



Scoil Chonglais Post-Primary School

SPHE & RSE Policy



BORD OIDEACHAIS AGUS OILIÚNA
CHILL DARA AGUS CHILL MHANTÁIN
KILDARE AND WICKLOW
EDUCATION AND TRAINING BOARD

Mission Statement

Scoil Chonglais is a warm, caring, and welcoming school in which all students are valued and respected. We provide a positive, supportive, and inclusive learning environment, where each student and their unique contribution is celebrated. We are committed to excellence in education and to empowering each student to reach their full potential.

School Motto

“Empowering Minds, Shaping Futures and Celebrating Success”

KWETB Core Values

Scoil Chonglais is a coeducational, multid denominational post primary school, under the patronage of KWETB. Our school community is committed to our ETB core values of Excellence in Education, Care, Respect, Equality and Community.



Introduction

This policy outlines how Scoil Chonglais Post Primary School will deliver Social, Personal and Health Education (SPHE) and Relationships and Sexuality Education (RSE) in accordance with:

- Updated Senior Cycle SPHE Curriculum Framework (NCCA, 2024)
- Junior Cycle SPHE Short Course (Updated 2023)
- Wellbeing Policy Statement and Framework for Practice
- Relevant DES circulars and statutory Child Protection Guidelines

JUNIOR CYCLE SPHE

Full Specification: <https://www.curriculumonline.ie/getmedia/2780c6c6-993c-46fb-8ba6-b647188337c9/JC-SPHE-Short-Course-2023-EV-FINAL.pdf> 100 hours are allocated to the provision of SPHE over a 3 year course in Junior Cycle.

Junior Cycle (JC) SPHE Rationale

The teaching and learning of Social, Personal and Health Education (SPHE) provides a unique space where students can develop the knowledge, understanding, skills, dispositions and values needed to support their physical, emotional, social and spiritual* wellbeing, now and in the future. The SPHE specification is grounded in values of respect, equality, inclusivity, responsibility, dignity, compassion and empathy. In junior cycle, six indicators have been identified as central to students' wellbeing. Teaching and learning within the SPHE classroom can provide meaningful learning opportunities to foster all six indicators of wellbeing, helping students become more Active, Responsible, Connected, Resilient, Respected and Aware. SPHE is thereby a core pillar of a school's Wellbeing programme in junior cycle.



JC SPHE Aim

This course aims to build students' self-awareness and positive self-worth; to develop the knowledge, understanding, skills, dispositions and values that will support them to lead fulfilling and healthy lives; empower them to create, nurture and maintain respectful and loving relationships with self and others; and enhance their capacity to contribute positively to society.

This Junior Cycle course in SPHE is designed to support students in developing a positive sense of self and a capacity to care for themselves and others. It is designed around four interconnected strands and three cross-cutting elements.



Understanding Myself and Others

This strand focuses on developing self-awareness and self-esteem and building some of the foundational skills and dispositions needed for healthy relationships and to thrive in life, including communicating and negotiating, listening, showing empathy, respecting difference, and self-management/self-regulation.

Making Healthy Choices

This strand offers opportunities for students to consider how they can make healthy choices to support their wellbeing. It explores what being healthy might look like for a teenager, what helps or gets in the way of making healthy choices and how to access reliable information to support good choices. Students will also practice the skills needed for making healthy decisions and come to understand contextual factors, such as family, peer, media and social pressures, that influence decisions.

Relationships and Sexuality

This strand explores the cognitive, physical, emotional and social aspects of relationships and sexuality through a positive, inclusive, rights and responsibilities-based approach. The focus is on family relationships, friendships, romantic and potential sexual relationships in the future.

Emotional Wellbeing

The four strands are underpinned by three cross-cutting elements that are foundational for effective teaching and learning in SPHE.

These are:

- Awareness
- Dialogue
- Reflection and action.

JC SPHE Statements of Learning

| Statement | Examples of related learning in the course |
|---|---|
| SOL 5: The student has an awareness of personal values and an understanding of the process of moral decision making. | Students develop self-awareness, including an awareness of their personal values and how these values influence day-to-day decision making. They also gain understanding of and develop respect for values, beliefs and experiences that may be different from their own. |
| SOL 6: The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives. | Students have opportunities to discuss the wider social and cultural context that influences their personal and inter-personal relationships and decision making around health and wellbeing. |
| SOL 11: The student takes action to safeguard and promote his/her wellbeing and that of others. | Students learn how to make decisions to support their own and others' health and wellbeing. They gain information and develop skills and strategies to help them deal with relevant life challenges and learn where to seek support when needed. |

JC SPHE Learning Outcomes

Strand 1: Understanding myself and others

Learning outcomes
Students should be able to...

| | Active* | Responsible | Connected | Resilient | Respected | Aware |
|--|---------|-------------|-----------|-----------|-----------|-------|
| 1.1 explore the physical, social and emotional changes that happen during adolescence | | | | | | |
| 1.2 reflect on their personal strengths and values and how they bring these into relationships | | | | | | |
| 1.3 explore the range of influences and life experiences that can impact on self-image and self-esteem and identify ways to nurture a positive sense of self-worth | | | | | | |
| 1.4 recognise the factors and influences that shape young people's self-identity, such as family, peers, culture, gender identity, sexual orientation, race/ethnic background, dis/abilities, religious beliefs/ world-views | | | | | | |
| 1.5 reflect on gender equity and how gender stereotypes impact on expectations, behaviour and relationships | | | | | | |
| 1.6 discuss experiences/situations of bias, inequality or exclusion and devise ways to actively create more inclusive environments | | | | | | |
| 1.7 communicate in a respectful and effective manner and listen openly and sensitively to the views/ feelings of others | | | | | | |
| 1.8 reflect on the meaning and importance of empathy and discuss ways that it can be expressed | | | | | | |
| 1.9 demonstrate self-management skills, including setting personal goals, delaying gratification, and self-regulation of thoughts, emotions and impulses | | | | | | |

* SPHE encourages students to be active participants in their learning and active agents in their own lives. In SPHE, students are active in their learning through the realisation of the three foundational cross-cutting elements (page 12). Action is the focus of one of the CBA options where students research, report and reflect on an action they have taken to raise awareness about or promote an aspect of health/wellbeing studied in the SPHE short course.

Strand 2: Making healthy choices

Learning outcomes














































Students should be able to...

| | Active* | Responsible | Connected | Resilient | Respected | Aware | |
|------|--|-------------|-----------|-----------|-----------|-------|--|
| 2.1 | consider the multifaceted nature of health and wellbeing, and evaluate what being healthy might look like for different adolescents, including how food, physical activity, sleep/rest and hygiene contribute to health and wellbeing | | | | | | |
| 2.2 | investigate how unhealthy products such as nicotine, vapes, alcohol, and unhealthy food and drinks are marketed and advertised | | | | | | |
| 2.3 | discuss societal, cultural and economic influences affecting young people when it comes to making healthy choices about smoking, alcohol and other addictive substances and behaviours, and how harmful influences can be overcome in real-life situations | | | | | | |
| 2.4 | demonstrate skills and strategies to help make informed choices that support health and wellbeing and apply them in real-life situations that may be stressful and/or involve difficult peer situations | | | | | | |
| 2.5 | discuss the physical, social, emotional and legal consequences of using addictive substances – immediate and long-term | | | | | | |
| 2.6 | consider scenarios where, for example, alcohol, nicotine, drugs, food and electronic devices might be used to cope with unpleasant feelings or stress, and discuss possible healthy ways of coping | | | | | | |
| 2.7 | assess the benefits and difficulties associated with their online world and discuss strategies for dealing with a range of scenarios that might arise | | | | | | |
| 2.8 | discuss how to share personal information, images, opinions and emotions in a safe, responsible and respectful manner online and in person | | | | | | |
| 2.9 | explore why young people share sexual imagery online and examine the risks and consequences of doing this | | | | | | |
| 2.10 | demonstrate how to access and appraise appropriate and trustworthy information, supports and services about health and wellbeing | | | | | | |

Strand 4: Emotional wellbeing

Learning outcomes

Students should be able to...

| | Active* | Responsible | Connected | Resilient | Respected | Aware |
|--|---|--|---|---|---|---|
| 4.1 discuss the fluid nature of emotional wellbeing and ways to nurture and protect it |  |  |  |  | |  |
| 4.2 recognise and acknowledge their emotions and recognise the links between thoughts, feelings and behaviour |  |  | |  | |  |
| 4.3 consider the impact of stress and draw upon a variety of techniques to help self-regulate emotions and cope with the day-to-day stresses of life |  |  | |  | |  |
| 4.4 discuss ways to support themselves and others in challenging times and where/how/when to seek support, if needed |  |  |  |  |  |  |
| 4.5 explore how emotional wellbeing can be affected by factors within our control, such as sleep, diet, exercise, substance use and online exposure, and factors beyond our control |  | |  |  | |  |
| 4.6 recognise different kinds of abusive and bullying behaviour that can occur in interactions online and in person |  |  |  |  |  |  |
| 4.7 explain why noticing and responding to different kinds of abusive or bullying behaviour that can occur in person and online is important and discuss appropriate responses including, why, how, where and when to report |  |  |  |  |  |  |
| 4.8 identify actions young people can take, without putting themselves at risk, in situations where they are aware of incidents of abusive behaviour or bullying happening and explore the barriers to standing up |  |  |  | |  |  |
| 4.9 demonstrate how to access and appraise appropriate and trustworthy information and services aimed at supporting young people's emotional wellbeing and mental health. |  |  |  |  | |  |

Strand 3: Relationship and sexuality

Learning outcomes

Students should be able to...

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

JC SPHE Assessment

The SPHE course supports a wide variety of approaches to assessment. It is envisaged that most assessment in SPHE will be formative in nature and students will provide evidence of their learning through multiple means of expression, including oral, written, visual, digital and art-based pieces. In these contexts, students, with their teachers and peers, will reflect upon and make judgements about their own and others' learning by looking at the quality of particular pieces of work, and they will agree the next steps in their learning based on feedback they give and receive. In this way, ongoing formative assessment can support the student in their learning journey and in preparing for the Classroom-Based Assessment related to this course.

Student progress and achievement in short courses, both in ongoing assessments and in the specific Classroom-Based Assessment relating to this course, will be communicated to parents/guardians in interim reporting and in the Junior Cycle Profile of Achievement (JCPA).

SENIOR CYCLE SPHE

Full Specification: <https://www.curriculumonline.ie/getmedia/759a3a1d-9736-40d4-9f57-234443d2a344/SC-SPHE-Spec-JULY-24-p9.pdf> SPHE at Senior Cycle now adopts an inquiry-based, reflective and participatory approach designed to support student agency, self-advocacy and responsible decision-making. The SPHE Senior Cycle specification is designed for a **minimum of 60 hours of class contact time** over the final two years of senior cycle education.

Senior Cycle (SC) SPHE Rationale

Senior Cycle Social, Personal and Health Education (SPHE) provides a dedicated space and time where students can further develop the knowledge, understanding, skills, values and dispositions needed to support their physical, emotional, social and spiritual wellbeing, now and in their future lives. The SPHE specification is grounded in values of respect, equality, inclusivity, responsibility, dignity, compassion and empathy.

SC SPHE Aims

This course aims to develop the knowledge, understanding, skills, dispositions and values that will empower students to be healthy, resilient, confident, responsible and empathetic young adults; nurture respectful, loving and caring relationships; and prepare for the opportunities, responsibilities and experiences of life now and beyond school.

SC SPHE Objectives

- Deepen students' understanding of wellbeing as a lifelong process.
- Enhance critical thinking and personal agency in health and wellbeing behaviours.
- Equip students with skills to navigate complex social, relational and online contexts.
- Promote respectful, healthy, inclusive and egalitarian relationships.
- Support students' preparation for life after school, including adult responsibilities.
- Develop awareness of personal values, identity, growth, and self-care strategies.

Students will develop competencies across:

- Self-awareness and identity formation
- Emotional regulation and resilience
- Media literacy and digital citizenship
- Healthy sexuality and consent
- Critical decision-making and problem solving
- Social-emotional and interpersonal skills
- Help-seeking and support-network building

SC SPHE Key Competencies

| Key competencies | Opportunities for learning and development |
|-------------------------------|--|
| Thinking and solving problems | Students become more skilful in critical and reflective thinking as they critique social and cultural norms and come to understand the various factors that can influence behaviour and decisions related to health, wellbeing and relationships. |
| Being creative | Students examine and evaluate options and consequences by engaging with relevant data, experiences and scenarios. This includes being able to accommodate ambiguity and uncertainty as they engage with questions of concern to their lives. |
| Communicating | Students develop awareness and skills to effectively communicate opinions, feelings and needs in a respectful and empathic manner. |
| Working with others | Through dialogical and participative learning students engage with different perspectives and appreciate how a diversity of backgrounds, identities, cultures and experiences can enrich their learning. |
| Participating in society | Students are encouraged to recognise their own rights and responsibilities in relation to their health, wellbeing and relationships as well as an awareness of their social responsibilities. Students gain awareness of the socio-cultural factors that influence their wellbeing and how this is a matter of social justice, requiring both individual and collective responses. |
| Cultivating wellbeing | Students explore the factors that influence their physical, social, emotional and mental wellbeing and learn strategies and techniques to help them take care of themselves and others. |
| Managing learning and self | Students grow in awareness of their own thoughts, emotions, attitudes and values, and by providing opportunities for reflection, they come to recognise the insights and learning gained. |

SC SPHE Strands of Study

Health and Wellbeing

Within this strand students will explore the factors that influence their physical, social, spiritual,2 emotional and mental wellbeing and the relationships between these. They will learn ways to take care of themselves and stay as healthy as possible, with a particular focus on gaining awareness, skills, techniques and information to protect their mental health.

Relationships and Sexuality

Within this strand students will explore the wide range of relationships that are important for their lives with a particular focus on gaining the awareness, knowledge and skills to support them in creating and nurturing respectful, caring and healthy relationships. This strand also supports students to recognise and be empowered to respond to instances of abuse or violence in relationships.

Note: Each of the learning outcomes below should be taught in a way that LGBTQ+ identities, relationships and families are fully integrated and reflected in teaching and learning, as opposed to being addressed within stand-alone lessons.

Into Adulthood

Within this strand students will gain specific knowledge and skills to support them as they make the transition to adulthood and learn how to take greater responsibility for themselves. This includes being enabled to manage choices, develop the skills that are needed to plan for the future, establish and stick to good habits, and achieve goals. It also supports students in learning how to take care of themselves in times of change or challenge, understanding their rights and responsibilities before the law, and building the skills needed to advocate for and express solidarity with those experiencing discrimination or inequality.

SC SPHE Learning Outcomes

Thinking critically and empathetically

This element focuses on supporting young people to critically consider their own and societal attitudes, values, norms and behaviours. The purpose is to promote awareness of the influences that shape their decisions and behaviours so that they can make informed choices and act as responsible agents of their own lives. By adopting a socio-cultural critical lens, young people can become critically aware of the wider influences on health/wellbeing and relationships; examine social norms; and discern what lies within their control, what lies beyond their control and strategies for dealing with both. This lens acknowledges that the individual is not solely responsible for their health and wellbeing and builds an appreciation

of the wider influences at play. It also creates awareness that how we relate to others has both personal and societal impacts. Thinking empathetically and being able to demonstrate empathy underpins positive interpersonal relationships. It involves being open to different perspectives, seeking to understand the feelings and experiences of others, and showing compassion. Thinking empathetically is a key feature of critical thinking as it stems from a capacity to seek out alternative ways of seeing our world.

Exercising rights, responsibilities and inclusivity

This element seeks to highlight the importance of adopting a rights-based, inclusive approach as part of learning and teaching in SPHE. This means encouraging young people to recognise their own rights and responsibilities in relation to their health, self-care and relationships; affirming their right to comprehensive health education and health services; and raising awareness of how their interactions and behaviours impact on the lives and rights of others. Hence with rights come personal and social responsibilities. A rights-based approach also supports inclusivity, ensuring that learning and teaching across the strands are reflective of all sexualities, genders, ethnicities, religious beliefs/ worldviews, social classes and abilities/disabilities.

Being health literate

This element involves building young people’s knowledge, confidence and comfort to access, understand, appraise and use information about health and services and make decisions for the health and wellbeing of themselves and those around them. Hence, being health literate means more than knowing how and where to access reliable and relevant information. It also involves being able to communicate, assert and act upon that information, including knowing when/how/ where to seek out relevant help and services. These skills become even more important as young people move into adulthood.



Effective Teaching and Learning in SPHE

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

It is important that lessons foster **awareness, dialogue, reflection and action**.

Awareness

Awareness is the ability to recognise and understand one's own thoughts, emotions, values and behaviour. It includes understanding how different factors influence our sense of self and how we live our lives, including the influence of family, peers, the internet, gender, culture and social/cultural norms. This also includes an awareness that to be human is to be in relationships and that we all share a common humanity, dignity, rights and responsibilities.

Dialogue

Through dialogical teaching and learning students are facilitated to engage with a diversity of viewpoints; discuss and reflect on their own perspectives, values, and behaviours and those of others; enlarge their understanding of topics of relevance to their lives; and come to informed, thoughtful decisions based on their personal values, with due regard to their own rights and responsibilities and the rights and responsibilities of others. Respectful dialogue is aided by presuming a diversity of backgrounds, identities, cultures and experiences in every classroom and seeing this as a resource for learning.

Reflection and action

This is about students reflecting on what they have learned and coming to their own personal insights and conclusions in response to their learning. It enables students to consider how the learning can inform their choices, behaviour and relationships, and to discern what it means for their lives now or for the future. Learning in SPHE is a 'praxis'; an ongoing process of critical reflection and action, nurtured by dialogue with others.

SC SPHE Assessment

Assessment in SPHE is based on the rationale, aims and learning outcomes in this specification. The purpose of assessment is to enable students to show evidence of their learning journey. Through ongoing assessment activities in SPHE students can demonstrate:

- an increase in knowledge, skills, values and dispositions needed to be healthy, responsible and caring young adults.
- increased ability to apply the knowledge, skills, values and dispositions gained through participation in the learning to personal contexts or to practical problems.
- a change or confirmation of beliefs/attitudes/ assumptions/values.
- new strategies acquired to support their health and wellbeing.
- a growing capacity to make choices and take actions in support of their health and wellbeing and that of others.

There is no final written examination in SPHE. All students who engage in Senior Cycle SPHE (whether following Leaving Certificate Establish (LCE) or Leaving Certificate Applied (LCA) programmes) are assessed through key assignments. Key assignments in SPHE consist of several learning experiences and reflection activities that are derived from the learning outcomes across the three strands of the SPHE curriculum.

- The key assignments are designed to enable students show evidence of their growing capacity to
- find reliable and relevant information about health and services
- make judgements, and propose solutions or strategies in relation to different scenarios
- show awareness of both the personal and social impacts of decisions and behaviours
- recognise the various influences on health and wellbeing
- reflect on what they are learning and how this learning is relevant in their lives both now and in the future
- integrate and apply their learning in relevant social and personal contexts.

Students following the LCA programme will be awarded credits on completion of key assignments. These credits are recorded for purposes of LCA certification.

| Key competency | Learning outcomes Students should be able to |
|--------------------------------------|---|
| Thinking and solving problems | Apply critical thinking in both familiar and new situations. Identify problems, come up with potential solutions and make informed decisions. Develop and use a range of thinking strategies, values and dispositions to develop and respond critically to questions and tasks and to solve problems. |
| Being creative | Be creative and develop a range of strategies and processes which support their creativity. Develop values and dispositions which nurture their creativity. |
| Communicating | Deepen their understanding of various forms of communication and of the material they are studying. Communicate meaningfully and effectively, using various tools and formats, for different purposes and audiences. Develop habits and nurture dispositions which help them to communicate meaningfully and effectively. |
| Working with others | Work co-operatively in pairs, groups and teams. Develop strategies, values and dispositions which make working with others more meaningful. |
| Participating in society | Participate meaningfully in their schools, communities, and wider society. Develop values and dispositions which support meaningful participation. |
| Cultivating wellbeing | Cultivate the wellbeing of self and others. Develop values and dispositions which support wellbeing and the capacity to cope with and respond to challenges. |
| Managing learning and self | Manage their own learning, with support from their teachers, other adults, their peers and technology. Develop strategies, values and dispositions which support their learning and their future life path. |

Scoil Chonglais acknowledges the Department of Education’s guidance that schools have the flexibility to design their SPHE programme in a way that best meets the needs of their students and makes effective use of available resources. In keeping with our school’s values of respect, inclusion and holistic development, we recognise that parents hold the primary role in supporting the moral, personal and social growth of their children. Scoil Chonglais is committed to fostering a strong partnership with parents, and our SPHE programme is designed to complement and support the learning and guidance that begins in the home.

Confidentiality and Referrals

The SPHE curriculum in Scoil Chonglais will be delivered in a respectful, inclusive and developmentally appropriate manner, in line with our school values and the Department of Education's guidelines. Teachers will use only the agreed, approved materials and will address questions that are relevant to the lesson content and appropriate to students' age and stage of development.

Questions deemed inappropriate or outside the scope of the curriculum will not be addressed in class, and students are expected to participate with respect, maturity and responsibility.

If a teacher has any concern regarding an issue raised during an SPHE lesson, they will seek guidance from the relevant Year Head, the Guidance Counsellors, or the Designated Liaison Person (DLP) or Deputy DLP, as appropriate, to ensure the wellbeing and safety of all students.

| | |
|---|-----------------|
| Designated Liaison Person | Patrick Maguire |
| Deputy Designated Liaison Person | Emma Fox |

Confidentiality

While an atmosphere of trust is central to the teaching and learning in an SPHE classroom, there limits to this as outlined in the Children First National Guidance for the Protection and Welfare of Children.

Any disclosure of this nature will be reported to the Designated Liaison Person in compliance with the Child Protection Policy.

All SPHE teachers will notify students of the limitations of confidentiality at the beginning of the year and remind them at necessary times throughout the year.

Referral

Teachers have a professional responsibility to teach the SPHE course content to address the needs of the students in a safe and supportive manner where it is appropriate a teacher might refer a student onto other supports within the school such as guidance counselling supports etc. This will always be done with support of parents/guardians who are also key stakeholders in the life of a young person.

Supports

Scoil Chonglais provides pastoral care and support through a multi-layered structure that includes a year head system, guidance counsellors, Ethos Ambassadors and a Meitheal

Youth Leadership group. The school also offers comprehensive support for students with additional educational needs and has a strong anti-bullying policy to ensure a safe and nurturing environment for all students.

- **Tutors and teachers:** Students have weekly contact with their tutor in SPHE class and support is also available from their class teachers, year head, deputy principal, and principal.
- **Guidance counsellors:** Guidance counselling is available in Scoil Chonglais to provide support and help students navigate their school journey.
- **Meitheal Youth Leadership Programme:** Sixth-year students act as mentors for first-year students, helping them with challenges as they transition to secondary school.
- **Ethos Ambassadors:** Representatives from each year group promote our school Ethos of Care, Respect, Excellence in Education, Community and Equality.
- **Anti-bullying policy:** Scoil Chonglais has a strong anti-bullying policy with clear procedures for reporting, investigating, and resolving incidents as well as providing supports.
- **Student wellbeing:** Scoil Chonglais emphasises student wellbeing and has a "whole school approach" to wellbeing which aims to create a caring and inclusive atmosphere where every student feels valued.
- **Additional Education Support (AEN):** Scoil Chonglais provides support for students with additional educational needs through a "Continuum of Support" framework. The AEN team works with students, parents, external agencies and educational psychologists to plan and coordinate support based on individual needs.

Ratification by Board of Management

This policy was adopted and ratified by the Board of Management on **23/03/2026**

Board of Management Next Review

This policy will be reviewed by the Board of Management in **March 2027**