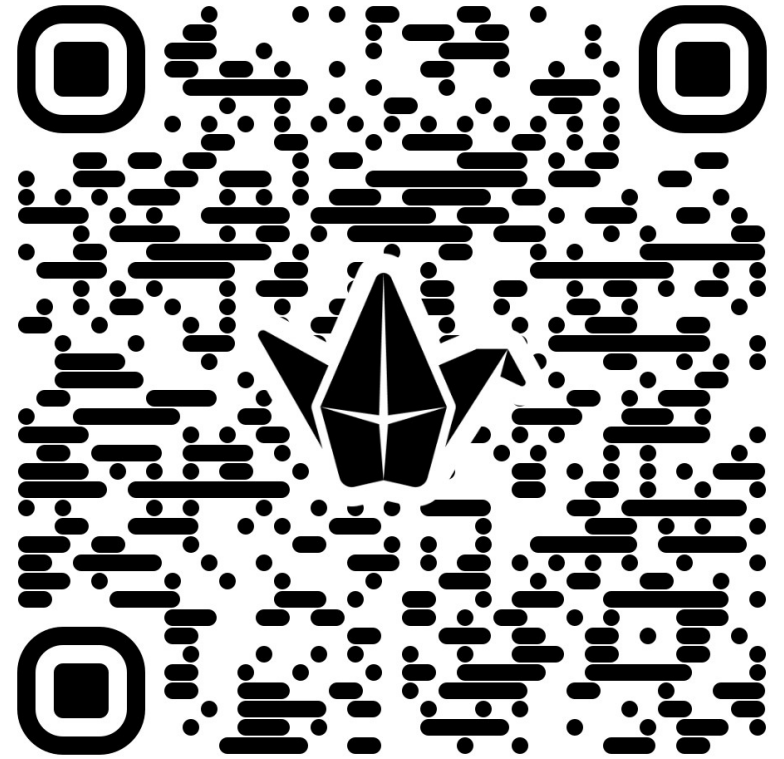
Personal Care Scenario Activity



Oide

Type in the following URL to access the Padlet: <https://shorturl.at/xMR3c>

Or scan the QR code



Large Staff: Personal Care Scenario Walk



Oide

- **Objective:** Apply key learning outcomes to real-world challenges.
- **Setup:** Stations around the room each describe a real-life situation (e.g., a student refuses hygiene routines, difficulty in transitions, struggles with personal boundaries).
- **Task:** At each station, teachers collaborate to propose strategies, learning experiences, activities and resources to aid the teaching of the proposed situation/topic based on the Personal Care framework.
- **Debrief:** Discuss similarities and differences in approaches.



Small Staff: Design a Learning experience



Oide


- **Objective:** Apply key learning outcomes to real-world challenges.
- **Setup:** Teachers will be given a real-life situation (e.g., a student refuses hygiene routines, difficulty in transitions, struggles with personal boundaries).
- **Task:** Teachers collaborate to propose a learning experience, activity and resources to teach the learning objectives based on the Personal Care framework.
- **Debrief:** Discuss similarities and differences in approaches.



Supports and Resources



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An Chomhairle Náisiúnaí
um Oideachas Speisialta
National Council
for Special Education

NCSE Relate
A Regulation-First Approach to Reframing Behaviour
and Supporting Student Engagement and Participation






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**Oide Primary Wellbeing
Anti-bullying and Internet Safety
resources**




<https://www.webwise.ie/>

Webwise is an internet safety initiative focused on raising awareness of online safety and education resources for teachers, parents and students.



<https://heroes.webwise.ie/>

The HTML Heroes programme introduces students to the internet, explains how it works and addresses key topics such as digital citizenship and online safety. There is a 1st/2nd class programme and also a 3rd/4th class programme. The resource also addresses growing concerns about technology and the use of devices such as screen time, online gaming, online advertising and social media.



<https://www.webwise.ie/myselfie-wider-world/>

My Selfie and The Wider World is a resource from Webwise that aims to teach students about cyberbullying and how to reflect on their use of the internet. It has both a teacher handbook and interactive videos for classroom use. It is aimed at 5th/6th class pupils.

webwise.ie

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Supports and Resources



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Department of Education
An tSeirbhís Náisiúnta Síceolaíochta Oideachais
National Educational Psychological Service



Catalogue of Wellbeing Resources for Post Primary Schools

Updated August 2024



An Roinn Oideachais
Department of Education
An tSeirbhís Náisiúnta Síceolaíochta Oideachais
National Educational Psychological Service



Catalogue of Wellbeing Resources for Primary Schools

Updated August 2024



Health and Wellbeing

How can we help you?



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[About Us](#)

[Our Priority Programmes](#)

[Healthy Ireland](#)

[Exercise Videos](#)

[More](#)

[HSE.ie](#) > [Health and Wellbeing](#) > HSE Education Programme

HSE Education Programme

The HSE Education Programme supports teachers to promote Wellbeing in schools. We offer training on various programmes and resources which will support teachers in promoting Wellbeing in their school. These supports are offered at both primary and post-primary level.

[In this section](#)

> [Resources for Primary School Teachers](#)

SPHE/RSE Toolkit

This toolkit is being developed to support teachers working with Relationships and Sexuality Education (RSE) as an aspect of the current SPHE curriculum. The toolkit aims to provide supports for teachers in preparing for and teaching SPHE/RSE. The toolkit has three sections – Preparing to Teach; Teaching SPHE/RSE; Resources to Teach SPHE/RSE.

The criteria for selection of resources can be accessed [here](#). Each resource should be considered in respect to the particular needs and interests of children, their parents, the wider school community, and your school's SPHE and RSE policies.

To get started, you might find this FAQ document helpful:

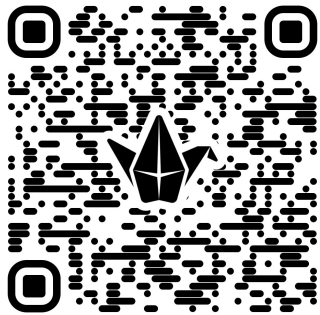
General Information about Relationships and Sexuality Education across Primary and Post-Primary Schools

Click on the section of the toolkit below to find out more.

[Resources to Teach SPHE/RSE](#)

[Preparing to Teach](#)

[Teaching SPHE/RSE](#)



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NCCA Consultation



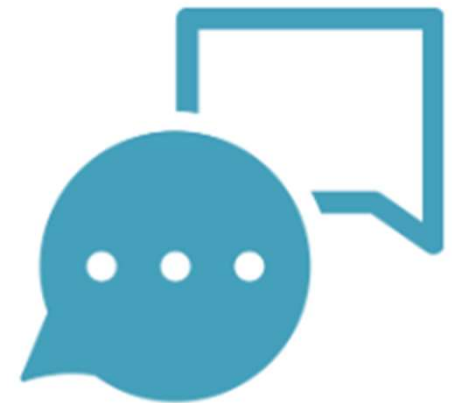
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The National Council for Curriculum and Assessment (NCCA) is conducting a consultation on the remaining 10 elective modules within the Senior Cycle Level 1 and Level 2 learning programmes.

The draft elective modules they are seeking consultation on are:

- Level 1 Music
- Level 1 Area of Special Interest
- Level 1 Cookery
- Level 1 Being Part of the Community
- Level 2 Music
- Level 2 Area of Special Interest
- Level 2 The Past in my Place
- Level 2 Design and Do
- Level 2 IT Skills
- Level 2 Preparation for Life After School

The feedback form can be accessed on the NCCA website: www.ncca.ie





Reflection: 3-Minute Pause

"The Three-Minute Pause provides a chance for participants to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification." (Lambert, 2012).



Write

Prompt sentence stems:

- One key takeaway for my teaching practice is...
- Today challenged me to consider...



Individual



Timed



Choice



Consider

Feedback



Oide

L1LP & L2LPsSpecial School In
School PLE 2025 2026 (2)



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Thank You





References

- [Aistear](#)
- [Primary Curriculum](#)
- [Junior Cycle Framework](#)
- [Senior Cycle Key Competencies](#)
- [Senior Cycle Level 1 and Level 2 Curriculum Documents](#)
- [Preparation for teaching and learning- Guidance for all primary and special schools](#)
- [Looking at Our School 2022: A quality framework for primary schools and special schools](#)
- [The_Future_Role_of_Special_Schools_and_Classes_in_Ireland_4.pdf](#)
- [Microsoft Word - ProofedJC.L1LP.Guides.docx](#)
- [L2LPS-Guidelines-Jan-2019-version.pdf](#)
- [Circular 0016/2020](#)
- [Final Junior Cycle Circular 2023 EN](#)
- [scr-advisory-report_en.pdf](#)
- [LCA | Curriculum Online](#)
- [Austims Good Practice guidelines](#)
- [Bing Videos](#)