
What Can You Do?
21 Actions for Parents and Guardians
NATURAL WOMEN'S COUNCIL

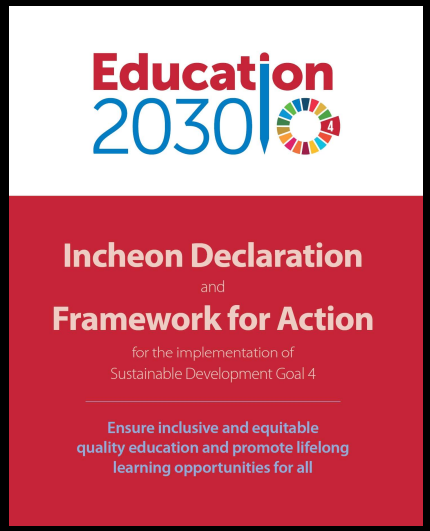

WARNING!
INDOCTRINATION
AHEAD
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EST. 1998

How Did We Get Here?

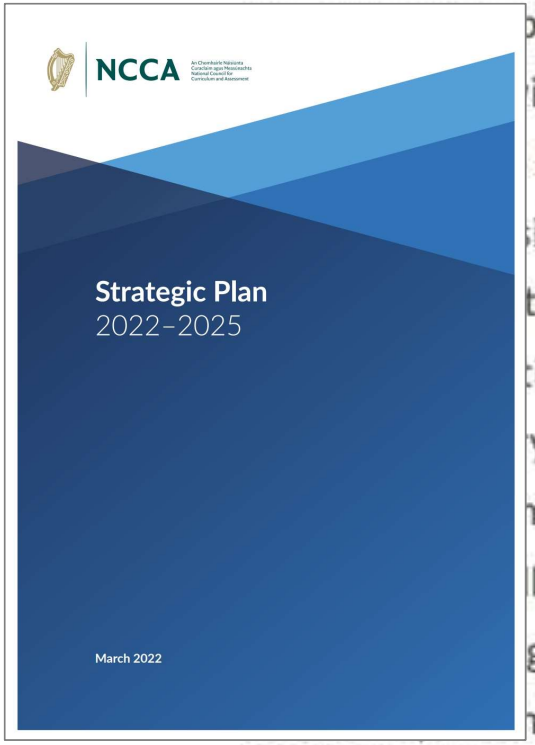
How Did We Get Here

The Curriculum at all Age Levels has been "transformed"

- **Aistear (Pre-School)** – Introduced 2025/2026
- **Primary** – Introduced 2025/2026
- **Junior Cycle** - Introduced 2022/2023
- **Junior Cycle SPHE** – Introduced 2023/2024
- **Senior Cycle** – Still being phased in



Ireland committed to align with the United Nations/UNESCO **SDG4-Education 2030** Framework in 2015 as part of our overall commitment to **Agenda 2030** and the **Sustainable Development Goals**



Page 7

curriculum and assessment perspective, NCCA continued to work with settings and schools,

partners and wider stakeholders to look closely at early childhood, primary and

ith a view to further improving the curriculum to ensure that it remains relevant

to young people's lives and the world in which they live. Once again, we find

situation where much remains uncertain about the period ahead, including the

the pandemic on the lives of children and students and on their education, on the

izens, and on the economic and environmental future facing us nationally and

y reminds us that challenges abound in the aftermath of such profound events as

mic, but so too do opportunities. That same history also shows the importance of

l levels of society in enab

Critical Social Justice

opment. In the context

ges and opportunities, NCCA aims to move forward, with appropriate care and

n developments in curriculum and assessment to ensure that young people's experiences in settings and schools enable them to live a full life as young citizens, creating potential for their future lives and employment chances, and to develop as responsible, resilient and compassionate actors for social justice, climate action, sustainability and equality. Through this, NCCA also aspires to contribute meaningfully to addressing challenges faced by Ireland's society, environment and economy and that of the international community, particularly the challenges faced by families and young people.

Short Course

Social, Personal & Health Education (SPHE)

Specification for Junior Cycle

Gender & Gender Identity

(Page 21)



Gender: Refers to the social and cultural factors influencing what it means to be male and female, i.e. the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for men and women. It is important to distinguish gender from 'sex' which refers to the biological and physiological characteristics that are defined as being male and female (see definition of sex below).

Gender identity: a person's felt internal and individual experience of gender, which may or may not correspond with the sex registered at birth.

Junior Cycle

Short Course
Social, Personal & Health Education (SPHE)

Specification for Junior Cycle

2023

Sexual Activity/Intimacy

(Page 22)

Sex: refers to the biological and physiological characteristics that are defined as being male and female. When children are born, their sex is largely decided or 'assigned' on the basis of their external genitalia, which generally – but not always – reflects their internal hormonal and chromosomal make-up.

Sexual activity/sexual intimacy: a range of activities from kissing, touching, fondling to sexual intercourse (in all its forms) which involve giving and receiving sexual pleasure. These activities can be solitary or involve other people.

Sexuality: the components of a person that include their biological sex, sexual orientation, gender identity, sexual expression, sexual fantasies, attitudes and values related to sex. Aspects of sexuality can change as we go through different ages and relationships (see sexuality wheel).

Sexual expression: refers to the many ways we show our sexual selves. It includes communication and acceptance of love, expressing emotion, giving and receiving pleasure, having the ability to enjoy and control sexual and reproductive behaviour.

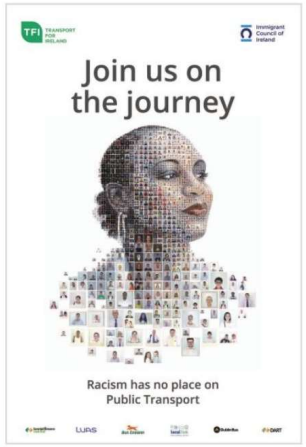
Sexual orientation: each person's capacity for emotional and sexual attraction to, and intimate sexual relations with, individuals of a different gender or the same gender or more than one gender. Some people do not feel sexual attraction or may hav on, and this is termed asexuality.

Junior Cycle



There are attempts to try to stamp out racism. For example, at a national level, **Transport for Ireland** has posters to state its commitment. The **Irish Network Against Racism** has many campaigns like the one below to ensure that elections are happening in such a way that they do not incite hatred or prejudice on any of the nine grounds of discrimination.





Show Racism the Red Card is an anti-racist campaign in sport to try to stop racist abuse against soccer players in the UK and Ireland. Other countries have their own campaigns to stop hate speech and racist comments during sporting events.



There are local campaigns too like the one around the canal communities in Dublin.



The Fight Against Racism

There have been anti-racist movements in the past especially in places were racism was rampant. Martin Luther King Jnr was a famous leader of the black community in America and many changes to the lives of people of colour were introduced because of him.

In South Africa, where there was apartheid, which is legalised discrimination against the black population, leaders like Nelson Mandela arose to challenge the system of power that kept the black population down. However, the biggest anti-racist movement in your time is the Black Lives Matter movement.

Your turn

Do the 'Anti-racism Postcard' activity on p.26 of your Student Activity Book.

Black Lives Matter (BLM) was set up in 2013 in America in response to the acquittal of the killer of a young African American, Trayvon Martin. BLM is now a global organisation in the USA, the UK and Canada, whose aim is to end white supremacy and build local power to stop the violence inflicted on black communities by the state and vigilante groups. It creates a space for black imagination and celebrates black joy. It works for a world where black lives are no longer targeted. It supports black humanity, the contribution of black people to society, and their resilience in the face of oppression. The call for black lives to matter is a support to all black lives striving for freedom and equality.

Quick question

What is the message of the middle poster opposite?

Following the shocking death of George Floyd at the hands of the police in Minneapolis is the USA in 2020, there was worldwide outrage at the way in which people of colour, especially black people, are still subject to discrimination, racism and abuse. This campign is not over. Racism is not a thing of the past. It is a challenge for the future. For you.

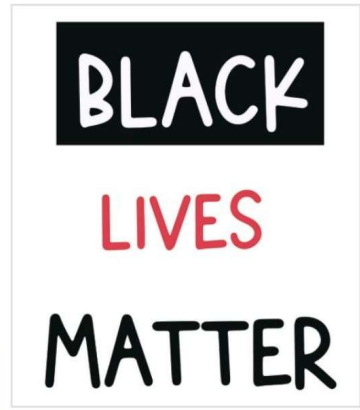
Your turn

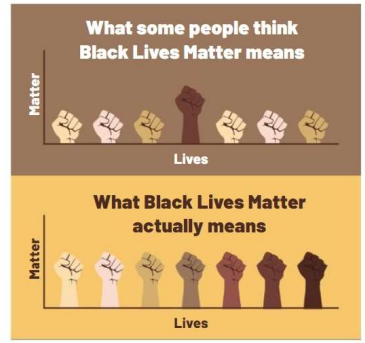
Do the 'And Ain't I a Woman?' activity on p.27 of your Student Activity Book.

Homework

Do the 'Black Lives Matter (BLM)' activity on p.28 of your Student Activity Book.

21 March: International Day for the Elimination of Racial Discrimination







Junior Cycle

Rialtas na hÉireann
Government of Ireland

ESD to 2030:

Second National Strategy on Education for Sustainable Development



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One slogan used by people who are campaigning for sustainable development is 'There is no Planet B.'!

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r come up with a new one.

othing but footprints.'
ns for your answer showing that you have

Your turn

Using this infographic and information in this lesson, write a paragraph on unsustainable development.



Homework

Do the 'Data: If the World Was 100 People' activity on p.67 of your Student Activity Book.

LESSON 39

Chapter 06: Our Developing World

The Sustainable Development Goals (SDGs)

By the end of this lesson you will:

- Have learned about the **17 Sustainable Development Goals**
- **Worked** and **communicated** with a classmate to solve a **puzzle**

#WORDS

SDGs, Global Goals, Extreme poverty

There are problems in our world. A 'To Do' plan was needed to try to solve them. In September 2015, all 193 members of the United Nations agreed to work together to reach the Sustainable Development Goals (SDGs) that will serve as a roadmap for planet earth. The aim is to achieve three extraordinary things in the next 15 years: to end extreme poverty, to fight inequality and injustice and to stop climate change. The SDGs could get these things done, in all countries and for all people. No one would get left behind in this plan.



The Global Goals

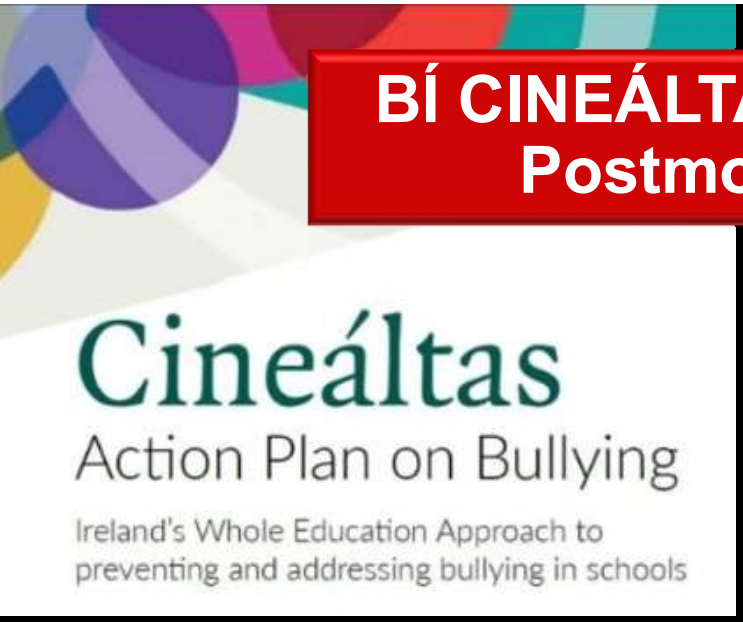
The Global Goals are a global plan for addressing the world's most serious challenges, such as climate change and sustainable energy, extreme poverty, health, education, gender equality, drinkable water and economic growth. They specifically aim to allow those countries that are furthest behind, the poorest of the poor, to catch up first.

There are 17 Global Goals with 169 Targets for the global community to achieve before the end of 2030. There are many ways of representing these Goals. They are usually numbered 1 to 17, but they are not ranked in order of importance.

Quick question

Junior Cycle

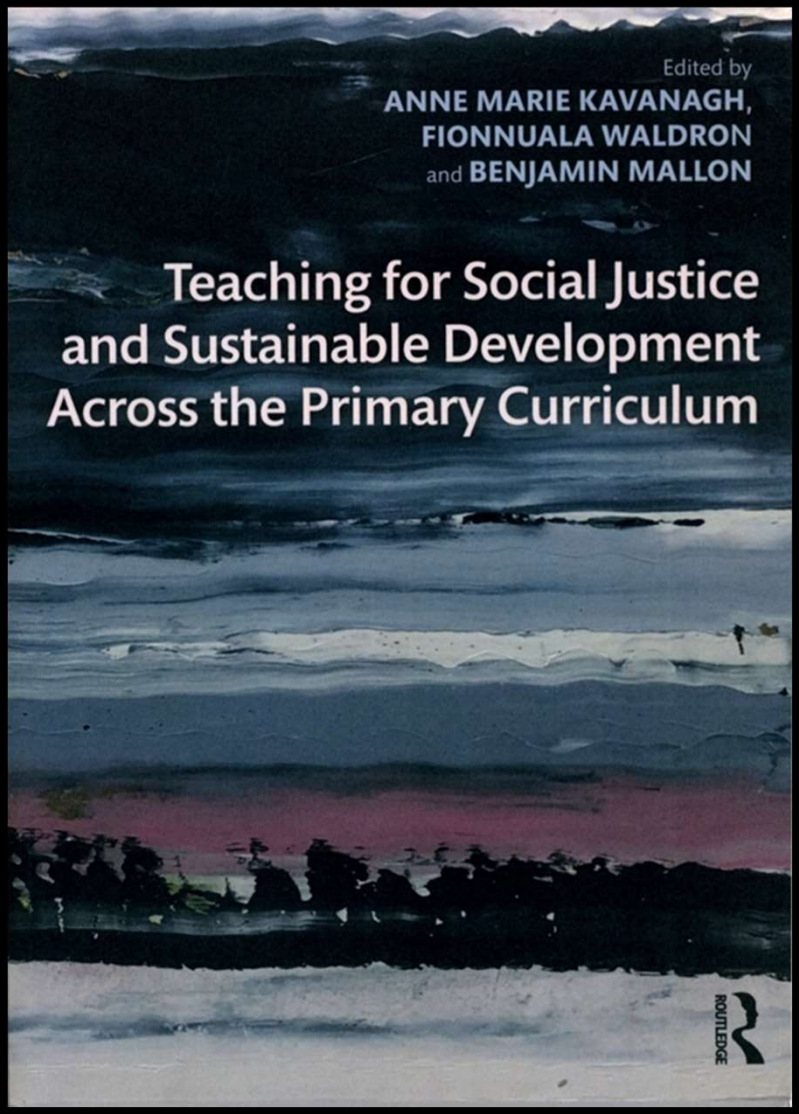
BÍ CINEÁLTA – Subverting Ethos in order to enshrine Postmodern Gender Theory in every school



*This **enshrines GENDER IDEOLOGY into policy** - not just the curriculum.*

*Bí Cineálta is the vehicle for **introducing GENDER IDEOLOGY into every classroom in Ireland**. This policy defies biology and medical best practice.*

During the 2024/2025 school year, all schools are ratifying the Bí Cineálta Anti-Bullying policy with the plan to fully implement in the 2025/2026 school year.



The Whole School Approach

Heavily promoted by **UNESCO**, this approach looks to embed elements of the indoctrinating narrative into **each and every class, as well as every school activity**.

It is used for topics such as:

- Gender Ideology,
- Racial Justice,
- Climate Justice,
- “Education for Social Justice (ESJ)”,
- “Education for Sustainable Development (ESD)”
- “Global Citizenship Education (GCE)”

LGBTQ+ Quality Mark



Quick Exit

Belong To LGBTQ+ Quality Mark

The LGBTQ+ Quality Mark provides a comprehensive approach to promoting wellbeing and inclusion for LGBTQ+ young people in schools and Youthreach centres across Ireland.

Belong To is delighted to launch recruitment for the next phase of our support and accreditation initiative.

The LGBTQ+ Quality Mark focuses on the four key areas of wellbeing promotion from an LGBTQ+ perspective:

- Creating an LGBTQ+ inclusive culture and environment.
- Resourcing an LGBTQ+ inclusive curriculum.
- Nurturing LGBTQ+ inclusive relationships and partnerships.
- Supporting LGBTQ+ inclusive policies and planning.

You are supported to achieve this through:

- Equipping staff to support LGBTQ+ students through online and in-person training.

Why Should You Be Concerned?

Age Appropriateness Concerns for Younger Learners



Developmental psychology indicates that concrete operational thinking dominates in primary years, with robust capacity for abstract, systemic, and moral-political reasoning emerging more reliably in adolescence.

Age Appropriateness Concerns for Younger Learners



Introducing complex, emotionally charged themes—systemic racism, climate catastrophe, or intersectional justice—to young children risks several harms:

- **Cognitive overload and anxiety** without the tools for critical evaluation or agency.
- **Premature moralization**, where children absorb guilt, grievance, or activist identities before they can distinguish evidence from ideology.
- **Indoctrination effects**: young learners are highly receptive to authority figures; framing contested claims as settled moral truths can close off later independent judgment.
- **Opportunity cost**: displaces age-appropriate foundations in literacy, numeracy, basic scientific method, historical narrative, and character formation rooted in local/religious moral traditions.

Age Appropriateness Concerns for Younger Learners



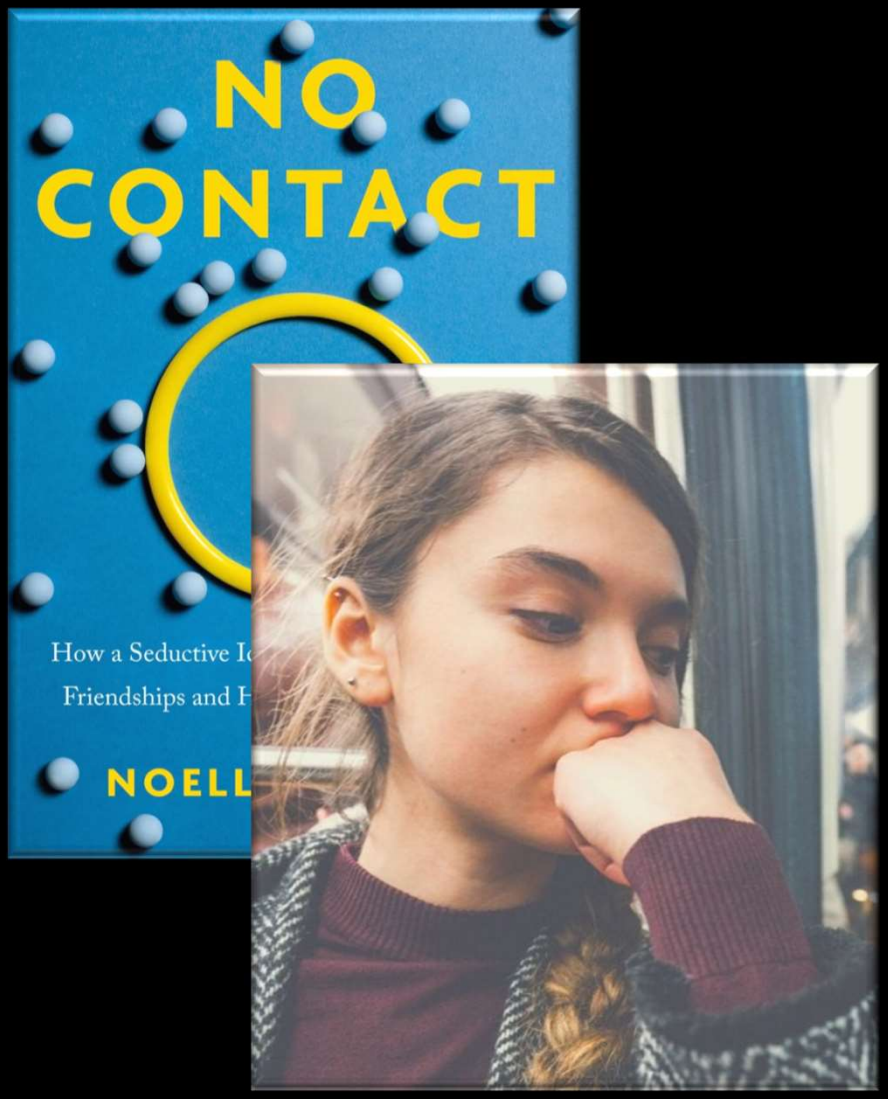


- Awareness without maturity often produces **performative attitudes** rather than durable understanding.
- Genuine **education in contested domains is better delayed** until students possess the intellectual and emotional resources for genuine debate.
- Sustainable development and climate topics can be **introduced age-appropriately through concrete science** (weather, local ecosystems, resource use) long before abstract “justice” framings.

Woke Ideology is a Totalising World View.

It is designed to replace any pre-existing World View your child may have.



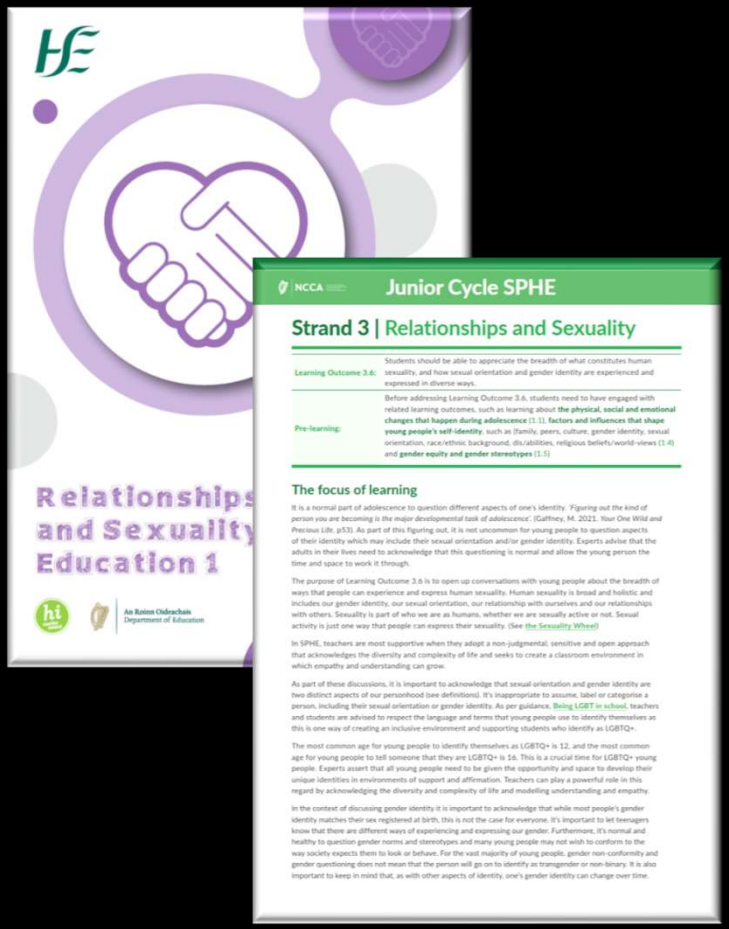


Your child could ultimately be lost to you, estranged from what they would see, through their newly acquired **Critical Social Justice Lens**, as parents who are bigoted, racist, transphobic and oppressive.

You must take action to get ahead of what they will be exposed to in school.

What Can I Do About It?

1 Review All Classroom Materials



- Review **each and every school book** your children will be exposed to, including getting your child to bring home any books that typically remain in school.
- Formally request a list of, and access to, **all supporting materials**, be they third party based such as Amaze videos, or **other resources and toolkits**.
- The same applies with regard to any **3rd parties** who may be coming to the school to present to the children. This is your right as a parent so do not accept No as answer and escalate as necessary.
- You **need to do this at the very start of every school year**, and then keep an eye out for any new books or material that get introduced during the year.

1 Review All Classroom Materials



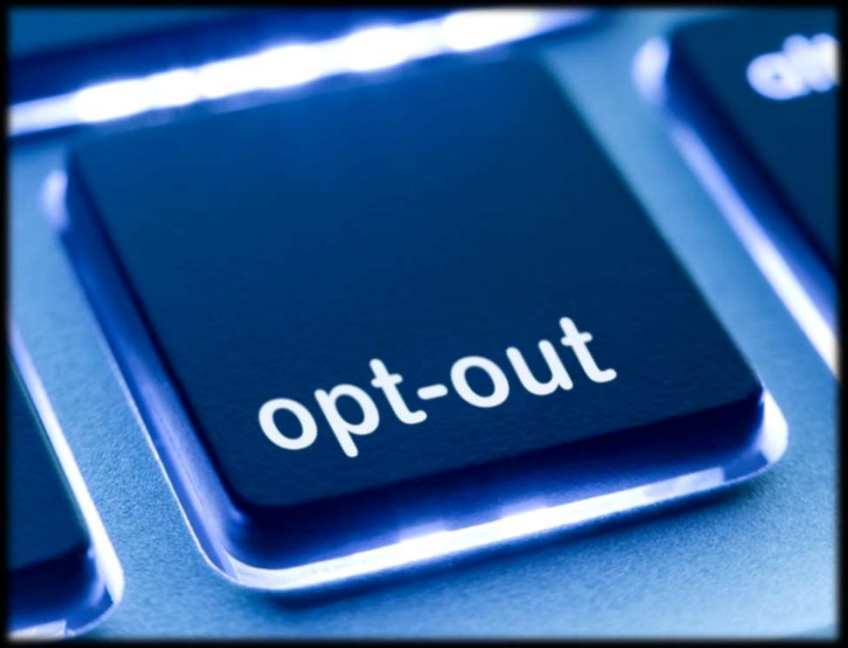
- If you find **material which does not align** with your moral conscience, or that **you** believe will be **developmentally inappropriate** for your child, you need to flag that to the teacher, principal, Department, and Minister.
- We would ask that you **copy the Natural Women's Council** with the related details of the material involved, so that we can track and investigate any particularly egregious books ourselves and **warn other parents** around the country.

2 Keep a Close, Loving and Open Relationship with Your Child



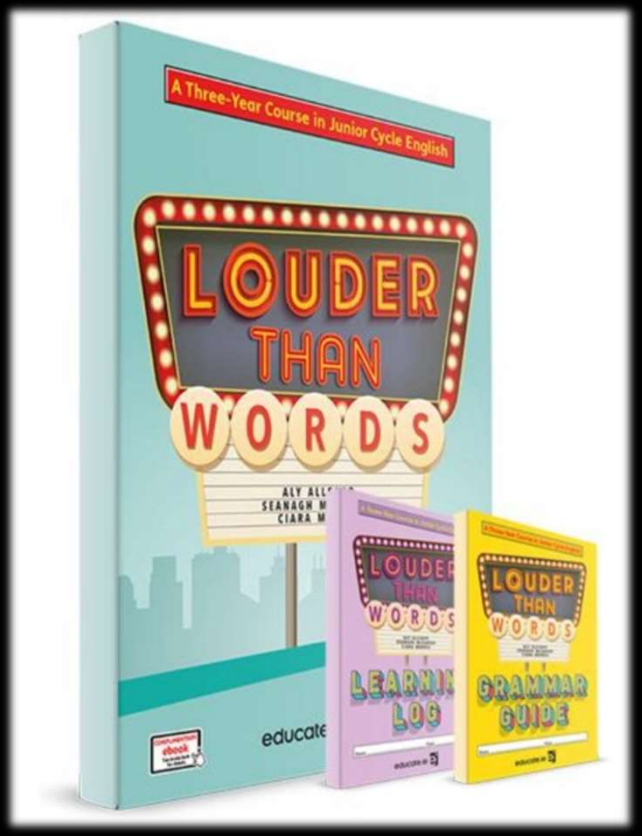
- A relationship where they will **openly talk to you** about what happened in school.
- This should include **anything** they may have seen or heard in class that was a concern to them, or **made them feel uncomfortable**.
- You need to be **their "go to" person**.
- Proactively ask what topics were discussed in school. **If anything does not align with your family values, correct this with your child and** tell them why it is wrong.

3 Opt Your Children Out



- **Opt your children out** of any content items or subjects that you are not comfortable with, and always do so in writing.
- You should also opt them out of engagements with **3rd parties** (such as **BelongTo**) who may come into the school for “Stand-up Weeks” or as part of the “LGBTQ Quality Mark”
- In general, ensure there is a **written record for all of your engagement** with the school.

4 Getting Ahead of Egregious Content

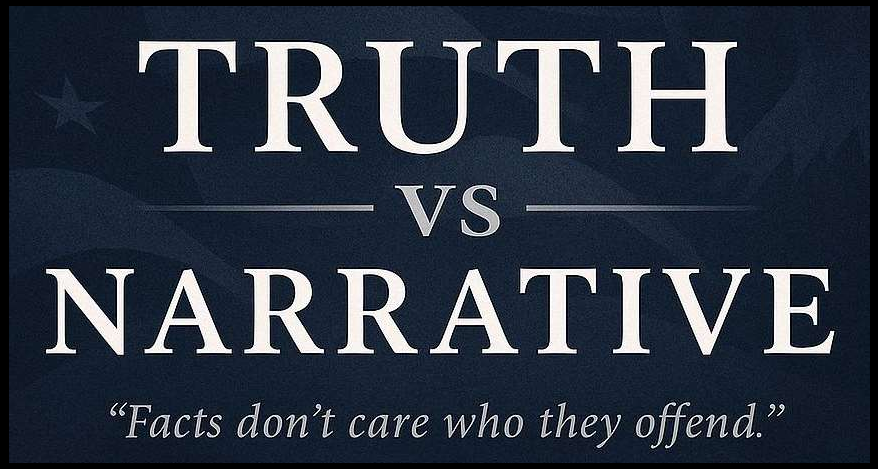


Where you see content for which it will be difficult to opt your child out of (due to the whole school approach), you must get ahead of any concerning content and discuss it with your child **before they are exposed to it in the classroom**, and follow up with them afterwards.

The areas to watch out for in particular will be related to:

a. Sexuality and Gender
b. Social Justice (which you should interpret as Critical Social Justice)
c. Racial Justice
d. Climate Change
e. Education for Sustainable Development (ESD)
f. Global Citizenship Education (GCE)

5 Encourage Rational Critical Thinking



- Explain to your child the difference between a **narrative (a curated and selective adaptation of the truth)** and objective truth (i.e. reality).
  - The media will attempt to justify narratives as necessary to avoid spreading hate and causing civil unrest. This is censorship, and your child needs to learn to understand that.
- Encourage your child to engage in **rational critical thinking** with respect to what they are being taught in school, what they see online, or in the media, challenging those narratives that are not rooted in truth.
- **The truth**, **the whole truth**, and **nothing but the truth** should be the gold standard for your children to follow, and to expect.

6 Make Them Aware of Online Bias (incl. AI)



- Make your children aware that online sources such as Wikipedia and AI platforms cannot be relied upon for neutral / factual responses on "controversial topics" such as **gender, race or climate change**.
- Both Wikipedia and the AI platforms draw from mainstream media sources among others, hence they will tend to be aligned with mainstream narratives.
- The NWC have produced a video on how Wikipedia has been corrupted: https://youtu.be/lazFlwERZ-w

7 Useful Resources on Gender Ideology



These are useful resources for responding to your child on the topic of gender ideology:

- **Alternative Senior Cycle SPHE Resources** from the CEP www.livinglove.ie
- **Gender Toolkit:** https://www.gendertoolkit.com/ - the site will ask you to enter some basic information to access.
- **Transgender Trend** School Resources: https://www.transgendertrend.com/schools-resources/
- **Dealing with Transgender** Videos: https://sophiateachers.org/promo/responding-to-transgender-ideology/
  While these videos were specifically made to help guide Catholic/Christian parents. They should be helpful to all parents regardless of faith, in terms of dealing with such discussions.



8 Traditional Social Justice versus Critical Social Justice (Woke)

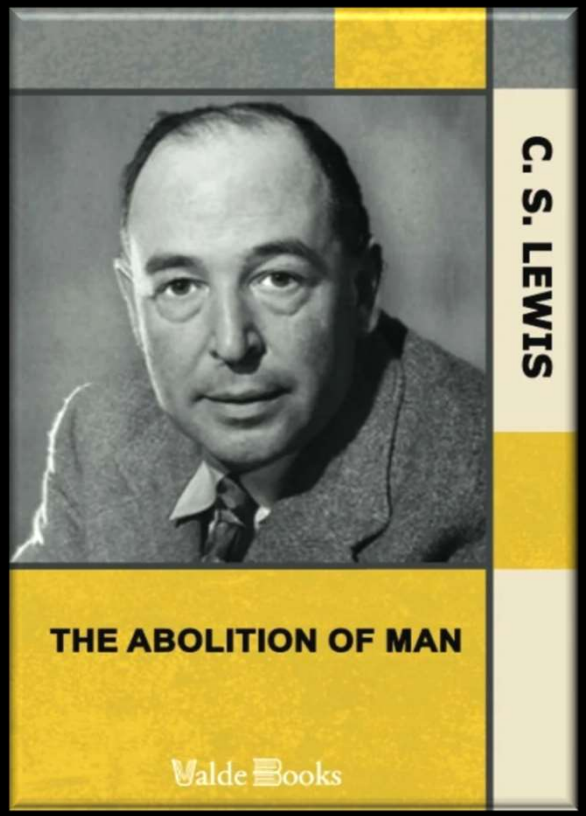
- For older children (11+), you should consider bringing them through our comparison of **Traditional Social Justice** versus **Critical Social Justice.**
- **E**xplain the terminology as you go, and highlight the distorted and **highly divisive nature of CSJ Theory** and how it is dividing and damaging our society.
- For Catholic families you should also clarify how **Critical Social Justice is fundamentally incompatible with Catholic Social Teaching** regardless of any similarities in language (e.g. “social justice”, “inclusion”) and perceived goals.

9 Find Other Parents of the Same Mindset



- Find other parents who are of the same mindset as yourself and adopt them as **allies,** who can accompany you when you need to have a discussion with a principal, BOM or local TD.
- Work with them to help **share the workload** for dealing with opt-outs, and in keeping uptodate on what is going at both at a curriculum and broader school level.

10 Education Must be Grounded in Truth and Reality



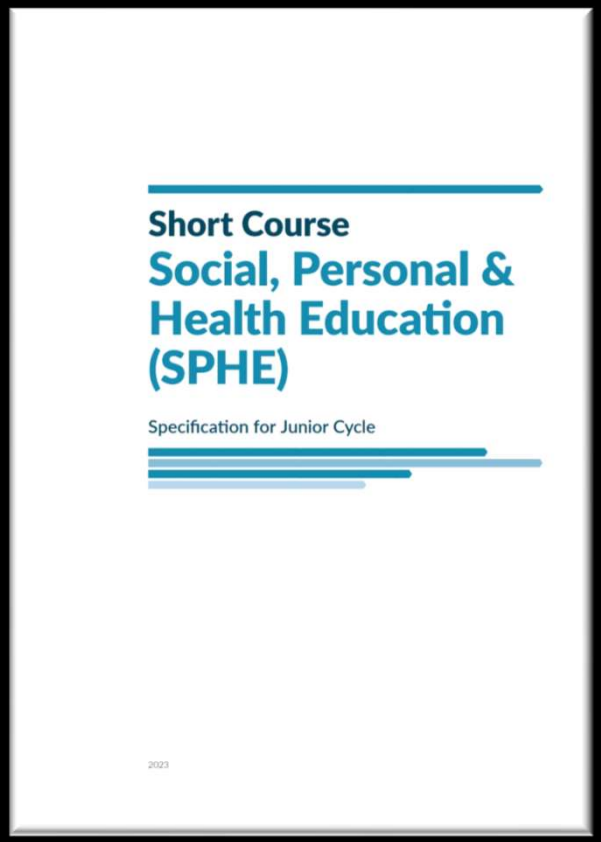
- C.S. Lewis, in the "THE ABOLITION OF MAN", laments:
- *"The task of the modern educator is not to cut down jungles but to irrigate deserts. The right defence against false sentiments is to inculcate just sentiments.* ***By starving the sensibility of our pupils we only make them easier prey to the propagandist when he comes.*** *For famished nature will be avenged and a hard heart is no infallible protection against a soft head."*
- Lewis is highlighting the need for **education grounded in moral principles, objective truth and rational critical thinking**.
- The starting point for this **needs to be in the home**, now more than ever.

11 Encourage Extracurricular Activities



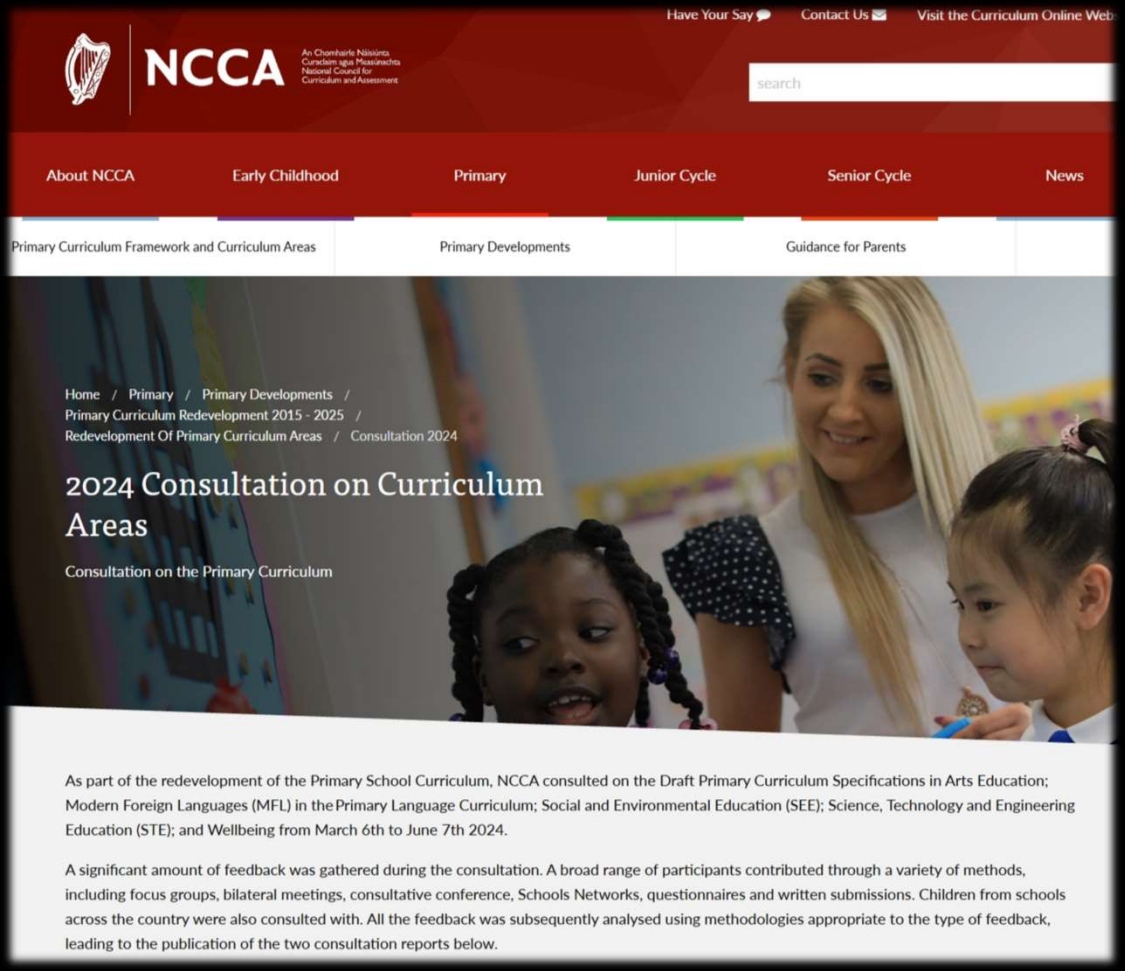
- Encourage your child to take part in **extracurricular activities** that reflect your family's values and provide opportunities to **connect with other like-minded families**.
- Some examples that parents have shared are faith-based groups such as:
  - Fearless,
  - Síol,
  - The Upper Room,
  - The Home of the Mother,
  - Holy Family Mission.

12 Increase Your Knowledge of the Curriculum



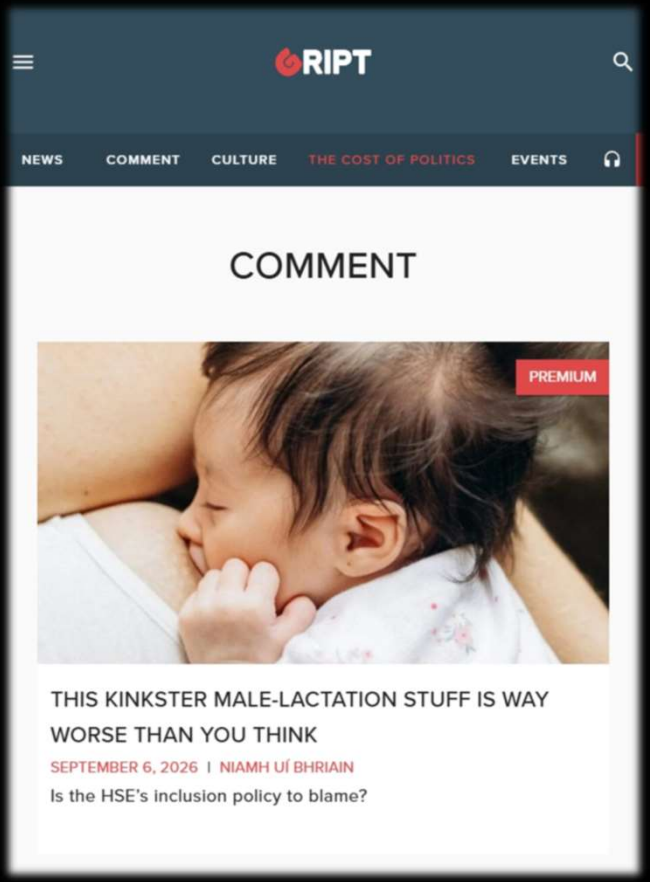
- **Increase your knowledge** of the curriculum subject matter and how it is being taught.
- For example, the Natural Women's Council have produced a **ConnectED Guide** and supporting documents to help parents get to grips with the challenges of the current curriculum.
- Check for new versions of the related documents as these tend to be updated on an annual basis. https://www.naturalwomenscouncil.ie/campaigns#connected

13 Increase Your Knowledge of the Curriculum



- **Participate in any surveys** and curriculum reviews that are open to parental input.
- As well giving you a voice, this will also **help you to increase your awareness** of the curriculum content.

14 Broaden Your Knowledge of What is Happening



- You need to **broaden your knowledge** of what is happening in our society and the education system. You will not learn this from the mainstream media.
- How many mainstream programs or articles have you seen covering **Agenda 2030** for example? Very few, and there is a reason for that.
- You must start **viewing alternative media** (incl. X). In Ireland, we recommend people starting with **Gript Media** (https://gript.ie/).
- Video on using Alternative Media to help counter mainstream narrative propaganda and censorship: https://youtu.be/T4eSPr-gYX8

15 Engage Other Parents



- Once you have established a baseline of knowledge on your curriculum concerns, **start engaging in discussions,** both with people in your immediate circle, or even people you just happen to encounter on a day-to-day basis.
- Adopt the "**Five-a-day**" rule, i.e. having five conversations a day with other people.
- The goal is to **open people's eyes**, get them to question what is happening in schools, and encourage them to take action, such as looking at their own children's schoolbooks, watching a related YouTube video, starting to check out alternative media sources etc.

16 Look After Yourself



- **Look after your own physical, mental and spiritual health** so that you can be there for your children and be vigilant on a daily basis with what is going on in their school(s).
- This battle is only starting in Ireland.
- The **poison has been injected** into our school and academic systems and it's going to take years to get it out.
- You need to **be prepared for the long haul**.

17 The Aistear Early Years Curriculum



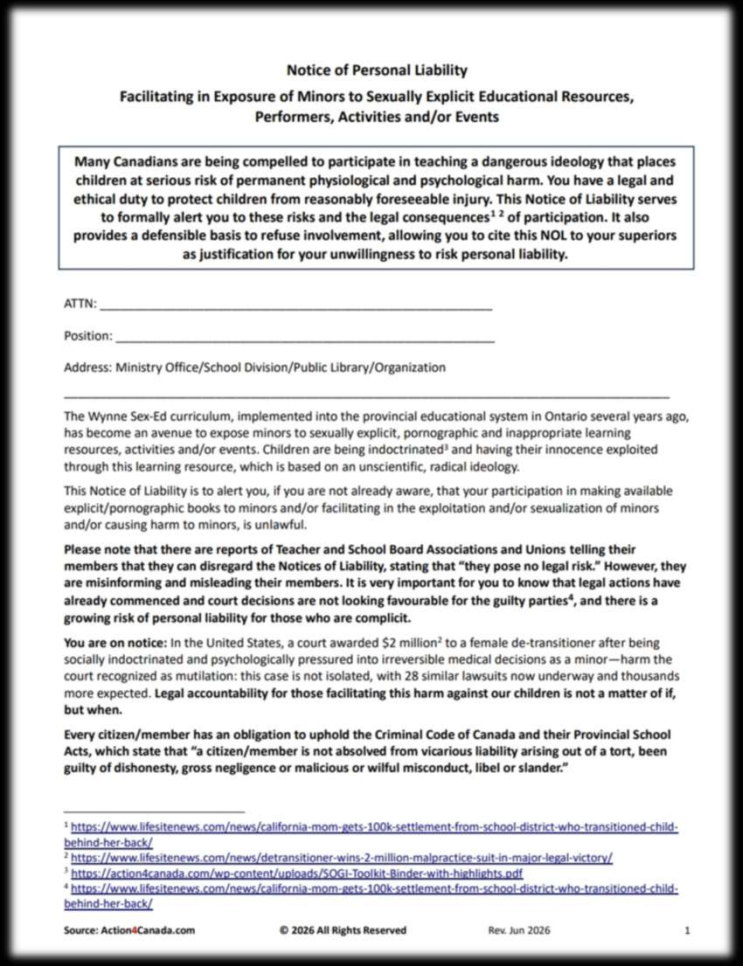
- Remember that even the pre-school Aistear curriculum **has also been contaminated** with ideological messaging, so as soon as a child is spending time outside of the home, you need to start taking action.
- Aspects of **social justice**, **racial justice**, **climate justice** and Global Citizenship Education will appear in the recommended books.
- Gender isn't there yet in the core curriculum but with anti-bullying policies, they could get exposed to it that context.

17 Check Out the Countess Resources



- It's worth taking a look at **The Countess** website where they have posted a number of **guides to help support parents/guardians**, school principals and clubs and youth groups.
- **Raising Concerns About Ideologies in Schools**: https://thecountess.ie/ideologies-in-irish-schools-parents-guide/
- **Gender and Law Guides**: https://thecountess.ie/guides/

19 Notice of Liability Letters



Notice of Personal Liability

Facilitating in Exposure of Minors to Sexually Explicit Educational Resources, Performers, Activities and/or Events

Many Canadians are being compelled to participate in teaching a dangerous ideology that places children at serious risk of permanent physiological and psychological harm. You have a legal and ethical duty to protect children from reasonably foreseeable injury. This Notice of Liability serves to formally alert you to these risks and the legal consequences[1] [2] of participation. It also provides a defensible basis to refuse involvement, allowing you to cite this NOL to your superiors as justification for your unwillingness to risk personal liability.

ATTN: _____

Position: _____

Address: Ministry Office/School Division/Public Library/Organization

The Wynne Sex-Ed curriculum, implemented into the provincial educational system in Ontario several years ago, has become an avenue to expose minors to sexually explicit, pornographic and inappropriate learning resources, activities and/or events. Children are being indoctrinated[3] and having their innocence exploited through this learning resource, which is based on an unscientific, radical ideology.

This Notice of Liability is to alert you, if you are not already aware, that your participation in making available explicit/pornographic books to minors and/or facilitating in the exploitation and/or sexualization of minors and/or causing harm to minors, is unlawful.

Please note that there are reports of Teacher and School Board Associations and Unions telling their members that they can disregard the Notices of Liability, stating that "they pose no legal risk." However, they are misinforming and misleading their members. It is very important for you to know that legal actions have already commenced and court decisions are not looking favourable for the guilty parties[4], and there is a growing risk of personal liability for those who are complicit.

You are on notice: In the United States, a court awarded $2 million[2] to a female de-transitioner after being socially indoctrinated and psychologically pressured into irreversible medical decisions as a minor—harm the court recognized as mutilation: this case is not isolated, with 28 similar lawsuits now underway and thousands more expected. **Legal accountability for those facilitating this harm against our children is not a matter of if, but when.**

Every citizen/member has an obligation to uphold the Criminal Code of Canada and their Provincial School Acts, which state that "a citizen/member is not absolved from vicarious liability arising out of a tort, been guilty of dishonesty, gross negligence or malicious or wilful misconduct, libel or slander."

[1] https://www.lifesitenews.com/news/california-mom-gets-100k-settlement-from-school-district-who-transitioned-child-behind-her-back/
[2] https://www.lifesitenews.com/news/detransitioner-wins-2-million-malpractice-suit-in-major-legal-victory/
[3] https://action4canada.com/wp-content/uploads/SOGI-Toolkit-Binder-with-highlights.pdf
[4] https://www.lifesitenews.com/news/california-mom-gets-100k-settlement-from-school-district-who-transitioned-child-behind-her-back/

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- A number of parent groups in other jurisdictions have started issuing **Notice of Liability** letters to school principals and school boards with respect to their children being potentially harmed as a result of being exposed to inappropriate content in school.
- In an Irish context, the **lack of safeguarding** assessments and the **ignoring of medical best practice** in terms of facilitating the social transition of minors in school could provide serious grounds for a legal case if it came down to it.
- There is nothing to stop parents engaging in this right now before any formal campaign to do so is launched.

20 Be Vigilant and Follow-Up



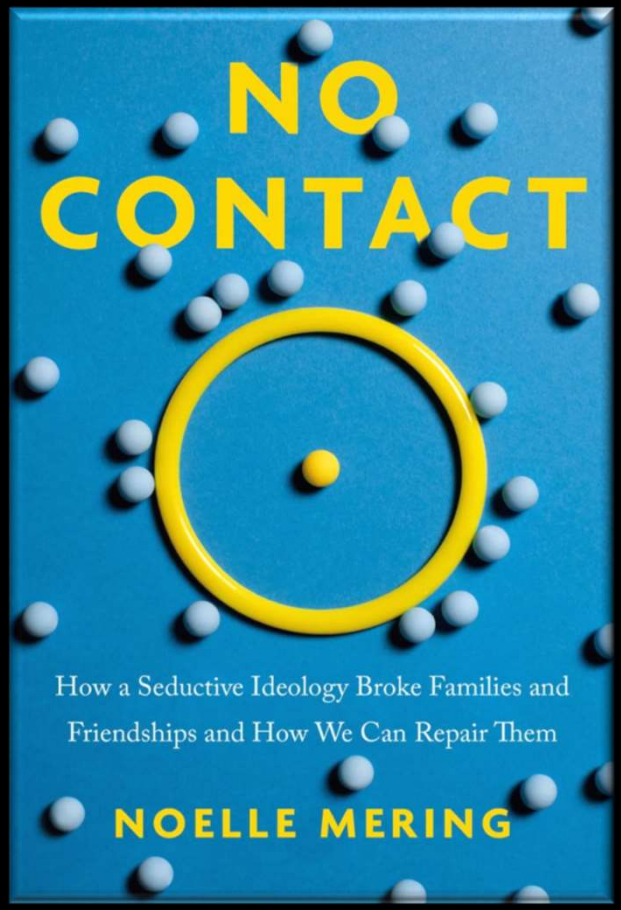
- In general, you will need to **copy the Principal, BOM, Patron, Minister, and Department**, and ideally another trusted parent, on any correspondence, particularly in relation to opt-outs or escalations.
- Ensure that **all parties are included in all replies**, forwarding to parties who weren't copied as necessary.
- You want a **full and complete record** of communication with no one able to use the excuse that they were not aware.
- Emails will be ignored so **follow-up is necessary** until a response is received in a timely manner.
- At all times, be **respectful** and **courteous**, though firm as necessary.

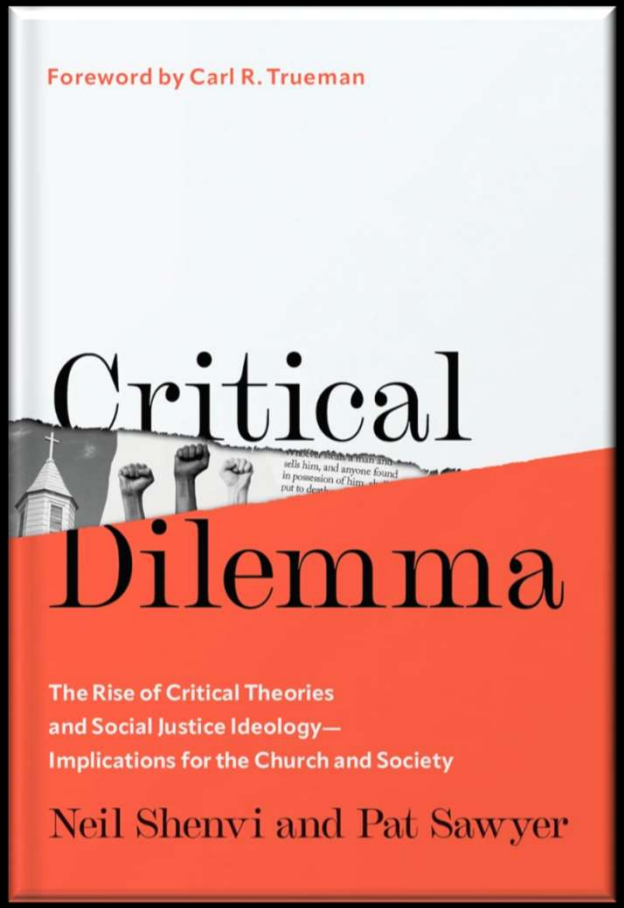
21 Stand Up for Your Authority as a Parent

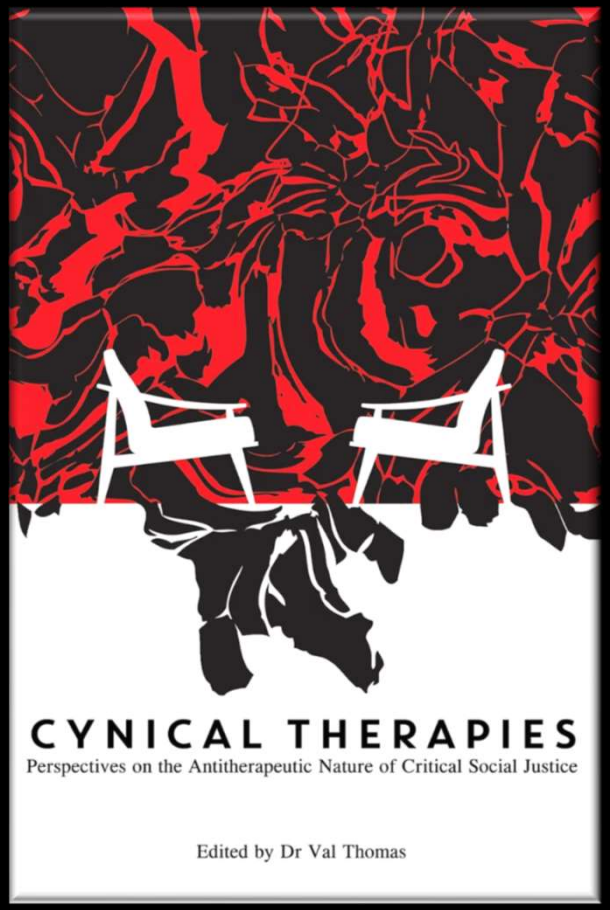


If anyone attempts to overrule your authority as a parent, request that they show you **where they have the legal authority to overrule you** as the primary educator of your child.

Important Books To Help You Deal With Current Society







Reference Links

Parents Need to Review their Children's School Books - Start with SPHE and CSPE, & work from there: https://youtu.be/03YKxBsdJ4s

The Bí Cineálta Anti-Bullying Program is not what you think - We need to talk about it: https://youtu.be/7Wr77-Eemig

English Class or Ideology Class? - Whole School Indoctrination in Irish Schools: https://youtu.be/FT-pPIVo1bc

Pope Francis on Gender Theory - What the Mainstream Media Didn't Cover: https://youtu.be/UP4p96A06UQ

Dismantling Gender - Unpacking the SPHE Toolkit for 1st Year Junior Cycle with Mary Creedon: https://youtu.be/8CdWCkVzi30

Like Lambs to the Slaughter - Sacrificing our babies and toddlers at the altar of Social Justice: https://youtu.be/0mccahF66HE

Corrupting the Primary Curriculum with Critical Social Justice Theory in Place of Core Learning: https://youtu.be/V7KY4UgKsJQ

Ireland's Woke Education - The Secret Curriculum - Hidden in Plain Sight: https://youtu.be/JdObbXHnKq0

SPHE Teacher's Whistleblower Interview - What Happens in the Classroom Stays in the Classroom: https://youtu.be/nqeAMtxbrsM

Irish SPHE - What's in the School's Right Now - A look at the books https://youtu.be/chd1ZsJqMrw

New resources launched to support faith, love and RSE in schools Web Address: livinglove.ie

NCCA Strategic Plan: https://ncca.ie/media/5515/strategic-plan-2022-2025.pdf

SPHE Toolkit: https://curriculumonline.ie/junior-cycle/short-courses/sphe/sphe-2023/sphe-toolkit/

Gender Related Websites:
https://www.transgendertrend.com/
https://genspect.org/
https://www.segm.org/
https://criticaltherapyantidote.org/

Reference Links

OIDE Post Primary Resources https://oide.ie/post-primary/home/

OIDE Junior Cycle SPHE Resources https://oide.ie/post-primary/home/wellbeing/sphe-junior-cycle/resources/

Resource Materials for RSE - First and Second Year Junior Cycle https://oide.ie/wp-content/uploads/2024/11/RSE-Manual-1st-and-2nd.pdf

OIDE Junior Cycle Climate Action and Sustainable Development Resources https://oide.ie/post-primary/home/casd/

OIDE Primary Resources https://oide.ie/primary/home/

OIDE Primary Wellbeing Resources https://oide.ie/primary/home/wellbeing/

OIDE Primary Social & Environmental Education Resources https://oide.ie/primary/home/social-environmental-education/social-environmental-education/

What makes an inclusive SPHE classroom?
https://curriculumonline.ie/getattachment/14c8cd89-9c93-46fe-8181-227cce980572/What-makes-an-inclusive-SPHE-Classroom_July-23_ef3.pdf?lang=en-IE

Bí Cineálta - Procedures to Prevent and Address Bullying Behaviour for Primary and PostPrimary Schools
https://assets.gov.ie/static/documents/bi-cinealta-procedures-to-prevent-and-address-bullying-behaviour-for-primary-and-post-.pdf

A Whole Education Approach to Inclusive Education: https://doras.dcu.ie/27554/1/A%20Whole%20Education%20Approach%20to%20Inclusive%20Education.pdf

National Strategy on ESD in Ireland: https://www.gov.ie/en/department-of-education/publications/national-strategy-on-education-for-sustainable-development-in-ireland/

From access to empowerment: operational tools to advance gender equality in and through education: https://unesdoc.unesco.org/ark:/48223/pf0000380259

International technical guidance on sexuality education: an evidence-informed approach: https://unesdoc.unesco.org/ark:/48223/pf0000260770

Full Playlist of our Agenda 2030 series: https://www.youtube.com/playlist?list=PLM0W6Gp70Zk8pZj1qiwiNeKOtuabHdT3n

The Agenda: Their Vision - Your Future (Documentary): https://youtu.be/ZFHHOBiUrkg