

## Background information about your centre

### 1. Centre name

### 2. Your name (optional)

### 3. Is your centre

- A Youthreach centre
- A Community Training Centre
- Other

If Other please specify

### 4. Centre enrolment size category

- < 15 learners
- 16-30 learners
- 31-45 learners
- 46-60 learners
- > 60 learners

### 5. How many of your learners are

Male

Female

### 6. How many of your staff members are

Full time

Part time

### 7. Please indicate the programmes offered in your centre

- QQI certification
- Junior Cert
- Leaving Cert Applied
- General Leaving Cert

## Youthreach lifeskills survey

### 8. Does your centre have a Social Personal and Health Education (SPHE) coordinator

- Yes
- No

### 9. Please indicate how many staff members have attended Relationships and Sexuality (RSE) training provided by the Professional Development Service for Teachers (PDST) - formally called the SPHE Support Service - or RSE training provided by the National Youth Council of Ireland (NYCI) - referred to as B4uDecide or Delay Early Sex training

Number of staff that have attended RSE training provided by PDST or SPHE Support Service

Number of staff that have attended RSE training provided by the NYCI

Number of staff that have attended other training in RSE

### 10. How many members of your staff are currently teaching RSE in your centre

### 11. How many of the staff that are currently teaching RSE have had no formal RSE training

## Centre policies and initiative

### 12. Has your centre 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"/>

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## 13. 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"/>

## 14. Please indicate the extent to which the following groups contributed to your centre's RSE policy

	Major contribution	Small contribution	No contribution	Don't know
Coordinator / Manager	<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 staff members	<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"/>
Learners	<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"/>

## 15. Do learners in your centre know what to do if they are being bullied

- Yes
- No

## 16. Is your centre part of the Health Promoting Centres initiative

- Yes
- No
- In process

## 17. Does your centre have on the premises

- A vending machine / shop selling fizzy drinks, sweets or crisps
- A facility for providing or selling fresh fruit

## 18. Does your centre promote healthy lunches

- Yes
- No

## Physical activity, physical education and sport

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## 19. How much time per week is timetabled for PE for each group in your centre

	Zero time	< 1 hour	1 - 2 hours	2 - 3 hours	3 - 4 hours	4 - 5 hours	> 5 hours
Group 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group 7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group 8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 20. Does your centre ever participate in physical activities / sporting competitions outside of normal centre opening hours

- Yes  
 No

## 21. If you answered Yes to question 20, please list the main physical activities / sports involved

- Soccer  
 GAA  
 Swimming  
 Other water sports (e.g. canoeing, surfing, sailing)  
 Dance  
 Boxing  
 Gym work (e.g. weights training, treadmills)  
 Gymnastics  
 Basketball  
 Rugby  
 Athletics  
 Equine activities  
 Indoor games (e.g. pool, table tennis)  
 Outdoor adventure activities (e.g. mountain or rock climbing, orienteering, abseiling)  
 Other

If Other please specify

## Youthreach lifeskills survey

### 22. Did your centre run the following initiatives in the last year

	Yes	No
Sport for all day	<input type="radio"/>	<input type="radio"/>
Active centre week	<input type="radio"/>	<input type="radio"/>

### 23. Does your centre encourage physical activity during breaks

- Yes  
 No

### 24. Are there any impediments to the promotion of physical activity in your centre

- Yes  
 No

If you answered Yes, please specify the impediments

## SPHE, RSE and wellbeing

### 25. Which of the topic areas below addressing safety and protection, substance use, emotions and decision-making, are formally covered by the curriculum in your centre

- Guidelines for personal safety
- Identifying risks and unsafe situations
- Knowing when and how to seek help
- Road safety
- Awareness of the health risks of smoking
- Awareness of and combating alcohol misuse
- Awareness of and combating drug misuse
- Awareness of and combating gambling
- Influences on decision-making
- Skills for resisting inappropriate peer pressure
- Skills for resolving conflict
- Importance of a balanced diet and exercise
- Understanding and expressing feelings
- Understanding stress and seeking help

# Youthreach lifeskills survey

## 26. How is the Relationships and Sexuality Education (RSE) programme provided to each of your learner groups

	As part of SPHE	As part of a personal effectiveness module	As part of another subject	As a stand-alone programme	Not taught
Group 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group 8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 27. Is there a planned SPHE programme delivered to all your learner groups at Junior Cycle or QQI levels 1 - 3

- Yes  
 No

## 28. Is there a planned RSE programme delivered to all learner groups at Senior Cycle or QQI levels 4 - 5

- Yes  
 No

## 29. If you answered Yes to Question 27, can you say to what extent the following topics are addressed as part of your SPHE programme in Junior Cycle / QQI levels 1 - 3

	Considerable emphasis	Some emphasis	No emphasis
Healthy relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assertive communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes at puberty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender and gender stereotypes	<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"/>
Body image	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consent and sexual violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pornography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Youthreach lifeskills survey

## 30. If you answered Yes to Question 28, can you say to what extent each of the following topics are addressed as part of your RSE programme at Senior Cycle

	Considerable emphasis	Some emphasis	No emphasis
Healthy relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assertive communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes at puberty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender and gender stereotypes	<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"/>
Body image	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consent and sexual violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pornography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 31. How many class periods are timetabled per year for RSE in each of your learner groups

	0	1-3	4-6	7-9	> 9
Group 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group 7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group 8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 32. Please indicate which of the following statements is closest to describing how RSE is delivered in your centre

- RSE is delivered exclusively by staff members in my centre
- RSE is delivered mainly by staff members but with occasional assistance from outside facilitators
- The delivery of RSE is shared more or less equally between staff members and outside facilitators
- RSE is delivered largely by outside facilitators

## Youthreach lifeskills survey

### 33. How would you rate the supportiveness of parents to the delivery of RSE in your centre

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

### 34. Please rate the following SPHE topics in terms of how challenging they are to teach (putting the most challenging first)

- Mental health
- RSE
- Physical health / nutrition
- Substance misuse

### 35. Which of the following resources are used in your centre

- On My Own Two Feet
- RSE TRUST Pack and DVD (for Senior Cycle)
- The Streetwise programme from the Road Safety Authority (for Junior Cycle)
- Road Safety Transition Year programme
- B4uDecide.ie resource materials (for Junior Cycle)
- Dept of Education Wellbeing in Post-Primary Schools: Guidelines for Mental Health Promotion and Suicide Prevention

### 36. Which, if any, external agencies helps your centre to address the following topics

Road safety	<input type="text"/>
Sexuality education	<input type="text"/>
Substance use	<input type="text"/>
PE, physical activity or sport	<input type="text"/>

### 37. Is your centre using the original Junior Cert curriculum, the new Junior Cycle short courses or a curriculum developed elsewhere (e.g. by your centre, ETB, FETAC, FÁS)

	Original JC curriculum	New JC short courses	Other course	None
Social, Personal and Health Education (SPHE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships and Sexuality Education (RSE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civic Social and Political Education (CSPE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Enterprise education



### 38. At what levels does your centre engage with enterprise/industry or social entrepreneurs

- At local level
- At regional level
- At national level
- At international level

### 39. With how many different companies has your centre had dealings in the past academic year

- 0
- 1-5
- 6-10
- 11-15
- 16-20
- > 20

### 40. Please indicate in which ways your centre has engaged with enterprise in the past year

- Through participation in awards/competitions (e.g. Mini Company Get Up and Go, 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 Achievements, Business in the Community)
- Through providing work experience for learners
- Through provision of resources to the centre (e.g. financial, IT, materials)
- Through support for staff members (e.g. training, work experience)
- Other

If Other please specify

## Youthreach lifeskills survey

**41. Which of the following would be most helpful in encouraging your centre to engage with enterprise and/or industry? Please rank the options below in order from 1 (most helpful) to 5 (least helpful)**

An online national register of industry/companies which are interested in engaging with centres

Less pressure from centre curriculum timetables

Greater interest from enterprise in working with centres

Guidelines from the Department of Education and Skills on engagement with enterprise

Formal acknowledgement of the centre's work in engaging with entries/industry (e.g. a centre flag)

**42. Please identify any other measure that would assist your centre to engage more effectively with enterprise/industry**

## Education for Sustainable Development (ESD)

**43. Are you familiar with the National Strategy for Sustainable Development 2014 - 2020 that was published by the Department of Education and Skills in July 2014**

- Yes  
 No

**44. Are learners in your centre given the relevant knowledge, skills and dispositions necessary to make more sustainable choices (e.g. in terms of energy and water consumption, environmental awareness, globalization, sustainable travel, active citizenship, etc)**

- Yes  
 No  
 Don't know

**45. Are staff members in your centre adequately prepared to support pupils in developing the knowledge, skills and dispositions to make sustainable choices**

- Yes  
 No  
 Don't know

## Youthreach lifeskills survey

### 46. Is ESD promoted in your centre by the following

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

If you answered No to all three options above, please outline any obstacles to the promotion of ESD in your centre

### 47. How does your centre encourage learners to become active citizens

	Yes	No	Don't know
Through a student council	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through other ways of involving learners actively in decisions that affect them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through encouraging learners to get involved in actions for change in relation to local and/or global issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 48. Does the centre itself engage with sustainable development

	Yes	No	Don't know
Through monitoring and reducing energy use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through reducing the amount of waste sent to landfill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through monitoring and reducing water usage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through developing a transport plan for staff and/or learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## HSE research

**49. 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 staff members and centres in improving the quality of RSE. Would you or a member of staff be willing to take part in a qualitative interview on this topic**

Yes

No

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**50. If you answered Yes to Question 49, please give your name and contact details**