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and Teachers

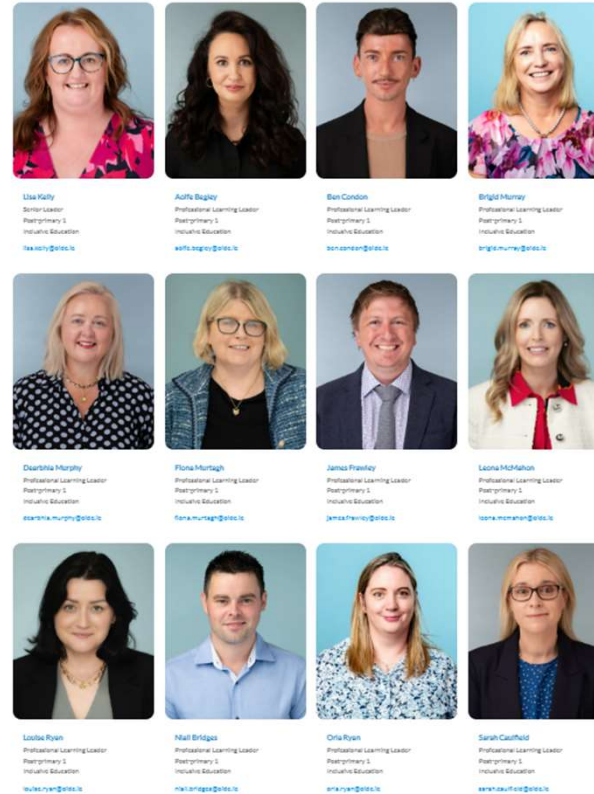
# L1LP and L2LP from Junior Cycle to Senior Cycle

## Mainstream School Cluster Professional Learning 2025/26

Post-primary School Leaders and Teachers



# L1LP L2LP Mailing List



# Level 1 & Level 2 Learning programmes

## Online Information Sessions

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

## Webinars

- We are offering Junior Cycle & Senior Cycle L1LP & L2LP professional learning for mainstream & special schools via a live webinar.

## Subject Cluster Day

- Teachers can attend a dedicated workshop for school leaders and teachers from special classes and members of the core SET team .
- 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.

# Inclusive Education Support – DEIS Action Planning for Improvement

**General Support** – a single tailored support visit

**Sustained Support** – three visits, offering deeper engagement and continuity over time



# Inclusive Education Support - JCSP

**General Support** – a single tailored support visit

**Sustained Support** – three visits, offering deeper engagement and continuity over time



# Outline for Today



**Oide**

- Session 1: 9.15am – 10.00am Updates to Junior Cycle L1LP L2LP
- Session 2: 10:00 am – 11.00am Transition Year
- Break Time 11.00am – 11.20am
- Session 2: 11.20am – 1.00pm Transition Year & Senior Cycle L1LP L2LP
- Lunch 1.00pm – 2.00pm
- Session 3: 2.00pm – 3.45pm Senior Cycle L1LP & L2LP



Break



Lunch

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# Your Learning, Your Way



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- Multi-modal engagements options – written, audio, visual
- All participation styles accommodated; write, move, speak etc
- Activities offer choice and flexibility. Choose from: individual, pairs, small groups, etc
- Respect privacy of others...



Flexibility



Choice



Consider

If there is anything we can do to improve your experience during today's workshop, please let us know privately.



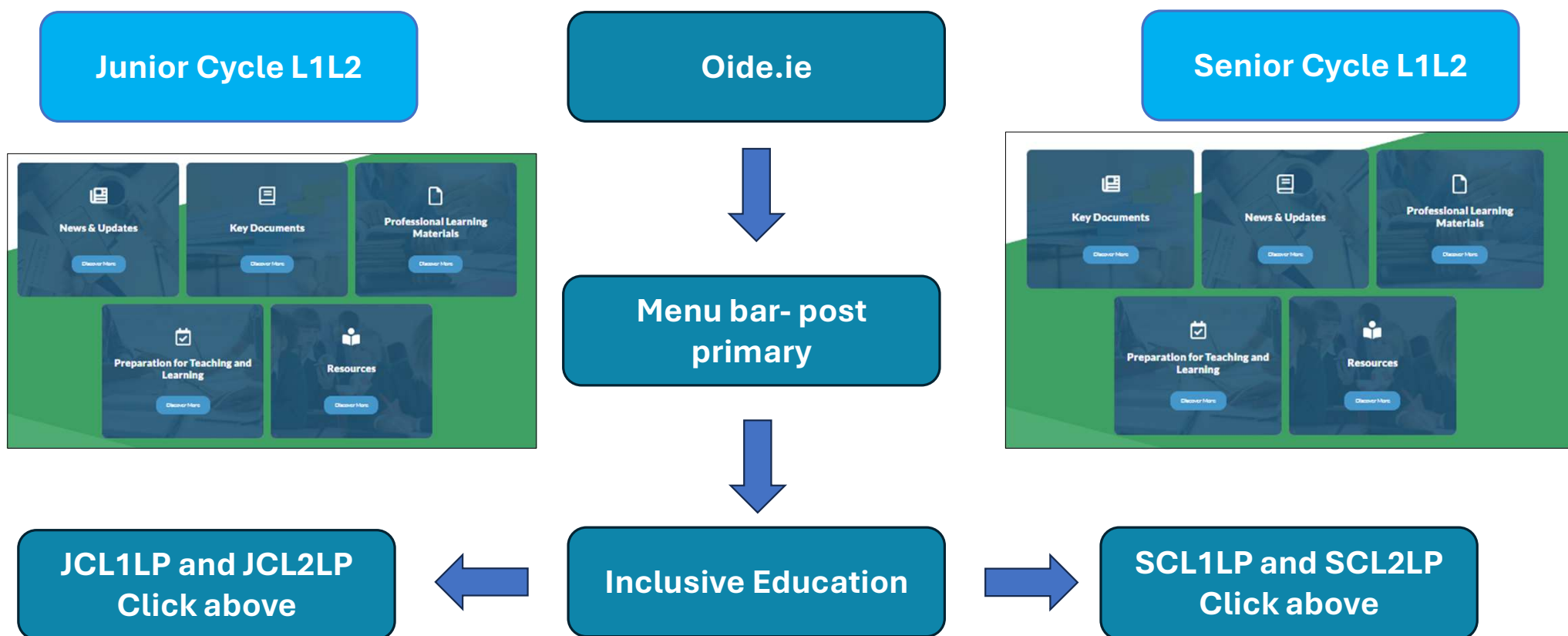
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Please respect everyone's right  
to privacy

No discussing individuals from  
your own settings







# Oide Website Inclusive Education L1LP L2LP | Oide






School Support  
Click below

 Primary Registration <a href="#">Book Here</a>	 Post-primary Registration <a href="#">Book Here</a>
 Primary In School Support <a href="#">Apply Here</a>	 Post-primary In School Support <a href="#">Apply Here</a>

Teachers Event Booking  
Click above

Teachers: Apply/Book Now

  
Event Booking  
[Apply/Book Here](#)

# Oide Website Inclusive Education L1LP L2LP

## L1L2 Resources Padlet



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### Resources

Home » Post-Primary » Inclusive Education » Junior Cycle Learning Programmes Level 1 – Level 2 » Resources

This section contains resources to support, learning, teaching, assessment and reporting in Junior Cycle Level 1 and Level 2 Learning Programmes.

[Level 1 Implementation](#)

[Level 2 Implementation](#)



### Resources

Home » Post-Primary » Inclusive Education » Senior Cycle Learning Programmes Level 1 – Level 2 » Resources

This section contains resources to support, learning, teaching, assessment and reporting in Senior Cycle Level 1 and Level 2 Learning Programmes.

[Level 1 Implementation](#)

[Level 2 Implementation](#)

### Junior Cycle Resources Above

#### Level 2 Digital Portfolio Resources

Junior Cycle Level 2 Progress and Evidence Overview

File Type: XLSX

[Click to View](#)

Junior Cycle Level 2 Student Portfolio Excel

File Type: XLSX

[Click to View](#)

Junior Cycle Level 2 Progress and Evidence Tracker

File Type: XLSX

[Click to View](#)

### Senior Cycle Resources Above

#### Level 1 Implementation

Senior Cycle L1LP Curriculum Areas and Modules Poster Communication and Literacy and Numeracy

File Type: PDF

[Click to View](#)

# Key Learning



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- Identifying the students that may engage with Junior Cycle L1LP and L2LP
- Projected Updates to Junior Cycle



# Take Away



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**TAKE AWAY CARD**  
A quick-reflection tool for your professional learning



Topic / Focus Area:

Key Ideas / Insights  
(What stood out to you? What did you learn?):

Try It Tomorrow  
(What is one thing you'll implement in your classroom?):

Reflection Prompt  
(After trying it: What happened? What would you keep, tweak, or rethink?):

Take this card with you as a takeaway from today's session!

- You will find Take Away cards on your desk.
- Feel free to use one as we go through the day.
- We will provide time to complete these later on today.

# Personalised Junior Cycle

- Developed our understanding of flexibility of Junior Cycle.
- Explored the process of planning a personalised & targeted programme of learning at Junior Cycle
- Reviewed and applied the continuum support to best suit the needs of students

2024-2025

Mainstream school settings PLE: L1LP L2LP Cluster Professional Learning Material 2024/2025

Curriculum for All Students Session 1 2024/2025

Personalised Curriculum Planning

The main focus of this PLE will be to:

- Further develop our understanding of flexibility of Junior Cycle
- Explore the process of planning an individualised & targeted programme of learning at Junior Cycle



## Junior Cycle Curriculum



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*When planning their junior cycle programmes schools should "...ensure that, as far as possible, the **particular range** of subjects, short courses and PLUs available is **appropriate** to the needs and aptitudes of **every student** including those with special educational needs."*



Circular 0028/2023: Arrangements for the implementation of the Framework for Junior Cycle with particular reference to the school year 2023/2024 p.5)

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## Where Can Learning Take Place?



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# Our schools



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What curricula options does your school offer in Junior and Senior Cycle?

What is working well?



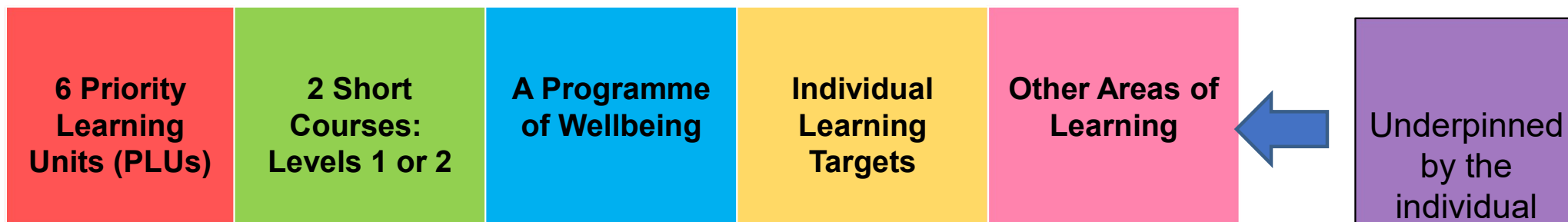


# Junior Cycle Level 1 and Level 2 Learning Programme



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JCL1LP: What might a student engage with?



JCL2LP: What might a student engage with?



\*Circular 0028/2023 & 0016/2020

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# Projected Updates to Junior Cycle L1LP & L2LP



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- New Junior Cycle Programme Statement
- Updated PLU at Level 2 Preparing for Work changing to Skills for Life

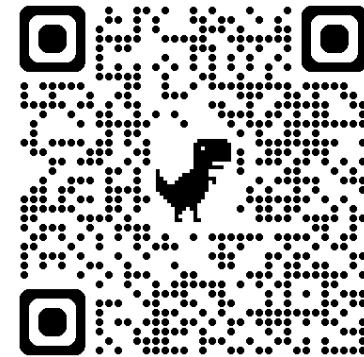


# Key Learning



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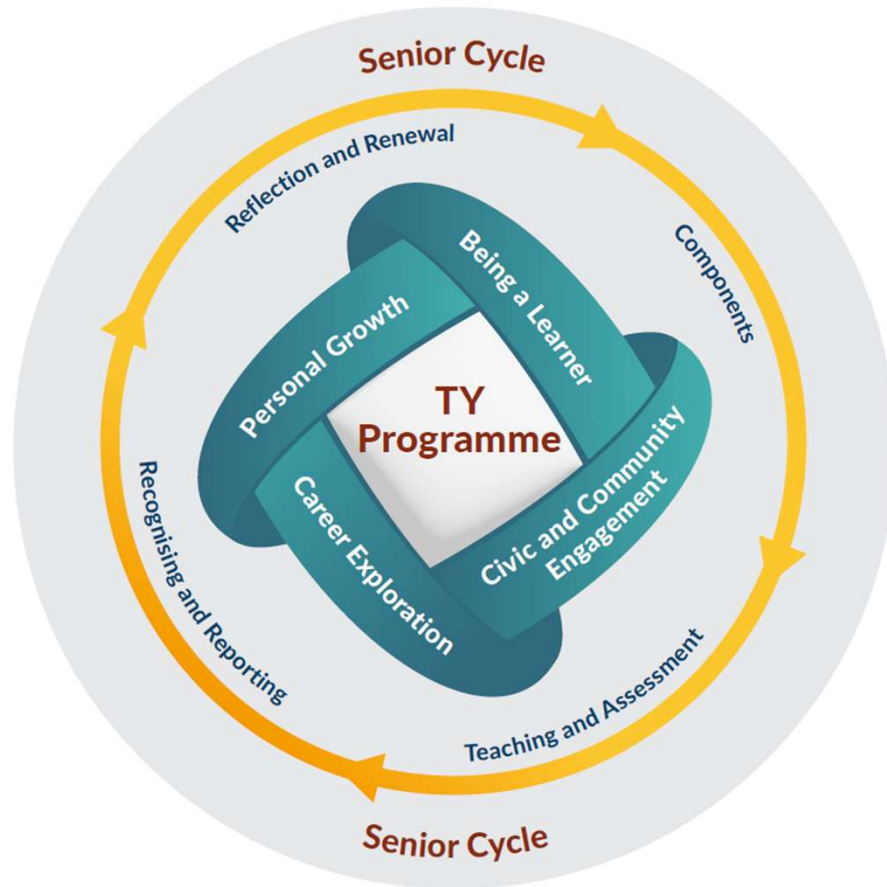
- **Enhance our understanding of the flexibility of the transition year programme**
- Consider the process of planning a personalised TY programme
- Enhance our understanding of the structure of Senior Cycle L1LP (SCL1LP) and Senior Cycle L2LP (SCL2LP)



# Transition Year Programme



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As a standalone programme within the senior cycle experience... TY is a one year optional programme available to all post primary schools.

Transition Year programme statement p.8

Transition Year programme statement p.10

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# Accessibility of Transition Year



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*"Schools have the autonomy to design a programme that is uniquely suited to the schools culture, identity and context while striving to work in a collaborative and creative ways with the school community to achieve the aims and enable all students to develop across all four dimensions"*



Transition Year programme statement p.16

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# Think- Pair- Share- Our Students



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- Note down one benefit of your student(s) participating in TY
- What was the evidence of this benefit?
- What was the lasting impact on the student(s)?



# Admission into Transition Year....



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## Communication

- Timely and clear overview of programme
- Admission criteria and accommodations

## Promotion

- Student voice on past experiences of TY
- School culture of inclusiveness

## Preparation and Expectation

- Setting high expectations for the student in consultation with parents and staff. Preparing the student for TY programme

# Considerations for Admission



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- What barriers do students with SEN encounter in relation to admission into the Transition Year programme?
- How can we support students to overcome these barriers?



# Break Time



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## Break



# Key Learning



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- Enhance our understanding of the flexibility of the Transition Year programme
- **Consider the process of planning a personalised TY programme**
- Enhance our understanding of the structure of Senior Cycle L1LP (SCL1LP) and Senior Cycle L2LP (SCL2LP)



# Personalised TY Programmes



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Where is the student on the continuum of support?

What did the student engage with for Junior Cycle?

Have we identified their strengths, needs and abilities?

What interventions were successful in Junior Cycle? Why?

Have we identified the student's priority learning needs?

Have we collaborated with the students and their parents/guardians around their expectations?

Have we used the Student Support File to inform and evidence this process?



STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

A Continuum of Support

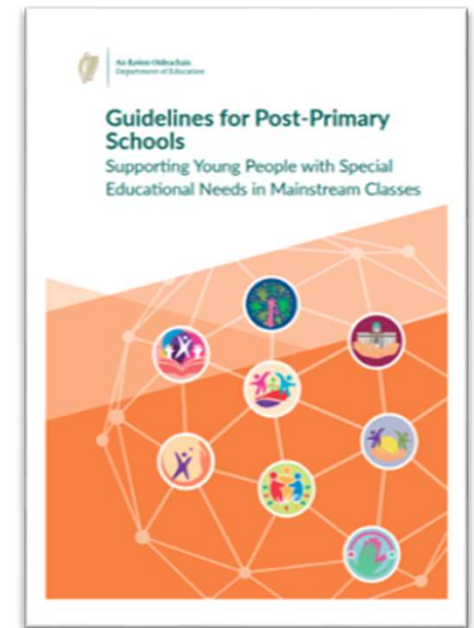
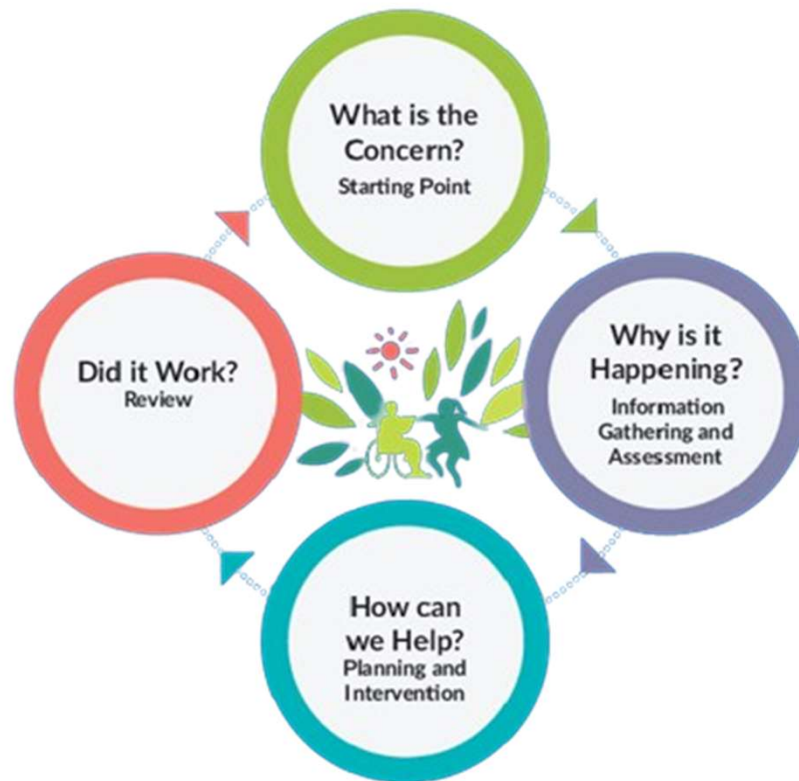


Developing a student support plan is the outcome of a problem solving process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

# 4 Step Process



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Guidelines for Post-Primary Schools Supporting Young Persons with Special Educational Needs in Mainstream Classes p.34

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# Student Support File



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- Provides a **process** for recording and collating all information in relation to the young person.
- Plan **interventions** aligned to their identified strengths, interests and needs.
- **Facilitates** the documentation of the young person's response to intervention.
- **Tracks** a young person's pathway through the Continuum of Support and guides which evidence-informed interventions are most appropriate.

The diagram shows a 'STUDENT SUPPORT FILE' form and a 'Continuum of Support' pyramid. The form includes fields for Name of student, Date of birth, School, Date File Opened, and Date File Closed. The pyramid is divided into three levels: 'School Support Plan for a few' (top), 'School Support for some' (middle), and 'Wholeschool & Classroom Support for all' (bottom). The pyramid is flanked by 'ACADEMIC SUCCESS' and 'SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE'. Below the pyramid, text explains that developing a student support plan is the outcome of a problem-solving process involving school staff, parents/guardians, and the student.

Insert school logo here

STUDENT SUPPORT FILE	
Name of student	
Date of birth	
School	
Date File Opened	
Date File Closed	

A Continuum of Support

ACADEMIC SUCCESS ↔ SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE

School Support Plan for a few

School Support for some

Wholeschool & Classroom Support for all

Developing a student support plan is the outcome of a problem-solving process, involving school staff, parents/guardians and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.

Guidelines for Post Primary Schools Supporting Young People with Special Educational Needs in Mainstream Classes p.36

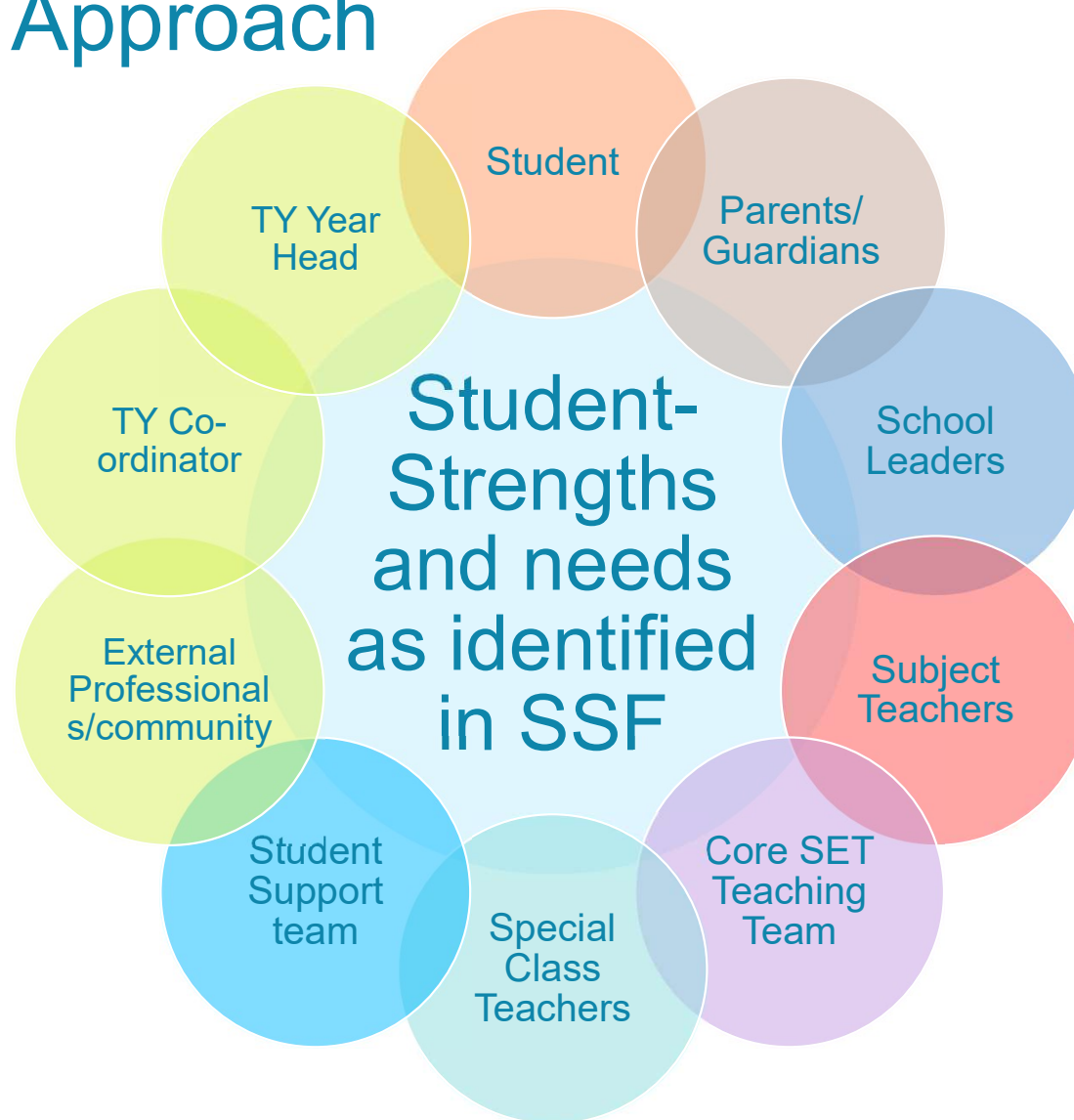
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# Collaborative Approach



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# Participation in Transition year

## Student experience

### Personal Growth

- PE
- SPHE
- TY specific modules
- Additional growth experiences e.g. guest speaker, plays/musicals, competitions

### Being a learner

- Core subjects of Maths, English and Irish
- Electives: sampling of senior cycle subjects
- Additional learning experiences e.g. study skills, literacy and numeracy initiatives
- Portfolio development

### Civic and community engagement

- Own Community/social placements, enterprise activities e.g. post school placements
- Our global community, Learning opportunities around empathy, diversity and inclusion
- Volunteer in social placement e.g. Charity shop
- Shaping school culture e.g. info sessions on Inclusion

### Career exploration

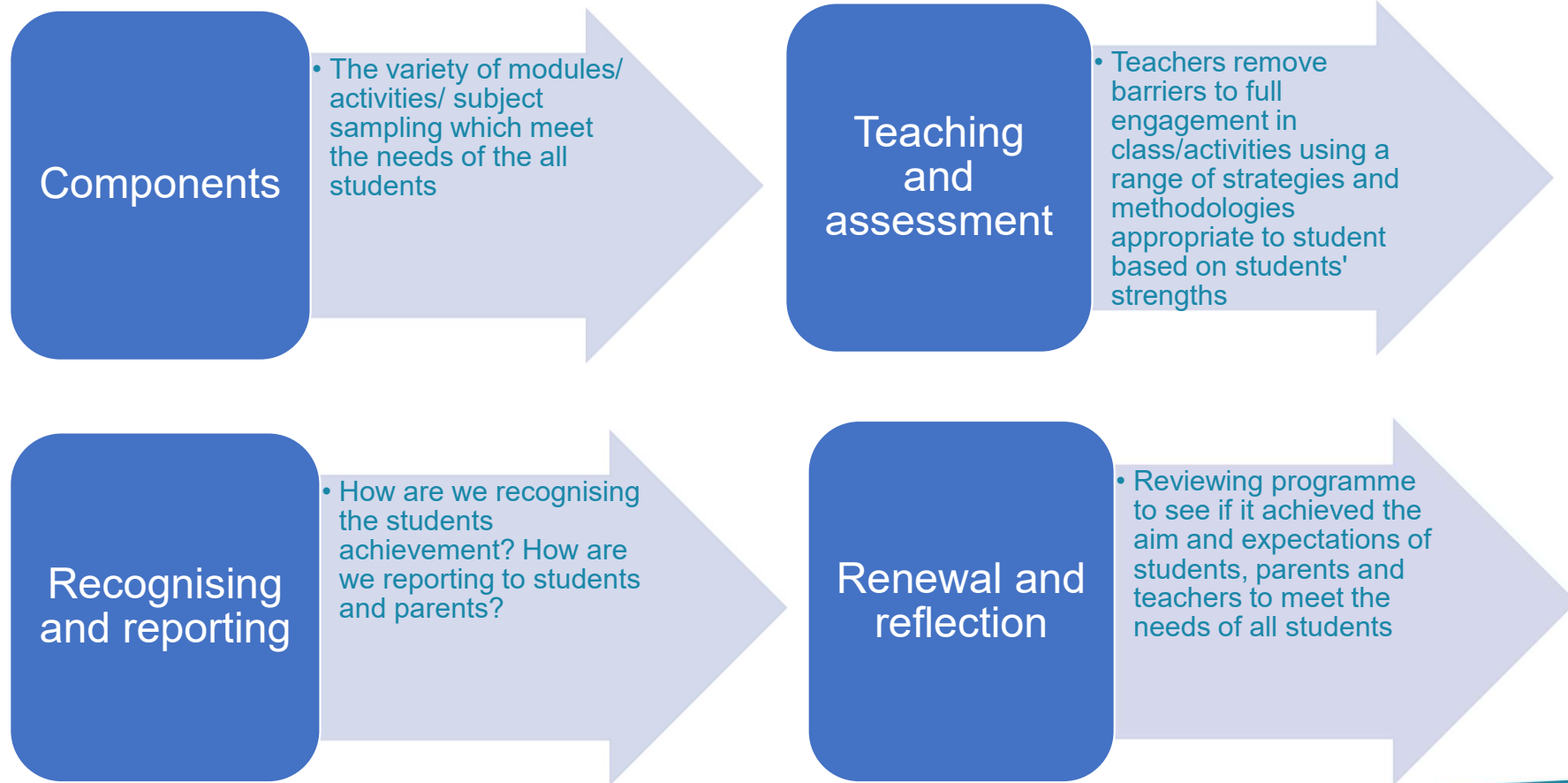
- Work placement or community placement
- Career guidance
- Additional career-related experiences e.g. guest speakers, tasters in apprentices/trainee ships/further education/higher education

# Participation in Transition year

## Curriculum dimensions



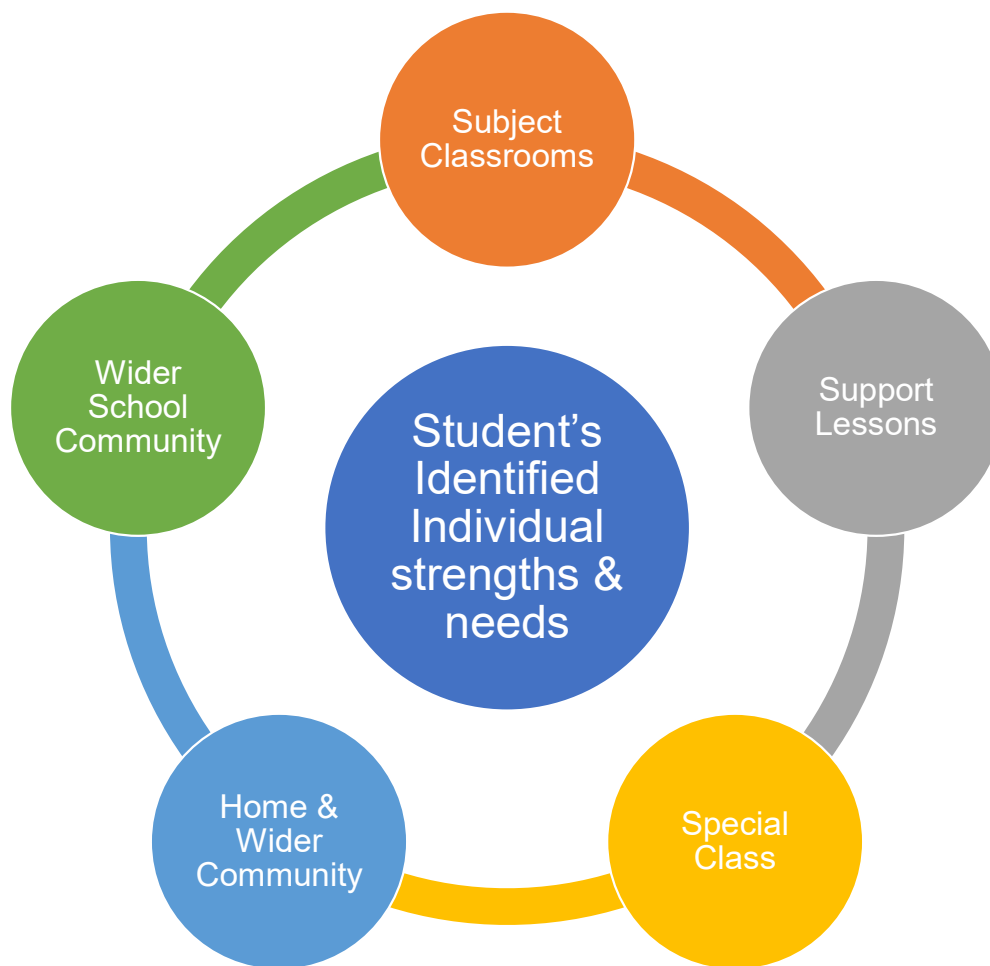
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# Where Can Learning Take Place?



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# Considerations for Participation



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What barriers do students with SEN encounter when trying to fully participate in Transition Year?

How can we support students to overcome these barriers?



# Meet Oisin- Personalised TY programme



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- Audio of a student's experience engaging in a personalised TY programme.

The aspect of TY which had the most impact on the student was....

One thing that contributed to the student's experience of TY was...

One thing about the student's experience that stood out to me was..



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# Think- Pair- Share



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What?  
Flexible  
Transition  
Year

So What?  
Possible  
opportunities

Now What?  
Next steps...

Rolfe et al.'s (2001) Reflective model

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# Key Learning



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- Enhance our understanding of the flexibility of the Transition Year programme
- Consider the process of planning a personalised TY programme
- **Enhance our understanding of the structure of Senior Cycle L1LP (SCL1LP) and Senior Cycle L2LP (SCL2LP)**

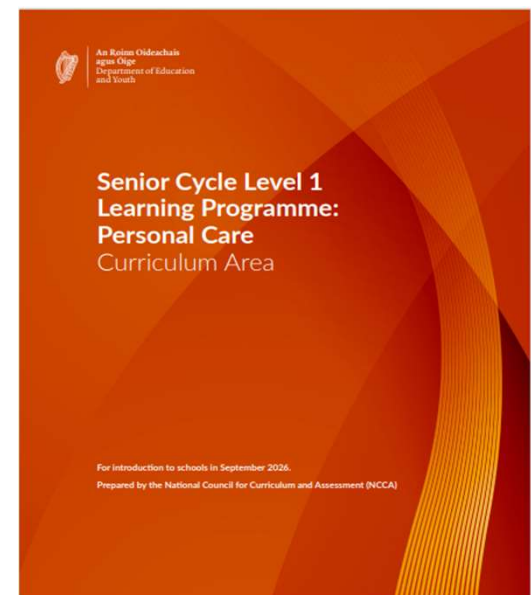
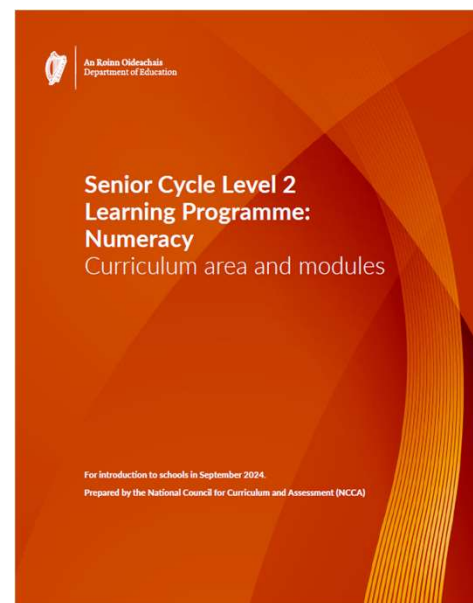
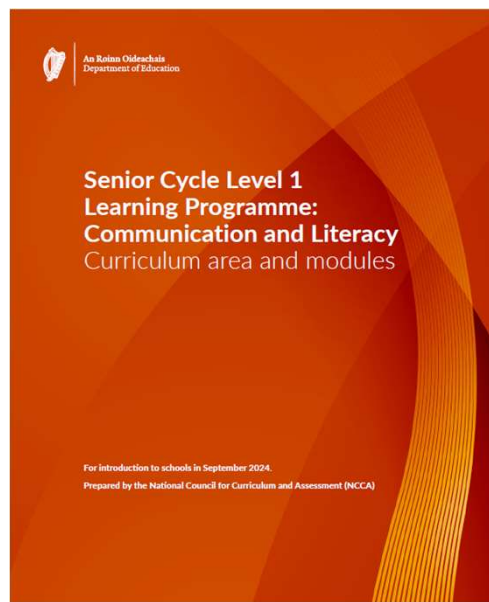
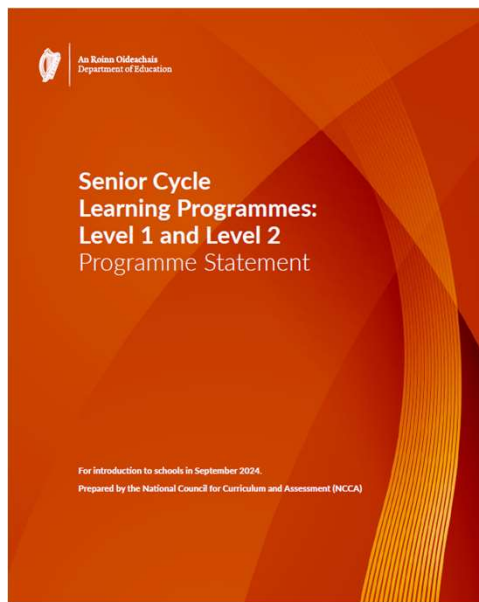


# Senior Cycle Level 1 & Level 2 Learning Programmes



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- Programme Statement
- Curriculum Areas & Modules



*Personalised programmes that are tailored to the individual learning needs of the student*

NCCA Senior Cycle Learning Programmes: Level 1 and Level 2: Programme Statement p.4

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# Target Groups



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Senior Cycle  
Learning Programmes:  
Level 1 and Level 2  
Programme Statement

Follow on programmes from Junior Cycle

Senior Cycle  
Learning Programmes:  
Level 1 and Level 2  
Programme Statement

## SCL1LP

- 'Likely to have significant delayed development across a number of areas including learning, communication, language and adaptive skills'.
- Complex, multiple learning and functioning needs

Senior Cycle  
Learning Programmes:  
Level 1 and Level 2  
Programme Statement

## SCL2LP

- 'Learning profiles prevent them from accessing LCE, LCVP or LCA'
- 'Likely to have delayed development across a number of areas including learning, communication, language and adaptive skills.'

NCCA Senior Cycle Learning Programmes: Level 1 and Level 2: Programme Statement p.5

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# SCL1LP Curriculum Areas & Modules



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

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

# Level 1 Elective Modules



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Physical Education

Music

Visual Art

Drama

Being part of the  
community

Special Interest

Looking after my  
environment

Cookery

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

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# SCL1LP Progression Continuum



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## Level 1 Progression continuum

Attend	Student attends and is present at the learning activity or event.
Recognition	Student shows an awareness of, or recognition of, the learning activity/event including a fleeting focus.
Attention	Student pays attention to the learning activity/event but it can be inconsistent and often brief.
Acknowledgement	Student begins to respond to, or acknowledge the learning activity/event, often inconsistently and the response is appropriate to the student.
Engagement	Student shows more consistent attention to learning activities/events.
Involvement	Student begins to share, take turns, show enjoyment of the learning activity/event, express choice.
Anticipation	Student begins to anticipate familiar learning activities/events.
Action	Student joins in, gestures, vocalises on learning activity and others, appropriate to the student's form of communication.

Table 3: L1SCLP Progression continuum

NCCA Senior Cycle Learning Programmes: Level 1 and Level 2: Programme Statement, p.16

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# SCL2LP Curriculum Areas & Modules



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

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

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# Published Level 2 Electives



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Special  
interest

Drama

Looking after  
my  
environment

Literature

Visual Art

Physical  
Education

Cookery

My life, my  
finance

Preparation  
for life after  
school

IT skills

Music

Design for  
sustainable  
living

The past in  
my place

60 hours each recommended

7  
Over  
two  
years

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

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# SCL2LP Progression Continuum



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## Level 2 Progression continuum

Engagement	The student is at an acquiring stage where they are beginning to engage with the learning outcomes.
Advanced Engagement	Through repetition and support, the student can achieve the learning outcomes.
Competency	The student can achieve the learning outcomes independently on several occasions.
Advanced Competency	The student is maintaining their level of achievement with the learning outcomes. They can achieve the learning outcomes even after a break or change.
Proficiency	Student can apply their learning in different contexts, scenarios, with different stimuli and people.
Expertise	Student will adapt their learning emerging from learning outcomes to understand or problem solve in new contexts and scenarios.

Table 4: SCL2LP Progression continuum

NCCA Senior Cycle Learning Programmes: Level 1 and Level 2: Programme Statement., p.17

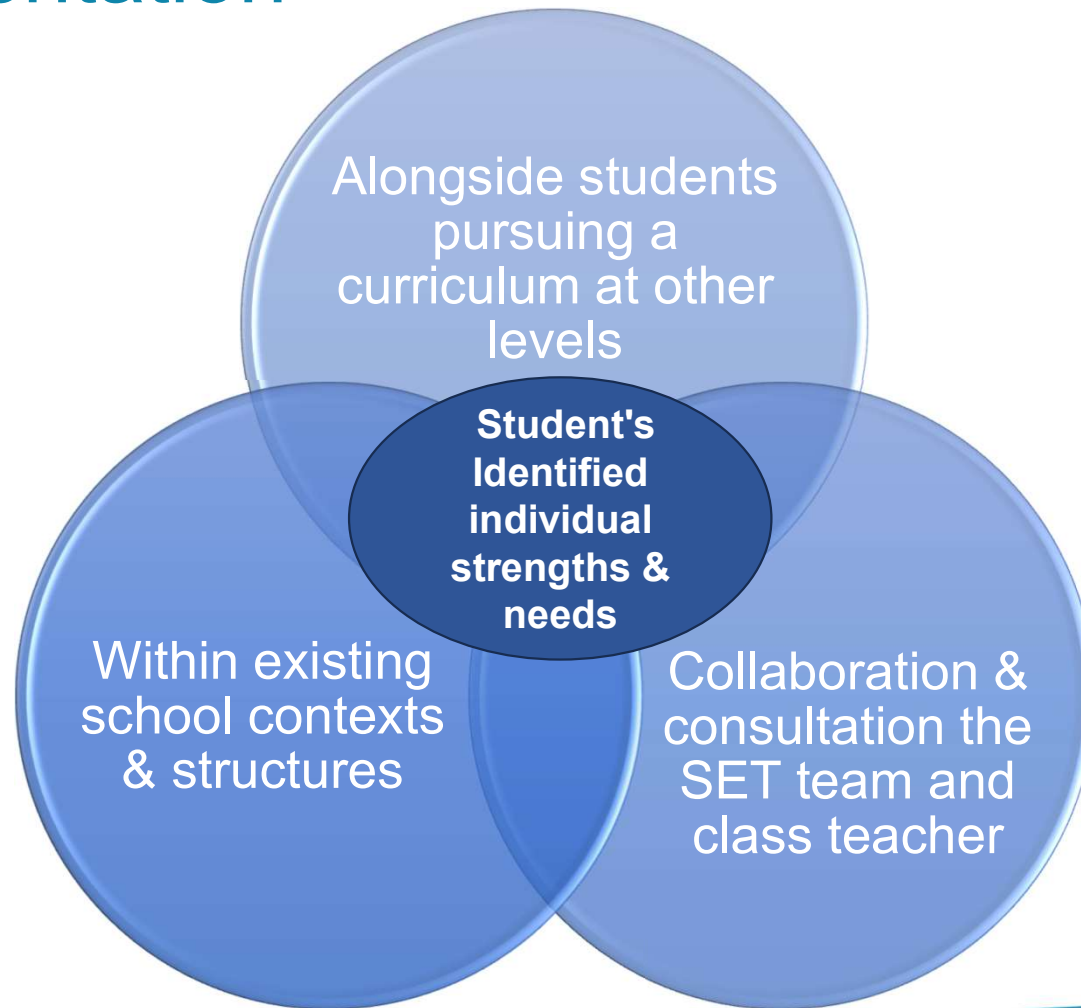
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# Implementation



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



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Lunch

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# Key Learning



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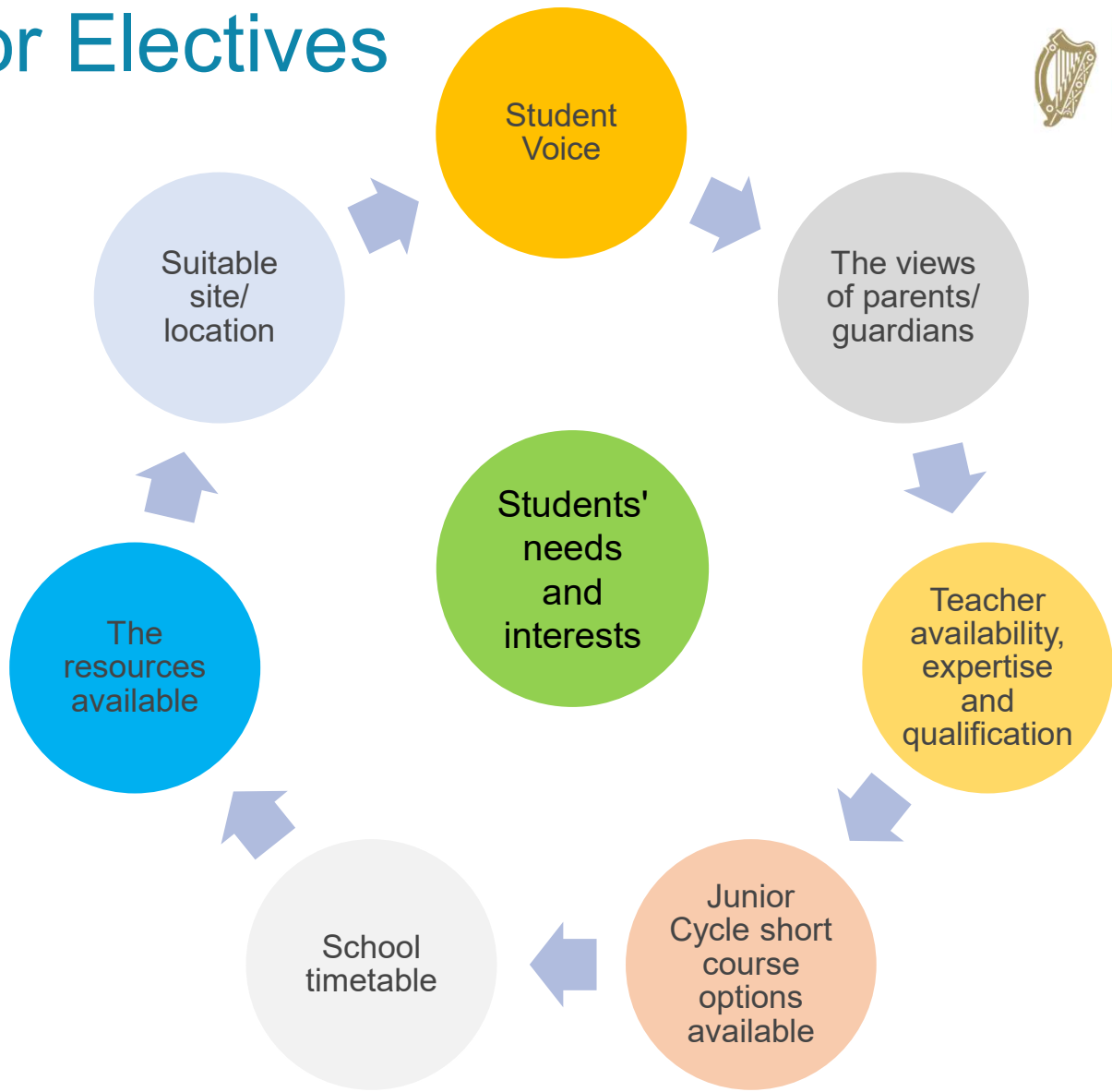
- **Explore Senior Cycle Level 1 and Level 2 electives and how they meet the learning profile(s) of your student(s) and school context.**
- **Strengthen our understanding of the SCL1LP and SCL2LP Personal Care Modules**







# Considerations for Electives





# Exploring Electives

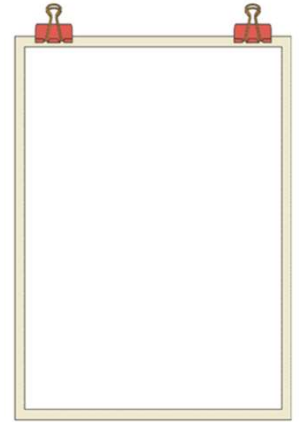


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Spend 5 minutes exploring the module descriptor for your chosen elective.

Through collaboration and discussion identify the key learning and possible student experience(s) in your chosen elective

Suggest possible settings in your school where students might engage with this elective.



# Shared learning



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1. What key learning did you identify within the elective?
2. How might this elective meet the identified strengths and needs of your student(s)?
3. How did you identify the possible settings for learning?
4. Any other observations?



# Key Learning



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- Explore Senior Cycle Level 1 and Level 2 electives and how they meet the learning profile(s) of your student(s) and school context.
- **Strengthen our understanding of the SCL1LP and SCL2LP Personal Care Modules**



# Senior Cycle Personal Care Level 1 and Level 2



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



# Sexual education and the law



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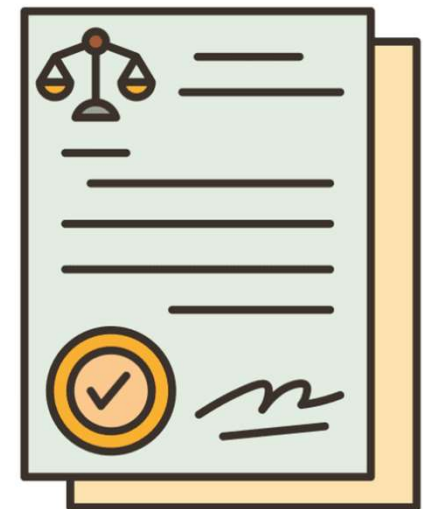
The UNCRPD states that all persons have the right to sexual health services and education programmes.

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 Personal Care



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## Module 1

- Self-awareness and self-care

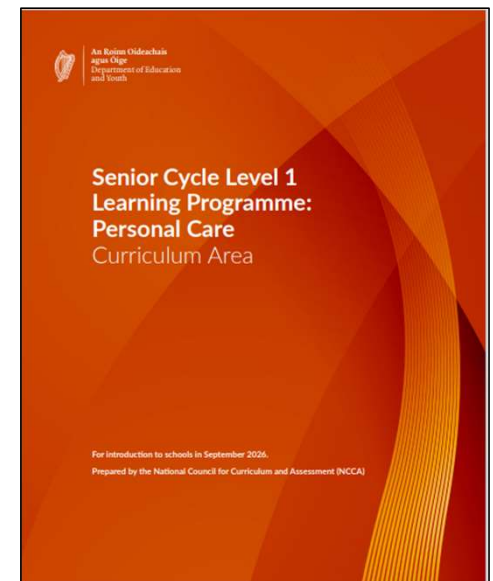
## Module 2

- Connecting with myself and others

## Module 3

- Minding myself

60 hours each recommended



# 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

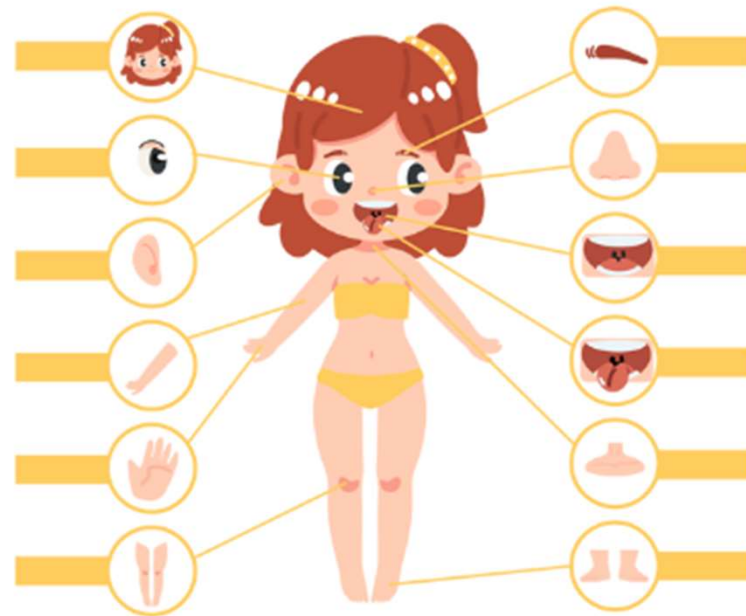


Oide

## Self-awareness and identity



## Body awareness and physical development



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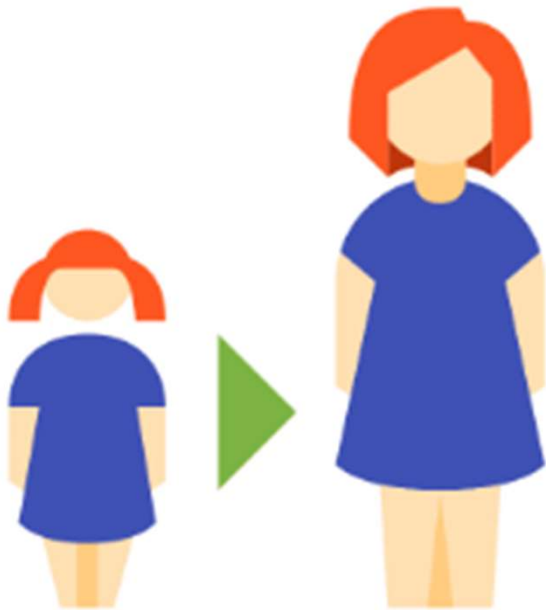


# Level 1 Module 1: Self-awareness and self-care

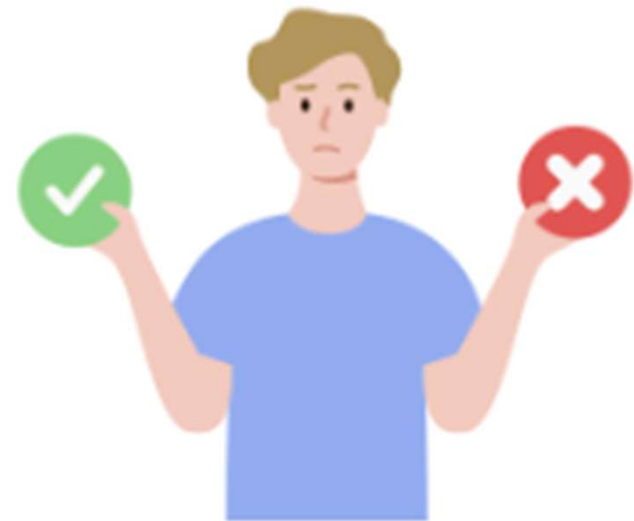


Oide

## Growing up and sexual development



## Personal safety and boundaries

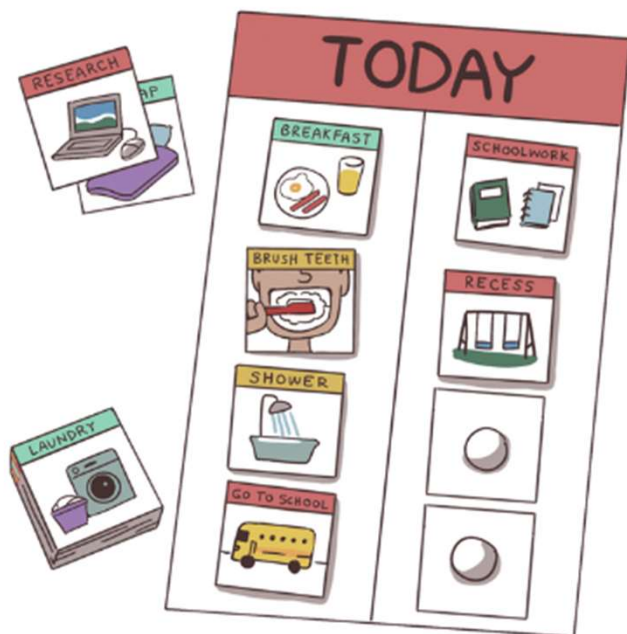


# Level 1 Module 1: Self-awareness and self-care



Oide

## Personal organisation and independence



How do you the learning outcomes in this module align with your current practice?

## Personal care and hygiene



# Level 1 Module 2: Connecting with myself and others



Oide

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

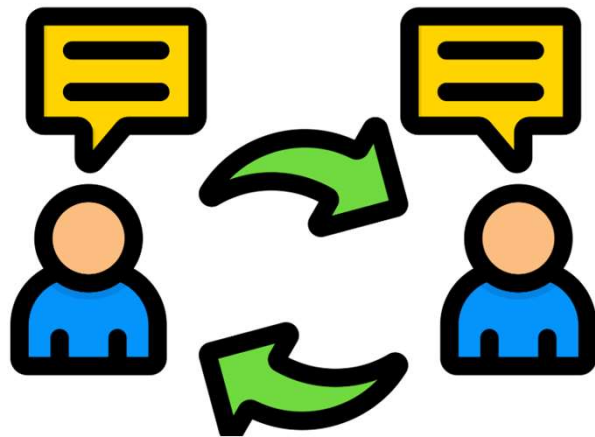


# Level 1 Module 2: Connecting with myself and others



Oide

## Social awareness and interaction



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

## Relationships and belonging



# Level 1 Module 2: Connecting with myself and others



Oide

## Personal boundaries and communication



## Emotional awareness and empathy



## Self-regulation and coping



# 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



## Health and environmental safety



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

# Level 1 Module 3: Minding myself



Oide

## Safety awareness and skills



## Permission, consent, and boundaries



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# Level 1 Module 3: Minding myself

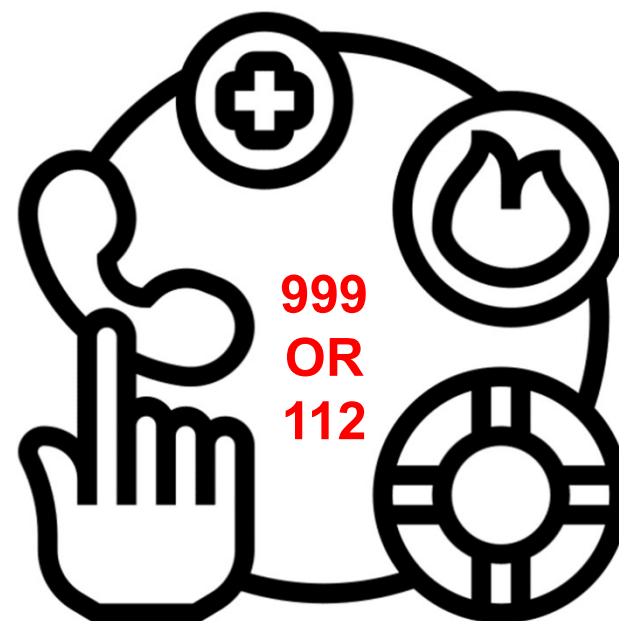


Oide

## Communication and help-seeking



## Emergency response and personal safety



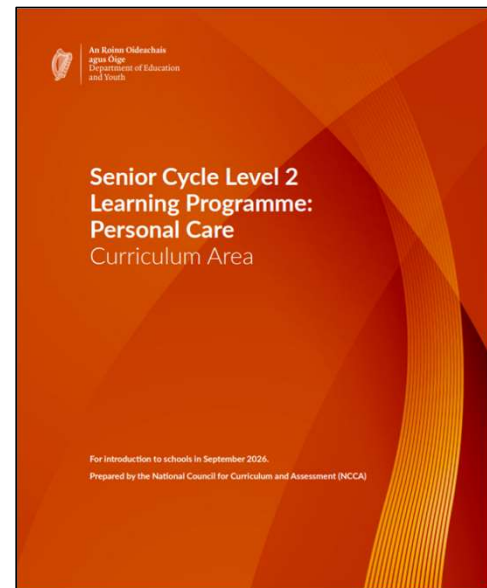
# Level 2 Personal Care



Oide

## Module 1

- Personal Care



60 hours each recommended

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# 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

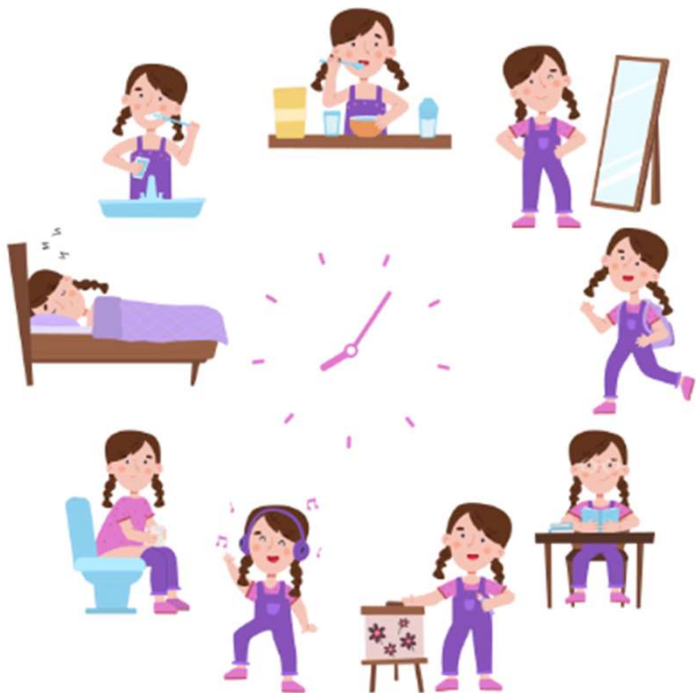


# Level 2 Module 1: Personal care



Oide

## Health, wellbeing, and daily life



## Social interaction and communication

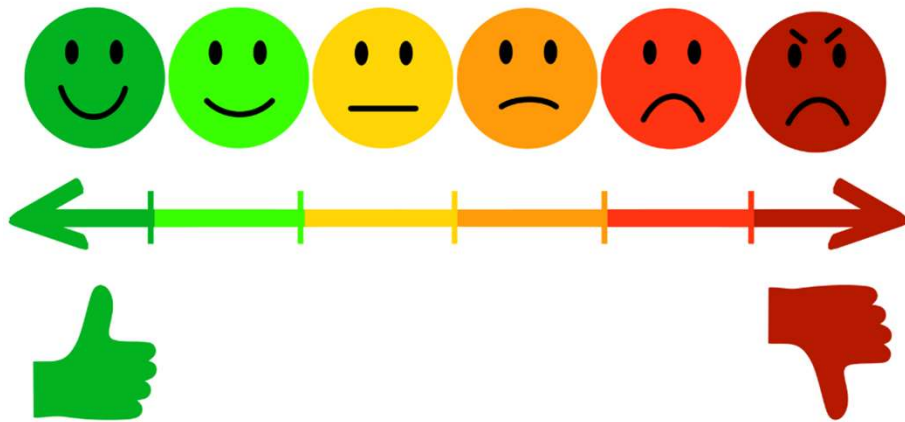


# Level 2 Module 1: Personal care



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## Emotional awareness and regulation



## Peer influence and safety



# Level 2 Module 1: Personal care



Oide

## Identity and relationships



## Sexual health and consent



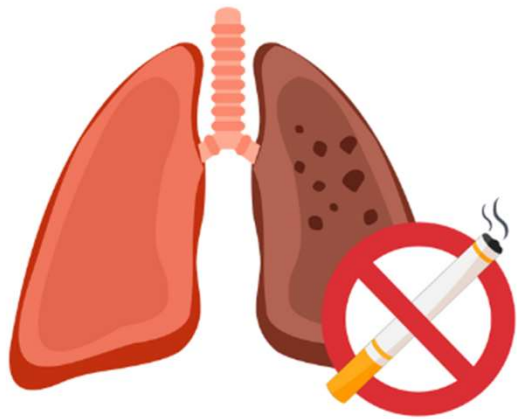


# Level 2 Module 1: Personal care



Oide

**Decision-making and risk management**



**Equality and inclusion**



**Health supports and services**



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# Priority Learning Needs



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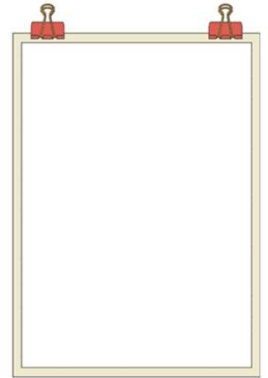
In your group, read the scenario aloud and consider your student.

Identify the priority learning need for your student.

Choose at least two learning outcomes from the Personal Care curriculum area that could address this priority learning need.

Identify a strategy or resource that could be used to teach your chosen learning outcomes.

Suggest appropriate settings for this learning.





# Shared learning



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1. How did you prioritise the student's learning needs?
2. Could you have identified further learning outcomes to address their need(s)?
3. Did you explore alternative strategies or resources for this student?
4. How did you identify the most appropriate setting for their learning?




# Personal Reflection



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- Take some time to consider your personal take away from today.
- What stood out for you? What did you learn?
- What is one thing you could implement?

**TAKE AWAY CARD**  
A quick-reflection tool for your professional learning



Topic / Focus Area:

Key Ideas / Insights  
(What stood out to you? What did you learn?):

Try It Tomorrow  
(What is one thing you'll implement in your classroom?):

Reflection Prompt  
(After trying it: What happened? What would you keep, tweak, or rethink?):

Take this card with you as a takeaway from today's session!



# Supports and Resources



Oide



An Roinn Oideachais  
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?



[HSE Talking Health and Wellbeing Podcast](#)

[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:

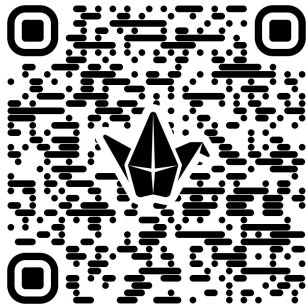
General Information about Relationships and Sexuality Education across Primary and Post-Primary Schools

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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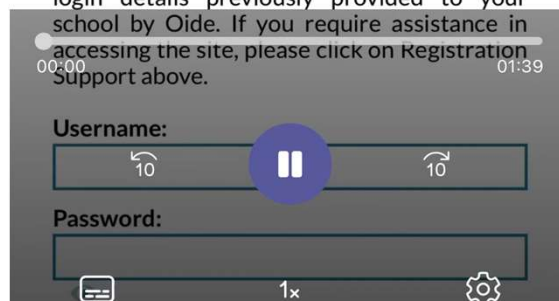
# Feedback



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## Sign in to your Oide account

Welcome to Oide Schools Registration Site, the registration site for professional learning for school leaders and teachers. This registration site can be accessed using the login details previously provided to your school by Oide. If you require assistance in accessing the site, please click on Registration Support above.



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# Thank You

