



# **Scoil Chonglais Post-Primary School**

# **Wellbeing 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.

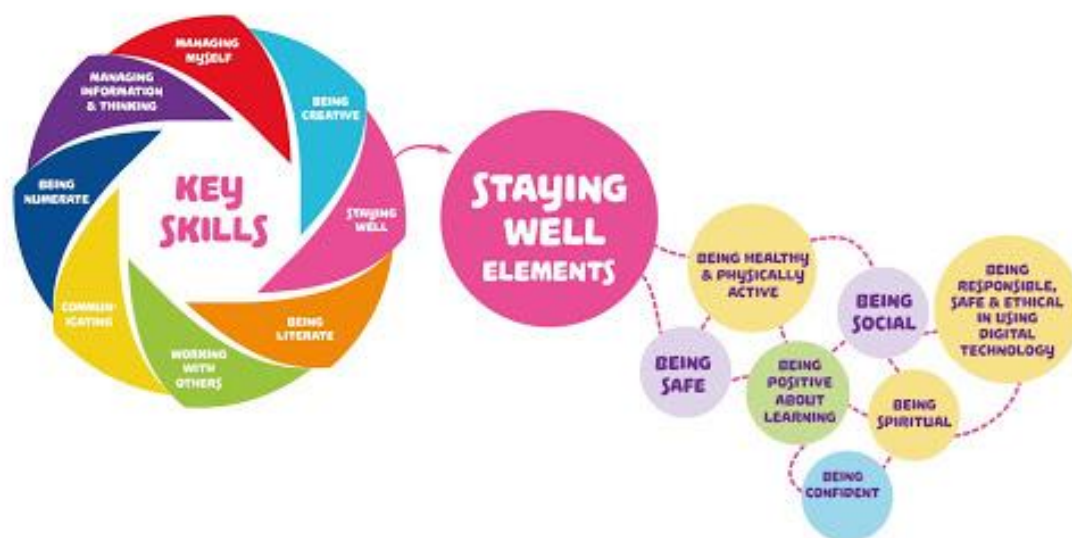


## Section 1

### 1.1 Definition of Wellbeing

As outlined in the 'Junior Cycle Wellbeing Guidelines 2021', the following definition of wellbeing applies:

*Wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community.*



Scoil Chonglais' Wellbeing plan has been prepared and developed in conjunction with the Framework for Junior Cycle 2015 which states that:

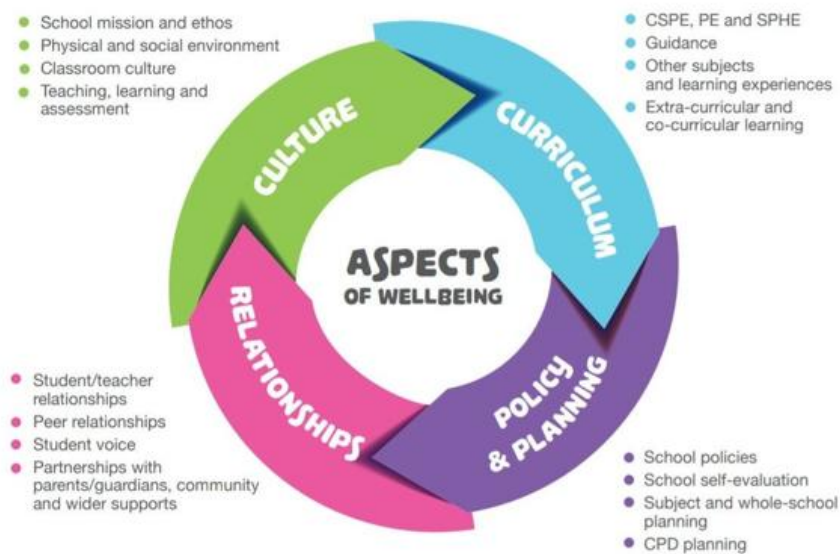
*Wellbeing crosses the three years of junior cycle and builds on substantial work already taking place in schools in support of students' wellbeing. This area of learning makes the school's culture and ethos and commitment to wellbeing visible to students. It provides learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. It supports students in developing important life skills and in building a strong sense of connectedness to their school and to their community.*

Our Wellbeing programme aims to make the school's culture and ethos and commitment to wellbeing visible to students. It provides learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. It supports students in developing important life skills and in building a strong sense of connectedness to their school and to their community. Scoil Chonglais aims to develop student agency about their wellbeing and their capacity to talk about it. Our programme aims to encourage young people to take responsibility for their wellbeing and the wellbeing of others and to ensure that wellbeing is supported

through learning and teaching that helps students feel confident, connected and actively engaged in their learning.

We have embraced a whole school approach and aligned the planning for our Wellbeing programme with our school ethos, policies and practice and SSE. We aim to provide opportunities for the inclusion of the six indicators of wellbeing in all aspects of school life, so that the wellbeing experience is tangible for all students and staff. Our SSE includes a focus on Wellbeing and Ethos.

### Four Aspects of Wellbeing



### 6 Key Indicators of Wellbeing



Key areas broken down:

- Student Wellbeing
- Staff Wellbeing
- Ethos
- Physical environment
- Expectations and beliefs
- Teaching and learning
- Student voice
- Assessment practices
- School Policies
- Student support systems
- Partnership with parents and community
- Accessibility of sports and extra-curricular activities

1.2 Scoil Chonglais: Wellbeing at a glance

Wellbeing Focus	How SC address that area	Wellbeing Indicator Met	Relevant Junior Cycle Key Skill
<b>Teacher wellbeing</b>	CPD, Monthly Wellbeing Newsletter, Celebrating National Workplace Wellbeing Day, Wellbeing noticeboard in staffroom, resources emailed to staff, a theme for Wellbeing each month, regular Wellbeing activities throughout the year, work spaces, Wellbeing Committee, Staff trips (mystery tour), induction programme, team teaching and regular meetings.	Responsible, Active, Connected, Aware, Respected, Resilient	Managing myself, staying well, communicating, being creative, working with others, managing information and thinking
<b>Teaching and learning</b>	SPHE – Monthly resources based on Wellbeing theme. Tackle your Feelings Programme. Computers module – Canva poster design for HSE ~Little Things campaign, Differentiated learning, Reflective Learning Practices, Peer to Peer Learning, access to, Wellbeing modules for 1 <sup>st</sup> and 2 <sup>nd</sup>	Respected, Aware, Connected, Responsible, Resilient, Active	Managing myself, Being Creative, Managing information and thinking, Working with others, Communicating.

	years. Transitions programme for 1 <sup>st</sup> years. Wellbeing classes in 4 <sup>th</sup> year including reflective practices.		
<b>Assessment practices</b>	AFL strategies, Oral and Written Feedback, use of CBA, SLAR to align expectations, house exams, positive and constructive feedback.	Active, Aware, Responsible, Connected	Being Creative, Working with others, Managing information and thinking, Communicating, Managing myself.
<b>Student voice</b>	Student Council, Prefects, Ethos Ambassadors, Meitheal Team, Head boy and Head girl, tutor system (SPHE teachers).	Responsible, Connected, Respected,	Managing information and thinking, Managing Myself, Communicating, Working with others.
<b>Student Support Systems</b>	Student Support Team, Extra – Curriculars, First Year Induction Programme – Transitions module, Guidance Counsellor, Interventions, Support for AEN students.	Responsible, Connected, Active, Aware, Resilient, Respected	Staying Well Communicating Working with Others Managing Myself
<b>Expectations and Beliefs</b>	Mission statement, Wellbeing programmes, SPHE, CSPE, PE, IMBV, Induction programme, Computers, Student Support Team, Teacher feedback, Awards Day, Extra-Curricular Activities	Connected Respected Aware Active Resilient Responsible	Managing info and thinking Working with others Managing myself Staying well Being creative Communicating

<b>Policy and Planning</b>	Admissions, Wellbeing Policy, Anti-bullying, Code of behaviour Attendance and Participation Health and Safety Critical Incident SSE Device use policy Child protection guidelines AEN policy Student induction Staff induction Mobile phone use Subject planning	All Indicators	All JC Key skills addressed
<b>Physical environment</b>	Work room, staff room, recreation areas, sports facilities, library, canteen, AEN space, sensory room, student support rooms, bright airy building, nature and art on walls.	All Indicators	Staying Well, Communicating,  Being Creative,  Working with others,  Managing Information and Thinking,  Managing Myself

### 1.3 The Planning Process

Date	Action	Who
<p>2025 – 2026 Academic Year</p>	<p>We will prioritise the following,</p> <ol style="list-style-type: none"> <li>1. <b>Green Ribbon Campaign</b> (month of September) - supply of ribbons and wristbands ordered by Martin (and April), so will have plenty. Encourage students and staff to wear the ribbons which lets people know you are open to conversations around mental health. Will make a pyramid of support (link in with Martin) so students know who they can talk to. Put up posters to reduce stigma of mental health.</li> <li>2. Apply for <b>Amber Flag</b> asap and set up committee of students and staff.</li> <li>3. <b>Talk/Workshops</b> on mental health to be organised throughout the year for all year groups.</li> <li>4. <b>World Mental Health Day</b></li> <li>5. <b>Walk to School Week</b> - link in with world mental health day, same week, encourage students to walk or cycle to</li> </ol>	<p>Wellbeing Committee</p> <p>Amber Flag Committee</p> <p>Ethos Committee</p>

	<p>school where possible.</p> <ol style="list-style-type: none"> <li>6. <b>Stand up Week</b> - rainbow day the Friday - wear colourful clothes.</li> <li>7. <b>Monthly Wellbeing Theme</b> - Self Care September, Mindful March, etc. Resources sent to SPHE teacher with resources on each theme. Display theme on notice board.</li> <li>8. <b>Wellbeing notice board</b> for students and staff highlighting the themes and keeping everyone updated with what's happening.</li> <li>9. <b>Monthly email or newsletter</b> for staff with wellbeing updates every month.</li> <li>10. <b>HSE #LittleThings Campaign</b> - Link in with Computer module for Canva digital artwork with little things you can do to mind your mental health and put one on each classroom door.</li> <li>11. <b>World Kindness Day</b> - plan activities! Kindness cards, kindness bingo, etc.</li> <li>12. <b>Wellbeing Committee meetings</b> - more regular this year.</li> </ol>	
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## Section 2

### 2.1 Culture

#### Classroom Culture

We have an open, supportive and positive classroom culture in Scoil Chonglais. Teachers display and communicate high expectations of students and this is made evident through their subject planning, teaching practices and modes of communication with students. This in turn optimises student wellbeing when the student experiences success in their learning. Relationships are friendly, caring, and respectful which invites students to become active participants in the learning experience. There is also a positive code of behaviour whereby teachers solve discipline issues with care, respect and consistency. As of 2024, all classrooms will have posters of our Ethos and the indicators Wellbeing so all students and staff will be familiar with them.

#### Teaching, Learning and Assessment

Scoil Chonglais has a high quality and dedicated teaching staff with the professional knowledge and skills to promote and maintain excellence in teaching and learning. We provide a broad and balanced curriculum to afford students opportunities to achieve success in accordance with their aptitudes, interests and talents. We are an inclusive school that aims to capture the learning needs for all types of learners. This is demonstrated throughout the provision of the following curricular programmes:

- Junior Certificate Programme
- Transition Year Programme
- Established Leaving Certificate Programme
- Leaving Certificate Vocational Programme (LCVP)

A culture of collaboration and cooperation is promoted through teaching, learning and assessment practices in Scoil Chonglais. We aim to ensure that students feel safe, secure and respected through the learning experience. Students are encouraged to actively engage in their learning so that it becomes an enjoyable experience and a motivational factor for them to achieve academic success. Students regularly receive various forms of feedback offering guidance and instruction on how to improve. Teachers use active learning methodologies to ensure learning is experiential. Teaching and learning is differentiated to provide appropriate challenge to students and to provide opportunities to succeed for all.

The following [Teaching and Learning practices](#) address wellbeing in Scoil Chonglais:

- Differentiated methodologies in all subject areas.
- Goal setting.
- Subject planning documents.
- Reflective learning practices.
- Rules that are adhered to in order to promote learning.
- Peer to Peer learning.
- Collaborative learning.
- Most subject areas can be and are related back to student life experiences.
- Cross-curricular links.
- AEN supports and resources in place.
- Reports each term to record progress.

The following [Assessment Practices](#) address wellbeing in Scoil Chonglais:

- Use of AFL strategies.
- Use of project work & reflective tasks to assess learning.
- Regular and timely assessments (midterms, Christmas, Easter, Summer etc).
- Positive and constructive feedback.
- Oral & Written Feedback.

### **Physical and Social Environment**

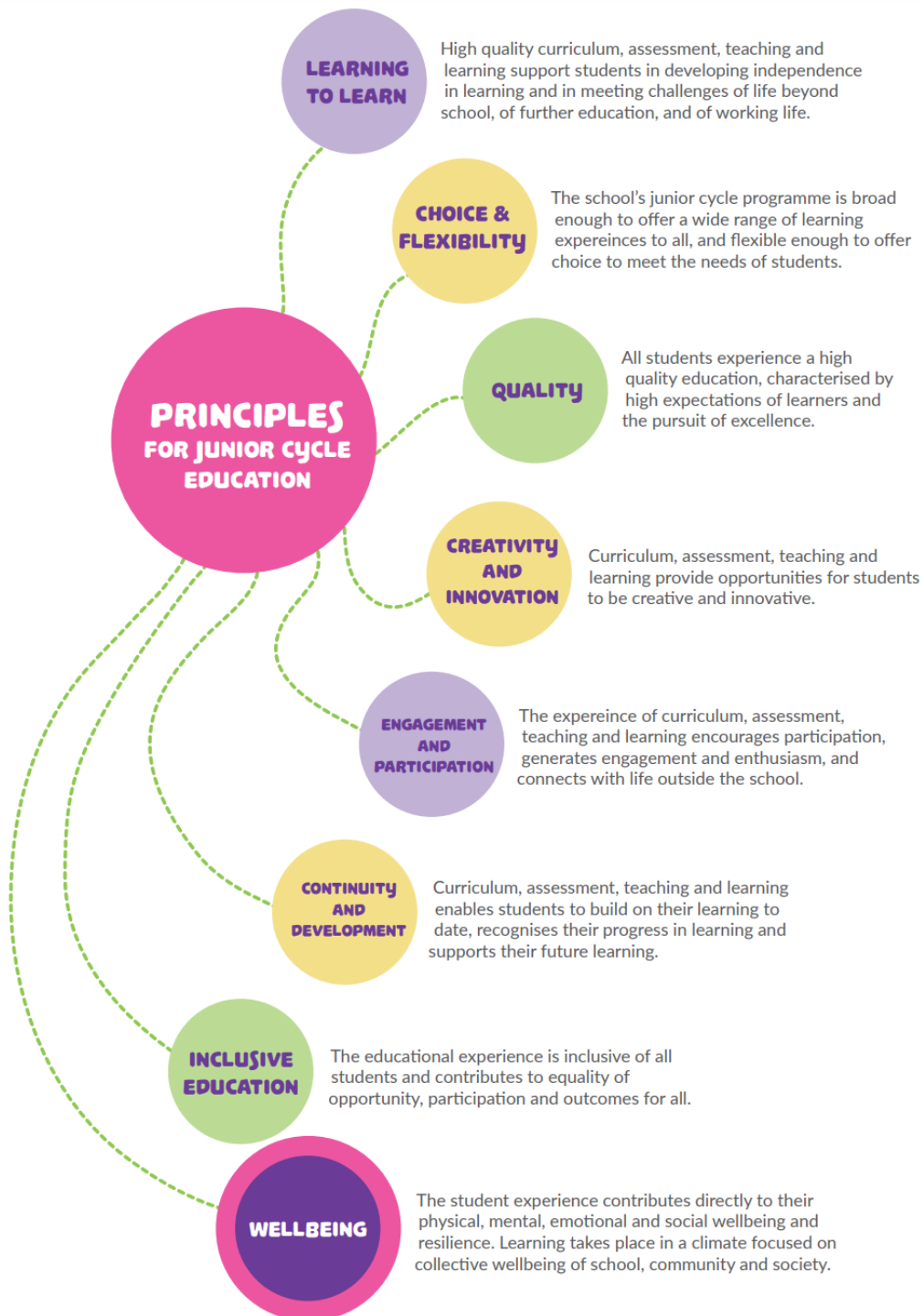
The physical and social environment of Scoil Chonglais is welcoming, warm and inclusive. It is a bright and airy environment that provides accessibility and safety for all. Students and staff alike take pride and care in maintaining the physical environment so that it can be utilised and enjoyed by all. The physical and social environment enhances the wellbeing of all through the provision of the following:

- Student and staff library.
- The workroom for teachers creates a quiet, organised space for teachers to work.
- Staff room.
- Recreation areas outside of the school building (astro, basketball court, pitch, etc.).
- Provision of student seating area in the assembly hall, the first year corridor and outdoor benches around the school.
- Sports facilities.
- School canteen.
- Student support rooms (Rm. 8, 8a, 25, 25a).
- Wellbeing wall in assembly area (in progress).
- Student council.
- Ethos Ambassadors.
- Parents council.
- School Library.
- Staff Library.
- Extra-curricular activities.
- Lunchtime and after school activities.
- Le Cheile (for AEN).

### **Other aspects of Culture and Wellbeing in Scoil Chonglais**

- The Wellbeing Programme (Wellbeing, SPHE, CSPE, PE, RSE).
- Ethos Ambassadors.
- Wellbeing Committee.
- Student Support Team.
- Awards day, accomplishment is acknowledged.
- The mentoring System (Droichead (NQTs), Meitheal leaders (6<sup>th</sup> year students mentor 1<sup>st</sup> year students).
- Prefects.
- Head Boy and Head Girl.
- Reception staff.
- Open nights and information evenings.
- Guidance counsellor: individual support for students. Referral service to outside agencies when needed.

## 2.2 Curriculum



The guidelines for Wellbeing in Junior Cycle 2021 place Wellbeing as one of the 8 principles for Junior Cycle Education and a number of the 24 Junior Cycle statements of learning relate explicitly to wellbeing, including:

- The student has an awareness of personal values and an understanding of the process of moral decision making. (SOL 5)
- The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts. (SOL 7)
- The student has the awareness, knowledge, skills, values and motivation to live sustainably. (SOL 10)
- The student takes action to safeguard and promote her/his wellbeing and that of others. (SOL 11)
- The student is a confident and competent participant in physical activity and is motivated to be physically active. (SOL 12)
- The student understands the importance of food and diet in making healthy lifestyle choices. (SOL 13)

Scoil Chonglais' curriculum plan has been designed with a clear understanding of the wellbeing indicators, how it links with the junior cycle key skills, the 8 principles of junior cycle education and meets the above junior cycle statements of learning. Subject department plans, schemes of work and individual lesson plans will establish and implement the learning outcomes of the key skills and the indicators of wellbeing.



### Elements of the Key Skills Staying Well are:

- Being healthy and physically active
- Being social
- Being safe
- Being spiritual
- Being confident
- Being positive about learning
- Being responsible, safe and ethical using digital technology.

### Elements of other Key Skills that also relate to Wellbeing are:

- Developing good relationships and dealing with conflict
- Respecting Differences
- Contributing to making the world a better place
- Knowing myself
- Making informed decisions
- Setting and achieving academic and personal goals

From September 2024, Scoil Chonglais has changed to one-hour classes to enrich and maximise the benefit of the teaching and learning experience for both students and staff. Wellbeing is afforded 400 hours on the curriculum over a 3-year period. The following table outlines the curriculum plan for Wellbeing for Junior Cycle in Scoil Chonglais.

Subject	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	Total hours
SPHE	1	1	1	100 hours
CSPE	1	2	0	100 hours
PE	2	1	1	135 hours
Wellbeing	1	1		65 hours
<b>Total Wellbeing hours over 33.4 weeks x 3 yrs = 400 hours</b>				

### Curriculum Breakdown:

- **SPHE:** Students will cover the Junior Cycle short course of 100hrs over 3 years.
- **CSPE:** Students will cover the Junior Cycle short course of 100hrs over 2 years.
- **PE:** Students will cover the Junior Cycle short course of 135hrs over 3 years.
- **Wellbeing:** Students will engage in a 1 hr per week rotational module class throughout first year. The Wellbeing modules will include the following at 11-week intervals:
  - **1<sup>st</sup> years:** Transitions, Computers, IMBV
  - **2<sup>nd</sup> years:** Computers, IMBV and Guidance.

Our Wellbeing Modules are designed to promote and enhance students' wellbeing. Each module has been designed by staff in Scoil Chonglais. The unit of learning for each module is shown below:

## Wellbeing Modules Curriculum Content – Units of Learning

Year: 1st Year

### BLOCK 1 (11 WEEKS)

<b>Module 1</b>	<b>Transition</b>
<b>Aim</b>	This unit aims to guide students in their transition from primary to post primary school by facilitating students in developing self-management, personal and social skills to enable a positive transition.
<b>Learning Intentions</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Examine challenges and concerns associated with starting 1st year and identify ways to address these.</li> <li>• Identify people they can ask for help and supports that are available to students in their new school.</li> <li>• Set meaningful and appropriate learning goals and assess their progress towards achieving these goals.</li> <li>• Practice self-management and time management skills to support them in managing school and other activities.</li> <li>• Identify their values and how they can use their values in decision making.</li> </ul>
<b>Content</b>	Introducing Myself, Introduction to my School, Key People, Subjects, Timetable, Rules, Code of Behaviour, Attendance and Punctuality, Uniform, The School Journal, ICT – using devices, Health and Safety, Extra-Curriculars, School Map, Canteen Card, Meitheal Leaders, Ethos Ambassadors, How to use lockers, CBAs, Different types of learning – Multiple intelligences, Wellbeing, Other Areas of Learning (OALs)
<b>Methodologies</b>	<ul style="list-style-type: none"> <li>• Think, Pair, Share – Who can support me in my new school?</li> <li>• Personal reflection and guided discussion about goals and goal setting.</li> <li>• Quiz – Understanding my Timetable.</li> <li>• Group work to create 'survival' tips for other students starting into a new school.</li> </ul>

<b>Resources</b>	<p>Access to Transitions content on Staff Teaching Teams.  Physical booklet for students to work in.  Use of a device.  Internet Access.  Projector.  Stationary.</p>
<b>Literacy and Numeracy</b>	<p>Recording key words.  Print-rich learning environment.  Developing written comprehension skills.  Access to a wide variety of texts and resources via ICT.  Opportunities to make presentations to the class.</p> <p>Use of graphs and charts to analyse data.  Measurements for poster design.  Counting for walking debates, quiz scores, etc.</p>
<b>Statements of Learning</b>	<p><b>11. The student takes action to safeguard his/her wellbeing and that of others</b></p> <p>The students will gain practical information to help them manage the transition to post primary school. They will also be supported in reflecting on their hopes, fears, expectations and goals within a safe space thus contributing to their overall sense of wellbeing.</p> <p><b>7. The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.</b></p> <p>The students will reflect on the importance of being kind to their fellow classmates during their transition into their new school. They will be encouraged to reflect on what makes them inspirational individuals. Students will be given the opportunity to explore how they can make a positive contribution to their class and the world.</p> <p><b>5. Has an awareness of personal values and an understanding of the process of moral decision making</b></p> <p>The students will be given the opportunity to reflect on their own values and explore ways of using their values as a compass for decision making.</p>
<b>Key Skills</b>	<p><b>Managing myself</b></p> <p>Students will learn how to manage themselves and their learning better through the practice of goal setting and other strategies.</p>

	<p><b>Communicating</b> Students will develop communication skills as they listen to each-other's hopes, fears and expectations about post-primary school.</p> <p><b>Staying well</b> Students will learn the importance of asking for help when needed and where/who to go to if support is needed.</p> <p><b>Working with others</b> Through active and cooperative learning activities the students will get to know each other – thus building relationships and a sense of connection with each other and their new school.</p> <p><b>Managing information and thinking</b> Students will gather, record and organise information using digital technology.</p>
<p><b>Wellbeing Indicators</b></p>	<p><b>Connected</b></p> <ul style="list-style-type: none"> <li>• Do I feel connected to my school, my friends?</li> <li>• Do I appreciate how my actions impact on my own wellbeing and that of others?</li> </ul> <p><b>Resilient</b></p> <ul style="list-style-type: none"> <li>• Do I believe I have the coping skills to deal with life's challenges?</li> <li>• Do I know where I can go for help?</li> </ul> <p><b>Respected</b></p> <ul style="list-style-type: none"> <li>• Do I have positive relationships with my friends, my peers and my teachers?</li> </ul> <p><b>Aware</b></p> <ul style="list-style-type: none"> <li>• Am I aware of my thoughts, feelings and behaviours and can I make sense of them?</li> <li>• Am I aware of what my personal values are and do I think through my decisions?</li> </ul>
<p><b>Assessment</b></p>	<p>Completion of Transitions Booklet and any additional project work.</p>

Year: 1st Year

**BLOCK 2 (11 WEEKS)**

<b>Module 1</b>	<b>Computers</b>
<b>Aim</b>	This unit aims to guide students in effectively using ICT in post primary school by facilitating students in developing key skills in being responsible, safe & ethical in using digital technology.
<b>Learning Intentions</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Describe how they use digital technologies, communication tools and the internet in their lives (1.1)</li><li>• Illustrate the advantages and disadvantages of using digital technologies, communication tools and the internet (1.2)</li><li>• Discuss their personal safety concerns when using digital technologies, communication tools and the internet (1.5)</li><li>• Demonstrate how best to share personal information, express opinions and emotions online in a responsible and respectful manner (4.4)</li></ul>
<b>Content</b>	Logging in to OneDrive Making folders for each subject Saving a file to these folders – Taking and saving a screenshot (Save As) Label a screenshot with stylus (Save As) Pin Frequently used Apps/ Sites Saving Passwords for Apps Splitting Screen Logging into eBooks – including using apps & browser Setting Google Chrome as Default Browser Using internal eBook App features Making sure all teams for all subjects are joined Layout of teams

	<p>Submitting an assignment on teams – submit sample assignment</p> <p>Accessing files on a team</p> <p>Downloading a file and saving it</p> <p>Canva</p> <p>Fonts, Size, Bold, Italic, Underline, Highlight, type colour</p> <p>Line spacing</p> <p>Margins</p> <p>Draw shapes and insert pictures</p> <p>How to start a presentation</p> <p>Transitions/animations</p> <p>Saving a PowerPoint to OneDrive</p> <p>Using Excel</p>
<b>Methodologies</b>	<ul style="list-style-type: none"> <li>• Think, Pair, Share</li> <li>• Active Learning</li> <li>• Personal reflection and guided discussion about goals and goal setting.</li> <li>• Quiz – How to use Canva, Teams, make a powerpoint presentation, etc.</li> <li>• Group work</li> </ul>
<b>Resources</b>	<p>Access to Computers content on Staff Teaching Teams.</p> <p>Physical resources available for students to support learning.</p> <p>Use of a device.</p> <p>Internet Access.</p> <p>Projector.</p> <p>Stationary.</p>
<b>Literacy and Numeracy</b>	<p>Recording key words.</p> <p>Print-rich learning environment.</p> <p>Developing written comprehension skills.</p> <p>Access to a wide variety of texts and resources via ICT.</p> <p>Opportunities to make presentations to the class.</p> <p>Use of graphs and charts to analyse data.</p> <p>Measurements for poster design.</p>

	Counting for walking debates, quiz scores, etc.
<b>Statements of Learning</b>	<p>SOL 11. takes action to safeguard and promote her/his wellbeing and that of others</p> <p>SOL 24. uses technology and digital media tools to learn, work and think collaboratively and creatively in a responsible and ethical manner</p>
<b>Key Skills</b>	<p><b>Being Literate</b> Expressing ideas clearly and accurately.</p> <p><b>Managing myself</b> Students will learn how to manage themselves and their learning better through the use of digital technology.</p> <p><b>Communicating</b> Students will develop communication skills as they discuss and debate different challenges that may arise from the use of ICT in the classroom.</p> <p><b>Staying well</b> Being responsible, safe &amp; ethical in using digital technology.</p> <p><b>Working with others</b> Through active and cooperative learning activities the students will build on their knowledge of key skills in ICT and learn from each other.</p> <p><b>Managing information and thinking</b> Students will gather, record and organise information using digital technology.</p>
<b>Wellbeing Indicators</b>	<p><b>Responsible</b></p> <ul style="list-style-type: none"> <li>• Do I take action to promote and protect my wellbeing and that of others?</li> <li>• Do I know where my safety is at risk and do I make the right choices?</li> </ul> <p><b>Connected</b></p> <ul style="list-style-type: none"> <li>• Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?</li> </ul> <p><b>Resilient</b></p> <ul style="list-style-type: none"> <li>• Do I believe I have the coping skills to deal with life's challenges?</li> <li>• Do I know where I can go for help?</li> </ul> <p><b>Respected</b></p> <ul style="list-style-type: none"> <li>• Do I show care and respect for others?</li> </ul>

	<p><b>Aware</b></p> <ul style="list-style-type: none"> <li>• Am I aware of what my personal values are and do I think through my decisions?</li> </ul>
<b>Assessment</b>	Completion of tasks, assignments and any additional project work.

Year: 1st Year

**BLOCK 3 (11 WEEKS)**

<b>Module 1</b>	<b>IMBV (Identity, Multi-Belief and Values Education)</b>
<b>Aim</b>	This unit aims to guide students in exploring their values, fostering identity and belonging along with appreciating diversity of religion and beliefs.
<b>Learning Intentions</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explore their own values and that of the wider world.</li> <li>• Identify how aspects of their own lives and the world around them shape their identity and influence their sense of belonging.</li> <li>• Set meaningful and appropriate learning goals and assess their progress towards achieving these goals.</li> <li>• Practice self-management and time management skills to support them in managing school and other activities.</li> <li>• Identify their values and how they can use their values in decision making.</li> <li>• Examine religious and non-religious beliefs in their community and the wider world.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Personal Values</li> <li>• Community Values and Ethos</li> <li>• European Union Rights and 'Live to Lead'</li> <li>• Sustainable Development Goals</li> <li>• Values through Media</li> </ul>

<p><b>Methodologies</b></p>	<ul style="list-style-type: none"> <li>• Think, Pair, Share – What are my values? How can I identify my values?</li> <li>• Personal reflection and guided discussion about goals and goal setting.</li> <li>• Quiz – Understanding my identity, etc.</li> <li>• Group work to explore religious and non-religious beliefs in the community.</li> </ul>
<p><b>Resources</b></p>	<p>Access to a wide variety of IMBV content on Staff Teaching Teams.          Padlets for IMBV and Ethos with resources for staff and students.          Physical booklet for students to work in.          Use of a device.          Internet Access.          Projector.          Stationary.</p>
<p><b>Literacy and Numeracy</b></p>	<p>Recording key words.          Print-rich learning environment.          Developing written comprehension skills.          Access to a wide variety of texts and resources via ICT.          Opportunities to make presentations to the class.</p> <p>Use of graphs and charts to analyse data.          Measurements for poster design.          Counting for walking debates, quiz scores, etc.</p>
<p><b>Statements of Learning</b></p>	<p><b>SOL 5. Has an awareness of personal values and an understanding of the process of moral decision making</b></p> <p>The students will be given the opportunity to reflect on their own values and explore ways of using their values as a compass for decision making. This course provides students with the opportunity to examine a range of questions from an ethical perspective; to develop clearer values and think critically about how they arrive at decisions based on those values.</p> <p><b>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.</b></p> <p>Students will reflect on the values, beliefs and traditions of other cultures. By doing this, they will gain deeper insights into their own culture and develop a positive attitude towards as well as respect and curiosity for diversity.</p>

	<p><b>SOL 7. The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.</b></p> <p>Students learn about issues that concern them and the wider world and consider the role and responsibility of all citizens in bringing about positive change. Student-led action based on an understanding of human rights and social responsibilities is an essential part of the learning.</p> <p><b>SOL 9. The student understands the origin and impacts of social, economic, and environmental aspects of the world around her/him.</b></p> <p>Students gain an understanding of the causes and consequences of a range of global challenges, identifying how different issues, people and places are connected. The course allows students to examine the contribution citizens can make to creating a more equal, just and sustainable future at local, national and global levels.</p> <p><b>SOL 10. The student has the awareness, knowledge, skills, values and motivation to live sustainably.</b></p> <p>Students are challenged to consider their roles in contributing and responding to the challenges facing the world. Students explore the Sustainable Development Goals which invites students to discuss the sustainable living strategies they can employ in their lives.</p>
<p><b>Key Skills</b></p>	<p><b>Managing myself</b> Students will learn how to manage themselves and their learning.</p> <p><b>Communicating</b> Students will develop communication skills as they listen to each-other's values and opinions.</p> <p><b>Staying well</b> Students will learn the importance of asking for help when needed and where/who to go to if support is needed.</p> <p><b>Working with others</b> Through active and cooperative learning activities the students will get to know each other – thus building relationships and a sense of connection with each other and their new school.</p> <p><b>Managing information and thinking</b> Students will gather, record and organise information using digital technology.</p>

<b>Wellbeing Indicators</b>	<p><b>Connected</b></p> <ul style="list-style-type: none"> <li>• Do I feel connected to my school, my friends, my community?</li> <li>• Do I appreciate how my values impact on my own wellbeing and that of others?</li> </ul> <p><b>Respected</b></p> <ul style="list-style-type: none"> <li>• Do I have positive relationships with my friends, my peers and my teachers?</li> <li>• Do I feel respected in my values and beliefs?</li> </ul> <p><b>Responsible</b></p> <ul style="list-style-type: none"> <li>• Do I know my responsibilities in living sustainably?</li> <li>• Do I know my responsibilities in respecting my values and that of others?</li> </ul> <p><b>Aware</b></p> <ul style="list-style-type: none"> <li>• Am I aware of my values, thoughts, feelings and behaviours and can I make sense of them?</li> <li>• Am I aware of what my personal values are and do I think through my decisions?</li> </ul>
<b>Assessment</b>	Completion of IMBV Booklet and any additional project work.

Year: 2nd Year

**BLOCK 1 (11 WEEKS)**

<b>Module 1</b>	<b>Computers</b>
<b>Aim</b>	This unit aims to guide students in effectively using ICT in post primary school by facilitating students in developing key skills in being responsible, safe & ethical in using digital technology.
<b>Learning Intentions</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe how they use digital technologies, communication tools and the internet in their lives (1.1)</li> <li>• Illustrate the advantages and disadvantages of using digital technologies, communication tools and the internet (1.2)</li> <li>• Discuss their personal safety concerns when using digital technologies, communication tools and the internet (1.5)</li> <li>• Demonstrate how best to share personal information, express opinions and emotions online in a responsible and respectful manner (4.4)</li> </ul>

<b>Content</b>	<p>Logging in to OneDrive  Making folders for each subject  Saving a file to these folders – Taking and saving a screenshot (Save As)  Label a screenshot with stylus (Save As)  Pin Frequently used Apps/ Sites  Saving Passwords for Apps  Splitting Screen  Logging into eBooks – including using apps &amp; browser  Setting Google Chrome as Default Browser  Using internal eBook App features  Making sure all teams for all subjects are joined  Layout of teams  Submitting an assignment on teams – submit sample assignment  Accessing files on a team  Downloading a file and saving it  Canva</p> <p>Fonts, Size, Bold, Italic, Underline, Highlight, type colour  Line spacing  Margins  Draw shapes and insert pictures  How to start a presentation  Transitions/animations  Saving a PowerPoint to OneDrive  Using Excel</p>
<b>Weekly Breakdown</b>	<p>Week 1 – OneNote.  Week 2 – OneNote.  Week 3 – OneNote.  Week 4 – Outlook.  Week 5 – Using ChatGPT.  Week 6 – Using ChatGPT.  Week 7 – Connected WebWise.  Week 8 – Connected WebWise.  Week 9 – Connected WebWise.  Week 10 – Connected WebWise.  Week 11 – Connected WebWise.</p>
<b>Methodologies</b>	<ul style="list-style-type: none"> <li>• Think, Pair, Share</li> <li>• Active Learning</li> <li>• Personal reflection and guided discussion about goals and goal setting.</li> <li>• Quiz – How to use Canva, Teams, make a powerpoint presentation, etc.</li> <li>• Group work</li> </ul>
<b>Resources</b>	<p>Access to Computers content on Staff Teaching Teams.  Physical resources available for students to support learning.  Use of a device.  Internet Access.</p>

	<p>Projector. Stationary.</p>
<b>Literacy and Numeracy</b>	<p>Recording key words. Print-rich learning environment. Developing written comprehension skills. Access to a wide variety of texts and resources via ICT. Opportunities to make presentations to the class.</p> <p>Use of graphs and charts to analyse data. Measurements for poster design. Counting for walking debates, quiz scores, etc.</p>
<b>Statements of Learning</b>	<p>SOL 11. takes action to safeguard and promote her/his wellbeing and that of others</p> <p>SOL 24. uses technology and digital media tools to learn, work and think collaboratively and creatively in a responsible and ethical manner</p>
<b>Key Skills</b>	<p><b>Being Literate</b> Expressing ideas clearly and accurately.</p> <p><b>Managing myself</b> Students will learn how to manage themselves and their learning better through the use of digital technology.</p> <p><b>Communicating</b> Students will develop communication skills as they discuss and debate different challenges that may arise from the use of ICT in the classroom.</p> <p><b>Staying well</b> Being responsible, safe &amp; ethical in using digital technology.</p> <p><b>Working with others</b> Through active and cooperative learning activities the students will build on their knowledge of key skills in ICT and learn from each other.</p> <p><b>Managing information and thinking</b> Students will gather, record and organise information using digital technology.</p>
<b>Wellbeing Indicators</b>	<p><b>Responsible</b></p> <ul style="list-style-type: none"> <li>• Do I take action to promote and protect my wellbeing and that of others?</li> <li>• Do I know where my safety is at risk and do I make the right choices?</li> </ul> <p><b>Connected</b></p> <ul style="list-style-type: none"> <li>• Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?</li> </ul> <p><b>Resilient</b></p> <ul style="list-style-type: none"> <li>• Do I believe I have the coping skills to deal with life's challenges?</li> </ul>

	<ul style="list-style-type: none"> <li>• Do I know where I can go for help?</li> </ul> <p><b>Respected</b></p> <ul style="list-style-type: none"> <li>• Do I show care and respect for others?</li> </ul> <p><b>Aware</b></p> <ul style="list-style-type: none"> <li>• Am I aware of what my personal values are and do I think through my decisions?</li> </ul>
<b>Assessment</b>	Completion of tasks, assignments and any additional project work.

Year: 2nd Year

**BLOCK 2 (11 WEEKS)**

<b>Module 1</b>	<b>IMBVE (Identity, Multi-Belief and Values Education)</b>
<b>Aim</b>	This unit aims to guide students in appreciating diversity of religion and beliefs.
<b>Learning Intentions</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Examine religious and non-religious beliefs in their community and the wider world.</li> <li>• Explore their own values and that of the wider world.</li> <li>• Identify how aspects of their own lives and the world around them shape their identity and influence their sense of belonging.</li> <li>• Set meaningful and appropriate learning goals and assess their progress towards achieving these goals.</li> <li>• Practice self-management and time management skills to support them in managing school and other activities.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Religious and non-religious beliefs overview</li> <li>• Christianity</li> <li>• Hinduism</li> <li>• Judaism</li> <li>• Islam</li> <li>• Buddhism</li> <li>• Non-religious beliefs</li> </ul>
<b>Weekly Breakdown</b>	<p>Week 1 – Introduction and Buddhism.  Week 2 – Buddhism.  Week 3 – Christianity.  Week 4 – Hinduism.  Week 5 – Islam.  Week 6 – Judaism.  Week 7 – Non-Religious Philosophies.</p>

	<p>Week 8 – See Think Wonder.  Week 9 – Project.  Week 10 – Project.  Week 11 – Project.</p>
<b>Methodologies</b>	<ul style="list-style-type: none"> <li>• Think, Pair, Share – What are my values? How can I identify my values?</li> <li>• Personal reflection and guided discussion about goals and goal setting.</li> <li>• Quiz – Understanding my identity, etc.</li> <li>• Group work to explore religious and non-religious beliefs in the community.</li> </ul>
<b>Resources</b>	<p>Access to a wide variety of IMBV content on Staff Teaching Teams.  Padlets for IMBV and Ethos with resources for staff and students.  Physical booklet for students to work in.  Use of a device.  Internet Access.  Projector.  Stationary.</p>
<b>Literacy and Numeracy</b>	<p>Recording key words.  Print-rich learning environment.  Developing written comprehension skills.  Access to a wide variety of texts and resources via ICT.  Opportunities to make presentations to the class.</p> <p>Use of graphs and charts to analyse data.  Measurements for poster design.  Counting for walking debates, quiz scores, etc.</p>
<b>Statements of Learning</b>	<p><b>SOL 5. Has an awareness of personal values and an understanding of the process of moral decision making</b></p> <p>The students will be given the opportunity to reflect on their own values and explore ways of using their values as a compass for decision making. This course provides students with the opportunity to examine a range of questions from an ethical perspective; to develop clearer values and think critically about how they arrive at decisions based on those values.</p> <p><b>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.</b></p> <p>Students will reflect on the values, beliefs and traditions of other cultures. By doing this, they will gain deeper insights into their own culture and develop a positive attitude towards as well as respect and curiosity for diversity.</p>

	<p><b>SOL 7. The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.</b></p> <p>Students learn about issues that concern them and the wider world and consider the role and responsibility of all citizens in bringing about positive change. Student-led action based on an understanding of human rights and social responsibilities is an essential part of the learning.</p> <p><b>SOL 9. The student understands the origin and impacts of social, economic, and environmental aspects of the world around her/him.</b></p> <p>Students gain an understanding of the causes and consequences of a range of global challenges, identifying how different issues, people and places are connected. The course allows students to examine the contribution citizens can make to creating a more equal, just and sustainable future at local, national and global levels.</p> <p><b>SOL 10. The student has the awareness, knowledge, skills, values and motivation to live sustainably.</b></p> <p>Students are challenged to consider their roles in contributing and responding to the challenges facing the world. Students explore the Sustainable Development Goals which invites students to discuss the sustainable living strategies they can employ in their lives.</p>
<p><b>Key Skills</b></p>	<p><b>Managing myself</b> Students will learn how to manage themselves and their learning.</p> <p><b>Communicating</b> Students will develop communication skills as they listen to each-other’s values and opinions.</p> <p><b>Staying well</b> Students will learn the importance of asking for help when needed and where/who to go to if support is needed.</p> <p><b>Working with others</b> Through active and cooperative learning activities the students will get to know each other – thus building relationships and a sense of connection with each other and their new school.</p> <p><b>Managing information and thinking</b> Students will gather, record and organise information using digital technology.</p>
<p><b>Wellbeing Indicators</b></p>	<p><b>Connected</b></p> <ul style="list-style-type: none"> <li>• Do I feel connected to my school, my friends, my community?</li> <li>• Do I appreciate how my values impact on my own wellbeing and that of others?</li> </ul> <p><b>Respected</b></p> <ul style="list-style-type: none"> <li>• Do I have positive relationships with my friends, my peers and my teachers?</li> <li>• Do I feel respected in my values and beliefs?</li> </ul>

	<p><b>Responsible</b></p> <ul style="list-style-type: none"> <li>• Do I know my responsibilities in living sustainably?</li> <li>• Do I know my responsibilities in respecting my values and that of others?</li> </ul> <p><b>Aware</b></p> <ul style="list-style-type: none"> <li>• Am I aware of my values, thoughts, feelings and behaviours and can I make sense of them?</li> <li>• Am I aware of what my personal values are and do I think through my decisions?</li> </ul>
<b>Assessment</b>	Completion of IMBV Booklet and any additional project work.

## **Extra - Curricular and Co - Curricular Activities**

Scoil Chonglais has a dedicated body of staff that volunteer their time and skills to offer a comprehensive extra-curricular and co-curricular programme for the students. Physical wellbeing and developing student's talents is central to the extracurricular offering students' ample opportunities to perfect the sporting, music, artistic, and public speaking attributes. Many clubs and activities incorporate national themed weeks into their activities which promotes a deeper level of learning and enjoyment for the students. Please see below for a sample of extra-curricular activities in Scoil Chonglais.

### **Extra - Curricular Activities:**

- Music Club
- Games Club
- Basketball
- Rugby
- Athletics
- Camogie
- Football
- GAA
- Debating
- Choir

### **Other Curriculum Learning experiences**

Scoil Chonglais also cater for the following to address the academic, physical, social and emotional wellbeing of students:

- Wellbeing Modules created by our teaching staff to address student's needs.
- Student Library space - can accommodate and facilitate learning for a variety of classes.
- AEN space (Le Cheile).
- Awards day.
- Differentiated methodologies.
- Reflective learning practices.
- Peer to Peer learning.
- Collaborative learning.
- Most subject areas can be and are related back to student life experiences.
- AEN supports and resources in place.
- Use of AFL strategies.
- Use of project work & reflective tasks to assess learning (CBAs, etc.).
- Regular and timely assessments (midterms, Christmas, Easter, Summer etc.)
- Oral and written feedback.
- Various assessments active in line with JCT. - this area will develop as JCT roll out is finalised.
- After school supervised study.

- Additional needs department link teachers. Meet students in small groups. Student support plans tailored to student needs.
- Reasonable accommodations for state exams.

## Assessment & Reporting on Wellbeing

Reporting on students' learning in Wellbeing aims to provide a picture of what students have learned about Wellbeing and the skills they have developed to support their Wellbeing. Reporting on students' learning in Wellbeing aims to provide a picture of what students have learned about Wellbeing and the skills they have developed to support their Wellbeing. It is expected that schools will report on student learning about Wellbeing as part of ongoing assessment and reporting throughout Junior Cycle. Wellbeing will be reported on through the JCPA for the first time in 2020. Wellbeing will show in a separate area of the JCPA. It is in this area that schools will report on student achievement in CSPE, SPHE and PE. This will be facilitated by the use of the descriptors which have already been developed and reflect the appropriate language of learning. The Wellbeing area of the JCPA will also include a free text space where schools can report on achievement in Wellbeing in other areas apart from PE, SPHE and CSPE. These are referred to as Other Areas of Learning (OALs). In Scoil Chonglais, students are encouraged to record their OALs in their Wellbeing classes.

## 2.3 Policy and Planning

Scoil Chonglais' school policies are developed and reviewed in partnership with all stakeholders of the school community. The following areas of policy and planning highlight the importance of Wellbeing:

- School Policies
- School Self Evaluation
- Subject and whole school planning
- CPD Planning

### School Policies

Policy	Wellbeing indicator
Admissions Policy	Respected/ Connected
Code of Behaviour	Responsible/Respected/ Aware/Resilient/Connected
Anti-Bullying	Respected/ Aware/ Resilient/ Responsible
Attendance and Participation	Connected
Health and Safety	Aware/ Responsible/
AEN Policy	All Indicators

Whole School Guidance Plan	All Indicators
Substance Misuse	Responsible/ Respected/Aware/Connected
Mobile Phone Policy	Connected/ Aware/ Responsible
Wellbeing Policy	All Indicators
ICT Policy	Responsible/ Connected/Aware
Child Protection Guidelines	Responsible/ Connected/ Respected/ Aware
SPHE and RSE Policy	All Indicators

### School Self Evaluation

Our SSE plan highlights Wellbeing with a team dedicated to Wellbeing (Transitions) and a team dedicated to Ethos (IMBV) in 2024.



### Subject and Whole school Planning

The subject departments in Scoil Chonglais engage in a comprehensive subject and whole school planning facilitated by the provision of Croke park hours.

The following subject and whole school planning items and events relate to wellbeing for all:

- Wellbeing Planning
- Guidance Planning
- AEN planning
- Subject planning documents specifically referencing how each subject content and practice addresses Wellbeing and the Wellbeing indicators in the classroom
- Individual subject CPD
- JCT Collaboration cluster days
- Instructional leadership training for teachers
- Parent's Association meetings
- Board of Management meetings

## **CPD Planning**

There is a rich culture of professional development among staff in Scoil Chonglais. Senior Management encourage all staff to engage in CPD in their subject area and also in areas of general relevance to education which will enhance the student experience.

## **2.4 Relationships**

Scoil Chonglais recognises the importance of developing and maintaining positive, respectful and nurturing relationships within our school community. Enhancing wellbeing through relationships is addressed in the following areas:

- Student/ Staff relationships
- Peer Relationships
- Student Voice
- Teacher Wellbeing
- Partnerships with parents/guardians and the wider community.

### **Student/ Staff Relationships**

Scoil Chonglais strives to maintain friendly, caring, supportive and respectful relationships with students. We have a strong communication network between staff and students. Students are aware of supportive structures that exist for them in Scoil Chonglais. Discipline issues that arise are dealt with in a fair, consistent and structured way where the student always remains central to the process. Senior management are also supportive to both staff and students and maintain a visible presence daily throughout the school building.

### **Peer Relationships**

Student relationships with each other can be a source of academic motivation and competition, a sharing of talents and an emotional and social support network which has a huge impact on the overall wellbeing of the individual.

Scoil Chonglais aims to foster that network in the following ways:

- A wide variety of extra-curriculars for all students.
- Collaborative and peer to peer learning in all subject areas.
- Student Council Representation where the views of students on significant issues are addressed, discussed and implemented.
- Meitheal programme.
- Student prefects.
- Ethos Ambassadors

### **Student Voice**

Scoil Chonglais ensures that student voices are heard and included in any decision making process about their life in school. Students need to know that their feedback is welcomed and valued and where appropriate, acted upon. We cater for student voice in the following ways:

- Student Prefects.
- Student Council.
- Ethos Ambassadors.

- Meitheal programme.
- The Pastoral Care Systems: Tutor (SPHE teacher), Year head. Deputy Principal. Principal, AEN Links, Guidance Counsellor.

### **Teacher Wellbeing**

Teacher's wellbeing is held in high regard, recognising that a well and happy teacher has a lot to offer not just their students but also the whole school as an organisation. Scoil Chonglais accommodates Wellbeing for teachers in the following ways:

- Staff Wellbeing Committee.
- Monthly Wellbeing newsletter.
- Wellbeing resources and CPD based on a Wellbeing theme each month.
- Wellbeing noticeboard in staffroom.
- Employee Assistance Programme available for staff.
- Provision of tea and coffee by senior management throughout the year.
- A quiet workspace for teachers to work and correct.
- A bright and airy staffroom with comfortable seating for social interaction
- Facilitation of CPD requests
- New Staff induction programme
- Team teaching provision and opportunities.

### **Partnership with Parents/ Guardians and the Wider Community.**

Scoil Chonglais strives to ensure a collaborative partnership with parents and the wider community in providing for the wellbeing of students. As a school we do the following:

- Ensure that everyone feels welcome, respected and actively listened to as partners in the education of their children.
- Use various modes of communication to share information with parents as to how they can support us develop each students potential.
- Collaborate with and draw on the resources of the wider community, when necessary, in our efforts to support each child's wellbeing.
- Provide communication between teachers and parents.
- Facilitate parent teacher meetings.
- Engage in extra-curriculars and other activities that promote community involvements and engagement.

### **Areas of Recommendation:**

- To reduce stigma of mental health in school and have more open conversations - provide more programmes and initiatives to assist with this.
- To promote our school Ethos and Wellbeing among students and staff.
- To actively provide more regular Wellbeing activities and opportunities for all students and staff.
- To review and update the Wellbeing Module programmes for 2026/27 academic year.
- To work on cultural divides that may exist among students and how that may be impacting some students wellbeing.
- Recognition of the need to increase support of social development of some students.

- Improve overall acknowledgement of Wellbeing in our school with noticeboards, newsletters, etc.
- Provide students with more opportunities to talk about mental health and wellbeing.

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### **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**