

1. Background Information About Your School

***1.1 School Roll Number:**

***1.2 Your Name:**

1.3 School enrolment category:-

- < 100 pupils
- 101-200
- 201-300
- 301-400
- 401-500
- 501-600
- 601-700
- >700

1.4 Is your school in DEIS?

- 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 Questions 2.1 (a) and 2.1 (b).

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 pupils 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. Links with Early Years Sector

3.1 To what extent are the following resources used in your infant classes?

| | Very Frequently | Frequently | Infrequently | Never |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Aistear - the early childhood curriculum framework | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Siolta - the national quality framework for early childhood education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3.2 To what extent does your school interact with local pre-schools (including pre-schools located on the grounds of your school)?

- Very Frequently
- Frequently
- Infrequently
- Never

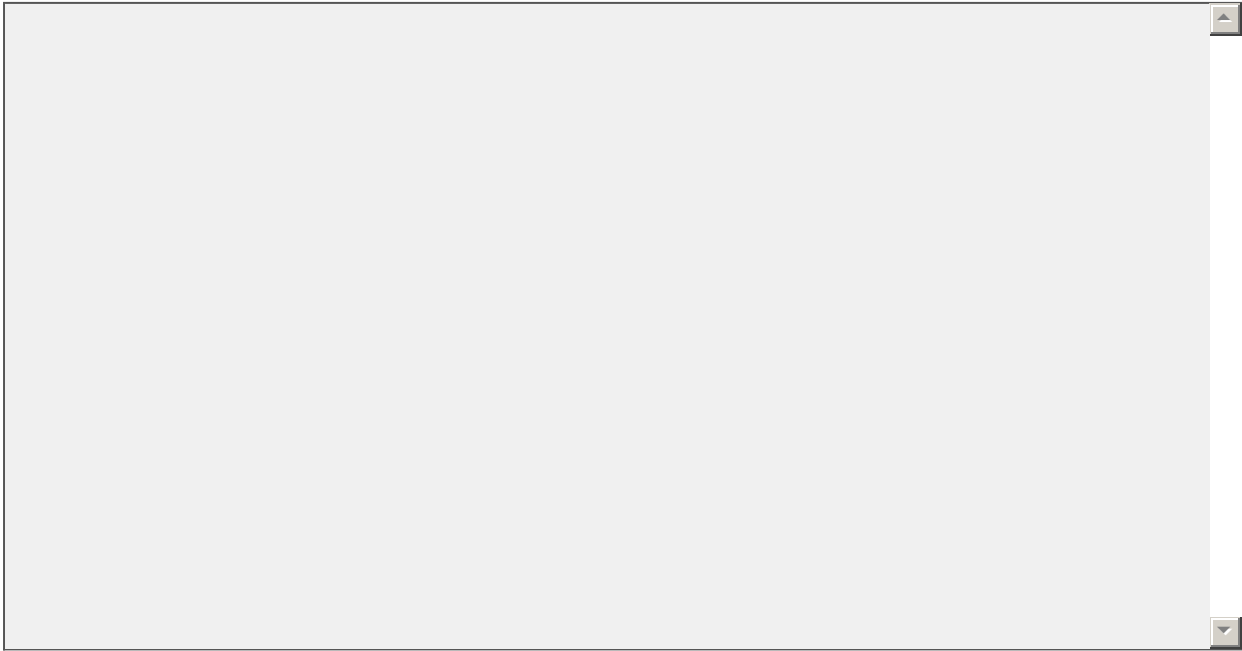
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3.3 From your experience, to what extent do children benefit in the following areas as a result of having completed pre-school education?

| | Benefit greatly | Some benefit | Not much benefit | No benefit | Don't know |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Physical health and well-being (e.g. physical maturity, coordination, general health, gross and fine motor skills e.g. ability to hold a pencil.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Social Competence (e.g. ability to make friends, show empathy, demonstrate responsibility and respect for others, work collaboratively, demonstrates openness to new experiences.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Emotional Maturity (e.g. pro-social behaviour and helping behaviour, self-regulation, e.g. persistence, concentration, self-motivation, curiosity and creativity, absence of anxious, fearful or aggressive behaviour, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Language and Cognitive Development (e.g. good oral/sign communication skills both receptive & expressive, early literacy & numeracy skills, ability to recount a story, recognition of letters, confidence in mark making, ability to problem solve etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Independence Ability to carry out simple personal care routines (e.g. hand washing, toileting, dressing etc.) ability to manage personal belongings, follow routines etc. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other Advantages | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If 'Other Advantages' please specify further -

3.4 What do you consider the biggest challenge faced by children starting in Junior Infants in your school?



4. Physical Activity, Physical Education, and Sport

4.1 How much time per week is timetabled for PE within class time?

| | Zero time | Less than 1 hour | 1 hour | More than 1 hour |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Infant Classes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1st & 2nd Classes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3rd & 4th Classes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5th & 6th Classes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

- Yes
 No

If you answered 'Yes' to Question 4.2 then please answer Question 4.2 (a).

If you answered 'No' to Question 4.2 then please proceed to Question 4.3.

4.2(a) List the main physical activities / sports involved:-

- Soccer
 GAA
 Swimming
 Dance
 Gymnastics
 Basketball
 Rugby
 Other

If 'Other' please specify -

4.3 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"/> |

4.4 Does your school encourage physical activity during breaks?

- Yes
- No

4.5 Has your school a policy which prevents running in the yard?

- Yes
- No

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

- Yes
- No

If 'Yes' please specify impediments:

5. SPHE Curriculum and Well Being

5.1 Are the following covered in curriculum provision?

(a) Safety and Protection -

| | Yes | No |
|--|-----------------------|-----------------------|
| Identifying safe and unsafe situations | <input type="radio"/> | <input type="radio"/> |
| Knowing when and how to seek help | <input type="radio"/> | <input type="radio"/> |
| Saying "No" to keeping secrets | <input type="radio"/> | <input type="radio"/> |
| Road Safety | <input type="radio"/> | <input type="radio"/> |

(b) Healthy Lifestyle -

| | Yes | No |
|------------------|-----------------------|-----------------------|
| A balanced diet | <input type="radio"/> | <input type="radio"/> |
| The food pyramid | <input type="radio"/> | <input type="radio"/> |
| Regular exercise | <input type="radio"/> | <input type="radio"/> |

(c) Bullying -

| | Yes | No |
|---------------------------------------|-----------------------|-----------------------|
| Understanding bullying | <input type="radio"/> | <input type="radio"/> |
| Seeking help regarding/about bullying | <input type="radio"/> | <input type="radio"/> |

(d) 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 abuse | <input type="radio"/> | <input type="radio"/> |
| Developing/Having the confidence to make sound decisions | <input type="radio"/> | <input type="radio"/> |
| Developing/Having the confidence and skills to resist inappropriate peer pressure | <input type="radio"/> | <input type="radio"/> |

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5.2 Are the following strand units implemented as part of Relationships and Sexuality education (RSE), mindful of age appropriateness?

| | Yes | No |
|-----------------------------------|-----------------------|-----------------------|
| Personal Hygiene | <input type="radio"/> | <input type="radio"/> |
| Naming Parts of the Body | <input type="radio"/> | <input type="radio"/> |
| Growing and Changing | <input type="radio"/> | <input type="radio"/> |
| Changes at Puberty | <input type="radio"/> | <input type="radio"/> |
| Conception and Birth | <input type="radio"/> | <input type="radio"/> |
| Empathising with Others | <input type="radio"/> | <input type="radio"/> |
| Taking Responsibility for Oneself | <input type="radio"/> | <input type="radio"/> |
| Sharing Feelings | <input type="radio"/> | <input type="radio"/> |
| Different Forms of Friendship | <input type="radio"/> | <input type="radio"/> |
| Respecting Others | <input type="radio"/> | <input type="radio"/> |
| Accepting Difference | <input type="radio"/> | <input type="radio"/> |

5.3 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

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

- Supportive
- Neither supportive or unsupportive
- Not supportive
- Don't know

5.5 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"/> |

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5.6 Are the following programmes used in your school?

| | Yes | No |
|--|-----------------------|-----------------------|
| The ' Stay Safe ' programme | <input type="radio"/> | <input type="radio"/> |
| The ' Walk Tall ' programme | <input type="radio"/> | <input type="radio"/> |
| The Road Safety Authority/MACE ' Safe to School ' programme | <input type="radio"/> | <input type="radio"/> |
| The ' Seat Belt Sherrif ' | <input type="radio"/> | <input type="radio"/> |

5.7 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 complete Question 5.7 (a).

5.7(a) If you answered 'Yes' to ANY of the above, 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"/> |

6. Education for Sustainable Development (ESD)

6.1 National Strategy on Education for Sustainable Development

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

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

- Yes
- No
- Don't Know

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

- Yes
- No
- Don't Know

6.4 ESD in the curriculum

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, SESE 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 etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

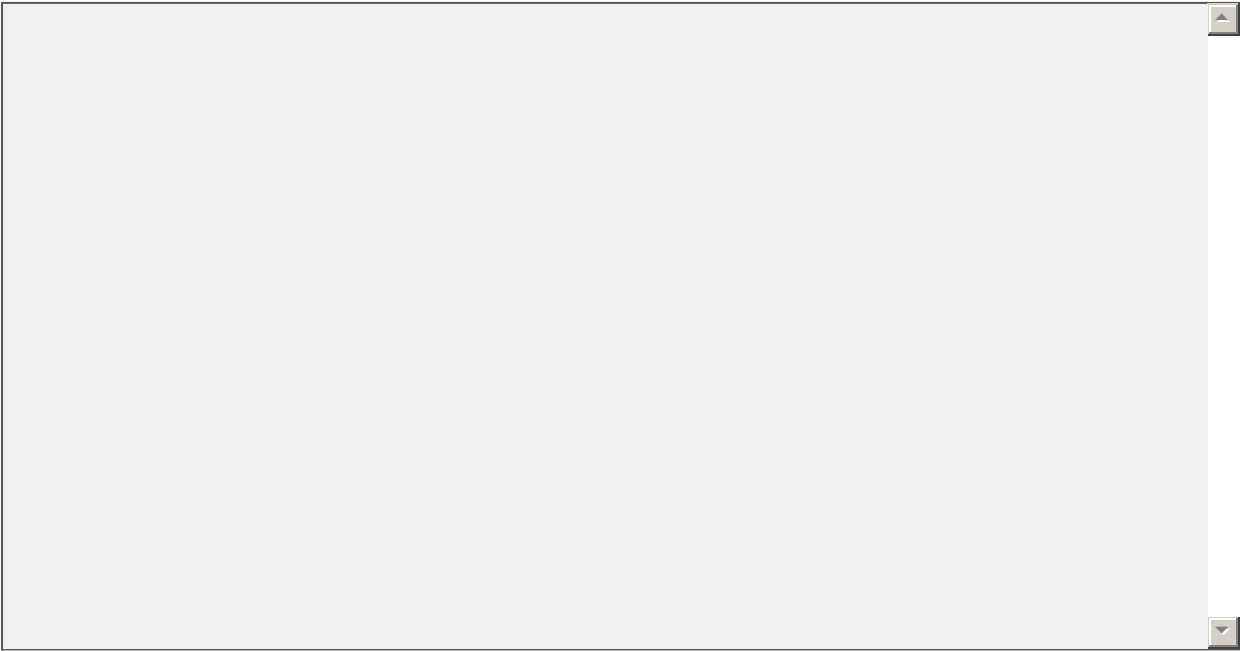
6.5 Does your school:

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

6.6 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 pupils 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 pupils 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"/> |

6.7 Please identify any challenges that impact on the promotion of Education for Sustainable Development in your school?



7. Enterprise in Schools

7.1 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"/> |

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

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

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7.3 If you answered 'Yes' to any of the previous questions, please indicate how your school engages with enterprise. Please select 'Yes' to as many as apply and/or complete the 'Other' section below, if also applicable:

| | Yes |
|---|-----------------------|
| Through participation in awards/competitions (e.g. Intel Mini Scientist, Young Entrepreneur Programme, STEPS) | <input type="radio"/> |
| Through talks and presentations (including guest speakers etc.) | <input type="radio"/> |
| Through mentoring | <input type="radio"/> |
| Through curricular support (e.g. Junior Achievement/Business in the Community) | <input type="radio"/> |
| Through provision of resources (financial/IT/classroom/other) | <input type="radio"/> |
| Through support for teachers (training/work experience etc.) | <input type="radio"/> |
| Other | <input type="radio"/> |

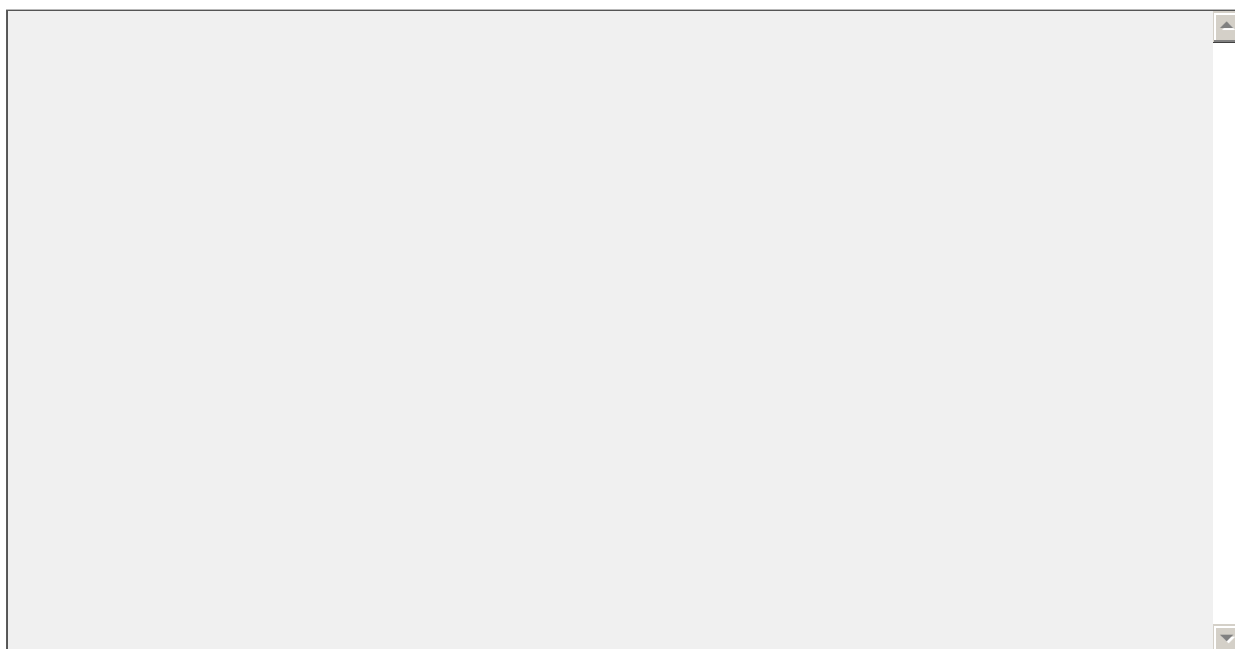
If 'Other' please specify -

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7.4 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"/> |

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



Thank you for completing this questionnaire.