

Planning Wellbeing in Junior Cycle

The Junior Cycle Wellbeing programme is 400 hours of time-tabled learning for first year students from September 2021. There are three pillars to all junior cycle Wellbeing programmes:

PE (135 hours), SPHE (100 hours) and CSPE (100 hours). SPHE incorporates Relationships and Sexuality Education.

In addition, schools will include other areas of learning in their Wellbeing programme (65 hours), such as guidance education and school-developed units of learning related to aspects of wellbeing specifically designed to meet the needs of their students. The Appendix I template in the Wellbeing Guidelines (2021) will be used to document these units of learning.

The Wellbeing Guidelines (2021) also give advice on providing a Wellbeing programme for students engaging with Level 1 and Level 2 learning programmes.

WELLBEING MATTERS NOT SIMPLY BECAUSE IT LEADS TO BETTER EDUCATIONAL OUTCOMES OR CAN INFLUENCE YOUNG PEOPLE'S OUTCOMES AS ADULTS. WELLBEING MATTERS IN THE HERE AND NOW.

Junior Cycle Wellbeing Guidelines 2021 (Pg. 6)

It is important that planning for wellbeing is undertaken collaboratively and involves consulting with students, parents and teachers. This will ensure that the schools' wellbeing programme meets the identified needs of the students in their own unique school context.

"There is also a large body of international research showing an association between the quality of relationships between teachers and students and a number of student outcomes, including socio-emotional wellbeing, engagement in schoolwork, feeling a sense of belonging in school, levels of disciplinary problems, and academic achievement."

Smyth, E. (2015) ESRI/NCCA

Key Documents and Websites

- The Wellbeing Guidelines 2021 can be accessed [here](#):
- The Wellbeing Policy Statement and Framework for Practice 2018 -2023 (Revised October 2019) can be accessed [here](#):
- Visit www.curriculumonline.ie to view the Short Course Specifications and Assessment Guidelines for CSPE, SPHE and PE
- Visit the Wellbeing section of www.jct.ie for further CPD supports



An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE**
for teachers

March 2021

**Wellbeing
in
Junior Cycle**



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NCCA

An Chomhairle Náisiúnaí
Curraíochta agus Measúnachtaí
National Council for
Curriculum and Assessment



**An Roinn Oideachais
Department of Education**

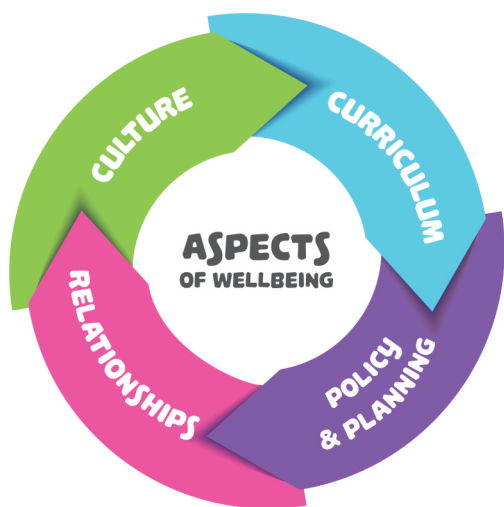
Wellbeing in Junior Cycle

Wellbeing is at the core of the Framework for Junior Cycle. The framework places the student at the centre of the educational experience through teaching, learning, assessment and reporting practices. It is concerned with nurturing students' wellbeing through the provision of curricular and extra-curricular experiences, ensuring that wellbeing is supported across all learning.

Why Wellbeing Matters

Each of the day-to-day interactions that take place in a school can impact on students' wellbeing. Therefore, everyone can play a part in supporting wellbeing.

Students have a right to feel cared for in schools. Developing good relationships in the classroom and throughout the school are essential for students' wellbeing and for effective teaching and learning. When students feel included, respected and listened to, they are more ready to learn and more successful in their learning. Wellbeing matters not only because it leads to students doing better at school, but it can also influence young people's outcomes as adults.



What is Wellbeing?

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.

*Wellbeing Policy Statement and Framework for Practice
2018-2023*

Schools have a central role to play in supporting and promoting students' learning about wellbeing and for wellbeing. Students learn about wellbeing through specific areas of the curriculum and through special wellbeing events and initiatives designed to develop their awareness, knowledge and understanding of wellbeing, and which help them to promote their own wellbeing and that of others. They learn *for* wellbeing when their experience of school life and their day-to-day interactions, both within and beyond the classroom, are respectful and caring.

Six Indicators of Wellbeing

To make sure everyone – students, parents, and teachers, have a common understanding of what wellbeing means, six indicators have been identified. These indicators make explicit what is important for young people in supporting their wellbeing and in their learning.

The indicators of wellbeing can support conversations about student wellbeing and may help identify where a student is in need of support.

