

St. Raphaela's Secondary School

Whole School Policy on Social, Personal and Health Education

1. Our School Philosophy

As stated in our Mission Statement, St. Raphaela's Secondary School "aims to create a learning community in which the children in our care are given every opportunity to flourish academically, spiritually and morally". In accordance with this aim, and, as part of our integral Wellbeing Policy, the school provides students with an SPHE Programme, which provides a unique space where students can develop the knowledge, understanding, skills, dispositions and values needed to support their physical, emotional and social wellbeing, now and in the future.

This programme has developed out of a vision for holistic education. As educators aspiring to live out the motto of our Founder, St. Raphaela, which was 'Love Always', we practice a 'pedagogy of the heart'¹ which aims to generate an educational environment where each person can feel valued and loved, where they can flourish. This specific pedagogy resonates with the beliefs of the philosopher Nel Noddings, who suggests that 'care is at the heart of human life and flourishing and should be viewed as the ethical ideal of education'.

2. Definition of SPHE

Because early adolescence is a time of significant change for young people, SPHE provides students with a 'safe space' where they can develop their understanding and skills to learn about themselves and others, and to consider choices about their health and wellbeing in a rapidly changing world. The SPHE programme places a strong focus on the development of important life skills that young people need. It focuses on developing the core social and emotional skills of self-awareness, self-management, responsible decision-making, social awareness, and relationship skills.

3. Rationale

In accordance with the *Education Act (1998)*, schools must 'promote the moral, spiritual, social and personal development of students', areas embedded within the school ethos and manifest in the SPHE curriculum.

St. Raphaela's Secondary School delivers SPHE in accordance with the Junior Cycle SPHE Specification (NCCA, 2023) at Junior Cycle, and the Senior Cycle SPHE Specification (NCCA, 2024) at Senior Cycle, as mandated by the Department of Education and Youth. The delivery and quality of SPHE at St. Raphaela's is benchmarked against Looking at Our School 2022: A Quality Framework for Post-Primary Schools (Inspectorate, updated January 2024). This framework informs the school's self-evaluation of SPHE provision across the domains of learner outcomes, learner experiences, and teachers' individual and collective practice.

The SPHE curriculum also provides the framework for delivery of social and emotional learning programmes 'which have been shown to significantly improve children and young people's social and emotional skills, attitudes, behaviour and learning performance', *The Wellbeing Policy Statement and Framework for Practice* (2018). All young people need knowledge and skills to help them develop a strong sense of self, make informed and healthy decisions, be able to take care of themselves and others and manage life's challenges.

4. Aims of SPHE

¹ Handmaids of the Sacred Heart of Jesus, Our Educational Style, 2017.

This course aims to nurture students' self-awareness and positive self-worth and to develop the knowledge, understanding, skills, dispositions and values that will help them to create and maintain respectful and caring relationships and lead fulfilling and healthy lives.

This course offers opportunities to support all key skills, but some are particularly significant:

- Being creative
- Being Literate
- Being Numerate
- Communicating
- Managing information and thinking
- Managing myself
- Staying well
- Working with others

5. Links between SPHE and the Wellbeing Statements of Learning & Indicators of Wellbeing

In accordance with the Wellbeing Policy Statement and Framework for Practice (Department of Education, 2018–2025), St. Raphaela's Secondary School provides a minimum of 400 hours of Wellbeing provision across the three years of Junior Cycle. SPHE constitutes a core and timetabled element of this provision. [Wellbeing Policy Statement and Framework for Practice, DE 2018–2025]

The SPHE course supports young people to develop all six indicators of wellbeing:

- Active
 - Responsible
 - Connected
 - Resilient
 - Respected
 - Aware
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- SOL 11: The student takes action to safeguard and promote their wellbeing and that of others.
 - SOL 5: The student has an awareness of personal values and an understanding of the process of moral decision-making.
 - 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.
 - Links between Junior Cycle Wellbeing and key skills specific to the four strands of the SPHE Programme have been identified in the Scheme of Work for each strand.

6. Whole School Context and Management of SPHE

All teachers of SPHE are aware of and act in accordance with the school's Child Safeguarding Statement and Risk Assessment, which has been prepared and reviewed in accordance with the Child Protection Procedures for Schools 2025 (Department of Education and Youth). The Statement is reviewed annually by the Board of Management. The Designated Liaison Person (DLP) is Denise O'Dowd, and the Deputy Designated Liaison Person (DDLDP) is Kathy Behan.

All teachers are Mandated Persons under the Children First Act 2015 and are required to report any reasonable grounds for concern regarding harm to a child directly to Tusla. This obligation exists independently of the school's internal reporting procedures and does not require the consent of the DLP.

SPHE provision is supported by the school's Anti-Bullying Policy, which has been developed in accordance with the Bí Cineálta — Procedures to Prevent and Address Bullying Behaviour (Department of Education and Youth, 2024), mandatory from 1 September 2025. SPHE lessons actively support students' understanding of respectful behaviour and the harm caused by bullying, including cyberbullying and identity-based bullying.

The Board will ensure that the ethos and values of the Trustees are reflected in the formulation and implementation of this policy.

Principal and Deputy Principal: The Principal and Deputy Principal are committed to supporting all those involved in delivering the SPHE programme in St. Raphaela's Secondary School. The management will facilitate in-house staff development and encourage participating in external programmes and courses, particularly when these programmes /courses have a direct influence on student learning within the SPHE programme.

SPHE Co-Ordinator and Teaching Staff: The Co-Ordinator will work with the SPHE Teachers to ensure a coherent and consistent delivery of the programme and maintain records of meetings and updates. The Co-Ordinator will work with the various partners in developing the programme to meet the emerging needs of students. Classes are conducted in a structured, ordered, and safe environment. The relationship fostered in the classroom is based on respect and care.

Sensitive Issues: Class discussions will be of a general nature and not personally directed. The SPHE teacher will act as a facilitator and not a counselor. Teachers advise students to keep parents updated when dealing with sensitive issues. Teachers will 'check-in' with students to ensure all are comfortable with class activities/discussions. Should any issues of concern arise, the teacher can refer a student to the appropriate person, e.g. Guidance Counsellor. All teachers are aware of their responsibilities under the Child Protection Procedures for Schools 2025.

Grouping of Students: All students study SPHE. It is not an optional subject. Students are taught SPHE in their base class groups, which are mixed ability. Where a parent/guardian wishes to withdraw their child from specific RSE content, a written request must be submitted to the Principal. This will be processed in accordance with the school's RSE Policy, which sets out the procedure for consultation and any alternative arrangements. Withdrawal will only be granted in exceptional circumstances and will not result in the student being excluded from SPHE provision as a whole.

[Reference: Junior Cycle SPHE Specification, NCCA 2023; Senior Cycle SPHE Specification, NCCA 2024; school's RSE Policy]

Planning for Students with Additional Educational Needs: Students with Additional Education Needs are fully integrated into SPHE Lessons. The AEN Department can inform teachers of specific student requirements where appropriate, and accommodations such as the presence of an Additional Needs Assistant or other supports can be provided.

Cross Curricular Links: Throughout the 4 Strands of the SPHE Course, there are plenty of opportunities to work alongside various other departments. At St. Raphaela's we have close links with the Physical Education Department, Science Department, Religion Department and Guidance Department. Many topics covered in SPHE are also key components of extra-curricular activities. E.g. working as team members in the various sports and clubs, anti-bullying & Bí Cineálta projects, green school's initiatives, and Wellbeing week activities.



Subject Planning for a Culturally Diverse Society: St. Raphaela's promotes education, understanding, tolerance and friendship among all nations, racial or religious groups and encourages a wholesome curiosity among students to learn from each other, where opinions can be shared in a respectful manner. Everyone has the freedom to change their opinion based on reflective discussion. We encourage all students to have an open mind and not to make generalisations in relation to cultural, religious, ethnic or sexual orientation or gender identity. Teachers adopt an approach that is inclusive, in accordance with principles of equality and human rights. This ensures that all students can see themselves, their families and their communities reflected across the learning and can learn to value diversity as a source of enrichment. SPHE thus contributes to building a cohesive, compassionate and fair society; one that is inclusive of all genders, sexualities, ethnicities, religious beliefs/worldviews, social classes and abilities/disabilities.

Provision For Health and Safety Requirements: The roll is taken at the beginning of each lesson and recorded on VSWare. All teachers are familiar with the school's Health and Safety Policy. Regular fire drills are carried out. Easy access to fire extinguishers is maintained. Mobile Phones are not permitted throughout the school day unless explicitly permitted by a teacher in a Senior Cycle class, for teaching and learning purposes.

Learning in SPHE is essentially supported by a positive, empowering whole school environment and relevant school policies/guidelines including RSE, Internet Safety, Anti-bullying, Bí Cineálta, Substance-use, Dignity in the Workplace, Critical Incident Policies and Child Protection Procedures for Schools 2025. This broader context for learning in SPHE helps to ensure that students learn to make informed decisions about their health and wellbeing. These decisions are further supported and encouraged by school, community and national policies and guidelines.

Our approach to the implementation of SPHE in the school is as follows:

1. Appropriate language used by the teacher, i.e. being clear and concise without being overly explicit. All information is to be age appropriate.

2. Very sensitive issues such as 'abuse' should not be discussed in detail in class but students to be made aware that certain members of staff are specifically trained to discuss and deal with such problems, i.e. Guidance Counsellor. Parents and SPHE teachers also need to be aware of the possibility of such delicate information being entrusted to them. If a teacher becomes concerned about a matter that has been raised, they should seek advice from the Guidance Counsellor, or the Principal (Designated Liaison Person) or in their absence, the Deputy Designated Liaison Person.
3. Programme content will be made available to parents who wish to inform themselves about it. A copy of this policy will also be made available to any parent on request.

7. Visiting Speakers/External Facilitators

It is school policy that most of the RSE programme is best discussed openly with teachers who are known and trusted by the students. However, on occasion, a visiting speaker may be invited to talk to students in relation to a certain topic. On such occasions, the SPHE co-ordinator will send parents an awareness message on Vsware well in advance of the visit outlining the purpose and content of the visit. The message will include an opt-out clause if parents don't want their daughter to attend the talk. A Teacher will accompany the visiting speaker at all times during the visit. In the following SPHE class, the students will be given the opportunity to evaluate the talk openly.

Circular No. 0043/2018 outlines best practice guidelines in respect of inviting external facilitators to speak with students. A copy of the checklist provided for use when considering the use of external facilitators is attached to this Policy.

8. Training

Teachers involved in this work require sensitivity to the needs of the group and an ability to deal with questions openly and honestly. Where possible, teachers with a genuine interest in SPHE will be chosen to work on the programme. Teachers are encouraged and supported to attend training provided by SPHE.ie/PDST.ie and other identified external programmes, which may be considered of benefit to student/teacher learning in SPHE. A Post Graduate in SPHE/RSE is offered by DCU ([Circular-SPHE-RSE-Programme-2026-EN-1.pdf.](#)) Oide also offers an SPHE Professional Learning Experience (PLE) on Planning and Preparing for Sensitive Issues (available from February 2026).

9. Monitoring Evaluating and Reviewing the SPHE Programme (including RSE).

At meetings with the Wellbeing Co-Ordinator, teachers of SPHE can share thoughts, make suggestions, and review the SPHE Programme, including RSE Strand content. Students are encouraged to share feedback and asked to give feedback on topics discussed by guest speakers, following the Lundy model of child participation. Students are also encouraged to take ownership of projects in SPHE during events like Stand-Up Week and initiatives like the Hygiene Bank. Parental responses to the programme are always welcome.

10. Junior Cycle SPHE Programme

As stated in the Definition, the new Junior Cycle SPHE programme provides a spiral approach to learning, where students can revisit themes that focus on developing self-awareness and respect for others, the skills of self-management, communication, coping with choices and making healthy decisions. Whilst the new SPHE course builds on this approach, emphasis is also focused on 'student agency and engagement in the learning process as key to learning in the affective domain'.²

100 hours across the three years of Junior Cycle are allocated to SPHE, as per NCCA guidelines, within the mandated 400 hours of Wellbeing. Students complete a CBA in 2nd or 3rd year and teachers award descriptors following the SLAR process and ensuring in-house moderation.

² SPHE <https://www.curriculumonline.ie/Junior-cycle/Short-Courses/SPHE/Rationale-and-Aim>

The Junior Cycle short course is designed to enable students to develop a positive sense of themselves and a commitment to caring for themselves and others. The short course is designed to cover four main Strands as follows:

- **Strand 1:** Understanding myself and others This strand focuses on developing self-awareness and self-esteem and building some of the foundational skills and dispositions needed for healthy relationships and to thrive in life (including communicating and negotiating, listening, showing empathy, respecting difference, and self-management/self-regulation). By-stander intervention is also covered.
- **Strand 2:** Making healthy choices This strand offers opportunities for students to consider how they can make healthy choices to support their wellbeing. It explores what being healthy might look like for a teenager, what helps or gets in the way of making healthy choices and how to access reliable information to support good choices. Students will also practice the skills needed for making healthy decisions and come to understand contextual factors, such as family, peer, media and social pressures, that influence decisions. Substance Use Education is also covered
- **Strand 3:** Relationships and sexuality This strand explores the cognitive, physical, emotional and social aspects of relationships and sexuality through a positive, inclusive and rights-based approach. The focus is on family relationships, friendships, romantic/intimate and potential sexual relationships in the future. Consent education and LGBTQ+ inclusion are also covered
- **Strand 4:** Emotional wellbeing This strand primarily focuses on nurturing emotional wellbeing and promoting positive mental health. It helps develop problem solving and coping skills for dealing with the emotional ups and downs of life, explores how to support themselves and others in challenging times and discusses where/how to find support, when needed. Digital Wellbeing/online safety are also covered.

Personal Learning Diary: Much of the learning in SPHE is concerned with attitudes, values and feelings personal to the individual, so students are encouraged to keep a Personal Learning Dairy, where they can keep private notes about their learning in SPHE. On occasion, the student may choose to use some notes to support learning activities.

Class Contract: Because a lot of material covered in the SPHE programme is of a sensitive nature, and to ensure that the Classroom is a safe and respectful environment, the Teacher should agree a Contract with students which all sign at the beginning of the school year.

Learning Outcomes: The knowledge, understanding, skills and values students should be able to demonstrate having completed this Junior Cycle Short Course in SPHE have been listed in the Junior Cycle Specification.

Learning outcomes specific to each topic have been incorporated into the Scheme of Work, which provides lesson plans linking Learning Intentions to the Wellbeing Indicators, Statements of Learning, and Key Skills.

Junior Cycle Resources

- Junior Cycle Wellbeing Guidelines, 2021
- Short Course SPHE Specification for Junior Cycle, 2023
- Curriculumonline.ie/Junior-cycle/Short-course/SPHE/SPHE-RSE-toolkit
- JCT website with accompanying documents.
- Textbook: You've got this 1,2,3 (Educate.ie) is used as the main source of content and resources
- Various presentations, short film clips, etc. Based on resource packs from HSE, Oide and other reputable and classroom appropriate sources
- Visiting Speakers
- Junior Cycle, SPHE, Short Course curriculum specification. NCCA 2022
- Strategies for Teaching and Learning, various teaching methodologies available at: https://www.jct.ie/wholeschool/classroom_strategies

11. Senior Cycle SPHE Policy

1. Rationale & Aim

SPHE develops knowledge, skills, values and dispositions for students to be healthy, resilient, confident, responsible and empathetic young adults; nurture respectful relationships; and prepare for life beyond school. Grounded in respect, equality, inclusivity, responsibility, dignity, compassion, and empathy.

2. Provision

- Minimum 54 hours class contact time over final 2 years of senior cycle
- SPHE is now also a mandatory component in TY with one class per week for the year in accordance with the Transition Year Programme Statement.
- 5th and 6th year SPHE is delivered through three strands: Health & Wellbeing; Relationships & Sexuality; Into Adulthood
- Cross-cutting elements: Thinking Critically & Empathetically; Exercising Rights, Responsibilities & Inclusivity; Being Health Literate

3. Teaching & Learning Approach

Core principles:

- Build supportive, respectful classroom relationships enabling safe dialogue and reflection
- Teacher as facilitator, not expert; open, non-judgmental, skillfully questioning assumptions
- Affirm diversity (sexuality, gender, ethnicity, belief, class, ability) through inclusive language and content
- Use cooperative, experiential methodologies; consult students on needs/concerns
- Foster awareness, dialogue, reflection and action

Practice:

- Accurate, age-appropriate information relevant to real-world experience
- Build personal, social, emotional skills with practice opportunities
- Critique social norms; explore influences on health/wellbeing/relationships
- Model respect for diverse viewpoints based on human rights and dignity
- Ongoing assessment to provide feedback and inform next steps

4. Assessment

- There is no written exam
- Students complete **key assignments** (audio, written, digital, poster, etc.) derived from learning outcomes across three strands
- Key assignments show: increased knowledge/skills/values; application to personal contexts; changed/confirmed attitudes; new strategies; capacity for choices/actions
- Satisfactory completion required; teacher feedback given (not graded)

5. Roles & Responsibilities

SPHE Coordinator:

- Oversee planning, resources, professional development
- Liaise with Wellbeing Team and pastoral care structures

SPHE Teachers:

- Deliver specification learning outcomes using effective methodologies
- Create safe, inclusive environment for sensitive topics
- Complete ongoing assessment and provide feedback
- Access professional development (SPHE Toolkit: curriculumonline.ie)

School Leadership:

- Allocate minimum 54 hours timetabled provision
- Support teacher PD and resourcing
- Ensure policy coherence with Wellbeing, Child Safeguarding, Bí Cineálta, RSE policies

Students:

- Engage respectfully in dialogue and reflection
- Complete key assignments

This policy was reviewed and ratified by the Board of Management on 13th April 2026. It is due for review no later than 13th April 2028. It supersedes the previous SPHE Policy dated April 2023.

- Apply learning to support own and others' wellbeing

Parents/Guardians:

- Support home-school partnership in health/wellbeing education
- Contact SPHE Coordinator with queries

6. Sensitive Content & Safeguarding

- Teachers address sensitive topics (mental health, sexuality, abuse, substance use) with care, using age-appropriate resources
- Ground rules established for safe classroom discussions (confidentiality limits, respect, right to pass)
- Signpost supports: school counsellor, year head, external services (TÚSLA, Jigsaw, TENI, etc.)
- Child safeguarding procedures apply; disclosures managed per school Child Safeguarding Statement

7. Inclusion & Equality

- LGBTQ+ identities, relationships, families are fully integrated across all strands (not standalone lessons)
- Affirm diversity of backgrounds, identities, cultures, abilities, beliefs
- Differentiation supports all students to engage and achieve relative to aptitudes/abilities
- Challenge harmful gender norms, discrimination, violence

8. Links to Whole-School Structures

- SPHE is embedded in Wellbeing Promotion Process
- It is aligned with Child Safeguarding Statement, Anti-Bullying Policy, RSE Policy, Substance Use Policy
- It supports Key Competencies development across senior cycle

SPHE Senior Cycle Programme

Senior Cycle SPHE is delivered in accordance with the Senior Cycle SPHE Specification (NCCA, 2024). The school ensures that all Senior Cycle students receive timetabled SPHE provision.

Year	Themes
Transition Year	• Relationships & Sexuality Education • Wellbeing • Wellness • Mediation • Social Studies

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5th Year	• What determines good health? • Goal Setting • Holistic Health • Physical Activity • Sleep • Managing Social comparisons • Spotting Fake Lifestyles • Emotional Granularity • Values in Relationships • Influence of Movies and TV Shows on Relationships • Boundaries in Intimate Relationships • Consent • Healthy Sexual Relationships • Safer Sexual Practices • Fertility
6th Year	• RSE Themes • Marriage • STIs • Physical Health • Mental Health • Sexual Health • Influences and Decisions • Social Media and Digital Literacy

Senior Cycle Resources

Lessons have been adapted from:

- Core textbook: You've Got This – Educate.ie
- <https://www.curriculumonline.ie/senior-cycle/sphe/sphe-toolkit/resources-for-learning-and-teaching-sphe-2024/>
- <https://www.curriculumonline.ie/getmedia/759a3a1d-9736-40d4-9f57-234443d2a344/SC-SPHE-Spec-JULY-24-p9.pdf>
- TY specific SPHE Micro-Modules designed by the NCCA [Resources for learning and teaching SPHE | Curriculum Online](#); [Who-do-you-want-to-be-SPHE-micro-module Jan-13-2025.pdf](#); and [Communication-skills-micro-module-Jan-13-2025.pdf](#) -
- Various Mental Health Resources
- Mindfulness & self-awareness resources
- This list is not exhaustive

Other resources:

- **PDST SPHE resources:** https://www.education.ie/en/Circulars-and-Forms/Archived-Circulars/cl0023_2010.pdf (current lesson plans, updated materials)
- **B4udecide.ie** (sexual health/relationships resource)
- **Webwise.ie** (internet safety – already strong in school but should be in policy)
- **Mental Health Ireland** schools' resources
- **Jigsaw** youth mental health materials
- **SpunOut.ie** (youth information on relationships, mental health, substance use)
- **NCCA Junior Cycle Wellbeing Guidelines (2017)** – still current
- **Senior Cycle SPHE Toolkit** (DES) – if using

Assessment: The purpose of assessment throughout the SPHE school programme is to support student learning, the ability to reflect on learning, to develop skills of healthy decision making and to make and nurture healthy relationships. The attributes and skills required making healthy choices, and maintaining good relationships become manifest when students develop a positive sense of self in their physical, social, emotional and spiritual health and wellbeing.

Assessment is an integral element of SPHE provision at St. Raphaela's. In line with the Junior Cycle SPHE Specification (NCCA, 2023) and the Senior Cycle SPHE Specification (NCCA, 2024), assessment in SPHE is primarily formative and student-centered. Assessment for, as, and of learning informs planning and supports student progression.

Assessment approaches in SPHE may include:

- Reflection journals and self-assessment activities
- Classroom-based discussions and group tasks
- Portfolio evidence of learning
- Teacher observation and formative feedback

Assessment data is used by SPHE teachers and the Co-ordinator to review the effectiveness of programme delivery and to adapt teaching approaches to meet student needs. Assessment practices are reviewed as part of the school's School Self-Evaluation (SSE) process, in line with Looking at Our School 2022: A Quality Framework for Post-Primary Schools (Inspectorate, updated January 2024).

There is no final written examination in SPHE. All students who engage in Senior Cycle SPHE (whether following Leaving Certificate Establish (LCE) or Leaving Certificate Applied (LCA) programmes) are assessed through key assignments which do not form part of their final LC grading.

At Junior Cycle, student progress and achievement in short courses, both in ongoing assessments and in the specific Classroom-Based Assessment relating to this course, will be communicated to parents/guardians in interim reporting and in the Junior Cycle Profile of Achievement (JCPA). SPHE is formative only and is not graded in reporting to parents, while comments on progress and engagement are given.

To support this, teachers and schools will have access to online assessment support material. Along with the guide to the Subject Learning and Assessment Review (SLAR) process, this focuses on a range of supports including:

- formative assessment
- planning for and designing assessment
- ongoing assessments for classroom use
- judging student work – looking at expectations for students and features of quality
- reporting to parents and students

- thinking about assessment: ideas, research and reflections
- a glossary.

Classroom-Based Assessment in SPHE at Junior Cycle

Assessment in SPHE is not about setting tasks in order to accumulate a record of marks. Nor is it about teachers assessing where the student is situated on the continuum of wellbeing or making a judgment about a student's physical, social or emotional wellbeing. The focus of assessment is on allowing students to demonstrate the knowledge, skills, and dispositions they have gained through their engagement in learning in SPHE. By inviting students to select examples of work that mark significant learning, the Classroom Based Assessment is designed to promote student reflection on their learning. This CBA is underpinned by ongoing rich learning tasks that are supported by formative feedback.

Title:

Portfolio of my learning and my reflection on learning in SPHE.

Format:

Individual selection of items of work, such as digital, written texts, posters, audiovisual or multi-modal.

Student Preparation:

Students will choose three pieces of work completed over time and linked to different strands of learning within the course, and present these accompanied by a reflection on why each piece was chosen and how it marked important learning for the student in SPHE.

Whilst the timing of the Classroom-Based Assessment in short courses may vary from school to school, Classroom-Based Assessment for reporting purposes in the JCPA cannot be conducted in first year. This Classroom-Based Assessment can be completed during second or third year and can be produced in written, digital, visual or audio formats.

Wholeschool Supports, Activities and Clubs which Promote Learning Activities for SPHE Themes

- Year Heads
- 6th Year Buddies
- TY Class Captains
- Student Council
- Parents Council
- Learning Support
- Supervised Study
- Retreats
- Counselling with Guidance Counsellor
- Resilience Workshops
- Timetabled Care Team Meetings
- School Trips
- Wellbeing week
- Health Promoting Schools
- Green Schools
- Walk and Talk – weekly lunchtime walk
- Seachtain na Gaeilge
- Lunchtime Clubs: Table tennis, Book Club, Games through Irish, Art & Craft
- Wellbeing Cycle for Charity
- Active Schools Week
- School Sports Day
- School Masses and Liturgies
- Parenting Course with Gabrielle Herlihy (Parent Coach)
- Gaisce Awards
- DEAR Time
- 1st Year Parents Evening
- Individual 1st Year student 'check-in'
- CAO Information Evening
- 2nd Year Subject Choice Evening

This policy was reviewed and ratified by the Board of Management on 13th April 2026. It is due for review no later than 13th April 2028. It supersedes the previous SPHE Policy dated April 2023.

- TY Information Evening
- Social Awareness Projects: Christmas Shoe Box Appeal, Homeless Appeals
- Worrybuster Workshops in 5th & 6th year
- Study Skills Workshops in 3rd and 5th year
- Bodywhys Presentation to 2nd years
- Senior Check-ins with Guidance
- TY Subject Choice Fair with Student Ambassadors

This list is not exhaustive.

From Circular 0043/2018

Appendix:

Checklist: Use of Programmes and/or External Facilitators

Engaging External Facilitators in the School:		✓	x
1.	The facilitators have the necessary training/qualifications and expertise to deliver the agreed programme or training		
2.	At least one member of the school team is available to facilitate planning, joint delivery and evaluation of the programme or external input		
3.	Facilitators are suitably qualified to work with the profile of students in the school		
4.	Facilitators delivering the programme or input have a written child protection policy and a safeguarding statement		
5.	The school is satisfied that it has met any vetting obligations that arise under the Vetting Act and in line with Circular 0031/2016, for the external facilitators		
When Considering a Programme:		✓	x
6.	A need has been identified through the school's Wellbeing Promotion Process that could be addressed by using a specific programme		
7.	The programme is consistent with the school's whole school approach to wellbeing promotion		
8.	The Board of Management has approved the delivery of the programme		
9.	The chosen programme is informed by research and/or evidence		
10.	The programme uses evidence based/informed methodologies and promotes active learning		
11.	All relevant staff members have been informed about the proposed programme.		
12.	The programme is suitable to meet the needs of the targeted cohort of students.		
13.	In the selection of programmes, the opinions of parents/carers and students have been ascertained		
14.	An evaluation form will be completed by students and staff		
15.	The impact of the programme will be monitored		
16.	The programme delivery is sustainable over time within the school		
17.	Consideration has been given to the possible vulnerabilities of students and the minimising of any potential negative impact of the programme		
18.	Supports are available for the students during and after the programme delivery		