

1. Background Information About Your School

*1.1 School Roll Number:

*1.2 Your Name:

1.3 School enrolment category:-

- < 200 pupils
- 201-400
- 301-400
- 401-600
- 601-800
- >800

1.4 Is your school?

- Voluntary secondary school (boys only)
- Voluntary secondary school (girls only)
- Voluntary secondary school (mixed)
- Vocational school / community college
- Comprehensive school
- Community school

1.5 Is your school in DEIS?

- Yes
- No

1.6 Does your School have Transition Year?

Yes

No

If 'Yes', is it compulsory or not?

1.7 Does your school have an SPHE coordinator?

Yes

No

2 School Policies and Initiatives

2.1 Has your school the following policies in place?

	Yes	No	In Process
RSE Policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Substance Use Policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anti-Bullying Policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Healthy Eating Policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Activity Policy/Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you answered 'Yes' to any aspect of Question 2.1 then please answer

Question 2.1(a) and 2.1 (b), if appropriate to your school.

If you answered 'No' or 'In Process' to Question 2.1 then please proceed to Question 2.2.

2.1(a) Were parents consulted in the formation of the following policies?

	Yes	No
Substance Use Policy	<input type="radio"/>	<input type="radio"/>
Anti-Bullying Policy	<input type="radio"/>	<input type="radio"/>
Healthy Eating Policy	<input type="radio"/>	<input type="radio"/>
Physical Activity Policy/Plan	<input type="radio"/>	<input type="radio"/>

2.1 (b) Please indicate the extent to which the following contributed to your school's RSE policy:

	Major contribution	Small contribution	No contribution	Don't know
Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SPHE/RSE teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board of Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outside facilitator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.2 Do students in your school know what to do, if bullied?

- Yes
- No

2.3 Is your school part of the 'Health Promoting Schools' Initiative?

- Yes
- In Process
- No - If 'No', please indicate main reason why your school is not part of the 'Health Promoting Schools' Initiative. e.g. Is another initiative being used?

2.4 Does your school (have on the premises)?

	Yes	No
A vending machine/shop selling fizzy drinks/sweets and crisps	<input type="radio"/>	<input type="radio"/>
A facility for selling fresh fruit	<input type="radio"/>	<input type="radio"/>

2.5 Does your school promote healthy lunches?

- Yes
- No

3 Physical Activity, Physical Education, and Sport

3.1 How much class time per week is timetabled for PE in each of the following years?

	Zero time	Less than 1 hour	Between 1 hour and 2 hours	2 hours	More than 2 hours
Junior Cycle Year 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior Cycle Year 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior Cycle Year 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transition Year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaving Certificate Year 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaving Certificate Year 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3.2 Does your school participate in physical activities / sporting competitions outside of school time?

- Yes
 No

**If you answered 'Yes' to Question 3.2 please answer Question 3.2 (a).
If you answered 'No' to Question 3.2 the please proceed to Question 3.3.**

3.2(a) Please select the main physical activities / sports involved -

- Soccer
 GAA
 Swimming
 Dance
 Gymnastics
 Basketball
 Rugby
 'Other' - Please Specify -

3.3 Does your school run activities for the following?:

	Yes	No
Sport For All day	<input type="radio"/>	<input type="radio"/>
Active School Week	<input type="radio"/>	<input type="radio"/>
Active School Flag	<input type="radio"/>	<input type="radio"/>

3.4 Does your school encourage physical activity during breaks?

- Yes
- No

3.5 Are there any impediments to the promotion of physical activity in your school?

- No
- Yes - If 'Yes' please list any impediments to physical activity in your school -

Lifeskills Education Survey 2015 - Post Primary Level

4 SPHE Curriculum and Well Being

4.1 Are the following covered in curriculum provision?

(a) Safety and Protection -

	Yes	No
Guidelines for personal safety	<input type="radio"/>	<input type="radio"/>
Identifying risks and unsafe situations	<input type="radio"/>	<input type="radio"/>
Knowing when and how to seek help	<input type="radio"/>	<input type="radio"/>
Road safety	<input type="radio"/>	<input type="radio"/>

(b) Substance Use -

	Yes	No
Awareness of health risks of smoking	<input type="radio"/>	<input type="radio"/>
Awareness of and combating alcohol abuse	<input type="radio"/>	<input type="radio"/>
Awareness of and combating drug use	<input type="radio"/>	<input type="radio"/>
Awareness of and combating gambling	<input type="radio"/>	<input type="radio"/>

(c) Emotions and Decision Making -

	Yes	No
Influences on decision making	<input type="radio"/>	<input type="radio"/>
Skills for resisting inappropriate peer pressure	<input type="radio"/>	<input type="radio"/>
Skills for resolving conflict	<input type="radio"/>	<input type="radio"/>
Importance of balanced diet and exercise	<input type="radio"/>	<input type="radio"/>
Understanding and expressing feelings and emotions	<input type="radio"/>	<input type="radio"/>
Understanding stress and seeking help	<input type="radio"/>	<input type="radio"/>

4.2 How is the Relationships and Sexuality Education (RSE) Programme provided in each of the following years?:

	As part of SPHE	As part of another subject	As a stand-alone programme	RSE	Not taught
Junior Cycle Year 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior Cycle Year 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior Cycle Year 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transition Year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaving Certificate Year 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaving Certificate Year 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lifeskills Education Survey 2015 - Post Primary Level

4.3 Is there a planned SPHE Programme delivered to all class groups in Junior Cycle and a planned RSE Programme delivered to all class groups in Senior Cycle?

	Yes	No
Planned SPHE Programme at Junior Cycle	<input type="radio"/>	<input type="radio"/>
Planned RSE Programme at Senior Cycle	<input type="radio"/>	<input type="radio"/>

If you answered 'Yes' to any aspect of Question 4.3 then please answer Questions 4.4 and 4.5 as appropriate.

If you answered 'No' to both sections of Question 4.3, please proceed to Question 4.6

4.4 To what extent are each of the following topics addressed in your school as part of your planned (RSE) Programme in Junior Cycle?

	Considerable emphasis	Some emphasis	No emphasis
Communications and respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiating relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes at puberty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human reproduction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teenage pregnancy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contraception	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexually Transmitted Infections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.5 To what extent are each of the following topics addressed in your school as part of your planned RSE Programme in Senior Cycle?

	Considerable emphasis	Some emphasis	No emphasis
Communications and respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiating relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes at puberty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human reproduction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teenage pregnancy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contraception	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexually Transmitted Infections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lifeskills Education Survey 2015 - Post Primary Level

4.6 How many class periods are timetabled per year for RSE in each of the following?

	0	1-2 classes	3-5 classes	6-8 classes	9+ classes	No planned programme
Junior Cycle Year 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior Cycle Year 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior Cycle Year 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transition Year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaving Certificate Year 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaving Certificate Year 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.7 Please indicate which of these is closest to describing how RSE is delivered in your school:

- RSE is delivered exclusively by teachers from my school
- RSE is delivered mainly by teachers from my school but with assistance from outside facilitators
- RSE is delivered by teachers in my school and by outside facilitators, with each having an equal part
- RSE is delivered largely by outside facilitators

4.8 How would you rate the supportiveness of parents to the delivery of RSE in your school?

- Supportive
- Neither supportive nor unsupportive
- Not supportive
- Don't know

4.9 Please rate how challenging it is to teach the following SPHE topics:

	Very Challenging	Somewhat Challenging	Not Challenging
Mental Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RSE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Health/Nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Substance Misuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lifeskills Education Survey 2015 - Post Primary Level

4.10 Are the following resources used by your school?

	Yes	No
On My Own Two Feet	<input type="radio"/>	<input type="radio"/>
RSE TRUST Pack and DVD for Senior Cycle	<input type="radio"/>	<input type="radio"/>
Road Safety Authority 'Streetwise' programme (Junior Cycle)	<input type="radio"/>	<input type="radio"/>
Road Safety Transition Year Programme	<input type="radio"/>	<input type="radio"/>
B4uDecide.ie resource materials (Junior Cycle)	<input type="radio"/>	<input type="radio"/>
'Well-Being in post-primary schools'. Guidelines for Mental Health Promotion and Suicide Prevention	<input type="radio"/>	<input type="radio"/>

4.11 Does your school use external agencies for delivery of the following?:

	Yes	No
Road Safety	<input type="radio"/>	<input type="radio"/>
Sexuality Education	<input type="radio"/>	<input type="radio"/>
Substance Use	<input type="radio"/>	<input type="radio"/>
P.E. Physical Activity or Sport	<input type="radio"/>	<input type="radio"/>

If you answered 'Yes' to any of the above, please answer Question 4.11 (a)

4.11 (a) If you answered 'Yes' please specify which agency/agencies delivered the programme:

Road Safety	<input type="text"/>
Sexuality Education	<input type="text"/>
Substance Use	<input type="text"/>
P.E. Physical Activity or Sport	<input type="text"/>

4.12 The HSE Crisis Pregnancy Programme in partnership with the Department of Education and Skills is undertaking a piece of research looking at initiatives to support teachers and schools in improving the quality of RSE.

Would you be willing to take part in a qualitative interview on this topic?

- No
- Yes - If you are willing to take part, please provide your NAME and EMAIL below.

5 Curriculum Change

5.1 Is your school using the new Junior Cycle short courses or the original curriculum in the following subject areas for 1st years?

	Original curriculum	New short course
CSPE	<input type="radio"/>	<input type="radio"/>
SPHE	<input type="radio"/>	<input type="radio"/>
PE	<input type="radio"/>	<input type="radio"/>

6. Enterprise in Schools

6.1 Does your school engage with enterprise / industry or social entrepreneurs?

	Yes	No
At local level?	<input type="radio"/>	<input type="radio"/>
At regional level?	<input type="radio"/>	<input type="radio"/>
At national level?	<input type="radio"/>	<input type="radio"/>
At international level?	<input type="radio"/>	<input type="radio"/>

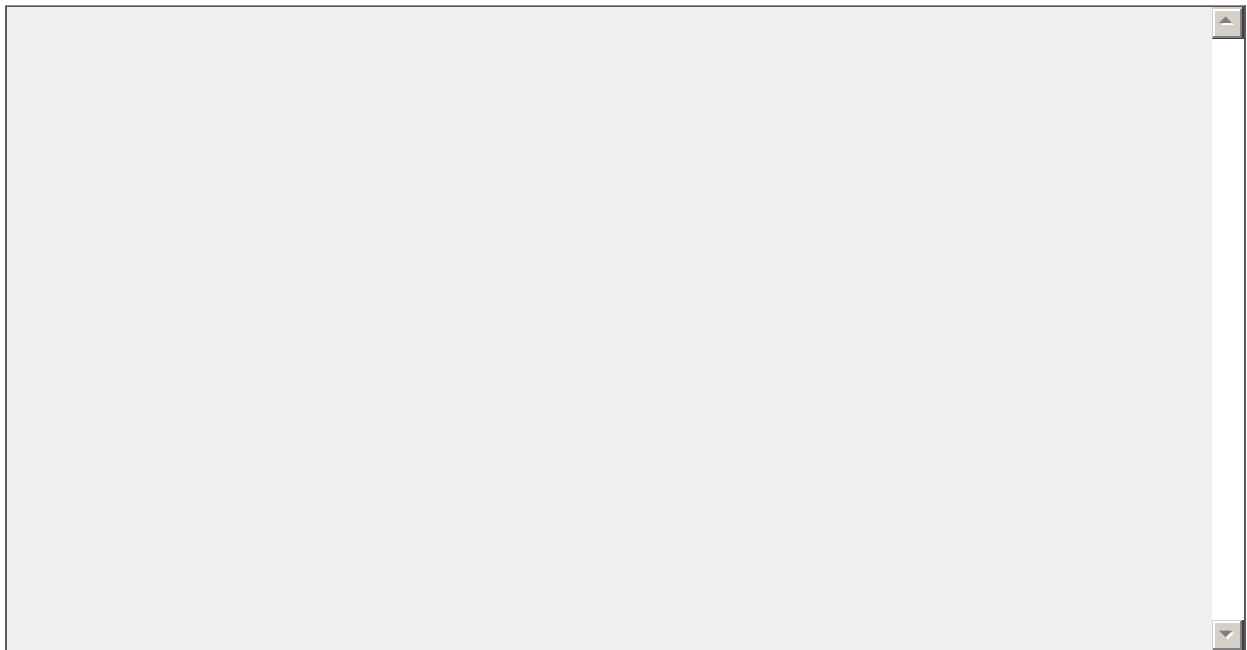
6.2 How many different companies have you engaged with in the past academic year?

- 0
- 1-3
- 4-7
- More than 7

6.3 If you answered 'Yes' to any part of either of the previous two questions, please indicate how your school engages with enterprise.

Please select as many as apply:

- Through participation in awards/competitions (e.g. Get up and Go Mini Company, Young Social Enterprise, BT Young Scientist, STEPS)
- Through talks and presentations (including career talks/guest speakers etc.)
- Through mentoring
- Through curricular support (e.g. Junior Achievement/Business in the Community)
- Through provision of resources (financial/IT/classroom/other)
- Through providing work experience for students
- Through support for teachers (training/work experience etc.)
- Other - If 'Other' please specify -



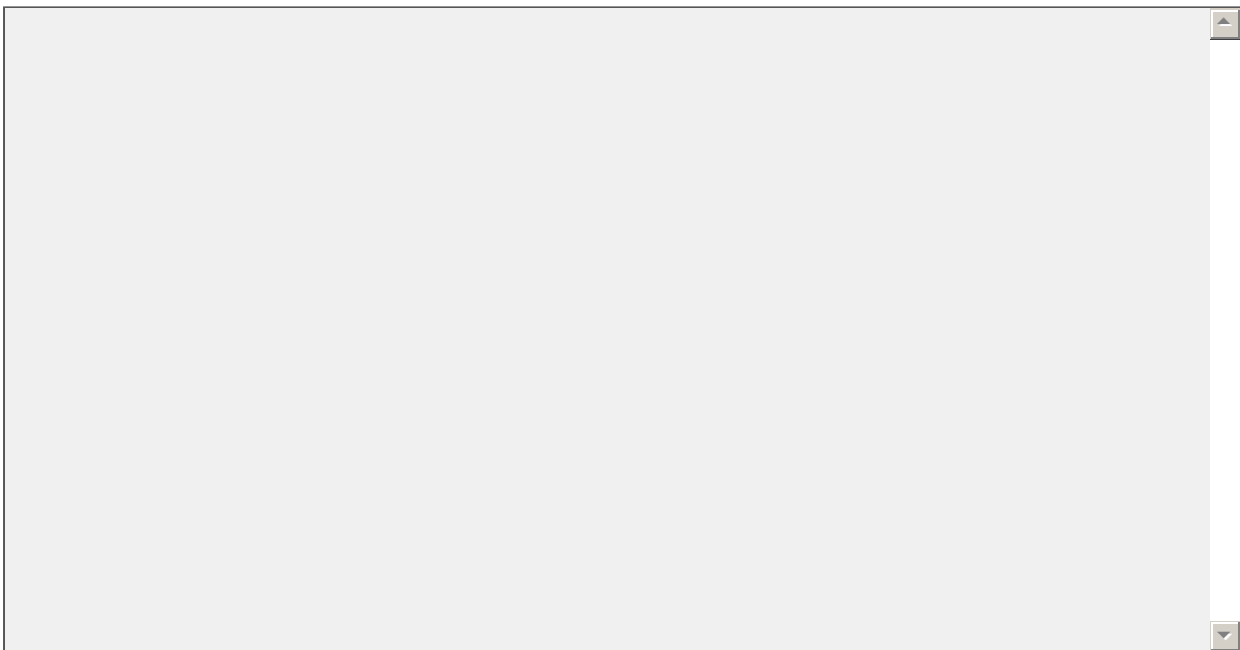
Lifeskills Education Survey 2015 - Post Primary Level

6.4 Which of the following would be most helpful in encouraging your school to engage with enterprise and/or industry?

Please rank the options below from **1** (most helpful) to **5** (least helpful).

	1	2	3	4	5
An online national register of industry/companies which are interested in engaging with schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Less pressure from school timetables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greater interest from enterprise in working with schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidelines from the Department of Education and Skills on engagement with enterprise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal acknowledgement of the school's work in engaging with enterprise/industry (e.g. school flag)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6.5 Please identify any other measures that would assist your school to engage with enterprise and/or industry:



7 Education for Sustainable Development (ESD)

7.1 National Strategy on Education for Sustainable Development (ESD)

Are you familiar with the National Strategy on Education for Sustainable Development, 2014 - 2020, that was published by the DES in July 2014?

- Yes
- No

7.2 Are students in your school given the relevant knowledge, skills and dispositions necessary to make more sustainable choices (e.g. in terms of energy and water consumption, environmental awareness, globalisation, sustainable travel, active citizenship etc.)?

- Yes
- No
- Don't Know

7.3 Are teachers in your school adequately prepared to support students in developing the knowledge, skills and dispositions to make sustainable choices?

- Yes
- No
- Don't Know

7.4 Does your school deliver ESD through the following means (i.e. supporting your pupils to develop the relevant knowledge, skills and dispositions necessary to make more sustainable choices)?

	Yes	No	Don't know
Specific curriculum areas/subjects (e.g. SPHE, CSPE, Geography etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thematic cross-curricular approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project activities or award schemes (e.g. Green Schools, Worldwide Global Schools etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lifeskills Education Survey 2015 - Post Primary Level

7.5 ESD and Transition Year

	Yes	No	No Transition Year in School
Do students in your school engage with issues relating to sustainable development during Transition Year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7.6 Does your school:

	Yes	No	Don't know
Have a student council?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively involve students in decisions that affect them (through student councils or other means)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage students to get involved in actions for change in relation to local and global issues?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7.7 Does your school:

	Yes	No	Don't know
Reflect sustainable development in your school plan?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitor its energy usage?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage students and teachers to reduce energy usage?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work to reduce the amount of waste sent to landfill?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitor its water usage?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage students and teachers to avoid wasting water?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a school travel plan?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7.8 Please identify any obstacles to the promotion of education for sustainable development in your school?

Thank you for completing this questionnaire.