

About Junior Cycle Wellbeing

Information for Parents/Guardians

About Wellbeing in Junior Cycle

Wellbeing in Junior Cycle is about young people feeling confident, happy, healthy and connected.

An important aim of this programme is to give students more of a say on their wellbeing and encourage them to talk about it.

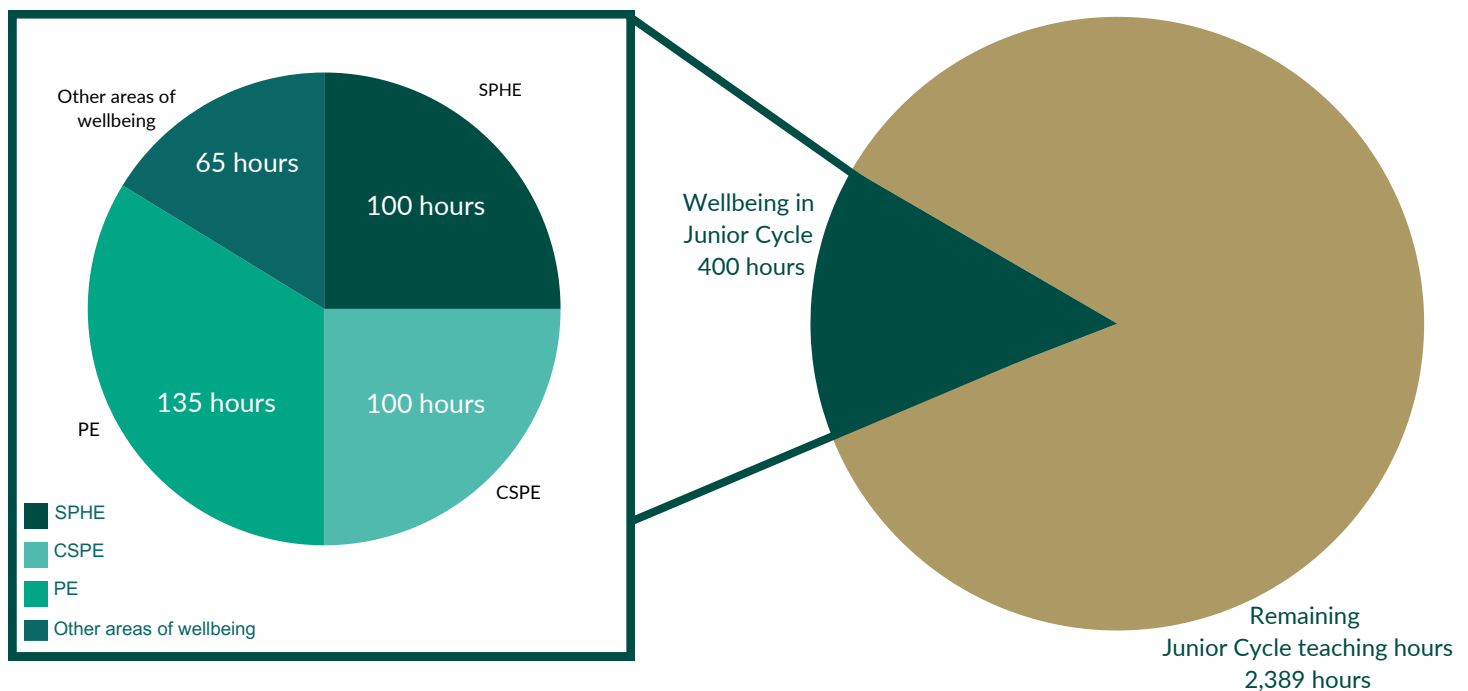
It is important that parents have the opportunity to become familiar with the Junior Cycle Wellbeing programme in order to have conversations with their children and support their learning.

Wellbeing in the Curriculum at Junior Cycle

The 3-year Junior Cycle has a minimum of 2,789 teaching hours. From this total, 400 hours will be used to teach wellbeing to students over the three years. These wellbeing hours will include:

- Physical Education (PE)
- Social, Personal and Health Education (SPHE)
- Civic, Social and Political Education (CSPE) in addition to other areas of wellbeing.

Number of hours attributed to wellbeing programmes:



Other areas of Wellbeing in Junior Cycle

Each school will provide a range of options to help their Junior Cycle students complete their 400 hours of the Wellbeing programme. Schools can choose these options based on their students' needs and the available resources.

Schools may develop their own units of learning, for example courses and activities, that address the wellbeing needs of their students. The wellbeing units of learning will be different from subjects and short courses already being taught for the Junior Cycle. Visit [NCCA Wellbeing Guidelines](#) to see examples of wellbeing units of learning.

There are three areas of guidance that each school may include in their wellbeing programme – personal and social development, educational guidance and career guidance.

All students in the class must participate in each wellbeing course or activity to have it included in the 400 hours of the Wellbeing programme.



About Junior Cycle Wellbeing

Wellbeing in the Level 1 or Level 2 Learning Programme

Some students with specific special educational needs may follow a Level 1 or Level 2 Learning Programme, which consist of Priority Learning Units (PLUs) in possible combination with short courses (SC) and/or subjects. These programmes include significant learning about and for wellbeing. Therefore, it is not expected that these students will engage in an additional 400 hour Wellbeing programme.

Links between CSPE, PE, and SPHE and the PLUs are identified in the table below.

Short Courses		
Level 2 and/or Level 3	Level 2 PLUs	Level 1 PLUs and Short Courses
CSPE	<ul style="list-style-type: none"> Living in a community Preparing for work 	<ul style="list-style-type: none"> Being part of a community (PLU) Around the world in eighty days (SC)
PE	<ul style="list-style-type: none"> Physical Education 	<ul style="list-style-type: none"> Physical Education
SPHE	<ul style="list-style-type: none"> Personal Care 	<ul style="list-style-type: none"> Personal care and wellbeing (PLU) Food Glorious Food (SC) Keeping well, looking good, feeling great (SC)

Reporting on Wellbeing

Wellbeing in Junior Cycle will be reported at the end of Junior Cycle in a separate section of the Junior Cycle Profile of Achievement (JCPA). The Classroom Based Assessments (CBAs) undertaken in PE, SPHE, and CSPE will be reported on the Wellbeing section.

Each student will be marked and awarded a grade on their completed work using four level descriptors of achievement for each Classroom-Based Assessment. These are: Exceptional; Above expectations; In line with expectations; and Yet to meet expectations. Where students do not complete a CBA it will display as “not reported” on the JCPA.



Wellbeing	
Physical Education	Exceptional
SPHE (Social, Personal, Health Education)	In Line with Expectations
CSPE (Civic, Social, Political Education)	Above Expectations
Other Areas of Wellbeing	
<p>In addition to programmes of study in PE, SPHE and CSPE schools may also choose to include other areas in their provision for Wellbeing.</p> <p>It should focus on recognising learning achieved (skills, knowledge and values) rather than on activities. This should be borne in mind when decisions are made as to what to include. Given the sometimes sensitive nature of this area of learning, schools will be given significant flexibility when assessing and reporting on learning in Wellbeing.</p>	

More information is available on the website
ncca.ie/en/junior-cycle/wellbeing/