

Moyne Community School Wellbeing Plan

Moyne Community Schools Wellbeing Plan has been prepared and developed in conjunction with The Framework for Junior Cycle (2015) which provides for

“ a new area 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 schools 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 to their community. The junior cycle Wellbeing programme will begin with 300 hours of timetabled engagement in 2017 and build up to 400 hours by 2020 as the new junior cycle is implemented fully in schools.”

Planning and development of this plan has been guided by “Guidelines for Wellbeing in Junior Cycle 2017”. These Guidelines place Wellbeing as one of the eight principles for Junior Cycle Education and a number of the 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).

This wellbeing plan has been developed taking a clear understanding of what wellbeing means recognising the indicators of wellbeing:

Indicators of Wellbeing



ACTIVE

- Am I a confident and skilled participant in physical activity?
- How physically active am I?



RESILIENT

- Do I believe that I have the coping skills to deal with life's challenges?
- Do I know where I can go for help?
- Do I believe that with effort I can achieve?



RESPONSIBLE

- Do I take action to protect and promote my wellbeing and that of others?
- Do I make healthy eating choices?
- Do I know where my safety is at risk?



RESPECTED

- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?



CONNECTED

- Do I feel connected to my school, my friends, my community and the wider world?
- Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?

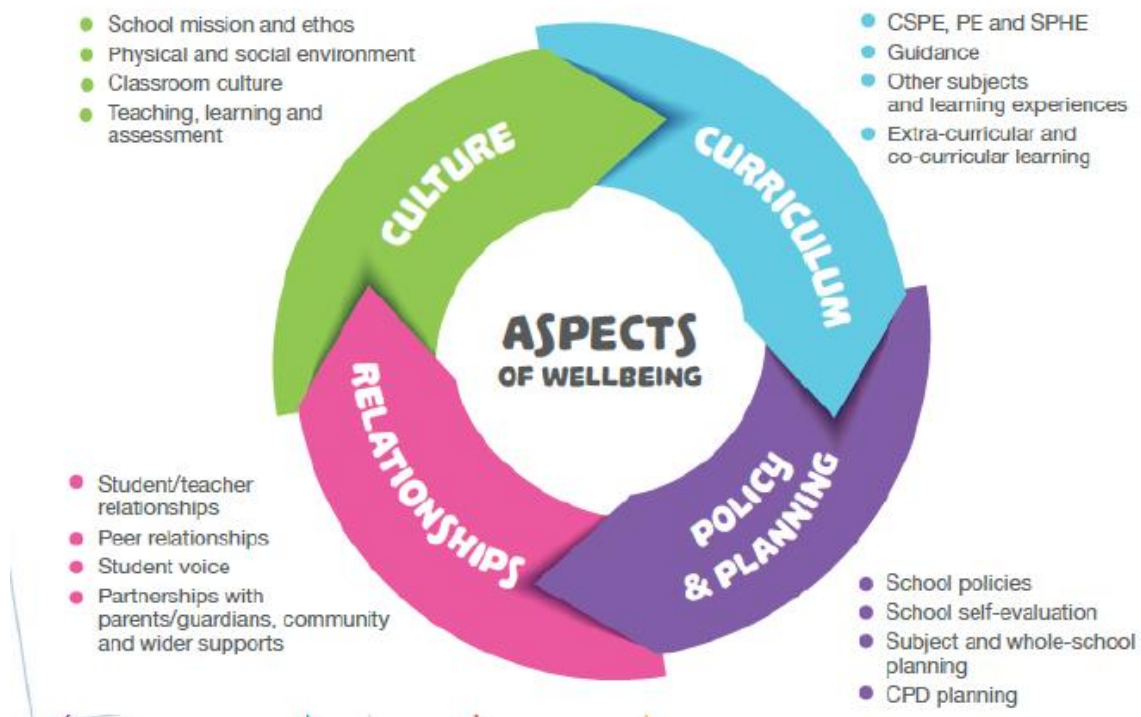


AWARE

- Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
- Am I aware of what my personal values are and do I think through my decisions?
- Do I understand what helps me to learn and how I can improve?

Secondly, in planning it has been recognised that Wellbeing is more than a subject or curricular areas and involves a whole school approach and is the responsibility of all members of the school community

Four Aspects of Wellbeing



In developing this plan it was also recognised that many successful areas of school life have directly made a positive impact on student and staff wellbeing. Links with the Pastoral care team, Guidance and Counselling, Extra-Curricular Activities, Arts and Culture and other support mechanisms have been recognised as enhancing the school ethos and atmosphere and adding to a sense of wellbeing for all.

Curricular Provision

In this Wellbeing programme, the school has allocated the minimum requirement of 300 hours for the Wellbeing programme as a starting point.

This programme is configured as follows:

- Double periods for PE in each of the three years in junior cycle.
- One period for SPHE, focusing on selected learning outcomes from **each** strand of the NCCA SPHE short course. Alternatively, teachers can continue to plan for learning using the SPHE syllabus.
- One period for CSPE, focusing on learning outcomes from **each** strand of the NCCA CSPE short course.
- The remaining 25 hours are used to support Wellbeing/ guidance-related learning in first year. In a single period, once a week, students gain the knowledge and skills to manage themselves as more independent learners and to make a positive transition from primary education.

	1 st yr	2 nd yr	3 rd yr	Hours
PE	Double class period	Double class period	Double class period	134
CSPE	One class period	One class period	One class period	67
SPHE	One class period	One class period	One class period	67
Guidance Related Learning	One class period			22
			Total	289 hrs

In design this course the Guidance Related Learning Class (named SPHE on the timetable) has been banded to allow for the following teachers to rotate among the five based class. Each teacher has specific areas of importance to bring

Teacher	Area
Ms C Killian	Guidance & Counselling
Ms M Mulcahy	Learning support
Ms M ferry	Year head
Ms C smith	Mindfulness
Ms C O'Connor	ICT in school

The remaining hours have been provided by a number of specific activities that occur at particular points across the Junior Cycle period. The below list is a sample

Activity	Approx time
Transition Day (May before 1 st yr)	5 hrs
1 st yr Sports Day	6 hours
Various Guest speakers	
School Charity Fun Run	
Wellbeing Week	

This provision and structure will be reviewed after 2017/18 cohort completes this year

In the areas of PE, SPHE and CSPE

- For PE in each of the three years in junior cycle, the schools can include the NCCA PE short course or develop our own short course for second and third year.
- One period for SPHE, focusing on selected learning outcomes from **each** strand of the NCCA SPHE short course. Alternatively, teachers can continue to plan for learning using the SPHE syllabus.
- One period for CSPE, focusing on learning outcomes from **each** strand of the NCCA CSPE short course