



# St Kieran's College

## Wellbeing at Junior Cycle

### Mission Statement

St Kieran's College, as Ireland's oldest all-boys Catholic Secondary School, continues its founding aim of the pursuit of real excellence in education and formation, in the light of the Gospel, so as to allow all our students to realise the fullness of their potential.

Our mission is to provide an atmosphere of Christian care and concern in which the student can grow to maturity.

Academically, spiritually, physically and emotionally our students are encouraged to strive for all that is possible in the relentless pursuit of perfecting their individual gifts and talents.

In so doing they bring to life the joy intended by our motto, "Hiems Transiit", for themselves, those they love and the community where they will live, serve and lead.

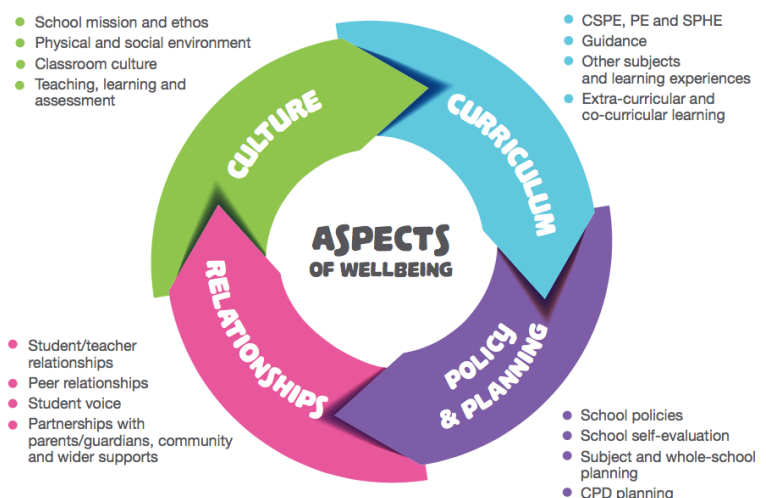
In the context of the school's Mission Statement and of its commitment to the care and protection of its students and of all who work in the school, the board of management has adopted this document as the school's commitment to the provision Wellbeing at Junior Cycle.

### Rationale

The *Framework for Junior Cycle* (2015) provides for a new era of learning at junior cycle called Wellbeing. Wellbeing will cross the three years of junior cycle and build on substantial work already taking place in our school in support of students' wellbeing. This area of learning will make the school's culture and ethos and commitment to wellbeing visible to students. It will include learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. It will enable students to build life skills and develop a strong sense of connectedness to their school and their community.

### Aspects of Wellbeing in School

Wellbeing is a multi-faceted concept and efforts to promote student wellbeing require a whole-school approach. Planning for wellbeing involves consideration of four main aspects of our school, as set out to the right: **Culture, Relationships, Policy and Planning, and Curriculum**. The whole-school community will therefore contribute to supporting student wellbeing through our culture, our relationships, our policies and in the curriculum.

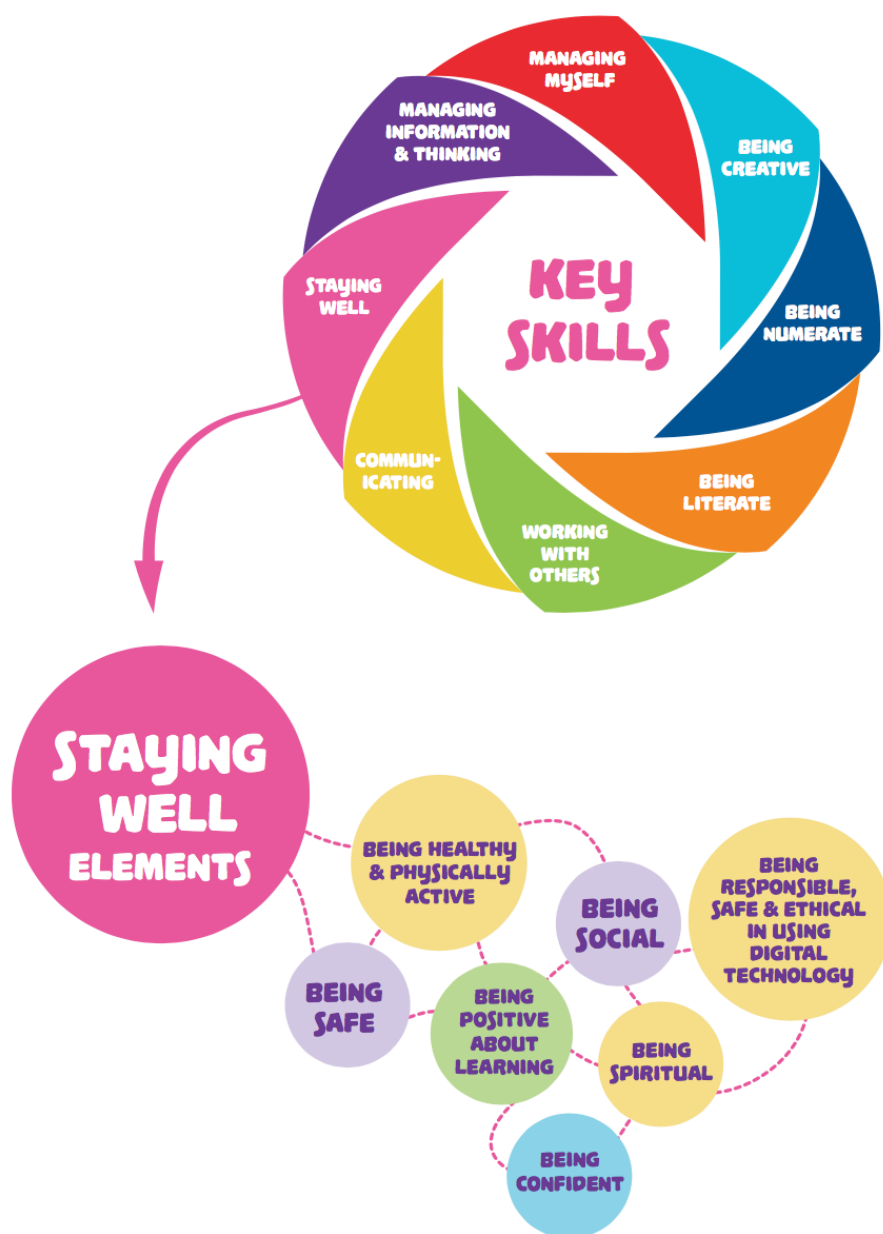


### Wellbeing and the Framework for Junior Cycle

Student wellbeing is at the heart of the vision of a new junior cycle. The *Framework for Junior Cycle* is underpinned by **Eight Principles - Learning to Learn, Choice and Flexibility, Quality, Creativity and Innovation, Engagement and Participation, Continuity and Development, Inclusive Education, and Wellbeing**. All of these principles are important in supporting the student experience of wellbeing in junior cycle. It is worth noting that wellbeing is both a principle of junior cycle and also a curricular area.

The **24 Statements of Learning (SOLs)** included in the Framework, along with the eight principles, are central to planning for the students' experience of the school's junior cycle programme. A number of the statements of learning relate explicitly to wellbeing, including:

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



The promotion of **Key Skills** within teaching and learning also has an important part to play in supporting student wellbeing. When teachers plan skills-rich lessons, students are more actively engaged in their learning, feel more positive about learning and take more responsibility for their learning.

While the key skill of Staying Well focusses specifically on wellbeing, many of the positive dispositions associated with student wellbeing are fostered through the conscious development of all the key skills in the classroom (see above).

## Wellbeing and the Curriculum

A dedicated wellbeing curriculum in junior cycle aims to ensure that all students engage in important learning about wellbeing through key curriculum areas. We have considered the particular needs of our students in junior cycle, the unique context of our school and the resources available and have identified a range of curriculum options available so as to ensure that at least 300 hours of timetabled engagement is provided for from September 2017. These include:

- SPHE (existing course)
- CSPE (existing course)
- PE (existing course)
- Guidance Learning
- Tutor/Pastoral time
- Other subjects and Learning experiences
- Extra-curricular and co-curricular learning
- School Initiatives

These are set out in more detail later.

We have designed a wellbeing programme that is flexible and suits our students and our local context.

In designing our wellbeing programme we have ensured that all of the **Six Wellbeing Indicators - Active, Responsible, Connected, Resilient, Respected and Aware** have been identified in our programme and are central to its provision and delivery.

These indicators make explicit what is important for teachers, parents and the wider school community.

While all teachers in all subjects can support student learning about and for wellbeing, wellbeing is enhanced when it is embedded in the curriculum and visible to students within specified allocated time.

The table on the following page outlines exactly where the timetabled wellbeing engagement is visible in the Junior Cycle Curriculum in St Kieran's College.

The individual subject plans for PE, SPHE, CSPE and Guidance will highlight where wellbeing is visible in each of those areas.

Figure 6: Indicators of wellbeing



## Wellbeing in Junior Cycle in St Kieran's College

The Wellbeing Programme in St Kieran's College has allocated **over 400 hours for Wellbeing** in Junior Cycle.

The Junior Cycle wellbeing guidelines place a strong emphasis on the role that CSPE, SPHE, PE and Guidance can play in supporting learning about Wellbeing and learning for Wellbeing. The Form Class, which incorporates Guidance, and the Wellbeing Class in First Year will both follow a structured plan for the academic year. The Wellbeing Indicators that we have identified in the plans for both of these classes include: *Responsible, Connected, Resilience, Respected and Aware*.

In total there are 320 hours of Wellbeing visible in our timetable at Junior Cycle as follows:

	1st Year	2nd Year	3rd Year	Total Hours
<b>PE</b>	Double Class	Double Class	Double Class	135
<b>SPHE</b>	Single Class	Single Class	Single Class	70
<b>CSPE</b>	Single Class	Single Class	Single Class	70
<b>Wellbeing Class</b>	Single Class			23
<b>Form Class</b>	Single Class			22
<b>Total</b>				<b>320 Hours</b>

## Wellbeing in Other Areas

The table below outlines the other experiences and areas of learning over the course of the Junior Cycle that we have identified where student Wellbeing is central and which of the Wellbeing Indicators are identified in each area.

In total there are another 89 hours of experiences and learning where Wellbeing is visible outside the normal timetabled hours at Junior Cycle.

	1st Year	2nd Year	3rd Year	Total Hours
<b>Retreats</b>	Full Day	Full Day	Full Day	18
<b>History Trip</b>	Full Day	Full Day	Full Day	18
<b>St Kieran's Day</b>	Half Day (morning)	Half Day (morning)	Half Day (morning)	12
<b>Sports Day</b>	Half Day (morning)	Half Day (morning)	Half Day (morning)	12
<b>Blitzs x 2</b>	Full Day x 2			12
<b>Cairdeas</b>	10 classes			7
<b>Guest Speakers</b>	Guest x 3	Guest x 3	Guest x 3	6
<b>Induction Day</b>	Afternoon			2
<b>Michael Brannigan Run</b>	Afternoon			2
				<b>89 Hours</b>

The Wellbeing Indicators that we have identified in these other areas are as follows:

<b>Retreats</b>	Responsible	Connected	Resilience	Respected	Aware
<b>History Trip</b>	Connected	Aware	Respected		
<b>St Kieran's Day</b>	Active	Connected	Respected	Aware	
<b>Sports Day</b>	Active	Connected	Respected		
<b>Blitzs/Run</b>	Active	Connected	Respected		
<b>Cairdeas</b>	Responsible	Connected	Resilience	Respected	Aware
<b>Guest Speakers</b>	Responsible	Connected	Resilience	Respected	Aware
<b>Induction Day</b>	Responsible	Connected	Resilience	Respected	Aware

### **Review of the Wellbeing Statement**

The St Kieran's College Wellbeing Statement will be reviewed yearly and presented to the Board of Management at the beginning of each academic year for ratification.