

3.9 Wellbeing Policy and Programme

Introduction

Loreto Secondary School seeks to promote healthy lifestyles and the wellbeing of our school community, in a safe, supportive and non-threatening environment. Through its policies, procedures, activities and structures the school aims to create an environment in which:

- People feel valued
- Self-esteem is fostered
- There is respect, tolerance and fairness
- People in difficulty are supported
- There is open and honest communication
- Effort is recognised
- Difference and diversity are valued
- Conflict is handled constructively
- Social, moral and civic values are promoted
- Initiative and creativity are stressed.

These aims are implemented in the daily transactions between management, staff, students and the wider school community.

Mission Statement

Truth, freedom, justice, sincerity and joy – as relevant today in Loreto, Wexford as for Mary Ward in 1609.

Ethos and Aims

A number of key principles and values determine the ethos, characteristic spirit and practices in our school.

- We are Christian educators who aim to communicate to our students by word and by deed what it means to be a fully human person in the light of Christ.
- We aim to work in a spirit of close co-operation with each girl's home as we take a shared responsibility for her overall formation and development
- We place considerable emphasis on the importance of a happy working atmosphere in the school that is based on mutual respect amongst all who study and work here.
- We recognise that each girl in the school has strengths, weaknesses, needs and wants that are particular to her. Within the confines of a school system that deals with a student population of 810, we do all in our power to both recognise and cater for individuality and diversity. It is for this reason that we attach great importance to providing a broad curriculum, a wide range of extra- curricular activities and comprehensive support structures for all students.

Philosophy

Loreto schools aim to create a ‘dynamic community where every student is valued equally and has a real sense of belonging’ (*Loreto Education: Continuing the Journey, 2017, p. 9*). The school is a welcoming school and commits to using its resources to ensure and promote the care and wellbeing of our students. The *Continuing the Journey* document outlines how the ideal of Loreto education today will be enshrined in:

- Courteous relationships within the school
- The wide and well-chosen curriculum provided
- Promotion of understanding of global issues
- The extra-curricular activities organised
- The systems, structures and policies
- Communications
- Interest and concern for the students
- Loyalty and gratitude (p.15)

The eight points above are central to how our school operates. They are also central to ensuring the wellbeing of the whole school community.

Rationale

In line with *The Framework for Junior Cycle 2015, The Guidelines for Wellbeing in Junior Cycle 2017, The Wellbeing Policy Statement and Framework for Practice 2018 – 2023* and Circular Letter 0015/2017, the school has devised a programme, which will provide junior cycle students, entering in September 2019, with over 400 hours of wellbeing related learning.

In the context of Junior Cycle reform, there is an increased focus on the need to ensure that the wellbeing of our students is at the forefront of school life. Accordingly, the NCCA (National Council for Curriculum and Assessment) have developed *Wellbeing Guidelines*. These guidelines govern what we, as a school, now set out to achieve. Wellbeing is commonly seen ‘as a combination of sustained positive feelings and attitudes- happy, healthy and confident young people who feel safe, secure, cared for, included, involved, and engaged and so on’ (*The Guidelines for Wellbeing in Junior Cycle 2017, p. 18*). The World Health Organisation defines how wellbeing is present ‘when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life’ (*The Wellbeing Policy Statement and Framework for Practice 2018 – 2023, p.10*).

Context

This is a whole school policy which is informed by other school policies, including the following;

- Code of Behaviour
- SPHE Policy
- RSE Policy
- Homework Policy

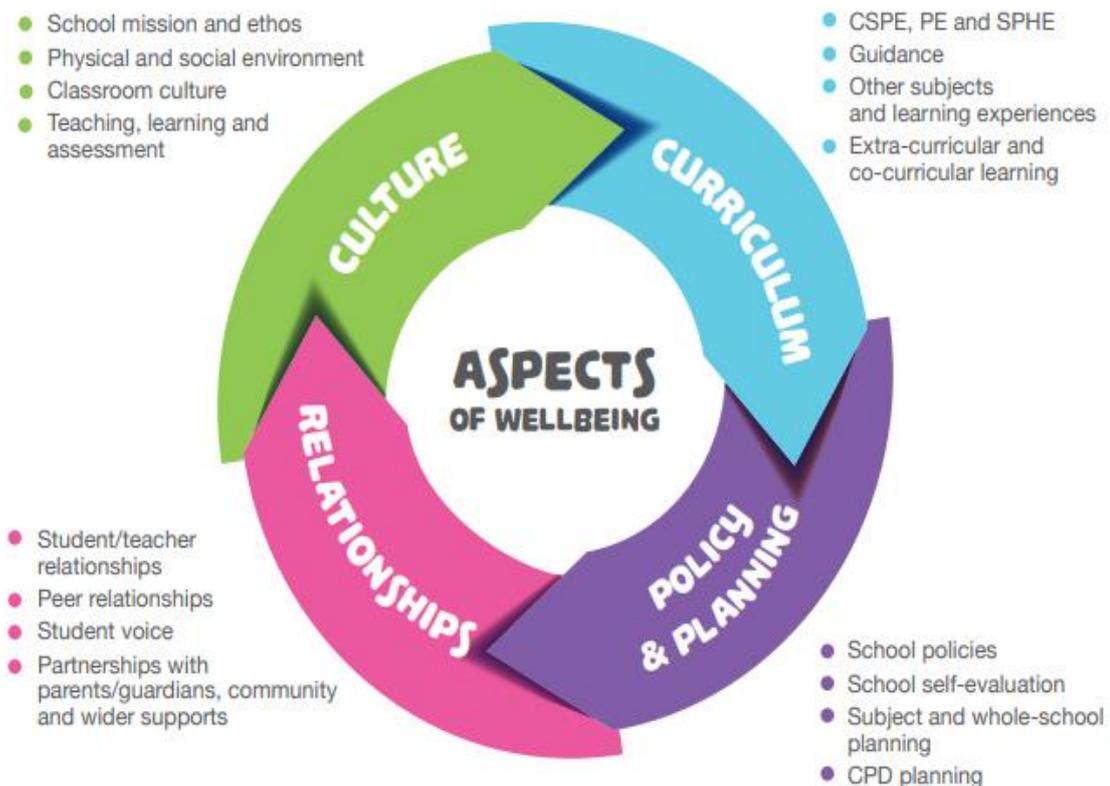
- Internet Acceptable Use Policy
- Anti- Bullying Policy
- Child Protection Policy
- Critical Incident Policy
- Dignity in the Workplace Policy

Wellbeing in Schools

The school recognises the important role it plays in promoting and ensuring the wellbeing of our students and staff. The *Wellbeing Guidelines* identify four key aspects of wellbeing within the school setting: They are:

- **Curriculum:** This aspect refers to the subjects we provide and how we cater for wellbeing in the curriculum.
- **Policy and Planning:** This aspect refers to how we as a school endeavour to look after the wellbeing of the school community. Simply put, through policies, planning and school self-evaluation, we should make decisions with due regard to the wellbeing of our students and staff.
- **Relationships:** Strong relationships amongst all members of the school community form the backbone of a positive working environment. As a school, we endeavour to make sure that all interactions between students and staff are positive and affirming.
- **Culture:** Culture refers to our ethos, mission statement and the prevailing atmosphere in our school. We strive to make sure our school is a happy place to study and work.

The following image, taken from the *Guidelines for Wellbeing in Junior Cycle 2017*, summarise the points above.



Six indicators of wellbeing have also been identified. They are:

- **Active:** Being physically active is an important element in staying well.
- **Responsible:** Each person must take responsibility for their own choices and make decisions which promote their own wellbeing and the wellbeing of others.
- **Connected:** It is important, for our wellbeing, to be connected to other people and to interact with others in a positive way. We should also appreciate the implications of our actions for those around us and further afield.
- **Resilient:** Everyone goes through challenges in their life. By building resilience, we hope to give our students the skills to cope with difficult situations.
- **Respected:** Feeling respected, listened to and cared for are key aspects of feeling well. Positive, respectful relationships are also central to maintaining our wellbeing.
- **Aware:** To stay well, we need to be aware of our thoughts, our emotions and our limitations. We should also be aware of those around us, conscious of how our actions might impact on their wellbeing.



The school has always placed a strong emphasis on the wellbeing of the school community. The introduction of a formal wellbeing programme at junior cycle will now complement the support structures already in place to support wellbeing. Through its policies and procedures, the school seeks to provide a safe, caring environment for all.

The school recognises the importance of addressing all educational needs through the Continuum of Support:

- Support for All
- Support for Some
- Support for Few

In this school, the following procedures are in place to support the wellbeing of our students:

- **Subject Teacher:** The subject teacher is responsible for maintaining a safe environment in which to work. The subject specific teacher is also responsible for monitoring the progress of each student in his/her care, providing assistance where needed.
- **Class Teacher:** Each base class has a dedicated class teacher. This teacher is asked to take a particular interest in the welfare of the students' in his or her class. The Class Teacher will monitor attendance and sign the school journal of students in 1st, 2nd and 3rd year on a weekly basis.
- **Year Head:** The school has assigned three teachers to the role of Year Heads in 1st, 2nd and 3rd year. Year Heads monitor the students in their year group, ensuring that they are supported throughout their time in the school. Year Heads will also monitor attendance within the year group, contacting home where necessary. Year Heads will work closely with Class Teachers to ensure the wellbeing of the students in their care.
- **Guidance Counsellors:** Ms. Foley and Ms. Kelly deliver timetabled guidance classes to senior cycle students. In the first term of the year, they meet with every 1st year student. Furthermore, they are also available to meet students on an individual basis, should the need arise.
- **Student Care Co-ordination Team (SCCT):** The SCCT meet weekly to discuss individual cases of concern, as well as general, school-wide initiatives. This group is made up of the Principal, Deputy Principals, Guidance Counsellors and the Learning Support team. In the event of a critical incident, the SCCT will convene as soon as possible to consider the appropriate response, in line with established guidelines.
- **Student Support Team (SST):** Where there is a confirmed case of bullying behaviour and the issue has not been resolved, the SST will meet to investigate the matter further and consider its response. The SST will support those involved and seek to ensure a satisfactory resolution.
- **Child Protection:** New child protection procedures came into effect from December 2017. As a result, the school has prepared a comprehensive Student Safeguarding Statement. More detailed information on child protection can be found on our website, under the 'Child Protection' tab.
- **Special Education Teaching (SET) Team:** The SET team coordinate the SET timetable and liaise with parents of those children with additional needs. The SET team also work closely with feeder primary schools, to identify students who may need additional care upon entering Loreto, Wexford.
- **Meitheal/Cara:** Following an interview process, 15 senior cycle students are appointed as Meitheal leaders. They support, encourage and help first year students throughout their initial year in the school. The Cara system entails all Meitheal leaders carrying on a pastoral role in 6th year for 2nd year students.

In addition to the procedures outlined above, the school organises a number of events each year, aimed at the wellbeing of our school community. These events are organised by various subject departments and teachers over the course of the year. The following summarises some of these initiatives:

- School visit for incoming first year students, normally held in May
- 1st year Retreat to Ballyvaloo
- Study Skills seminars for students and parents
- Two general meetings of parents are held each year. This is an opportunity to update the parent body about school developments and discuss any issues of concern
- Internet Safety. The school will organise workshops for 1st year students around the area of internet safety
- Guest speakers. The school organises visits from various guest speakers. These vary from year to year and can be on a range of different topics. Guest speakers will be invited to the school in line with circular

letter 0043/2018 'Best practice guidance for post primary schools in the use of programmes and/or facilitators in promoting wellbeing consistent with the Department of Education and Skills' Wellbeing policy statement and framework for practice'

- Friendship week. This week is organised to promote the importance of friendship and inclusiveness.
- Wellness week. This week is organised by the Students' Council to promote the wellbeing of the student body.
- 6th year Wellbeing Day
- 6th year Glendalough Retreat
- Prize-giving Ceremony
- Multicultural Week.

In addition to the above, the school seeks to promote an environment, which is positive, affirming and true to our ethos. The school will endeavour to provide as many co and extra-curricular activities as possible, thereby giving our students the opportunity to enhance their wellbeing outside of the classroom. Students from all year groups are also encouraged to become involved in the numerous sporting teams representing the school.

Staff Wellbeing

The wellbeing of school staff is also of extreme importance. As a school, we aim to support staff wellbeing through our policies, procedures and practices. For example,

- The promotion of a safe, comfortable teaching environment
- An open door policy whereby staff can discuss issues of concern with the Principal and/or Deputy Principals in a confidential manner
- Regular staff and departmental meetings
- An Assistant Principal (AP2) with a focus on staff wellbeing
- The use of school sports facilities
- CPD is provided, encouraged and supported by the Board of Management
- Subject departments are resourced as well as possible. Requests for extra resources are considered and authorised, as appropriate
- Staff have the opportunity to develop their leadership capacity through various initiatives, committees and groups.

Student Voice

The school has structures in place to facilitate the student voice. Listening and responding to feedback from students is central to the wellbeing of the student body. The school places an emphasis on hearing the student voice, through the following channels:

- Students' Council
- Prefects' Council
- Justice and Peace Group
- Class Teachers
- Year Heads
- Special Education Teaching (SET) Team
- Guidance Counsellors
- SCCT
- Close cooperation with home

- Amber Flag committee
- Green Schools committee
- School Planning Group
- Head Girls
- Regular classroom visits by the Principal
- Regular assemblies
- Focus group meetings
- School Self Evaluation – surveys

Wellbeing and School Self Evaluation (SSE)

The school keeps its policies, curriculum and procedures under ongoing review. The school will use the SSE process to reflect on how we promote wellbeing in the school. The SSE process will allow us examine our strengths and weaknesses in this area and consider areas for improvement. This will involve the views of all stakeholders. Our School Plan has more detailed information in this regard.

Wellbeing in Junior Cycle

In line with guidelines set down by the Department of Education and Skills, the school will 400 hours of wellbeing related learning at junior cycle level by 2020. From September 2019, students will study the following:

Year Group	Wellbeing Classes	Total number of periods per week	Total time allocation
1 st Year	SPHE (1) PE (2) Choir (1) Digital Literacy/Internet (1) Media Safety	5	111 hours
2 nd Year	CSPE (1) SPHE (1) PE (2) Wellbeing Modules (2) My Friends Youth (1)	7	155 hours
3 rd Year	CSPE (1) SPHE (1) PE (2)	4	90 hours
Total:			356 hours

Wellbeing Modules: Second year students will take wellbeing modules. All modules are of approximately six weeks' duration, with two periods per week allocated.

For the school year 2019/20, the following modules will be available each Monday at 8.50 a.m. and Thursday at 11.05 a.m.:

Title of Module	Teacher
Reading for Pleasure/Creative Writing	Ms. L. Pheasey

Active Meditation	Ms. J. Byrne
I.T	Mr. F. Kavanagh
Making Mood Mellow	Ms. K. Johns
Healthy Eating	Ms. G. Martin

Dates	Module Title				
	Reading for Pleasure/ Creative Writing	Active Meditation	Making Mood Mellow	Healthy Eating	I.T.
02/09/2019 – 11/10/2019	2.1	2.2	2.3	2.4	2.5
14/10/2019 – 29/11/2019	2.2	2.3	2.4	2.5	2.1
02/12/2019 – 31/01/2020	2.3	2.4	2.5	2.1	2.2
03/02/2020 – 27/03/2020	2.4	2.5	2.1	2.2	2.3
30/03/2020 – 29/05/2020	2.5	2.1	2.2	2.3	2.4

Wellbeing in Senior Cycle

At senior cycle, the school continues to promote the wellbeing of its students through its taught curriculum. In addition to the points mentioned above, the school also provides:

- A comprehensive Transition Year programme which includes wellbeing classes, a mindfulness module, guest speakers, work experience, first aid training and a timetabled wellbeing class.
- Relationships and Sexuality Education (RSE)
- Information about subject choices and career paths
- Timetabled Guidance classes

Junior Cycle Wellbeing Modules: Aims and Objectives

Title of unit: Choir (1st year students only)

Duration: 33 weeks x 40 mins: 22 hours

Aim of the unit: To encourage all students to sing and foster a love of music. To encourage students to perform in a group and on their own, where possible.

Links: As a school, choir has always formed part of the timetable in Loreto, Wexford. With regard to the ethos of the school, choir has particular importance as it helps foster relationships, promote friendships, promote inclusivity in 1st year and develop singing talent.

It has been proven that singing can improve wellbeing, as the following article confirms:

<https://www.irishexaminer.com/lifestyle/features/joining-a-choir-the-pitch-perfect-way-to-improve-wellbeing-460109.html>

Statements of Learning	Example of related learning in the unit
SOL 4: Creates and presents artistic works and appreciates the process and skills involved.	Sings a range of different songs, appreciating differences in rhythm, tone, pitch and sound.
SOL 16: Describes, illustrates, interprets, predicts and explains patterns and relationships	Can interpret and predict musical patterns and relationships through singing.

Key skills. (The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.

Key skill	Element	Student learning activity
Staying Well	Being social	Singing as a group, mixing with their peers and performing with and in front of fellow students.
	Being confident	
Being Creative	Exploring options and alternatives	Working with the teacher to explore different sounds, musical varieties and different ways of singing various songs.
Working with others	Learning with others	Working as part of a class group, fostering relationships through singing.
	Developing good relationships	

Communicating	Using language Listening and expressing myself Performing and presenting	Using the language of music to communicate, perform and express oneself as part of a group and individually.
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The wellbeing indicators make explicit what is important learning in Wellbeing. (The Wellbeing Indicators are: Active, Aware, Connected, Resilient, Respected, Responsible)

Suggested learning outcomes

At the end of this unit, students will be able to...

- Participate in a choir, singing in harmony with others (**Active, Connected**)
- Understand the importance of musical timing, pitch and tone (**Active, Connected**)
- Have the confidence to perform with their class group, in front of an with others (**Resilient, Active**)

Sample Learning Activities:

- Students will have the opportunity to perform with their peers
- Students will have the opportunity to listen to and interpret various musical tones and sounds.

Assessment: Students will show evidence of their learning when they:

- Engage with other students through song.
- Are able to perform as a class group or on their own
- Work collaboratively on harmonies, rhythm and song
- Recognise how the learning in this module connects to the wellbeing indicators.

Useful resources, web links and community links:

Title of unit: Digital Literacy/Internet Safety (1st year students only)

Duration: 33 weeks x 40 mins: 22 hours

Aim of the unit: To enable students use digital technology in a competent, safe and responsible way.

Links: This unit links with elements of SPHE and Technology. It also includes elements of the junior cycle short course in Digital Media Literacy.

Statements of Learning	Example of related learning in the unit
SOL 19: Values the roles and contribution of science and technology to society, and their personal, social and global importance	Students will learn about digital technologies and consider the importance of technology in the modern world.
SOL 24: Uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner	Students will use Office 365 and all its applications to carry out school work, collaborate with fellow students and teachers

Key skills. (The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.)

Key skill	Element	Student learning activity
Staying Well	Being safe Being responsible, safe and ethical in using digital technology	Classroom discussion on the importance of being secure and responsible online. Students will be required to create strong passwords. Students will receive a number of dedicated lessons from www.webwise.ie and other sources in the area of online safety.
Being Numerate	Using digital technology to develop numeracy skills and understanding	Students will learn how to use applications, such as PowerPoint and Excel to develop numeracy skills. In this context, they should be able to create graphs/bar charts etc.
Working with others	Working with others through digital technology	Using Class Notebook and Office Teams, students will be able to interact with their classmates and submit work to their teachers.
Communicating	Using digital technology to communicate	Students will be able to communicate via their Office 365 platform.
Managing Myself	Making considered decisions	Students will consider the dangers of digital technology. They will be asked to reflect on their online conduct and act in a respectful, sincere manner.

	Using digital technology to manage myself and my learning	Students will use their Office 365 accounts to prepare presentations and projects. They will use the internet to conduct research.
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The wellbeing indicators make explicit what is important learning in Wellbeing. (The Wellbeing Indicators are: Aware, Connected and Responsible)

Suggested learning outcomes:

At the end of this unit, students will be able to...

- Demonstrate a basic capability is using Office 365, the internet and Class Notebook (**Aware, Connected**)
- Use all of the applications available on Office 365, especially Microsoft Word and PowerPoint. (**Aware, Connected**)
- Understand the importance of responsible, mature use of digital technologies (**Aware, Connected, Responsible**)
- Be aware of the dangers of the irresponsible use of digital technologies (**Aware, Connected, Responsible**)
- Take steps to ensure their safety and security online (**Aware, Connected, Responsible**)
- Use the internet to conduct research, sourcing information reliably (**Aware, Connected, Responsible**)

Sample Learning Activities:

- Students will prepare documents/presentations using Microsoft Word and PowerPoint
- Students will learn how to carry out basic functions in all applications.
- Using resources prepared by Webwise, students will examine case studies around internet safety
- Students will have the opportunity to present their work in front of their peers.

Assessment: Students will show evidence of their learning when they:

- Are able to successfully navigate their Office 365 account
- Are able to recognise the dangers of the digital world
- Research, prepare and present work using their school accounts
- Demonstrate, through formative assessment, an ability to competently use the digital technology at their disposal

Useful resources, web links and community links:

www.webwise.ie

Title of unit: Healthy Eating (2nd year students)

Duration: 6 weeks x 80 mins: 8 hours

Aim of the unit: To provide practical information of healthy eating and to improve culinary skills amongst students so that they can provide healthy, nutritious and low-cost meals and snacks.

Links: This module links to first year Home Economics and aspects of the SPHE curriculum.

Statement of learning	Example of related learning in the unit
SOL 10: Has the awareness, knowledge, skills, values and motivation to live sustainably	Consider what constitutes health eating, the importance of fruit and vegetables, calcium and protein. Through the fat teaspoon test, students will consider ways to lower fat in their diet.
SOL 11: Takes action to safeguard and promote her wellbeing and that of others	Consider some of the key elements of a well-balanced diet (Fibre, fruit/veg. calcium and protein) thereby promoting their own wellbeing.
SOL 13: Understands the importance of food and diet in making healthy lifestyle choices.	Consider some of the key elements of a well-balanced diet thereby promoting a healthy lifestyle.

Key skills (The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.

Key skill	Element	Student learning activity
Staying Well	Being healthy, physical and active	By examining ways of improving your diet, students, through this module, are encouraged to maintain a healthy food lifestyle.
Managing Myself	Making considered decisions	This module encourages students to think about their current lifestyles and take rationale, thoughtful decisions regarding their diet and health.
Working with others	Learning with others	Students will work with their peers to discuss ways of improving their diet. They will also cook a healthy meal, working with their classmates to apply the knowledge acquired from the course.
Communicating	Using language Listening and expressing myself	Students will have the opportunity to express themselves, make suggestions and contribute to discussions around healthy eating.

The wellbeing indicators make explicit what is important learning in Wellbeing. (The Wellbeing Indicators are: Active, Aware, Connected, Resilient, Respected, Responsible)

Suggested learning outcomes

At the end of this unit, students will be able to...

- Understand the importance of fibre, protein, fruit, vegetables and calcium in a balanced diet (**Aware, Responsible**)
- Distinguish between healthy and unhealthy meals (**Aware, Responsible**)
- Cook a simple, quick healthy meal based on knowledge acquired over the course of the module (**Active, Aware, and Responsible**).

Sample Learning Activities:

- Discuss and study the varied constituents of a balanced diet using worksheets
- Consider the importance of food safety through classroom discussion and brainstorming
- Students will work collaboratively to produce a simple, healthy meal.
- Students will consider, using the fat teaspoon test, ways to reduce fat intake.

Assessment: Students will show evidence of their learning when they:

- Participate in classroom discussion and activities around the topic of healthy eating
- Prepare, using the knowledge acquired over the course, a simple, nutritious meal.
- Work with their classmates to consider ways to improve their diet thereby improving their wellbeing.
- Recognise how the learning in this module connects to the wellbeing indicators.

Useful resources, web links and community links:

Title of unit: My Friends Youth (2 nd year students)	Duration: 33 weeks x 40 mins: 22 hours
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Aim of the unit: My Friends Youth is an evidence based programme which aims to improve resilience and decrease anxiety among young people

Links: This module has links to SPHE. It also links with some of the themes explored in the first-year retreats.

Statement of learning	Example of related learning in the unit
SOL 5: Has an awareness of personal values and an understanding of the process of moral decision making	Students will discuss the key attributes in being a good friend, recognising the importance of making considered and careful choices.
SOL 11: Takes action to safeguard and promote her wellbeing and that of others	Learners will develop skills to recognise challenging situations and deal with them in a calm, rational manner. They will look at problem solving exercises and ways to build resilience.

Key skills (The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.

Key skill	Element	Student learning activity
Staying Well	Being confident Being safe	Group discussions and role plays looking at anxiety provoking situations, exploring ways to overcome any anxiety and depression.
Managing Myself	Knowing myself Making considered decisions	Through student reflection and their activity book, students will reflect on scenarios, their decision making process and look at ways to better develop life skills.
Working with others	Developing good relationships and dealing with conflict	Students will look at the qualities of a good relationship and how to overcome challenges through honesty, dialogue and empathy.

The wellbeing indicators make explicit what is important learning in Wellbeing. (The Wellbeing Indicators are: Active, Aware, Connected, Resilient, Respected, Responsible)

Suggested Learning outcomes: At the end of this unit, students will be able to...

- Better develop life skills to effectively cope with challenging and/or anxiety-provoking situations (**Aware, Resilient**)
- Normalise the emotional state of anxiety (**Resilient**)
- Build emotional resilience and problem-solving abilities (**Aware, Resilient and Responsible**)
- Engage in peer learning (**Aware, Connected**)

- Build peer and other support networks (**Responsible, Connected**)
- Develop self-confidence when dealing with challenging and/or anxiety-provoking situations (**Aware, Respected**)
- Better prevent anxiety and depression in themselves (**Active, Aware, Responsible**)
- Manage their emotional wellbeing better (**Aware. Resilient**)
- Develop positive relationships between all living beings (**Connected**)
- Understand the importance of having empathy and the benefits of helping others/volunteering (**Aware, Connected and Responsible**)
- Inadvertently use the concepts of cognitive behavioural therapy in their everyday lives (**Resilient**)

Sample Learning Activities:

- Individual journaling and reflection
- Group discussion and role plays
- Project work to embed ideas and thoughts learned throughout the course.

Assessment: Students will show evidence of their learning when they:

- Contribute to group discussions using information learned in the sessions
- Actively engage in a variety of activities which involve a range of learning styles, e.g. asking/answering questions, role-plays, games, creative art etc.
- Keep a gratitude journal/personal diary
- Complete a project on one aspect of the programme and present it at the end of the year.

Useful resources, web links and community links:

- www.pathwayshrc.com.au
- www.hse.ie
- www.mymentalhealth.ie
- On my own two feet – Irish SPHE resource
- YouTube for mindfulness clips, videos etc.
- www.thehappymovie.com
- Chocolate sweets for the mindful eating exercise
- Activity Book for each student

Title of unit: I.T (2nd year students)

Duration: 6 weeks x 80 mins: 8 hours

Aim of the unit: This module, created as a result of feedback from teachers during 2018/19, aims to support students in their use of digital technology and their ability to create content online. Furthermore, the unit aims to educate students further on the importance of ethical and responsible online conduct.

Links: This module links to elements of the SPHE programme. It also serves to reinforce an internet safety message delivered to this student cohort, by 'Zeeko', during the 2018/19 school year.

Statement of learning

Example of related learning in the unit

SOL 24: Uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

Students will learn how to use all elements of their Office 365 accounts. They will work, independently and collaboratively, on researching, editing and presenting work via Office 365. Students will, through the use of Case Studies and examples, reflect on the importance of appropriate online conduct.

Key skills. (The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.

Key skill	Element	Student learning activity
Staying Well	Being safe	Students will learn about safe conduct online, using case studies and examples of responsible behaviour.
Managing Myself	Using digital technology to manage myself and my learning	Students will have the opportunity to use technology to submit, complete and share assignments using Microsoft Teams/Class Notebook.
Working with others	Working with others through digital technology	Students will work with their classmates on small, collaborative projects such as PowerPoint presentations.
Communicating	Using digital technology to communicate	Students will communicate with each other and their teacher via e-mail and Classroom Notebook.

The wellbeing indicators make explicit what is important learning in Wellbeing. (The Wellbeing Indicators are: Active, Aware, Connected, Resilient, Respected, Responsible)

Suggested learning outcomes: At the end of this unit, students will be able to...

- Demonstrate a basic capability is using Office 365, the internet and Class Notebook (**Aware, Connected**)
- Be aware of the dangers of the irresponsible use of digital technologies (**Aware, Connected, Responsible**)
- Take steps to ensure their safety and security online (**Aware, Connected, Responsible**)
- Use the internet to conduct research, sourcing information reliably (**Aware, Connected, Responsible**)

Sample Learning Activities:

- Create, edit and share documents using Office 365
- Compose, send and receive e-mails
- Through video clips and class discussion, students will discuss the importance of digital safety.

Assessment: Students will show evidence of their learning when they:

- Demonstrate an understanding of the importance of appropriate online conduct via classroom discussion.
- Show that they can create, edit and share work using Office 365.

Title of unit: Active Meditation (2nd year students)

Duration: 6 weeks x 80 mins: 8 hours

Aim of the unit: To reflect on the nature of self, spirituality through the Chakra Energy Mandalas.

Links: This unit links to elements of the Religious Education curriculum. It also links to the Mathematics curriculum through the use of geometry.

Statement of learning	Example of related learning in the unit
SOL 4: Create and presents artistic works and appreciates the processes and skills involved	Students will use colour, design, patterns and shapes to explore emotions, spirituality and their relationships
SOL 5: Has an awareness of personal values and an understanding of the process of moral decision making.	Through the intuition mandala exercise and personal journal work, students will consider their personal choices and decision making.
SOL 6: Appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she lives	Students will learn about the origins of Mandalas, their meaning and the history of Mandala Art throughout the world, as a means of self-expression, personal growth and spiritual transformation.

Key skills (The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.

Key skill	Element	Student learning activity
Staying Well	Being spiritual	This unit allows students the opportunity to reflect on their emotions, self-esteem and self-confidence. Meditation helps students to connect with their inner self. Personal journal work will also form part of this module.
Managing Myself	Knowing myself	This module gives students time, in a relaxed classroom environment, to consider their thoughts, emotions and relationships.
Communicating	Listening and expressing myself	Active meditation allows students the opportunity to listen to their inner thoughts and express themselves through the mandalas.
Being Creative	Imaging Learning creatively	Through meditation, worksheets and personal reflection, students will use their imagination to draw, colour and design their mandalas.

The wellbeing indicators make explicit what is important learning in Wellbeing. (The Wellbeing Indicators are: Active, Aware, Connected, Resilient, Respected, Responsible)

Suggested Learning outcomes

At the end of this unit, students will be able to...

- Understand the meaning of the mandalas (**Aware**)
- Reflect, through the mandalas and personal journal work, more deeply on their own spirituality, feelings and emotions (**Aware, Connected, Responsible**)
- Understand the importance of meditation and taking time to oneself in ensuring their own wellbeing (**Aware, Resilient, Responsible**).

Sample Learning Activities:

- Meditation during class time.
- Personal journal work and reflection
- Designing, colouring and creating mandala circles

Assessment: Students will show evidence of their learning when they:

- Understand the importance of Mandala Art as a process of self-expression and personal growth
- Create and explain some of their own mandala art
- Participate fully in meditation exercises, thereby attending to their own wellbeing and mental health

Useful resources, web links and community links:

- 'My Journey Through Mandala: An Active Meditation Practice into Creative Self-Expression', written and illustrated by Josie Fogarty Byrne.

Title of unit: Making Mood Mellow (2nd year students)

Duration: 6 weeks x 40 mins: 4 hours

Aim of the unit: To provide students with the opportunity to reflect on their feelings and emotions through the creation of a mood book.

Links: This unit links to elements of the SPHE curriculum, Visual Art and the Active Meditation module.

Statement of learning	Example of related learning in the unit
SOL 4: Create and presents artistic works and appreciates the processes and skills involved	Students will use colour, design, patterns and shapes to explore emotions, spirituality and their relationships
SOL 11: Takes action to safeguard and promote his/her wellbeing and that of others	At the beginning of each class, students will carry out breathing exercises. They will examine ways in which to catch negative thoughts and stop them impacting on their wellbeing.
SOL 23: Brings an idea from conception to realisation	Students will create their own mandala and create a mood book, selecting their own colours and patterns.

Key skills (The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.

Key skill	Element	Student learning activity
Staying Well	Being spiritual	This unit allows students the opportunity to self-reflect and consider their own thoughts and emotions. At the beginning of each class, students will carry out breathing exercises.
	Being healthy, physical and active	During this module, students will have the opportunity to complete a silent walk outside. They will then reflect on what they heard, saw and felt during the walk. The role of silence will also be considered.
Managing Myself	Knowing myself	The activities in this module encourages students to become more aware of their feelings, challenging negative thoughts.
Being Creative	Imaging Learning creatively	Through breathing exercises, creating a mandala and their own mood book, students will be able to creatively express themselves.

The wellbeing indicators make explicit what is important learning in Wellbeing. (The Wellbeing Indicators are: Active, Aware, Connected, Resilient, Respected, Responsible)

Suggested Learning outcomes

At the end of this unit, students will be able to...

- Create their own mood book (**Active, Aware**)
- Discuss negative thoughts and consider ways in which they can be channelled (**Aware, Resilient**)

Sample Learning Activities:

- Breathing exercises at the beginning of each lesson
- Select, create and design their own mandala
- Create their own mood book

Assessment: Students will show evidence of their learning when they:

- Discuss the rationale behind mandalas and the associated mood book
- Participate in classroom activities and classroom discussion
- Complete their mandala and mood book, reflecting on their own emotions, anxieties and concerns

Useful resources, web links and community links:

- Short, guided meditations including 3-minute breathing space, body scan and 7/11 breathing exercises
- YouTube clips including Mark Williams, 'Mindfulness guys' and mindfulness meditation for kids
- Apps (for example, Calm, Headspace and Buddhify).

Title of unit: Reading for Pleasure/Creative Writing
(2nd year students)

Duration: 6 weeks x 80 mins: 8 hours

Aim of the unit: To provide students with the opportunity to perfect their creative writing skills. To encourage students to read for enjoyment.

Links: This unit links to the JC English specification and other wellbeing modules.

Statement of learning	Example of related learning in the unit
SOL 1: Communicates effectively using a variety of means in a range of contexts in L1.	Students will present a report on a book they have read.
SOL 3: Creates, appreciates and critically interprets a wide range of texts	Students will participate in a book speed-dating activity, giving them the opportunity to critically review a book they have read.

Key skills (The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.

Key skill	Element	Student learning activity
Being Literate	Reading for enjoyment and with critical understanding	Students will read a book of their choice.
Communicating	Discussing and debating	Students will review their book and share discuss them with classmates.
Being Creative	Exploring options and alternatives	Students will create their own character(s), looking at the role they may play in a story or scenario.

The wellbeing indicators make explicit what is important learning in Wellbeing. (The Wellbeing Indicators are: Active, Aware, Connected, Resilient, Respected, Responsible)

Suggested Learning outcomes

At the end of this unit, students will be able to...

- Read for pleasure (**Active**)
- Discuss and recommend books to other students (**Active, Connected**)
- Review books they have read (**Active**)
- Create their own character (**Connected, Aware**)
- Use their character in a story or scenario (**Aware**)

Sample Learning Activities:

- Students will read independently
- Students will write a short book report and discuss it with classmates

Assessment: Students will show evidence of their learning when they:

- Participate in a book speed-dating
- Report on a book they have read
- Produce a piece of original work using their character

Useful resources, web links and community links:

- The writer, Cat Hogan, will facilitate some creative writing workshops
- www.easons.com for some of the bestselling books
- Book review template and guidelines