



St. Mary's Secondary School, Mallow

## Wellbeing Policy & Programme: CSPE

**Title:** Civic, Social & Political Education: A Citizenship Course

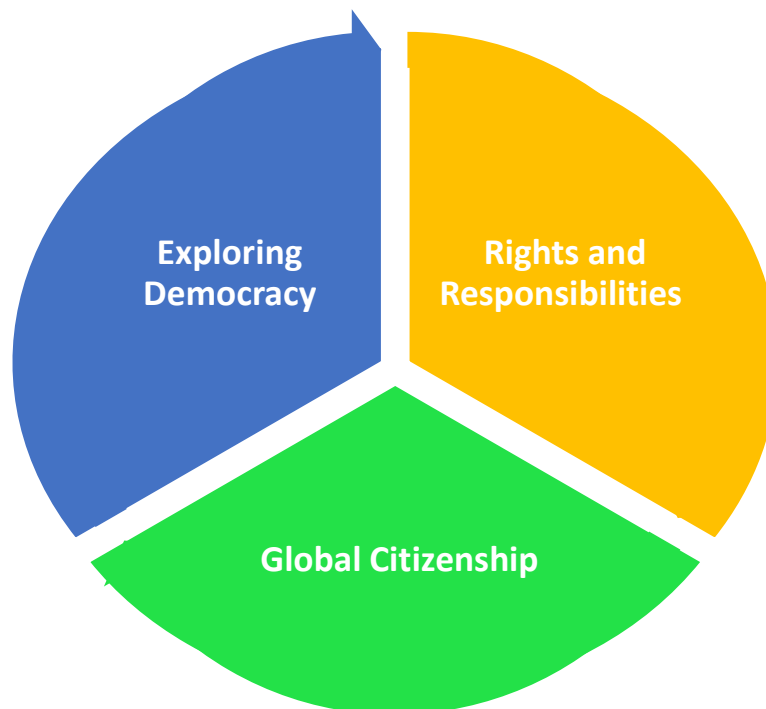
**Duration:** Timetabled for 1 class per week as part of our Junior Cycle Wellbeing Programme.

**Aims:** Civic, Social & Political Education: A Citizenship Course (CSPE) aims to inform, inspire, empower and enable young people to participate as active citizens in contemporary society at local, national and global levels, based on an understanding of human rights and social responsibilities. Learning in CSPE is aimed to foster students' learning about, and experience of, Wellbeing. Students are offered learning experiences designed to develop students' sense of agency and citizenship.

### **Course Content:**

The CSPE NCCA Short Course Specification contains 3 strands:

- **Strand 1: Rights and Responsibilities.** In this strand, students learn what it means to live with rights and responsibilities and examine the main human rights instruments that protect people's rights. This is a foundation strand.
- **Strand 2: Global Citizenship.** In this strand, students explore issues of poverty, inequality and sustainable development and look at ways to bring about effective change.
- **Strand 3: Exploring Democracy.** This strand enables students to examine how democracy works and the role of the media in a democracy.



### **Rationale:**

CSPE is an integral component of the Wellbeing programme in St. Mary's Secondary as it enables students to grow in awareness of how their wellbeing is connected to the wellbeing of others, locally and globally. It also develops students' sense of agency and responsibility for the wellbeing of others.

CSPE helps students understand how their wellbeing and the wellbeing of others are connected. Being well in oneself is important and is always related to being well with others and within society. It is essential for students to understand that wellbeing is not singularly about one's personal, emotional and physical health. Through the use of a human rights and development framework, CSPE encourages students develop a more holistic and ecological understanding of wellbeing as they become aware of the relationship between individual wellness, wellness in relation to others and the wellbeing of the environment. Without CSPE, there is the risk that discussion of wellbeing can feed into individualism and miss the opportunity to make links between individual wellbeing and collective wellbeing, between the personal and the political, and ultimately between our wellbeing and that of the planet. CSPE also prompts students to consider the many social, political, cultural and economic factors that affect individual and collective wellbeing. Furthermore, the focus on active citizenship in CSPE provides opportunities for students to grow in confidence, resilience and a sense of agency as they participate in actions and connect with a wider community working to help build a more equal, just and sustainable future.

In Junior Cycle, six indicators-Active, Responsible, Connected, Resilient, Respected and Aware- have been identified as central to students' wellbeing. Learning in CSPE provides learning opportunities designed to enhance each of these indicators thereby contributing significantly to our St. Mary's Wellbeing programme in junior cycle.

Our Wellbeing programme aims to foster happy, confident, responsible and resilient students who feel connected to St. Mary's Secondary School. DES Circular 0015/2017 mandates 300 hours of Wellbeing to be included on the timetable over the 3 year Junior Cycle from September 2017. Wellbeing contributes directly to students' physical, mental, emotional and social wellbeing and resilience. Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community. Our Wellbeing Programme from 2017 onwards will comprise of a double Physical Education class, one SPHE class, one CSPE class and one class of rotating Wellbeing units of learning. The units of learning in 1<sup>st</sup> Year will incorporate some of the following units: two guidance related units to support the transition from primary to secondary school and friends first, drama, choir, healthy eating and digital media citizenship units.

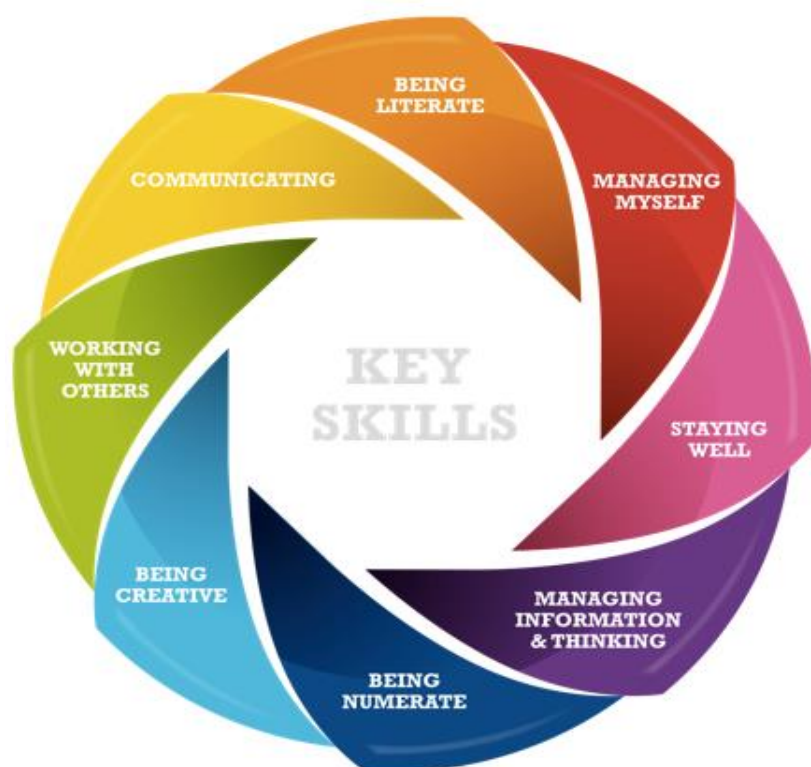
The wellbeing of the whole school community is at the heart of St. Mary's Mission Statement:

- To develop a community of learning which is geared towards the holistic development of each student.
- To foster the pursuit of academic excellence, respecting the specific potential and talents of each student.
- To promote the School community, the values of a Christian, caring society.
- To cater for students with special needs.
- To value, within the total school community, self-respect, respect for others and for the environment.
- To recognise and affirm the unique value and contribution of each individual.

**Statements of Learning Links to CSPE:**

The following tables show how CSPE may be linked to the central features of learning and teaching in junior cycle.

Statement of learning	Example of related learning in CSPE
The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts (SoL7)	Across all strands of the course, students learn about issues that concern them and the wider world and consider the role and responsibility of all citizens in bringing about positive change. Student-led action based on an understanding of human rights and social responsibilities is encouraged.
The student understands the origin and impacts of social, economic, and environmental aspects of the world around her (SoL9)	Students gain an understanding of the causes and consequences of a range of global challenges, identifying how different issues, people and places are connected. They also explore the role and relevance of economic and political structures to their lives. Finally, the course allows students to examine the contribution citizens can make to creating a more equal, just and sustainable future at local, national and global levels.
The student has the awareness, knowledge, skills, values and motivation to live sustainably (SoL10)	Students are challenged to consider their roles in contributing and responding to the challenges facing the world. Strand 2 focuses on sustainable development and invites students to discuss the sustainable living strategies they can employ in their lives.
The student takes action to safeguard and promote her/his wellbeing and that of others (SoL 11)	In each strand students decide on, plan and carry out an action which aims to promote the wellbeing of others, whether within their school, community or the wider world.

**Key Skills Developed Through CSPE:**

Key Skill	Element	Student learning activity
<b>Being Creative</b>	Imagining	Students use their imaginations to develop empathetic thinking by considering issues from different perspectives take inspiration from the community leaders and activists they encounter in their research and in person envision ways that they can make a positive difference in the world.
<b>Being Literate</b>	Reading for enjoyment and with critical understanding	Students research, examine and critique case studies and information presented in different media.
<b>Being Numerate</b>	Seeing patterns, trends and relationships	Students develop an awareness of the patterns, trends and relationships between different economic,

		environmental and social issues and the links between causes and effects
<b>Communicating</b>	Discussing and debating	Students become more confident through class debates and discussions as they learn how to present their opinions and support them with evidence from case studies and/or numerical data
<b>Managing Information and Thinking</b>	Thinking creatively and critically	Students question their assumptions and the assumptions of others. They are encouraged to reflect on their understanding and review it in light of new information.
<b>Managing Myself</b>	Being able to reflect on my own learning	Students keep a reflection journal in which they record how their learning relates to their lives. They also reflect on and evaluate progress in carrying out their actions.
<b>Staying Well</b>	Being social	Students become aware of themselves as local and global citizens with rights and responsibilities and develop a sense of care for the wellbeing of others as they learn how their wellbeing is connected to the wellbeing of others and of our planet.
<b>Working with others</b>	Contributing to making the world a better place	There is a strong focus on linking learning with action. Through taking meaningful action, students become more empowered and see how, by working with others, they can make a real difference.

### Wellbeing Indicators & CSPE Learning Outcomes:

The six wellbeing indicators make explicit what is important learning in Wellbeing. The learning outcomes in each of the three strands of CSPE are aligned to the indicators for Wellbeing in junior cycle.










**Learning Outcomes:**

Learning outcomes are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having completed the four strands of the junior cycle CSPE course. Each CSPE learning outcome is aligned to the indicators of wellbeing.

<b>CSPE Strand 1: Rights and Responsibilities</b>		<b>ACTIVE*</b>	<b>RESPONSIBLE</b>	<b>CONNECTED</b>	<b>RESILIENT</b>	<b>RESPECTED</b>	<b>AWARE</b>
<b>Students learn about</b>	<b>Students should be able to</b>						
Human dignity: the basis for human rights	1.1 discuss what it means to be human and to live in a community with rights and responsibilities						
	1.2 create a visual representation to communicate a situation where human dignity is not respected						
	1.3 create a hierarchy of their needs, wants and rights						
	1.4 assemble a 'basic needs basket' representing the needs of a family living in Ireland (not just their economic needs).						
	1.5 access and interpret numerical data showing local and global distribution of basic resources and patterns of inequalities						






















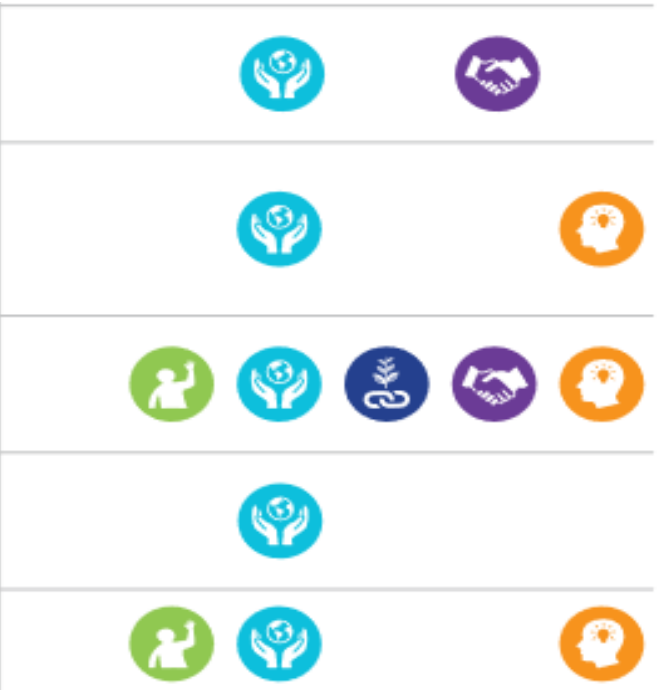
<p>Human rights instruments</p>	<p>1.6 share stories of individuals or groups who inspire them because of their work for human rights</p>	
	<p>1.7 create a timeline tracing the origin of the concept of human rights, showing five or more key dates, events, people and documents</p>	
	<p>1.8 communicate their understanding of how the UDHR, UNCRC and ECHR1 apply to their lives, in terms of both their rights and their responsibilities</p>	
	<p>1.9 identify examples of social, cultural, language, economic, civic, religious, environmental and political rights</p>	
	<p>1.10 outline different perspectives in situations where there is an apparent conflict of rights or an abuse of rights</p>	
	<p>1.11 show an appreciation of their responsibility to promote and defend their individual human rights and those of others</p>	
	<p>1.12 reflect on what has been learned in this strand.</p>	

### **Human rights actions**

**Complete one of the following actions, or another relevant action:**

- identify a human rights issue of concern and engage with an individual, group, organisation or campaign focusing on that issue
- devise a class charter of rights and responsibilities
- organise and participate in a mock Equality Tribunal hearing, a mock European Court of Human Rights trial or a mock International Criminal Court trial using simplified cases
- develop and conduct a survey focusing on a human rights issue(or issues) and publicise the survey findings
- organise a celebration of International Human Rights Day
- use technology to engage with a young person or a group of young people from another country about a human rights issue of mutual concern.









CSPE Strand 2: Global Citizenship		ACTIVE*	RESPONSIBLE	CONNECTED	RESILIENT	RESPECTED	AWARE
Students learn about	Students should be able to						
Sustainability	2.1 communicate how they are connected to and dependent upon eco-systems, people and places, near and far						
	2.2 consider a variety of definitions of development and devise their own definition of sustainable development						
	2.3 create a visual representation of data depicting their ecological footprint						
	2.4 discuss three or more sustainable living strategies they can employ in their lives						
Local and global development	2.5 examine case studies or personal testimonies of people experiencing poverty or inequality from different contexts and countries and how they are working to overcome this						
	2.6 express an informed opinion about the root causes of poverty, both locally and globally						
	2.7 discuss, with evidence, positive and negative effects of development in their local area						


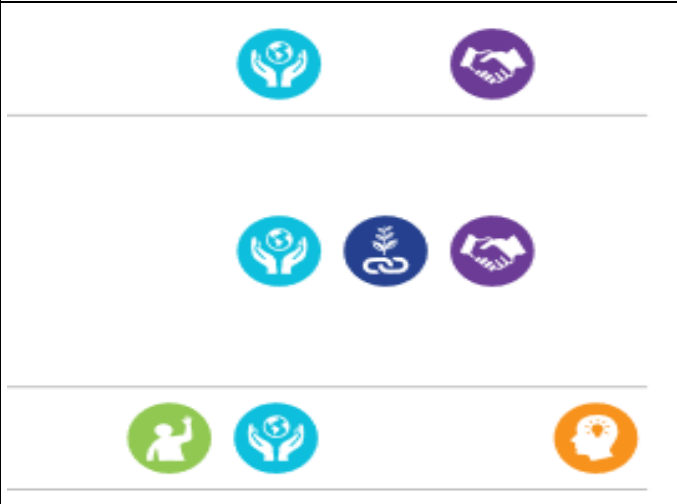
<p>Effecting global change</p>	<p>2.8 identify one person and one institution with power and influence in the world today, explaining the role of each</p> <p>2.9 analyse one global issue or challenge, under the following headings: causes, consequences, impact on people's lives and possible solutions</p> <p>2.10 evaluate how they can contribute in responding to one challenge currently facing the world</p> <p>2.11 examine a campaign for change in the area of sustainability and assess reasons why it has or has not been successful</p> <p>2.12 reflect on what has been learned in this strand</p>	
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**Global citizenship actions**

Complete one of the following actions or another relevant action:

- organise a debate about a local or global development issue of concern
- investigate the influence of the media on consumption patterns among young people and share the findings
- use digital technology and/or other means to create awareness about a local or global development issue
- start or support a local, national or international initiative or campaign which aims to address a local or global development issue
- invite a local political representative to answer questions about addressing a local or global development issue of concern
- lobby a local, national or international body about a development issue of concern

CSPE Strand 3: Exploring Democracy		ACTIVE*	RESPONSIBLE	CONNECTED	RESILIENT	RESPECTED	AWARE
Students learn about	Students should be able to						
The meaning of democracy	<p>3.1 create a visual representation of the day-to-day contexts and institutions to which they belong, highlighting where they have power and influence</p> <p>3.2 describe decision-making processes and the roles of different groups in their class/school</p> <p>3.3 compare two or more systems of government, taking particular note of the ways in which the state interacts with its citizens, and citizens can shape their state</p> <p>3.4 use the correct terminology to describe Irish and European democratic institutions, structures, political parties and roles</p> <p>3.5 discuss strengths and weaknesses of the democratic process.</p>						
							
							
							
							

<p>The law and the citizen</p>	<p>3.6 identify laws that directly relate to their lives</p> <p>3.7 explain how laws are made, enforced and evolve over time</p> <p>3.8 explain the role and relevance of local, national and international courts</p> <p>3.9 list the nine grounds under which discrimination is illegal in Irish law, with examples</p> <p>3.10 investigate how individuals or groups have used the law to bring about change in society</p>	
<p>The role of the media in a democracy</p>	<p>3.11 debate the pros and cons of media freedom</p> <p>3.12 examine case studies of the use of digital or other media in one of the following:</p> <ul style="list-style-type: none"> <li>• a social justice movement</li> <li>• a political election or referendum</li> <li>• a criminal investigation</li> <li>• an environmental movement</li> </ul> <p>3.13 reflect on what has been learned in this strand</p>	

**Democracy actions**

Complete one of the following actions or another relevant action:

- Track and present the process of a local, national or international political election or a national referendum
- Participate in one of the following

a. a class election

b. a mock election using the proportional representation (single transferable vote) system of voting

c. a mock referendum

d. a mock trial

- organise a guest speaker, event or field trip to examine an aspect of the legal or democratic system that is of interest to them
- engage in democratic action on an issue of concern using digital technology or any other media
- organise an exhibition/display to raise awareness about an aspect of the legal or democratic system that is of interest to them
- organise a consultation with the student body on matters of interest to them

### **Cross-Curricular Links:**

As a school that promotes wellbeing and values student voices, a number of school initiatives such as the Student Council, the Young Mercy Leaders and the 5<sup>th</sup> Year Student Mentors further enhance student opportunities to become active citizens inside the school community with rights, responsibilities and leadership roles. The St. Mary's Green Schools Initiative also compliments CSPE as students develop a more holistic and ecological understanding of wellbeing, heightening their awareness of the relationship between individual wellness, wellness in relation to others and the wellbeing of the environment. The Green Schools team of students are invited to consider sustainable living strategies they can employ in their daily school lives and actively participate in our school recycling litter initiative. Cross-curricular links with geography further enhance an awareness of the environment, sustainability and local and global citizenship.

Opportunities to participate in the Young Social Innovators, Student Mini-United Nations events and CSPE class trips develop awareness of local and global challenges, identifying how different issues, people and places are connected. Cross-curricular links with religion and CSPE are apparent through student-led action based initiatives including the Trocaire Lenten Fast which instils an understanding of human rights, social justice and equality. Religious education plays a pivotal role in developing social justice and initiatives aimed at helping students make links between faith and action. Students also play an active part in our Annual School Awards, voting for 'Student of the Year Award' across each year group by completing the student nomination forms. This experience of voting enables students to explore and apply the role of democracy to their school lives.

These cross-curricular links encourage students to become active citizens inside and outside school, developing their individual and collective wellbeing and sense of belonging and connectedness to St. Mary's and the wider community.



**CSPE as part of the Wellbeing Programme:**

This Wellbeing: CSPE Policy and Programme was collated by CSPE teachers who formed part of the Wellbeing Planning team. It is envisaged that the Wellbeing programme 2017-2020 will achieve synergy and a cohesive approach to Wellbeing. All components of the Wellbeing programme, spanning SPHE, CSPE, PE and Other Units of Learning are linked to the Indicators of Wellbeing. Course content is aligned to the 2015 Junior Cycle Framework, 2017 Wellbeing Guidelines and the 2016 NCCA Short Course Specification for CSPE.

**This policy was ratified by the Board of Management on June 19<sup>th</sup> 2017.**

**Chairperson's signature:** \_\_\_\_\_

**Principal's signature:** \_\_\_\_\_

**Review Date:** \_\_\_\_\_

