



An Roinn Oideachais
agus Óige
Department of Education
and Youth

Wellbeing Specification

For Primary and
Special Schools

Prepared by the National Council for Curriculum and Assessment (NCCA)

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Preface

The *Wellbeing* specification is for all children attending primary and special schools. It is inclusive and holistic in nature, recognising primary and special education as a time of 'being' and 'becoming' – connecting with children's prior learning, celebrating children's current experiences and looking to their futures.

Building on the *Primary Curriculum Framework*, the redeveloped curriculum's specifications work together to provide a strong foundation for every child to thrive and flourish, supporting them in realising their full potential as individuals and as members of communities and society.

The *Wellbeing* specification places an important emphasis on child and teacher agency, ensuring children have a meaningful say in their learning and supporting teachers in making informed professional decisions within the parameters of the curriculum.

The *Wellbeing* specification is part of the wider redevelopment of the Primary School Curriculum. A particular focus has been placed on ensuring coherence across the specifications. As you get to know the specifications, you will notice a consistent structure and use of terminology, chapters and subsections of similar lengths and the avoidance of unnecessary duplication and repetition of Learning Outcomes. You might also recognise many of the positive aspects of current practice that take place in our primary and special schools, as well as enhancements in the learning children will experience through the pedagogical and assessment approaches supported across the curriculum.

The *Wellbeing* specification highlights the dynamic and interconnected nature of wellbeing, ensuring that learning experiences are meaningful, inclusive and responsive to children's evolving needs. It nurtures children's personal development, strengthens their relationships and empowers them as active and responsible citizens. Through movement, social interaction and self-awareness, children develop confidence, resilience and a positive attitude towards lifelong physical, social and emotional wellbeing. By integrating knowledge, skills, concepts, dispositions, attitudes and values, the specification enables children to make informed choices and build a lasting commitment to their own wellbeing and supporting the wellbeing of others.

1. Introduction

Every child in Ireland has the right to an education based on their strengths, interests and needs. The *Primary Curriculum Framework* aims to provide a strong foundation for every child to thrive and flourish, supporting them in realising their full potential as individuals and as members of communities and society. It recognises primary education as a time of 'being' and 'becoming' – highlighting the importance of enjoyable, interesting, relevant and appropriately challenging experiences for all children that empower them as learners both now and into the future. Importantly, the Primary School Curriculum supports high-quality learning, teaching and assessment for all children attending primary and special schools.

The *Wellbeing* specification incorporates two subjects: Physical Education (PE) and Social, Personal and Health Education (SPHE). It emphasises the interconnected physical, social, relational, emotional and spiritual dimensions of wellbeing, focusing on developing knowledge, skills, concepts, dispositions, attitudes and values that are essential for children's overall growth and development. In PE, through the medium of movement, children develop their movement competence and understanding, while cultivating positive behaviours and attitudes that encourage an active and healthy lifestyle. SPHE provides a space for children to enhance their social interactions, nurture personal development and expand their health knowledge. With a focus on intrapersonal and interpersonal development, it promotes self-awareness, fosters healthy relationships and empowers children to be active citizens who understand their rights and responsibilities. Together, PE and SPHE support children to develop a holistic understanding of wellbeing, helping them to lead active, healthy and fulfilling lives now and into the future.

From birth, children begin their educational journey through interactions and experiences with the world around them. In primary and special schools, children have playful and engaging learning experiences that build upon the knowledge, skills, concepts, dispositions, attitudes and values they have acquired at home and in preschool settings through *Aistear: the Early Childhood Curriculum Framework*. As children move through primary or special school, their learning connects with, and is further progressed through, the learning experiences provided in post-primary school. Given the diversity in the contexts in which children learn and the uniqueness of each child's learning journey, the curriculum promotes agency and choice and acknowledges that teachers play a critical role in facilitating equitable, meaningful and holistic learning experiences for all children.

Principles of learning, teaching and assessment

Eight overarching principles underpin and guide schools in pursuing the vision of the *Primary Curriculum Framework*. These principles convey what is valued in primary and special education and what lies at the heart of high-quality learning, teaching and assessment in the primary curriculum. They are broad in nature to reflect varied school contexts and children's different circumstances, experiences and abilities. As such, they support boards of management, school leaders, teachers and others in their duties to ensure high-quality education is provided for all children in our schools.

Table 1 presents a non-exhaustive set of examples of the principles in action within the *Wellbeing* specification.

Table 1: Principles of learning, teaching and assessment

Principle of learning, teaching and assessment	Examples within the <i>Wellbeing</i> specification
Assessment and progression	<ul style="list-style-type: none"> • Drawing on a wide range of assessment information to shape and guide learning experiences • Enabling children to set wellbeing goals, reflect on and monitor progress through peer- and self-assessment and identify actions required to achieve their goals • Engaging in conferencing and using questioning to gain insights into children's understanding of their wellbeing, identifying areas that require further development
Engagement and participation	<ul style="list-style-type: none"> • Offering opportunities for children to have meaningful input into decisions about what and how they learn, fostering a sense of ownership and <u>agency</u> • Actively recognising and supporting children's rights as outlined in the <i>United Nations Convention on the Rights of the Child</i> • Involving children in co-creating goals, rules and activities, promoting a sense of shared responsibility and collaboration within the learning environment
Inclusive education and diversity	<ul style="list-style-type: none"> • Fostering a culture based on human rights, democracy, <u>equity</u>, <u>equality</u> and <u>social justice</u> • Challenging <u>stereotypes</u>, <u>prejudice</u>, <u>discrimination</u> and <u>bias</u> and promoting <u>empathy</u>, mutual respect and multi-perspectivity • Recognising and affirming the <u>diversity</u> present within the classroom and in wider society
Learning environments	<ul style="list-style-type: none"> • Embracing indoor and outdoor spaces (natural and built environments), such as playgrounds, sports facilities and nature areas, to support children's learning and development in the <i>Wellbeing</i> specification • Creating safe and inclusive learning environments, prioritising engagement and participation • Ensuring that all children see themselves positively represented and valued within the learning environments
Partnerships	<ul style="list-style-type: none"> • Working collaboratively with families and other schools in the area to support children's wellbeing • Collaborating with the local community to enhance school-based learning and provide children with opportunities to develop a sense of community and belonging



Principle of learning, teaching and assessment	Examples within the <i>Wellbeing</i> specification
Pedagogy	<ul style="list-style-type: none"> Supporting collaborative and co-operative learning experiences, encouraging children to work towards a shared learning goal Guiding and scaffolding learning, encouraging exploration, questioning, reflection and problem-solving to discover new learning Incorporating children's interests, concerns and preferences in learning and teaching, ensuring the children can meaningfully influence their learning
Relationships	<ul style="list-style-type: none"> Supporting the development of emotional and relational skills to enable healthy relationships Fostering respectful, caring and responsive relationships with children and their families
Transitions and continuity	<ul style="list-style-type: none"> Connecting with the Themes of <i>Aistear</i>, the <i>Wellbeing</i> specification further develops children's psychological and physical wellbeing as children engage with rich and meaningful learning experiences Introducing the subjects of PE and SPHE, and developing foundational knowledge, skills, concepts, dispositions, attitudes and values providing continuity between primary school and post-primary school



Understanding wellbeing

Wellbeing encompasses various aspects of learning which are crucial for children's holistic development. It is a shared responsibility among parents, teachers, schools and the wider community. Within school communities, the *Wellbeing* specification plays a central role in promoting children's physical, social, relational, emotional and spiritual development. Through PE and SPHE, children learn both 'about' and 'for' wellbeing. Learning 'about' wellbeing involves building knowledge, understanding, awareness and skills that help children nurture their own wellbeing. Learning 'for' wellbeing focuses on nurturing wellbeing through a positive culture and climate, where respectful and caring interactions, along with positive learning experiences support children's wellbeing.

“ Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life. ¹



It acknowledges that external factors like social, economic, environmental and/or cultural aspects can impact individual wellbeing, and conversely, individual behaviour may affect collective wellbeing. The *Wellbeing* specification promotes inclusive learning environments based on human rights and equality. It recognises the rich diversity of cultures, identities, backgrounds and families represented within Irish classrooms, where children are not discriminated against based on their gender, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community. By instilling a commitment to actively advocate for fairness and inclusivity, the specification supports all children to perceive themselves as empowered citizens who play an active role in building equitable and inclusive classrooms, schools, communities and societies.

The *Wellbeing* specification recognises that personal wellbeing is connected to the broader community and social context. This understanding highlights that children's wellbeing can change over time and appreciates that wellbeing is not synonymous with the absence of stress or negative emotions.

¹ This definition is aligned with the key wellbeing strategies and policies, including curriculum frameworks, published by the Department of Education and Youth.

Overview of the Wellbeing specification

The opening chapters of the *Wellbeing* specification present the Rationale, Aims, Strands, Strand Units, Elements and Learning Outcomes. Chapter 6 provides guidance on the curriculum in practice, while the final chapters present an overview of the online toolkits, glossary and references.

The *Wellbeing* specification is supported by the online Primary Curriculum Toolkit and the *Wellbeing* Toolkit. These online toolkits offer a variety of supports in enacting the curriculum, including supports for curriculum planning, inclusion, assessment and pedagogy. You can access the online version of the specification and the toolkits by visiting www.curriculumonline.ie.

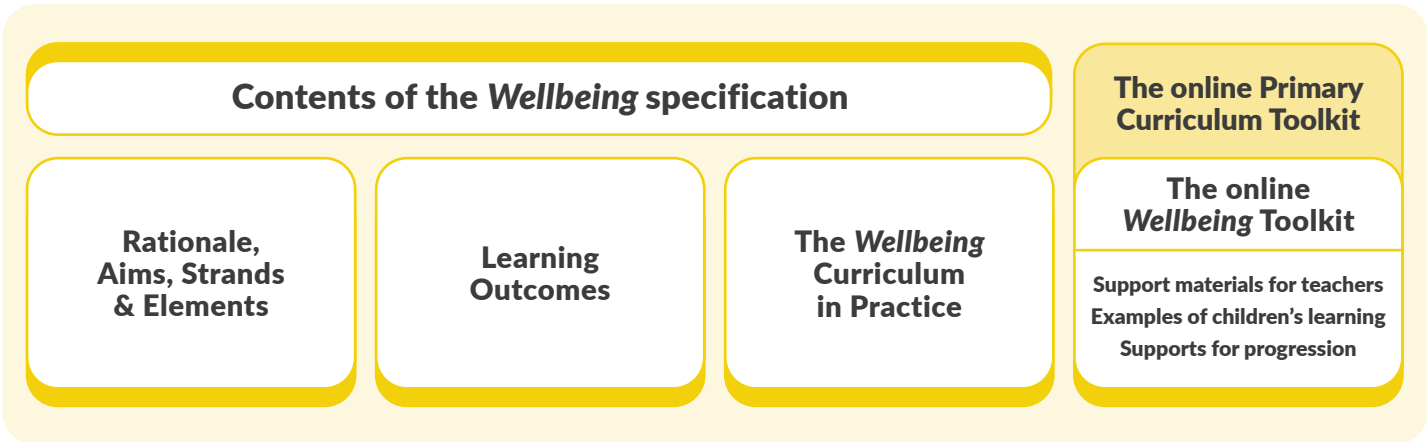


Figure 1: Contents of the *Wellbeing* specification

2. Rationale

The *Wellbeing* specification supports children's learning and development in PE and SPHE by focusing on cultivating the essential knowledge, skills, concepts, dispositions, attitudes and values needed to lead active, healthy and fulfilling lives. The *Wellbeing* specification is grounded in the values of respect, equality, inclusivity, responsibility, dignity, compassion, empathy and human rights. It encourages children to discover and embrace their unique talents, attributes and potential, while fostering emotional resilience, self-awareness and meaningful connections with others. This empowers children to thrive both personally and socially as they navigate their ongoing journey of growth, self-discovery and wellbeing.

PE within the *Wellbeing* specification

PE plays a vital role in children's overall development by focusing on movement and the body. It also provides valuable social, emotional and cognitive learning opportunities. PE refers to movement-focused activities taught as part of the curriculum within the weekly time allocation. Its emphasis is on age-appropriate learning, participation, enjoyment, individual progress and the creation of supportive learning environments for all children. In contrast, sport refers to extra-curricular activities performed within a structured set of rules, often emphasising competition. Physical activity is a broader term encompassing any bodily movement. Within the *Wellbeing* specification, PE is the focus, with sport and physical activity serving complementary roles outside of the curriculum, such as in school sports, break times and movement breaks.

SPHE within the *Wellbeing* specification

SPHE plays a vital role in children's learning and holistic development by fostering both personal and collective wellbeing. Grounded in the *Wellbeing* specification's values, it creates a positive and supportive learning environment where every child is valued as a unique individual with meaningful

contributions to make. Through SPHE, children develop essential social, emotional, and relational knowledge, skills, concepts, dispositions, attitudes and values — including personal safety skills. This empowers them to build confidence, resilience and healthy relationships while also equipping them to recognise, respond to and navigate bullying and abuse.

The *Wellbeing* specification nurtures a positive relationship with movement

Children develop an appreciation for the benefits of movement by engaging in a broad and balanced range of enjoyable physical learning activities. In this way movement skills, concepts and strategies are developed. The *Wellbeing* specification plays an important role in developing movement competence, motivation, confidence, knowledge and understanding, all of which can support children to be active. Learning experiences should be meaningful, focus on positive social interactions, have an appropriate level of challenge, be fun and include movement.

The *Wellbeing* specification fosters healthy relationships and emotional intelligence

Children's intrapersonal development is supported, nurturing self-awareness and positive self-worth. They acquire the knowledge, skills, concepts, dispositions, attitudes and values to comprehend, regulate and express their emotions and feelings across a variety of contexts. They develop resilience and foster empathetic skills. Interpersonal development supports children to build and appreciate healthy relationships, including with self, friends, teammates and family; involving effective communication, respect, conflict resolution skills and understanding bodily autonomy.

The *Wellbeing* specification promotes healthy and active living

Children develop the skills and confidence to navigate challenges and make informed, responsible choices across a variety of contexts. The specification develops body knowledge and provides accurate, developmentally appropriate information about human development and sexuality, promoting a balanced and inclusive understanding. Recognising the factors that support growth and development, children can appreciate the value of a balanced lifestyle, including the lifelong benefits of physical activity. By providing children with this knowledge, they are empowered to lead healthy and active lives to the best of their ability.

The *Wellbeing* specification cultivates belonging and active citizenship

Children are supported to develop a strong sense of connection and purpose within schools, families, communities and society. By exploring aspects of Irish culture, such as traditions, celebrations and games, children develop a sense of pride in Irish heritage while also embracing local and global diversity. Through examining rights, responsibilities and fairness, children appreciate the importance of active citizenship, both online and offline. By critically examining stereotypes, children become aware of how stereotypes can influence attitudes, behaviours and interactions. Reflecting on personal and societal values, they develop an ethical understanding of the world, and are encouraged to challenge prejudice, discrimination and bias.





3. Aims

The aims of the *Wellbeing* specification empower each child to thrive, now and in the future. It provides them with the necessary knowledge, skills, concepts, dispositions, attitudes and values to lead active, healthy and fulfilling lives to the best of their ability. The aims are interdependent and without hierarchy.

The
Wellbeing
specification
aims for
children to:

cultivate their emotional wellbeing.

- Equip children with knowledge, skills, concepts, dispositions, attitudes and values to comprehend, regulate and express emotions and feelings, develop empathy and build resilience to help them cope with stress, challenge, adversity and change.

deepen their understanding of healthy living.

- Support children to make informed and responsible choices, becoming increasingly discerning of influences on their physical, social and emotional wellbeing.
- Provide children with a balanced, inclusive, age and developmentally appropriate understanding of human development and sexuality, fostering healthy attitudes and recognising the diversity of human experience.

develop their movement competence.

- Support children to develop and apply a range of movement skills, concepts and strategies across various learning contexts.

enhance their sense of belonging.

- Provide children with learning experiences that promote teamwork, inclusion and respect for diversity, advocating for active citizenship, rights, responsibilities and fairness to create equitable and inclusive learning environments, communities and societies.

establish and maintain supportive and healthy relationships.

- Support children to collaborate with others and to nurture healthy relationships, including with family, friends, peers and teammates.

foster an appreciation of movement.

- Support children to develop knowledge, understanding and appreciation of movement and the ability to reflect on their progress in physical education.

instil a strong sense of personal and collective safety.

- Enable children to develop an increasing sense of personal and collective safety, exploring a variety of safety issues, including substances, accident prevention and safety in movement contexts.
- Equip children with the knowledge, skills and confidence to protect themselves from harm, with a particular focus on safeguarding against child abuse and bullying.

navigate media and the digital world safely and responsibly.

- Develop children's critical thinking skills to help them develop a balanced and informed relationship with media and technology, recognising opportunities and challenges, as well as their impact on physical, social and emotional wellbeing.

nurture lifelong enjoyment and engagement in physical activity.

- Foster confidence, motivation and a positive attitude through enjoyable physical education experiences, encouraging a lifelong commitment to physical activity.

4. Strands and Elements

Strands

Strands outline the main categories of children's learning in the *Wellbeing* specification. The four strands are:

- Movement competence
- Emotional and relational education
- Health education
- Community and belonging

Each strand has a set of strand units.

Strand units

The strand units in the *Wellbeing* specification are presented in Table 2.

Table 2: Strand units in the *Wellbeing* specification

Movement competence	Emotional and relational education	Health education	Community and belonging
Movement skills	Identity	Healthy living	Sense of belonging
Movement concepts	Emotional awareness and expression	Substances	Family
Movement strategies	Relationships	Human development	Rights and fairness
Movement and me	Resilience	Safety	Citizenship
	Making choices	Media and digital wellbeing	

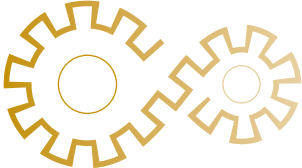
Connections across strands and strand units

Table 3 presents a symbol that indicates strand units relevant to both PE and SPHE.

- Stages 1 and 2: The symbol highlights integrated Learning Outcomes that apply to both subjects. It helps teachers to recognise opportunities for integration between PE and SPHE.
- Stages 3 and 4: The Learning Outcomes become more distinct, with clear differentiation between PE and SPHE, allowing for subject-specific teaching while maintaining connections.

This structure supports teachers in identifying meaningful links and integration opportunities within the *Wellbeing* specification. It promotes a cohesive learning experience for children.

Table 3: PE and SPHE connections within the *Wellbeing* specification in Stages 1 and 2

	Relevant and applicable to both PE and SPHE contexts
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Although the division of the curriculum into strands and strand units provides a convenient format in which to present the Learning Outcomes, it should be noted that they are interdependent and not discrete. Therefore, in a given lesson, a teacher may be working on a number of Learning Outcomes at the same time.

PE activity areas

The *Wellbeing* specification also includes seven PE activity areas which are outlined in Figure 2. The PE activity areas are the vehicle through which children can achieve the Learning Outcomes relevant to PE across Stages 1 to 4. Further detail on the PE activity areas is available in Chapter 6.



Figure 2: PE activity areas

Elements

Elements describe the processes children engage in as they learn in the *Wellbeing* specification. These elements support our understanding of how children learn. The four elements in the *Wellbeing* specification are:

- Communicating
- Exploring and applying
- Moving
- Reflecting and understanding

Table 4: Elements in the *Wellbeing* specification

Element	Description
Communicating	Children express their thoughts, <u>emotions and feelings</u> through various forms of communication, including but not limited to body movement, body language, gestures, verbal expression, sign language, written communication, visual cues and digital or electronic means. They benefit from active listening, as it creates an environment where communication empowers them to understand and appreciate diverse perspectives. Valuing and amplifying the child’s voice ensures they feel heard, respected and included, fostering their confidence and encouraging self-expression. In a collaborative learning environment, children thrive by recognising the importance of communication in fostering teamwork, as well as enhancing their social and emotional skills.
Exploring and applying	Children’s exploration forms the foundation for the application of knowledge, skills, concepts, dispositions, attitudes and values. Exploration nurtures their curiosity, creativity and adaptability, while supporting their critical thinking and informed decision-making. Children’s engagement with active exploration deepens understanding and fosters playful, engaging and meaningful learning experiences. Children are empowered to apply their learning in practical ways, both within and beyond the school environment.
Moving	Children’s learning in PE is centred around movement. Children not only learn ‘in’ movement but also ‘through’ movement and ‘about’ movement. Learning ‘in’ movement occurs through developing their individual movement-related skills. Learning ‘through’ movement helps children to acquire and deepen their understanding of various skills, concepts and dispositions. Learning ‘about’ movement enables children to gain knowledge and understanding, during and after engaging in movement activities.
Reflecting and understanding	Children, through reflection, derive meaning from experiences and gain insight into their personal relevance, which can inform future learning experiences and foster a mindset of continuous growth. They benefit from reflection as it empowers their voice, promotes self-awareness, strengthens <u>interpersonal</u> skills and supports informed decision-making. By reflecting on experiences, values and beliefs, children are supported in deepening their understanding of holistic wellbeing. They build the confidence to lead active, thoughtful, connected and responsible lives.

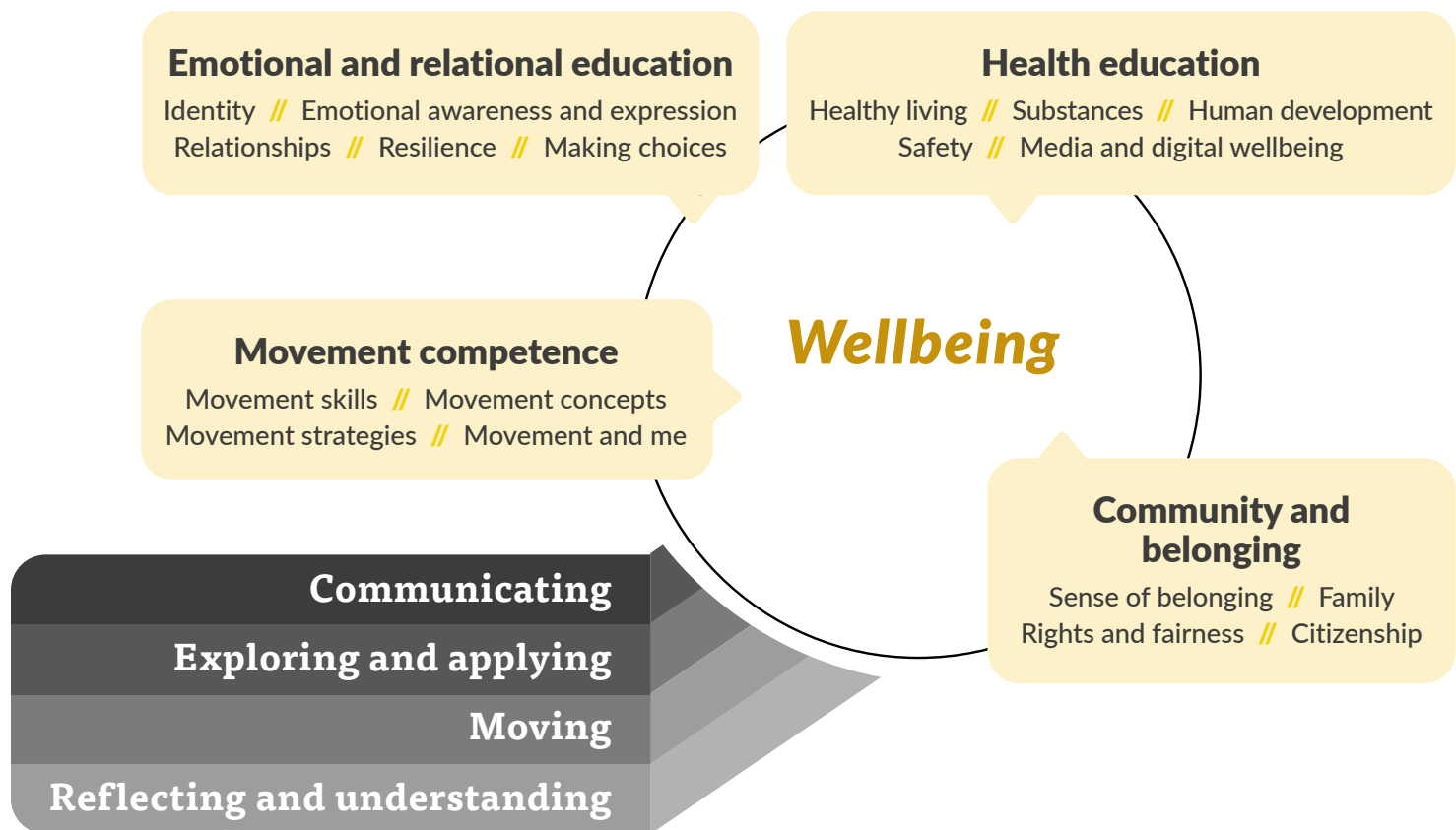


Figure 3: The strands and elements in the *Wellbeing* specification



5. Learning Outcomes

Central to nurturing every child's potential is the clear articulation of Learning Outcomes. This chapter presents the Learning Outcomes for the *Wellbeing* specification. Learning Outcomes describe the expected learning and development for all children at the end of a two-year stage, when due account is taken of individual abilities and varying circumstances. They focus on children's understanding, which develops through the acquisition and gradual building of knowledge, skills, concepts, dispositions, attitudes and values in the *Wellbeing* specification.

Reflecting the principles and pedagogical approaches in the *Primary Curriculum Framework*, the 'stem' '*Through appropriately playful and engaging learning experiences*' is used to introduce Learning Outcomes across all stages. This stem aims to foster a learning environment that facilitates rich learning experiences, as outlined in Chapter 6, '*The Wellbeing Curriculum in Practice*'.

Children learn and teachers teach in a variety of contexts. Learning Outcomes in the *Wellbeing* specification are broad and balanced in nature to facilitate teacher agency and flexibility in schools. Given their broad nature, when working with Learning Outcomes, teachers can focus on specific aspects of learning, taking account of the context and prior learning of the children. When preparing for learning and teaching experiences, teachers can focus on particular aspects of a Learning Outcome or, at times, on aspects of multiple Learning Outcomes. Most Learning Outcomes present the intended learning and development at the end of each stage. When Learning Outcomes span two stages, teachers should adapt experiences to include age and developmentally appropriate themes and approaches to support learning at each stage.

Key competencies

The primary curriculum has seven key competencies which overlap and combine to support the curriculum's vision. As outlined in the *Primary Curriculum Framework*, the competencies build on the capabilities children acquire through their early childhood education experiences with *Aistear* and are further strengthened in post-primary school through

learning experiences shaped by the *Framework for Junior Cycle*. As children work towards the Learning Outcomes in the *Wellbeing* specification and engage in rich learning experiences, they simultaneously build and develop these key competencies.

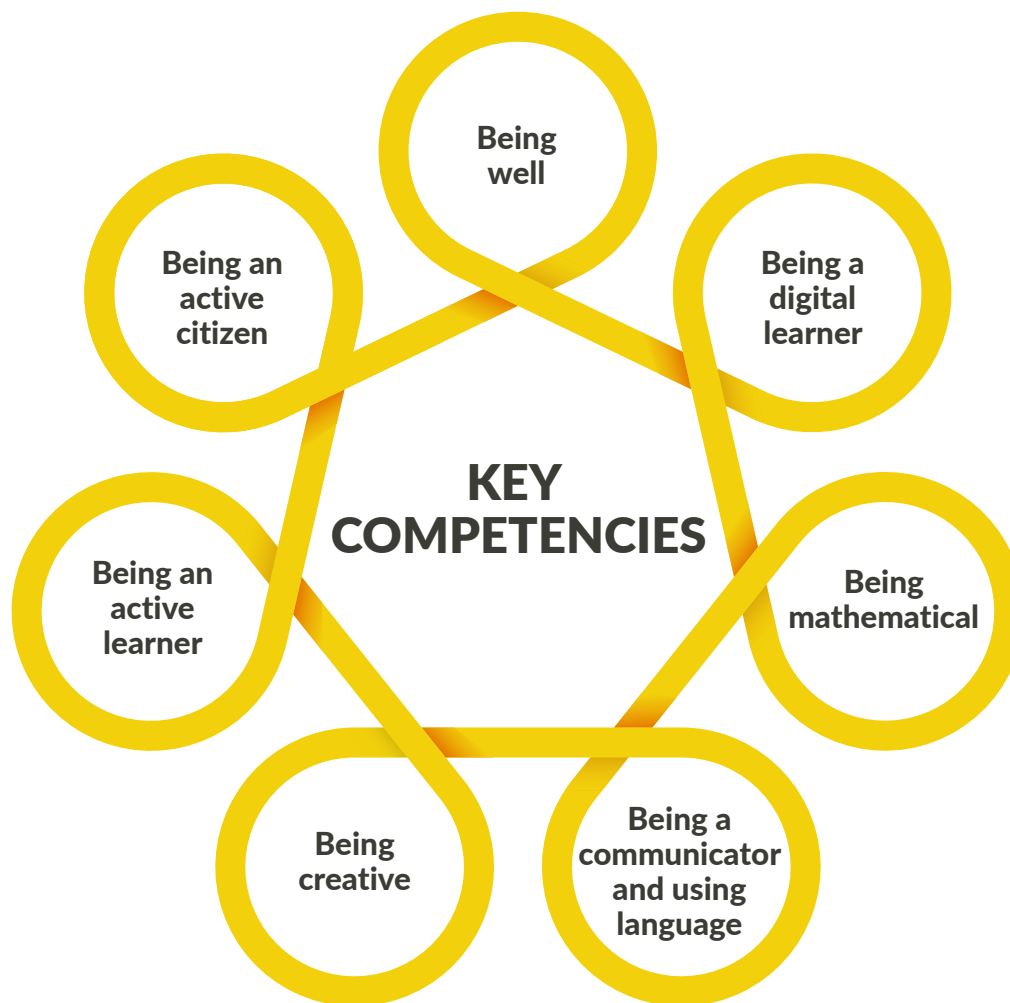


Figure 4: Key competencies

Table 5: Examples of attributes of each key competency developed through learning in the *Wellbeing* specification

Key competency	Examples of attributes developed through learning in the <i>Wellbeing</i> specification
Being an active citizen	<ul style="list-style-type: none"> Fostering a sense of fairness, <u>empathy</u>, teamwork and respect while encouraging appreciation for <u>diversity</u> and community Enabling the recognition of rights and responsibilities, developing the capacity to make informed choices and experiencing learning through <u>democratic practices</u>
Being an active learner	<ul style="list-style-type: none"> Promoting active learning through hands-on experiences, encouraging goal setting and empowering child voice Encouraging self-awareness, self-regulation and reflective thinking
Being a communicator and using language	<ul style="list-style-type: none"> Fostering effective communication skills, active listening and conflict resolution, enabling children to communicate and cooperate Enhancing critical navigation of information to foster informed decision-making
Being creative	<ul style="list-style-type: none"> Enabling creative self-expression through multiple ways, such as through movement, storytelling, role-play and visually Engaging with playful experiences to nurture curiosity, imagination and open mindedness and to enhance their holistic wellbeing
Being a digital learner	<ul style="list-style-type: none"> Promoting critical thinking about the use of digital technology in various contexts to support physical, social, emotional and relational wellbeing Empowering safe, ethical and responsible use of digital technologies
Being mathematical	<ul style="list-style-type: none"> Engaging in categorisation and using mathematical language during movement activities Developing <u>spatial awareness</u> and an understanding of patterns and sequences
Being well	<ul style="list-style-type: none"> Enabling children to make informed choices to support healthy and active lifestyles Equipping children with the knowledge, skills, concepts, dispositions, attitudes and values to nurture their holistic wellbeing

To assist teachers in identifying the key competencies that have been embedded within the Learning Outcomes initials are placed beside each Learning Outcome, as explained in Table 6. In each instance, up to three key competencies are identified. It should be noted that in many instances other key competencies, outside of the three identified, are also embedded in the Learning Outcomes.

Table 6: Key competency legend

Initials	Key competency
AC	Being an active citizen
AL	Being an active learner
CL	Being a communicator and using language
C	Being creative
DL	Being a digital learner
M	Being mathematical
W	Being well



Learning Outcomes for Strand: **Movement competence**

Strand Unit	Stage 1 Junior and senior infants	Stage 2 First and second classes	Stage 3 Third and fourth classes	Stage 4 Fifth and sixth classes
<i>Through appropriately playful and engaging learning experiences, children should be able to:</i>				
Movement skills	explore and develop a range of <u>locomotor</u> movement skills such as walking, dodging, mobility wheeling, hopping, running, skipping, jumping and side stepping through a range of the PE activity areas. W, AL, M	practise and modify a range of <u>locomotor</u> movement skills such as walking, dodging, mobility wheeling, hopping, running, skipping, jumping and side-stepping through a range of the PE activity areas. W, AL, M	PE adjust and apply, with increasing confidence, a range of <u>locomotor</u> movement skills such as walking, dodging, mobility wheeling, hopping, running, skipping, jumping and side stepping through a range of the PE activity areas. W, AL, M	PE adapt and apply, in context, a range of <u>locomotor</u> movement skills such as walking, dodging, mobility wheeling, hopping, running, skipping, jumping and side stepping through a range of the PE activity areas. W, AL, M
	explore and develop a range of <u>stability</u> movement skills such as balancing, landing, floating in water, turning, rolling and twisting through a range of the PE activity areas. W, AL	practise and modify a range of <u>stability</u> movement skills such as balancing, landing, floating in water, turning, rolling and twisting through a range of the PE activity areas. W, AL	adjust and apply, with increasing confidence, a range of <u>stability</u> movement skills such as balancing, landing, floating in water, turning, rolling and twisting through a range of the PE activity areas. W, AL	adapt and apply, in context, a range of <u>stability</u> movement skills such as balancing, landing, floating in water, turning, rolling and twisting through a range of the PE activity areas. W, AL
	explore and develop a range of <u>manipulative</u> movement skills such as catching, throwing, kicking and striking with the hand/implement through a range of the PE activity areas. W, AL, M	practise and modify a range of <u>manipulative</u> movement skills such as catching, throwing, kicking and striking with the hand/implement through a range of the PE activity areas. W, AL, M	adjust and apply, with increasing confidence, a range of <u>manipulative</u> movement skills such as catching, throwing, kicking and striking with the hand/implement through a range of the PE activity areas. W, AL, M	adapt and apply, in context, a range of <u>manipulative</u> movement skills such as catching, throwing, kicking and striking with the hand/implement through a range of the PE activity areas. W, AL, M
	explore and develop activity specific movement skills through a range of the PE activity areas. W, AL	practise and modify activity specific movement skills through a range of the PE activity areas. W, AL	adjust and apply, with increasing confidence, activity specific movement skills through a range of the PE activity areas. W, AL	adapt and apply activity specific movement skills through a range of the PE activity areas. W, AL

Key competencies:

AC = Being an active citizen
C = Being creative

AL = Being an active learner
DL = Being a digital learner

CL = Being a communicator and using language
M = Being mathematical
W = Being well

Learning Outcomes for Strand: **Movement competence**

Strand Unit	Stage 1 Junior and senior infants	Stage 2 First and second classes	Stage 3 Third and fourth classes	Stage 4 Fifth and sixth classes
<i>Through appropriately playful and engaging learning experiences, children should be able to:</i>				
Movement concepts	explore and develop the concept of <u>body awareness</u> and <u>dynamics</u> such as movement quality, weight and transfer of weight through a range of the PE activity areas. W, AL, C	practise and modify the concept of <u>body awareness</u> and <u>dynamics</u> such as movement quality, weight and transfer of weight through a range of the PE activity areas. W, AL, C	PE adjust and apply the concept of <u>body awareness</u> and <u>dynamics</u> such as movement quality, weight and transfer of weight through a range of the PE activity areas. W, AL, C	PE adapt and apply the concepts of <u>body awareness</u> and <u>dynamics</u> such as movement quality, weight and transfer of weight through a range of the PE activity areas. W, AL, C
	explore and develop <u>relationships and spatial awareness</u> , such as pass and move, sequenced movement or navigating space in different pathways through a range of the PE activity areas. W, AL, C	practise and modify <u>relationships and spatial awareness</u> , such as pass and move, sequenced movement or navigating space in different pathways through a range of the PE activity areas. W, AL, C	adjust and apply <u>relationships and spatial awareness</u> , such as pass and move, sequenced movement or navigating a space, through a range of the PE activity areas. W, AL, C	adapt and apply <u>relationships and spatial awareness</u> , such as pass and move, sequenced movement or navigating a space, through a range of the PE activity areas. W, AL, C
Movement strategies	explore and develop problem-solving, basic tactics and strategies through a range of the PE activity areas. W, AL, C	practise and modify problem-solving, tactics and strategies through a range of the PE activity areas. W, AL, C	PE adjust and apply problem-solving, tactics and strategies through a range of the PE activity areas. W, AL, C	PE adapt and apply problem-solving, tactics and strategies through a range of the PE activity areas. W, AL, C
	explore and develop strategies that optimise challenge for themselves and others through a range of the PE activity areas. W, AL, C	practise and modify strategies that optimise challenge for themselves and others through a range of the PE activity areas. W, AL, C	adjust and apply strategies that optimise challenge for themselves and others through a range of the PE activity areas. W, AL, CL	adapt and apply strategies that optimise challenge for themselves and others through a range of the PE activity areas. W, AL, CL

Key competencies:

AC = Being an active citizen
C = Being creative

AL = Being an active learner
DL = Being a digital learner

CL = Being a communicator and using language
M = Being mathematical
W = Being well

Learning Outcomes for Strand: **Movement competence**

Strand Unit	Stage 1 Junior and senior infants	Stage 2 First and second classes	Stage 3 Third and fourth classes	Stage 4 Fifth and sixth classes
<i>Through appropriately playful and engaging learning experiences, children should be able to:</i>				
Movement and me	<p>reflect on the personal relevance of movement experiences, both individually and with others, and identify how their learning may positively impact their own <u>movement journey</u>. W, CL, AL</p> <p>reflect on how effort and development in skills, concepts and strategies can enhance their movement experiences. W, CL, AL</p> <p>recognise when, where, how and with whom they can be active in their class, school and community. W, AC, CL</p>		<p>PE</p> <p>reflect on the personal relevance of movement experiences, both individually and with others, and identify how their learning may positively impact their own <u>movement journey</u>. W, CL, AL</p> <p>reflect on how effort and development in skills, concepts and strategies can enhance their movement experiences. W, CL, AL</p> <p>recognise and propose ways to take responsibility for when, where, how and with whom they can be active in their class, school and community. W, AC, CL</p>	



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M = Being mathematical
W = Being well

Learning Outcomes for Strand: Emotional and relational education

Strand Unit	Stage 1 Junior and senior infants	Stage 2 First and second classes	Stage 3 Third and fourth classes	Stage 4 Fifth and sixth classes
<i>Through appropriately playful and engaging learning experiences, children should be able to:</i>				
Identity 	develop a growing sense of self-identity and self-worth, exploring their unique qualities, abilities, talents and interests, recognising similarities and uniqueness in others. W, CL, AL		PE explore and understand their personal identity, strengths and uniqueness through participating in various physical activities, working respectfully with others and identifying the value of movement in their daily life to foster self-awareness and confidence. W, CL, AL SPHE cultivate a positive sense-of-self by recognising factors that can contribute to their identity, <u>self-image</u> and self-worth, demonstrating acceptance, respect and compassion towards <u>diversity</u> in others. W, CL, AL	
Emotional awareness and expression 	recognise and name a range of common <u>emotions</u> and <u>feelings</u> and begin to demonstrate empathetic skills. W, CL, AL explore and practise strategies to self/co-regulate and effectively communicate <u>emotions</u> and <u>feelings</u> . W, CL, AL	recognise, name and gauge the intensity of a broad range of <u>emotions</u> and <u>feelings</u> , and respond sensitively to the <u>emotions</u> and <u>feelings</u> of others. W, CL, AL demonstrate increased skill in communicating and self/co-regulating <u>emotions</u> and <u>feelings</u> , recognising when strong <u>emotions</u> and <u>feelings</u> are escalating. W, CL, AL	PE describe <u>emotions</u> and <u>feelings</u> before, during and after movement, exploring their impact on self and others and practise strategies to regulate emotions. W, CL, AL SPHE demonstrate awareness of personal emotional responses, reflecting on factors both within and beyond their control that may influence them. W, CL, AL explore how <u>emotions</u> and <u>feelings</u> can affect one's behaviours and experiences. W, CL, AL engage in a variety of strategies for healthy emotional regulation and expression, recognising and responding to the <u>emotions</u> and <u>feelings</u> of others with <u>empathy</u> . W, CL, AL	PE engage in reflection to deepen awareness of the link between movement, <u>emotions</u> and <u>feelings</u> and apply regulation strategies to manage emotions. W, CL, AL SPHE engage in self-reflection to deepen awareness of personal emotional responses, beginning to recognise patterns. W, CL, AL explore the link between thoughts, <u>emotions</u> and <u>feelings</u> , and behaviours. W, CL, AL apply a range of strategies to nurture their emotional wellbeing and cope with day-to-day stresses of life and employ empathetic skills in response to peers experiencing emotional challenges, when appropriate. W, CL, AL

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Learning Outcomes for Strand: Emotional and relational education



Strand Unit	Stage 1 Junior and senior infants	Stage 2 First and second classes	Stage 3 Third and fourth classes	Stage 4 Fifth and sixth classes
<i>Through appropriately playful and engaging learning experiences, children should be able to:</i>				
Relationships 	<p>recognise the importance of different relationships for wellbeing, including with self, family, friends, peers and teammates. W, AL, CL</p>		<p>PE identify and apply key features of teamwork and co-operation. W, AL, CL</p>	<p>PE embody, through participation, key features of teamwork and co-operation. W, AL, CL</p>
	<p>establish and maintain healthy relationships, recognising the importance of respectful interactions, <u>consent</u> and effective communication and develop strategies to resolve disharmony. W, AL, CL</p>	<p>build and maintain healthy relationships, understanding the importance of respectful interactions, <u>consent</u> and effective communication and practise strategies to resolve disharmony with support. W, AL, CL</p>	<p>SPHE identify and discuss key aspects of healthy relationships such as respectful interactions, <u>consent</u> and effective communication, recognising how healthy relationships contribute to wellbeing. W, AL, CL</p>	<p>SPHE evaluate key aspects of healthy relationships, such as <u>consent</u>, effective communication, mutual respect and trust, appreciating the importance of healthy relationships for wellbeing. W, AL, CL</p>
	<p>recognise healthy and unhealthy behaviours in relationships, identifying instances of <u>bullying</u> and abuse, including inappropriate touch. Recognise why these behaviours are harmful and apply safety-focused responses. W, AL, CL</p>	<p>develop increasing understanding of healthy and unhealthy behaviours in relationships, identifying instances of <u>bullying</u> and abuse, including inappropriate touch. Recognise why these behaviours are harmful and apply safety-focused responses. W, AL, CL</p>	<p>develop a growing ability to cope with changing relationships, practising strategies to navigate peer influence, disharmony and conflict. W, AL, CL</p> <p>distinguish between healthy and unhealthy behaviours in relationships, identify instances of <u>bullying</u> and abuse, including inappropriate touch. Understand why these behaviours are harmful and apply the appropriate safety-focused responses. W, AL, CL</p>	<p>demonstrate a growing ability to manage changing relationships in various social situations, adopting strategies to navigate social influence and respond to <u>interpersonal</u> conflicts constructively. W, AL, C</p> <p>distinguish between unhealthy and harmful behaviours in relationships, identify instances of <u>bullying</u> and abuse, including inappropriate touch. Understand why these behaviours are harmful and apply the appropriate safety-focused responses with growing confidence. W, AL, CL</p> <p>begin to understand <u>sexual orientation</u> as describing attraction to someone of a different gender, the same gender or more than one gender. W, AL, CL</p>

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Learning Outcomes for Strand: Emotional and relational education				
Strand Unit	Stage 1	Stage 2	Stage 3	Stage 4
	Junior and senior infants	First and second classes	Third and fourth classes	Fifth and sixth classes
<i>Through appropriately playful and engaging learning experiences, children should be able to:</i>				
Resilience 	develop an open and curious approach to appropriate challenges, viewing them as opportunities to learn and develop, building coping skills, confidence to persevere and the ability to seek support when necessary. W, AL, CL		PE and SPHE demonstrate commitment and confidence to persevere with appropriate challenge, reflecting on the link between effort and improvement, demonstrating coping skills that support <u>resilience</u> and the ability to seek support when necessary. W, AL, CL	
Making choices 	consider everyday choices made by themselves and others, showing some awareness of the factors that may influence decisions or choices. W, AL, CL engage in <u>risk</u> and adventure; developing confidence to navigate challenges, consider consequences and make responsible choices. W, AL, CL	develop strategies to support decision-making, reflecting on factors that may influence decisions. W, AL, CL embrace <u>risk</u> and adventure with increasing confidence; developing critical thinking skills, evaluating risks and making responsible choices. W, AL, CL	PE with support, set specific and flexible goals both as a group and individually, linked to the class focus, identifying necessary actions and help required and reflect on their own progress and achievements. W, AL, CL SPHE consider personal <u>agency</u> and responsibility in decision-making, recognising multiple influences and practise simple decision-making strategies. W, AL, C	SPHE appreciate personal <u>agency</u> and responsibility in decision-making, evaluating influences and adopt strategies to support informed decision-making. W, AL, C


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Learning Outcomes for Strand: Health education

Strand Unit	Stage 1 Junior and senior infants	Stage 2 First and second classes	Stage 3 Third and fourth classes	Stage 4 Fifth and sixth classes
<i>Through appropriately playful and engaging learning experiences, children should be able to:</i>				
Healthy living 	<p>demonstrate an awareness of factors that can impact wellbeing, such as physical activity, outdoor experiences, food, hygiene, sleep, rest and relaxation. W, CL, AL</p> <p>explore and discuss different things the body can do. W, CL, AL</p>	<p>understand ways that physical activity, outdoor experiences, food, hygiene, sleep, rest and relaxation can impact wellbeing and consider how to nurture their wellbeing. W, CL, AL</p> <p>experience and describe the immediate physical effects of being active on the body, such as heart rate, breathing and temperature. W, CL, AL</p>	<p>PE experience, explain and monitor the physical effects of being active on the body, such as changes in heart rate, breathing, temperature, flexibility and coordination. W, CL, M</p> <p>PE and SPHE demonstrate a willingness to nurture their wellbeing in areas such as physical activity, outdoor experiences, food, hygiene, sleep, rest and relaxation, recognising changing needs as they grow and the importance of a balanced lifestyle. W, CL, AL</p>	<p>PE experience and recognise the influence of different types of movement on one's physical development in areas such as muscular strength, cardiovascular endurance, flexibility and coordination. W, CL, AL</p> <p>PE and SPHE demonstrate a positive attitude towards nurturing their wellbeing in areas such as physical activity, outdoor experiences, food, hygiene, sleep, rest and relaxation, appreciating the importance of a balanced lifestyle and acknowledging changing needs as they grow. W, CL, AL</p>
Substances	<p>recognise when medicines may be needed, identify dangerous or potentially dangerous substances in their environment, and understand the importance of following safety rules. W, CL</p>	<p>distinguish between substances and medicines that are useful, safe, dangerous or potentially dangerous depending on their purpose and use, understanding the importance of adhering to safety rules. W, CL</p>	<p>SPHE distinguish between substances that are helpful, harmful, legal and/or illegal, such as vapes, tobacco, alcohol and other drugs/medicines and identify some of their effects on the body. W, CL, M</p> <p>discuss reasons people might use vapes, tobacco, alcohol or other drugs/medicines and propose/practise strategies to handle pressures to misuse substances. W, CL, AL</p>	<p>SPHE understand some of the potential impacts and <u>risks</u> associated with using or misusing substances, such as vapes, tobacco, alcohol and other drugs/medicines. W, CL, M</p> <p>recognise a range of reasons people may use or misuse substances, such as vapes, tobacco, alcohol and other drugs/medicines, and propose/practise strategies to handle pressures to misuse substances. W, CL, AL</p>

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Learning Outcomes for Strand: Health education

Strand Unit	Stage 1 Junior and senior infants	Stage 2 First and second classes	Stage 3 Third and fourth classes	Stage 4 Fifth and sixth classes
Through appropriately playful and engaging learning experiences, children should be able to:				
Human development	name parts of the body using anatomical terms, including <i>penis, breasts, vulva, vagina</i> . Identify private body areas and boundaries and recognise appropriate private and public behaviours. W, CL, AL	use anatomically correct terms for the body parts, recognising that some parts of the body are private. Distinguish between private and public behaviours and discuss the importance of respecting body boundaries. W, CL, AL	SPHE identify the stages and sequence of development of the human baby from conception to birth and describe the changes that happen during pregnancy. W, CL, AL	SPHE name and identify the function of internal and external reproductive organs, and understand sexual intercourse, conception, pregnancy and birth. W, CL, AL
	recognise examples of personal growth and development, understanding that individual variation is to be expected. W, CL, AL	recognise ways human bodies change as they grow. Understand that variation is to be expected, and that birth, life, growth and death are all part of the human life cycle. W, CL, AL	SPHE demonstrate a growing understanding of physical, social and emotional changes that happen during puberty, understanding that individual variation is to be expected. W, CL, AL <i>Changes during puberty can include hormonal changes, changing body shape, appearance of pubic hair/facial hair/underarm hair, development of breasts, growth/enlargement of testicles and penis, breaking voice, sperm production, onset of nocturnal emissions (wet dreams), menstruation and feelings of attraction.</i>	
	develop an awareness of human birth and identify the care and conditions babies need to help them to grow and develop. W, CL, AL		recognise the importance of adopting a positive attitude towards their changing body during puberty. Identify support systems, including credible sources of information and seeking support from a trusted adult. W, AL, CL	


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Learning Outcomes for Strand: Health education

Strand Unit	Stage 1	Stage 2	Stage 3	Stage 4
	Junior and senior infants	First and second classes	Third and fourth classes	Fifth and sixth classes
<i>Through appropriately playful and engaging learning experiences, children should be able to:</i>				
Safety 	demonstrate an understanding of and appreciation for basic safety rules and practices. Identify and mitigate unsafe or risky situations and behaviours, prioritising accident prevention and practising/adopting appropriate safety strategies. W, AL, CL		PE and SPHE appreciate the importance of safety rules and practices in movement and other contexts. Assess <u>risks</u> , identify unsafe situations and behaviours, and practise/adopt appropriate safety strategies. Demonstrate increasing confidence and personal responsibility toward accident prevention. W, AL, CL	
Media and digital wellbeing	discuss different <u>media</u> , including digital technology, in their own lives and develop an awareness of the influence of advertising. W, DL, CL demonstrate an understanding of basic digital safety skills for appropriate and responsible use of digital technologies and recognise the importance of balancing online and offline activities. W, DL, CL	develop an awareness of the persuasive nature of <u>media</u> and advertising and begin to identify credible sources of information in relation to wellbeing. W, DL, CL consider personal use of digital technology, identifying some of the benefits and challenges of digital technology use and develop digital safety skills and strategies to support appropriate and responsible use of digital technologies. W, DL, CL	SPHE recognise the purpose and persuasive nature of <u>media</u> . W, DL, CL identify examples of <u>stereotypes</u> and <u>bias</u> and make judgements regarding the reliability and credibility of information sources. W, DL, CL appreciate the need for safe and responsible use of digital technologies as part of a balanced lifestyle, considering their positive and negative impacts on wellbeing and adopt strategies to support safe, ethical and responsible use. W, DL, CL	SPHE evaluate the benefits and challenges of digital technology use and reflect on the role and influence of <u>media</u> and popular culture in their lives. W, DL, CL critique depictions of topics in the <u>media</u> , recognising examples of <u>stereotypes</u> and <u>bias</u> and identify strategies to evaluate the credibility of information. W, DL, CL adopt strategies to promote safe, ethical and responsible use of digital technologies, recognising personal and communal responsibility in fostering a positive, respectful and safer digital environment and understand safe ways to report inappropriate or harmful behaviours or content. W, DL, CL


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Learning Outcomes for Strand: **Community and belonging**

Strand Unit	Stage 1 Junior and senior infants	Stage 2 First and second classes	Stage 3 Third and fourth classes	Stage 4 Fifth and sixth classes
<i>Through appropriately playful and engaging learning experiences, children should be able to:</i>				
Sense of belonging 	explore connections with people and place, experiencing a sense of belonging within their class, school and community, recognising and appreciating <u>diversity</u> , participating in cultural activities and acknowledging the valuable role that various people play. W, AL, AC		PE appreciate the significant role physical activity can play in fostering a sense of belonging within their PE class, school community and environment. W, AC, CL engage in physical activities/sports from their own and other cultures and describe the significance of cultural activities to community and belonging. W, AC, CL PE and SPHE recognise the important role each person plays in creating a sense of belonging within their class, school and community. Appreciate <u>diversity</u> and adopt both individual and collective strategies to contribute to positive and inclusive learning environments. W, AC, AL	
Family	acknowledge their role and contribution within their family unit and express how family members can show care and support for each other. W, AL, AC	appreciate the uniqueness of their own family unit and consider ways families can work together to strengthen connections and navigate change. W, AL, AC	SPHE recognise the ways in which families can contribute to personal values, decisions and sense of identity. W, AL, AC demonstrate an awareness of the variety of influences that can affect families, such as change, loss, bereavement, illness and <u>stereotypes</u> . W, AL, AC	SPHE demonstrate an awareness of how social and cultural norms can influence family life and how these have changed over time and critically consider <u>media</u> portrayals of families and family life. W, AL, AC discuss characteristics of healthy family relationships, recognising evolving roles and responsibilities as they grow, and propose ways to strengthen family connections. W, AL, AC
	demonstrate an awareness of different types of <u>family structures</u> , such as mother- and father-headed families, co-parenting families, one-parent families, same-sex parent families, adoptive families, blended families, extended families, foster families and stepfamilies. W, AL, AC		SPHE understand that families are structured in diverse ways, such as mother- and father-headed families, co-parenting families, one-parent families, same-sex parent families, adoptive families, blended families, extended families, foster families and stepfamilies. W, AL, AC	


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Learning Outcomes for Strand: **Community and belonging**

Strand Unit	Stage 1 Junior and senior infants	Stage 2 First and second classes	Stage 3 Third and fourth classes	Stage 4 Fifth and sixth classes
<i>Through appropriately playful and engaging learning experiences, children should be able to:</i>				
Rights and fairness 	begin to develop an understanding of rights, <u>equity</u> , <u>equality</u> and fair play, identifying examples in their lives, and begin to demonstrate fairness in interactions and activities. W, AC, AL	discuss the importance of rights, <u>equity</u> , <u>equality</u> and fair play, and explore examples from their lives and/or the wider community, demonstrating fairness in interactions and activities. W, AC, AL	PE practise key features of fair play and recognise its importance for participation, rules and etiquette in physical activities and/or sports. W, AC, AL SPHE describe the importance of rights, fairness, <u>equity</u> and <u>equality</u> . W, AC, AL recognise examples of <u>stereotypes</u> (including gender <u>stereotypes</u>), inequality and <u>discrimination</u> , and explore appropriate responses to stand up for oneself and others. W, AC, AL	PE embody key features of fair play and appreciate its importance for participation, rules and etiquette in physical activities and/or sports. W, AC, AL SPHE appreciate the importance of rights, <u>equity</u> , <u>equality</u> and justice, and discuss the grounds under which <u>discrimination</u> is prohibited in Ireland. W, AC, AL examine the potential impact of <u>stereotypes</u> (including gender <u>stereotypes</u>), explore how people or organisations can promote human rights, and propose appropriate responses and actions to challenge inequality and <u>discrimination</u> . W, AC, AL


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Learning Outcomes for Strand: **Community and belonging**

Strand Unit	Stage 1 Junior and senior infants	Stage 2 First and second classes	Stage 3 Third and fourth classes	Stage 4 Fifth and sixth classes
<i>Through appropriately playful and engaging learning experiences, children should be able to:</i>				
Citizenship 	explore and discuss how people help them at home, at school and in the community, and begin to take responsibility for familiar tasks at home and at school. W, AC, AL	appreciate different ways people help them at home, at school and in the community. W, AC, AL identify ways, individually and/or collectively, to take responsibility and contribute to their class, school and community. W, AC, AL	PE describe, practise and, with support, take responsibility for a variety of roles which contribute to team affiliation and the physical activity of others such as coach, captain, referee, choreographer. W, AC, AL SPHE participate in <u>democratic practices</u> showing respect for different perspectives, appreciating ways individuals and groups can take responsibility and contribute to a positive, inclusive and just community. W, AC, AL	PE take responsibility for a variety of roles which contribute to team affiliation and the physical activity of others such as coach, captain, referee, choreographer. W, AC, AL SPHE actively engage in <u>democratic practices</u> , navigating diverse viewpoints respectfully and propose actions to address local or broader issues/concerns to promote collective wellbeing. W, AC, AL

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6. The Wellbeing Curriculum in Practice

The curriculum comes to life through learning, teaching and assessment, moving beyond the printed page to engage, inspire and empower children in their learning. The *Wellbeing* specification is underpinned by the vision, principles, key competencies and statements on learning, teaching and assessment in the *Primary Curriculum Framework*.

Every child deserves the opportunity to thrive and flourish in a supportive and engaging learning environment. The relationship between child and teacher is key to enabling this. The child is

at the centre of the learning process and so an understanding of their prior learning, interests, experiences and knowledge is crucial for creating inclusive and appropriately challenging learning experiences. Learning in the *Wellbeing* specification is improved by clearly identifying the focus of new learning, recognising ways for children to demonstrate their knowledge and understanding and designing a variety of learning experiences drawing on a range of pedagogical approaches.

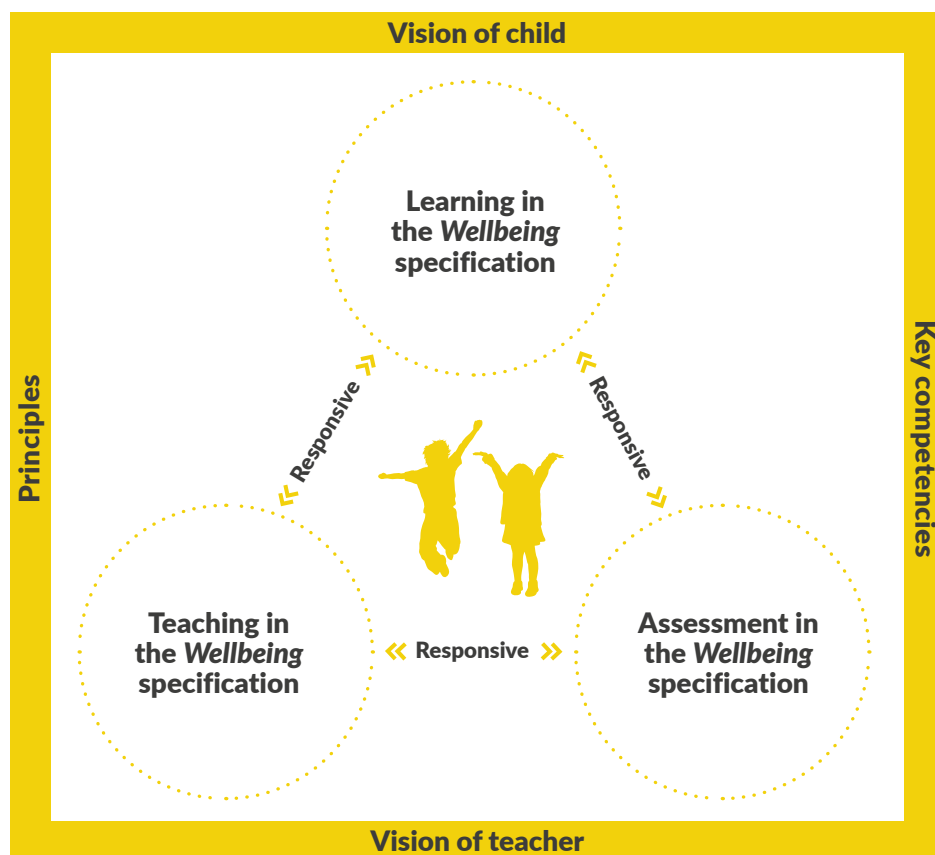


Figure 5: The *Wellbeing* curriculum in practice

The remainder of this chapter outlines the main features of children's learning in the *Wellbeing* specification, the pedagogical approaches that support and enhance it and guidance in assessing children's learning and progression.

6a. Learning in the *Wellbeing* specification

Elements

In providing for playful and engaging learning experiences, it is essential to offer opportunities for children to engage with the elements of the *Wellbeing* specification.

Element	Examples within the <i>Wellbeing</i> specification
Communicating	<ul style="list-style-type: none">• Expressing thoughts, ideas, emotions and feelings through various forms of communication, such as movement, body language, gestures and verbal expression• Collaborating and cooperating effectively during teamwork activities• Communicating ideas clearly to support collaborative decision-making and goal setting• Providing and receiving constructive feedback on individual and group activities, developing effective communication skills• Contributing to group discussions, encouraging respectful expression and appreciation of different perspectives and demonstrating active listening• Engaging in role-playing activities to practise communication in diverse social situations
Exploring and applying	<ul style="list-style-type: none">• Actively participating in interactive, practical and experiential activities• Exploring movement skills, concepts and tactics prior to any necessary explicit teaching• Considering how knowledge and skills from the school setting are applied to lived experiences beyond the school• Exploring diverse scenarios to navigate complex topics and challenges, fostering adaptability, creativity and problem-solving skills• Developing knowledge and skills that enable safe and informed decision-making related to wellbeing• Embracing challenges and taking healthy <u>risks</u> to build confidence and <u>resilience</u>
Moving	<ul style="list-style-type: none">• Learning in, through and about movement• Exploring and practising a wide variety of movements• Adapting movements so all individuals can experience success• Experiencing movement in a wide variety of activities and contexts• Participating in relational and collaborative movement activities• Engaging in age and developmentally appropriate competitive activities• Experiencing individual, pair and group movement opportunities• Developing social skills and values through movement• Identifying and availing of movement opportunities in the community• Experiencing joy in movement

Element	Examples within the <i>Wellbeing</i> specification
Reflecting and understanding	<ul style="list-style-type: none"> • Considering their senses, <u>emotions</u> and <u>feelings</u> experienced before, during and after movement • Reflecting on movement experiences, preferences and capabilities, as well as their growing identity as physically active individuals • Identifying what supports them to overcome a challenge, fostering a mindset of continuous improvement • Experiencing activities and challenges requiring strategic thinking, tactics and understanding of rules • Developing portfolios to reflect on their learning, noting progress and personal goals • Engaging in discussions to share their experiences, challenges and successes • Participating in peer- and self-assessment tasks to develop self-awareness • Using '<u>Quiet Time</u>' for focused reflection, allowing them to process their thoughts and emotions in a calm, undistracted environment



Supporting children’s learning in the *Wellbeing* specification

Each child is an individual with a unique set of strengths that need to be nurtured. Learning Outcomes provide the opportunity for all children to learn through multiple pathways supporting individualised and inclusive learning experiences. This is particularly important for children who have special educational needs.²

Additional Support Pathways outline different ways that children might engage with or demonstrate progression towards Learning Outcomes in the *Wellbeing* specification. Using the pathways, teachers can consider the learning experience in greater detail and identify appropriate levels of challenge for children. In the course of their learning, children can be experiencing, attending, responding, initiating, acquiring, becoming fluent

and generalising. Although the pathways are listed sequentially, it is important to note that children may be engaging in each pathway at different times or simultaneously, depending on their diverse learning needs.

The following table describes seven pathways that may be useful for teachers to consider in preparing and providing for equitable opportunities for children to engage with and demonstrate progression in their learning in the *Wellbeing* specification. For each pathway, an example is offered, however, examples are illustrative and represent just one of many possible ways children might engage with and demonstrate their learning.

² The language used to describe educational needs and disabilities is evolving. For the purpose of clarity and to align with current policy and legislation, the term ‘special educational needs’ is used here.

Table 7: Examples of the Additional Support Pathways in the *Wellbeing* specification

Additional support pathway		Example in the <i>Wellbeing</i> specification
Experiencing	The child is present during a learning activity. They are exposed to and/or aware of the learning environment. They are beginning to acclimatise to aspects of the learning environment such as objects, people, sounds and other sensory experiences.	The child experiences a parachute activity, observing the movement and sound of the parachute that is being shaken with different shaped, textured and coloured balls. With physical support as necessary, the child has further sensory experiences by being close to or holding the parachute as wind is created.
Attending	The child becomes attentive to and/or engaged with the learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement, etc. They are acclimatised to the learning environment.	The child becomes attentive to the different people that help them at school. Pictures of familiar people are shared and observed. Changes in attention are evident demonstrating recognition of different people and their roles.
Responding	The child demonstrates capacity to actively or purposefully take an interest in the learning environment. They begin to indicate likes, dislikes or preferences. They actively respond to a learning activity with or without support.	The child responds to experiences in school activities by representing <u>emotions and feelings</u> through a variety of means such as emoji mood boards, facial expression, dance or vocalisation.
Initiating	The child shows curiosity about the learning environment. They actively and independently seek opportunities to engage with and/or influence that environment.	The child independently approaches a peer and offers a toy as an invitation to play, showing an interest and willingness to engage socially with their peers.
Acquiring	The child demonstrates that knowledge, a skill or a concept is being learned. They explore and participate in the learning.	The child who uses a power chair, with support as appropriate, adjusts the angle or direction of a ball ramp being used when participating in target games, demonstrating their understanding of activity tactics and strategy.
Becoming fluent	The child moves towards fluency and accuracy in familiar learning contexts. They independently and consistently demonstrate recall mastery of the knowledge, skill or concept learned.	The child uses their understanding of respectful interactions, friendship and teamwork to work effectively as part of a pair and within a group to complete SPHE projects and create movement sequences in PE activities.
Generalising	The child transfers and applies learned knowledge, skills or concepts to familiar and unfamiliar contexts.	The child applies and follows appropriate safety rules and practices learned (e.g., road safety and water safety) on a class outing to an unfamiliar location.



6b. Teaching in the *Wellbeing* specification

‘How’ children learn is as important as ‘what’ they learn in the *Wellbeing* specification. Aligned with the principles of the *Primary Curriculum Framework* and reflecting the seven key competencies, this section outlines pedagogical approaches that are essential in the provision of playful and engaging learning experiences for all children. Taken together, they emphasise the importance of adapting teaching to the unique learning contexts in classrooms and schools. High-quality teaching values the diverse backgrounds, abilities, interests, strengths and needs children bring to the classroom. It aims to foster an inclusive culturally responsive and engaging

environment where every child feels safe, seen and valued. Positive relationships between children and teachers are essential, where children’s voices are listened to and acted upon, fostering a sense of ownership in their learning. By maintaining high expectations for all children and providing appropriately challenging learning experiences, teachers can inspire confidence and enable each child to reach their potential.

The following pedagogical approaches are essential to the provision of meaningful learning experiences in the *Wellbeing* specification.

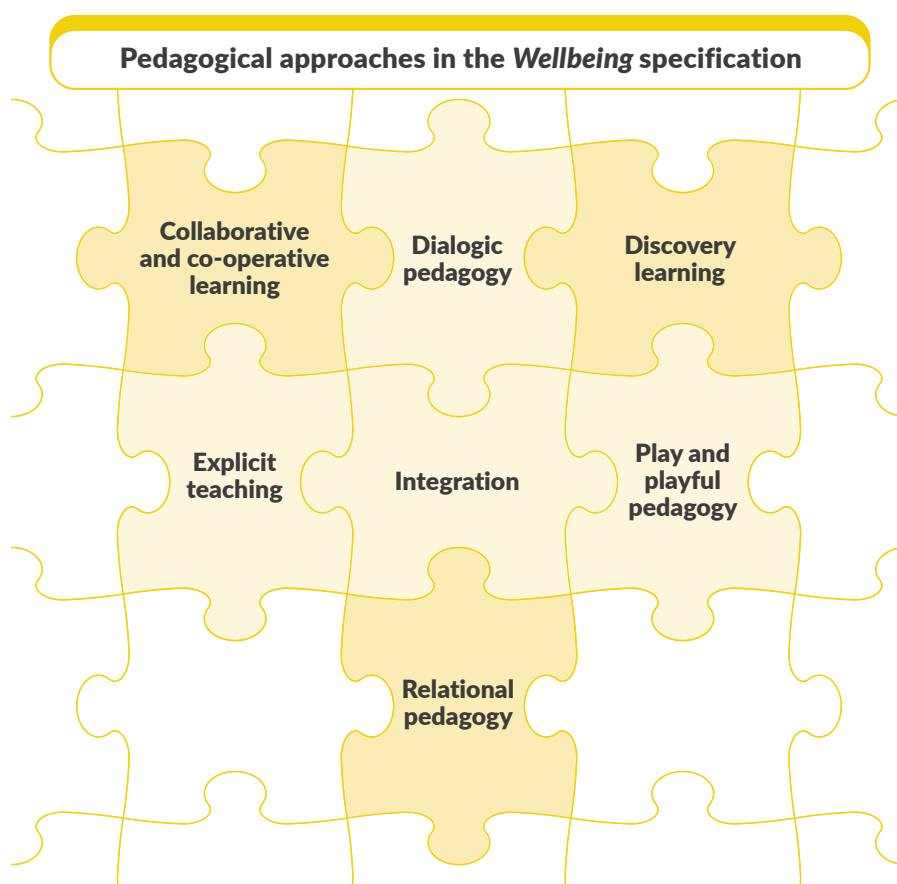
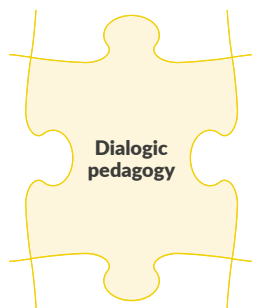


Figure 6: Teaching in the *Wellbeing* specification



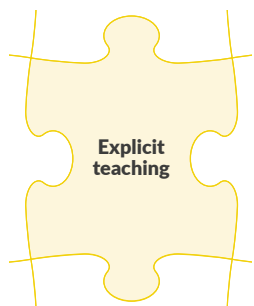
Dialogic pedagogy

Children learn through dialogue and interaction. Dialogic pedagogy is a collaborative approach where children and teachers address learning together, expressing and developing ideas and thinking. It involves all forms of communication between children and/or between child and teacher, fostering an inclusive environment where every child's voice is heard and valued. This reciprocal dialogue encourages exploration of complex ideas, critical thinking and informed decision-making, fostering a sense of agency.

When using dialogic pedagogy, the focus of learning must be clear to guide the dialogue. Children's thoughts build on each other, leading to new understandings. In the classroom, children feel empowered to contribute and have a say in their learning. A balance between teacher-guided and child-led dialogue enables deep engagement, facilitated by effective questioning, active listening and purposeful responses.

In the *Wellbeing* specification, teachers can use dialogic pedagogy by:

- using circle activities to build relationships, create a sense of belonging and provide a safe space for children to express their thoughts and ideas
- using a fictional lens, such as books or images, as stimulus to develop skills and explore abstract, complex or sensitive topics, providing space for children to articulate their ideas and consider different perspectives
- facilitating respectful discussion using open-ended statements, walking debates or parallel talking lines, encouraging children to engage with multiple viewpoints
- supporting children to discuss tactics, strategies and how they can adjust movements to experience success in PE activities.



Explicit teaching

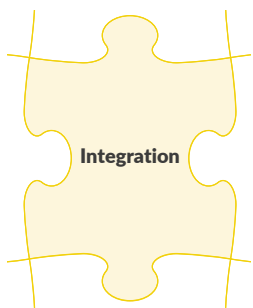
Explicit teaching enables the teacher to clearly share new knowledge, skills, concepts and language while modelling positive dispositions in a structured way. It should be considerate of children's developmental stages, their prior learning, abilities and needs. Through explicit teaching, the teacher demonstrates tasks or concepts by carefully modelling and scaffolding their own thinking, making the learning process transparent. Clear explanations, examples and demonstrations help support children's understanding. High levels of teacher-child interaction foster engagement, with questioning encouraging children to elaborate on their learning while staying interested, connected and motivated.

Guided and independent practice are crucial. Initially, children practise with teacher support and feedback, then gradually transition to independent activities to consolidate learning. The teacher ensures meaningful interaction and engagement for all children.

Timely, developmental feedback addresses misunderstandings and reinforces prior learning, guiding children towards new learning. This approach builds confidence and competence, ensuring active participation in learning.

In the *Wellbeing* specification, teachers can use explicit teaching by:

- using questions and pair and group tasks to elicit and build on children's prior learning and experiences as a foundation for new learning
- sequencing new learning in an incremental manner and exemplifying new content using demonstrations, modelling and visual and verbal cues, as appropriate
- providing age, developmentally appropriate and evidence informed information about human development
- using visual aids, posters, role-play and videos to illustrate and practise safety rules, guidelines and procedures.



Integration

Integration reflects the interconnected nature of the world children experience daily. It provides opportunities to make connections within and across curriculum areas. Collaborating with children to identify ways to connect their learning to their lives fosters relevance and supports deeper understanding.

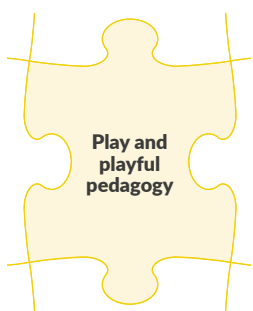
Integration dissolves traditional curriculum boundaries, creating cohesive learning experiences. For example, Content and Language Integrated Learning (CLIL) combines subject knowledge and language acquisition in meaningful, real-world contexts.

Teachers should purposefully anchor integration within the curriculum through the key competencies and Learning Outcomes, emphasising deeper understanding, innovation, critical thinking and engagement. Children's interests, cross-cutting themes, interdisciplinary skills, big ideas and real-world problems can provide effective starting points.

Integration explores topics from multiple perspectives, considering how key competencies contribute to holistic understanding and appreciation, and reflecting on how integration enhances and deepens these competencies.

In the *Wellbeing* specification, teachers can use integration by:

- practising emotional regulation strategies to cope with winning/losing in classroom activities and applying these in a movement context
- using experiences of goal setting in a movement context as a stimulus for discussion in a classroom context about setting medium-term goals that require sustained effort
- planning orienteering activities in the outdoors that develop movement competence, interpersonal skills and geographical skills (such as mapping, visual interpretation and communication)
- developing a unit of work exploring food across the strands in the *Wellbeing* specification and connecting with learning in other curriculum areas, such as food and energy (*STE Education*) and cultural practices related to food (*SEE*).



Play and playful pedagogy

Play is valuable throughout childhood, and children have both a right and desire to play. Play and playful pedagogies suit all stages within primary and special schools. Play encompasses a spectrum from child-led play to teacher-led playful activities and shared play where both teachers and children engage and develop the play together. This flexible approach allows for new learning opportunities.

Play promotes active and meaningful learning, connecting new information with existing knowledge. It supports holistic development, including physical, social, emotional, cognitive and spiritual growth, fostering skills like problem-solving, creativity and social interaction. Teachers should ensure that playful learning experiences are aligned with the Learning Outcomes of the curriculum, and with children's abilities, interests, strengths and needs.

A playful environment, indoors and outdoors, enhances learning by being interactive, engaging, inclusive and supportive, encouraging exploration, self-expression, choice and learning from mistakes.

In the *Wellbeing* specification, teachers can use play and playful pedagogy by:

- incorporating socio-dramatic play and drama techniques, such as role-play, conscience alley, freeze frames and puppetry
- designing playful and active learning experiences in both indoor and outdoor learning environments that foster creativity and curiosity, such as den building, team challenges and adventure walks
- using narratives and stories as a stimulus for imaginative movement experiences and to explore different perspectives
- prioritising playful experiences in PE, while maintaining a balanced approach to competition that values success beyond winning, including improvement, learning, effort and fun.

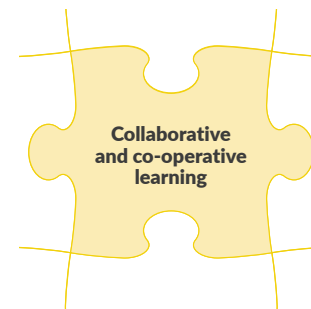
Collaborative and co-operative learning

Collaborative learning involves two or more children working together on a shared learning goal. Collaborative learning approaches support active participation, ownership and involvement of all children in their learning. Through this collaborative approach, children develop valuable interpersonal skills, as well as enhancing cognitive and physical learning on the topic being covered. Pedagogies which support collaborative learning enhance the capacity of children in areas such as teamwork, communication and fair play. In essence, children learn how to work well together, help each other to learn, collectively reflect, appreciate the perspective of others and take responsibility for their own individual contributions to groups.

Collaborative learning is an overarching pedagogy which also incorporates co-operative learning approaches. In co-operative learning, the teacher intentionally scaffolds positive interactions between children, through the use of co-operative games or specific co-operative learning approaches. Within these co-operative approaches, the children often have designated roles and the teacher has a specific strategy to organise and support interactions between children. Discussions during and after co-operative experiences provide children with opportunities to reflect on and evaluate their learning, discuss successes and plan for future activities.

In the *Wellbeing* specification, teachers can use collaborative and co-operative learning by:

- developing social skills required for collaborative learning
 - modelling respect and empathy
 - empowering children to work in pairs and groups on movement challenges (such as creating sequences or using video for peer-assessment)
 - supporting children to help and encourage each other
 - providing structured opportunities for children to reflect on both group and individual progress
 - using specific co-operative learning approaches and games
 - facilitating opportunities for children to share their voice through collaborative decision-making activities
 - ensuring all children recognise the importance of their contribution and are individually responsible for their contribution to groups.
-



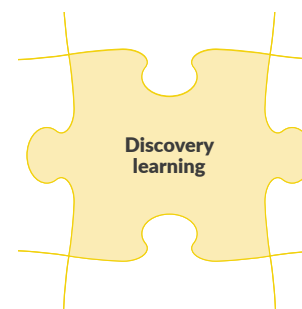
Discovery learning

Discovery learning involves scaffolding children to take ownership in the discovery of new learning through exploration, discussion and problem-solving. It requires careful preparation and facilitation by the teacher, sequentially guiding children towards new learning through deliberate questions, progressive adaptations, feedback and planned constraints. Where children experience difficulty, verbal or visual cues and demonstrations can be used on a limited basis to further scaffold and guide. Children can be encouraged to individually adapt these cues to support their own development, as appropriate.

Within discovery learning, it is recognised that there can be more than one single correct answer or approach and that multiple solutions should be encouraged and developed by the children. This embraces children's uniqueness and allows them to adapt new learning as suited to their individual capabilities, the task being undertaken and the environment or context in which it occurs. Discovery learning encourages children to develop originality in thinking by foregrounding sense-making in their own environment. It empowers them to be creative, resilient and flexible in adapting and applying the knowledge and skills they are learning to various contexts. It can also enhance achievement, motivation, agency and satisfaction in learning.

In the *Wellbeing* specification, teachers can use discovery learning by:

- prioritising exploration over explanation
 - emphasising to children that there can often be more than one answer or optimal solution
 - developing skills and learning in authentic environments and contexts
 - simplifying challenging tasks (whilst maintaining their integrity), rather than immediately sharing possible solutions
 - modifying task constraints, such as rules, space, task, environment, equipment or people, to guide and support discovery
 - using scenarios to explore decision-making
 - altering tasks regularly to promote variability and encourage children to try out new approaches
 - using Game-based approaches that prioritise questioning, discussion and problem-solving in PE activities.
-



Relational pedagogy

Relational pedagogy is an approach that emphasises the foundational importance of positive relationships for learning. A positive culture and climate underpin learning, teaching and assessment in the *Wellbeing* specification and supports children to engage with themes that can be complex and sensitive. When a sense of belonging is promoted, children are likely to experience better social interactions, be more self-efficacious, experience success and enjoy school.

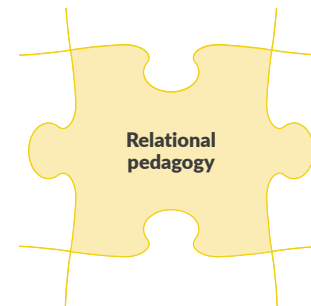
A positive climate and strong interpersonal connections are a vital part of effectively preventing and addressing bullying behaviour. Where children are treated with respect, fairness and justice and experience respect for diversity, they are more likely

to treat others in the same way. Relational pedagogy also recognises the significant importance of a trusted adult for children's safety and wellbeing.

A relational approach prioritises intentionally building positive relationships, including between teacher and child, among peers, and through partnerships with parents. Teachers demonstrate an ethic of deep care and are responsive, building on a well-informed, holistic and dynamic understanding of children. A relational approach recognises children's right to make decisions that impact their lives. It empowers them to share their voice, engage in democratic practices, be active and take initiative in learning situations.

In the *Wellbeing* specification, teachers can use relational pedagogy by:

- establishing an inclusive learning environment that supports meaningful engagement and participation, for example, considering the physical environment and choosing resources that are inclusive of difference and free from bias
- developing learning experiences and routines to specifically promote social interaction and foster positive relationships
- modelling respectful relationships through effective communication, empathy and the use of inclusive and respectful language
- modelling approaches for resolving disharmony and minor conflicts, highlighting natural consequences and focusing on repairing harm and restoring relationships
- fostering collaborative partnerships with parents to enhance learning
- facilitating children to share their voice in a meaningful way, ensuring their voice is heard and acted upon appropriately
- setting clear boundaries and developing a shared understanding of expectations
- enhancing children's self-esteem by fostering a sense of identity, purpose, belonging, security and competence.



6c. Assessment in the Wellbeing specification

Every child has the potential to learn and thrive, and meaningful assessment is integral in nurturing this potential. As one of the eight overarching principles of the *Primary Curriculum Framework*, assessment is understood as a collaborative process, involving children, teachers, parents and, at times, other stakeholders. It involves an ongoing process of gathering, recording, interpreting, using and reporting information about a child’s progress and achievement. Importantly, it provides an opportunity to gain insights into children’s learning progress, to promote collaborative and self-reflection and to actively engage children in the assessment of their own learning.

Aligning assessment to the focus of learning

At the heart of education is the journey of each child’s growth, and capturing rich portraits of their learning and progression over time is essential to this journey. Generally, assessment should directly relate to the focus of learning that children are pursuing at any given time through the Learning Outcomes of the *Wellbeing* specification. Assessment often involves focusing on specific aspects of a Learning Outcome, rather than the entire outcome, to provide more focused insights into what children know, understand, or are able to do throughout a learning experience.

Assessment can help teachers and children identify strengths and areas requiring further support or challenge, informing adjustments to teaching strategies and pedagogies. In the *Wellbeing* specification, emphasis is often placed on intuitive and planned interactions over and above assessment events. Assessment which emphasises personal improvement and progress rather than comparison can also enhance children’s engagement and guide future learning experiences. In the overall context of the *Wellbeing* specification, assessment information supports the development of knowledge, skills, concepts, dispositions, attitudes and values. It fosters children’s capacity to lead active, healthy and fulfilling lives to the best of their capabilities.

Opportunities for assessment in the Wellbeing specification

The curriculum supports a continuum of assessment ranging from ‘intuitive’ to ‘planned interactions’ to ‘assessment events’. The three types of assessment are complementary and are necessary to gain a comprehensive picture of a child’s progress and achievement in the *Wellbeing* specification.

Table 8: Types of assessment

Intuitive assessment	Planned interactions	Assessment events
...occurs naturally and on an ongoing basis during learning experiences. It is integrated into pedagogy, can be invisible, yet still intentional to the teacher and is a very real part of the process.	...are a little more explicit and include practices such as having conversations with children, questioning, asking children to construct concept maps, and following up on intuitive assessments or assessment events.	...differ from other types of assessment in that (1) they are distinct events, (2) they almost always involve producing a record of the outcomes of the assessment and (3) children are aware they are being assessed.

Gathering assessment information in the *Wellbeing* specification

Children will demonstrate their learning in many ways and through the use of a broad range of methods, teachers can gather rich information about children's learning in the *Wellbeing* specification. Having a clear understanding of the information that is needed to build a picture of children's progress will support teachers to identify the most suitable methods to use. Below is a non-exhaustive list of methods likely to be useful in assessing children's progress in the *Wellbeing* specification as they learn through the elements of Communicating, Exploring and applying, Moving and Reflecting and understanding.

Conferencing

Through teacher/child, peer/peer and group interactions, teachers can gain insights into children's communication skills, conceptual understanding and overall learning. Conferencing can enable teachers to evaluate both the process and the final product of learning experiences, offering specific, targeted feedback tailored to individual needs. Importantly, it fosters a positive, supportive and collaborative learning environment, shaping future learning experiences.

Feedback

Feedback is an integral part of the learning process, involving timely, constructive and focused interactions between teachers and children. It encourages reflection, recognition of progress and identification of next steps in learning. Feedback helps children critically analyse their learning, celebrate achievements and address challenges, guiding their future learning experiences.

Observation

Observations involve teachers actively monitoring, listening to and engaging with children during learning experiences. This method provides valuable insights into children's knowledge and understanding, enjoyment, engagement and interactions, enabling teachers to respond to opportune learning situations and guide further learning effectively.

Peer- and self-assessment

Peer- and self-assessment involve children reflecting on, sharing and discussing their learning with teacher support as appropriate. This method fosters self-reflection, collaboration and intrinsic motivation within an open, respectful and supportive learning environment.

Portfolios

A portfolio is a collection of a child's work, chosen and curated by the child in collaboration with the teacher. It reflects their learning and development over time and supports reflection, goal setting and self-assessment. They can be digital or physical, including various artefacts like images, videos, recordings, projects and samples of learning, demonstrating growth and progression in different curriculum areas.

Tasks

Meaningful and relevant tasks provide opportunities for children to demonstrate their knowledge, understanding and skills in various ways. They can support authentic assessment, offering insights into children's learning in real-time situations and different contexts, indoors and outdoors.

Questioning

Questioning can involve posing well-crafted, open-ended and probing questions that elicit, support and deepen understanding, critical thinking and reflection. It encourages children to make connections, consider different perspectives and engage deeply with the learning process.

Project-based learning

Project-based learning, as an assessment method, enables children to apply their knowledge, understanding and skills in real-world contexts. It encourages creativity, critical thinking, teamwork and sustained engagement, providing a holistic evaluation of children's learning and development.

Technology-assisted assessment

Technology enables efficient collection, analysis and representation of assessment data, which can be useful for conferencing and sharing feedback. Technology-assisted assessments can enhance engagement and support peer- and self-assessment where children can review their learning and work through tasks and activities at their own pace.

Documenting a child's learning is important. Purposeful use of documentation arises out of the process of gathering evidence. Children and teachers can use different ways to document assessment information, such as notes, photographs, videos and learning stories. Portfolios, as well as being an assessment method, offer a meaningful way to compile, organise and showcase assessment information that reflects the child's authentic learning journey. Such documentation contributes to the rich, holistic picture of each child as they learn, progress and develop.

Using assessment information to inform next steps in children's learning

At the heart of effective learning is the meaningful use of assessment information. How assessment information is used will determine its overall effectiveness in supporting children's learning. Children's active involvement during assessment processes fosters a sense of ownership over their learning and can encourage self-reflection, critical thinking and growth. Effective feedback is crucial in the learning process, providing opportunities for children to reflect on their successes and progress.

A feature of high-quality teaching is the ability of teachers to respond to their unique classroom contexts by gathering, recording and analysing evidence to make informed judgements about children's progress and guide their learning and teaching decisions in the *Wellbeing* specification.

These decisions are informed and shaped by:

- knowledge of the children and their prior learning
- knowledge of the curriculum
- knowledge of pedagogy.

Knowledge of the children and their prior learning

Children engage with learning in the *Wellbeing* specification in different ways depending on their age, ability, strengths and interests. Knowledge of the children and their prior learning is crucial for fostering an inclusive, supportive and effective learning environment. This knowledge can be deepened by getting to know children through positive interactions, relationship building and collaborative processes incorporating child voice. This knowledge of children and how they learn best informs appropriate learning sequences and tailored supports.

Knowledge of the curriculum

Teachers' knowledge of the *Wellbeing* specification supports them to make decisions about what children learn, the sequence in which they learn and the pace at which they learn. As children work towards Learning Outcomes, assessment provides useful insights into children's progress. This information can be observed, interpreted and used by teachers or children in a responsive way to support ongoing decision-making about the next steps for the child's learning journey.

Knowledge of pedagogy

By reflecting on the learning opportunities provided to children (as described in Section 6a) and pedagogical practices enacted in the classroom (as described in Section 6b), teachers can refine and adjust both how they are teaching and the learning environment. This enriches children's learning experiences and serves to ensure that teachers are responding appropriately to better suit the children's needs and enabling them to thrive.

6d. PE activity areas

The *Wellbeing* specification includes seven PE activity areas. The Learning Outcomes relevant to PE across Stages 1 to 4 should primarily be achieved within a movement context. Learning Outcomes from the Movement competence strand and/or the other strands are first chosen, before

complementary PE activity area(s) are identified as a medium to support and provide context to this learning. It is important to note that many Learning Outcomes can be achieved concurrently across more than one activity area.

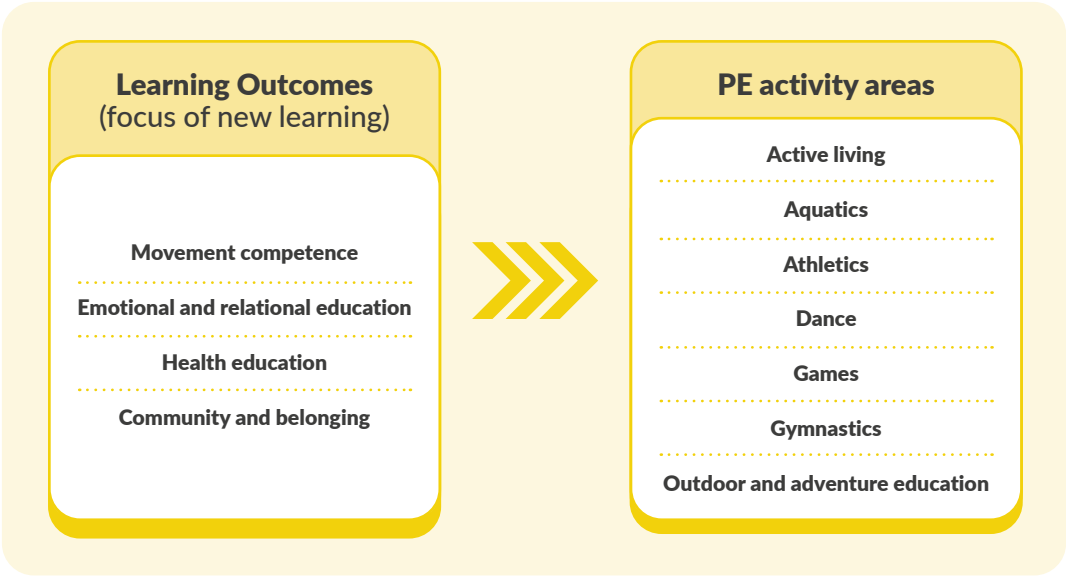


Figure 7: Preparing for learning and teaching in PE

The PE activity areas reflect a variety of activities, social contexts (recreational and competitive) and physical environments, including indoor and outdoor (natural and built), that support engagement in physical activity during childhood and beyond. At each stage of the curriculum, PE should offer a broad and balanced range of experiences to help children achieve the Learning Outcomes.

Through these activity areas, students can develop a variety of skills such as coordination, balance, strength and flexibility, while also promoting enjoyment, personal growth, self-confidence, communication, collaboration and adaptability. These experiences encourage creative thinking, problem-solving and support the development of an active lifestyle.

Table 9 outlines a brief description of each activity area.

Table 9: Description of Physical Education activity areas

Activity area	Description
Active living	Active living gives children opportunities to engage in different activities which may not be traditionally explored in other areas of PE. These could come from the interests of the teacher, the children or potential opportunities from the locality, such as parks, playgrounds, community amenities or events.
Aquatics	Aquatics aims to provide children with water and land-based learning to develop essential safety skills depending on access to suitable environments, transport and qualified instructors. Every effort should be made to offer at least one block of water-based aquatic experience during primary education. The focus is on safety, buoyancy, stroke development and self-rescue skill, with an emphasis on building confidence through play.
Athletics	Athletics includes running, jumping and throwing activities that build skills for engagement in developmentally appropriate athletics and other activities.
Dance	Dance focuses on exploring movement concepts and skills through creative dance, folk dance and other genres. It allows children to express themselves through movement while developing physical coordination. Dance naturally integrates, aligns with and complements teaching in Arts Education.
Games	Games offer children opportunities for individual, partnered and group small-sided games. Individual/partnered games include target games and wall/net games adaptable to the school context. Group games include developmentally appropriate invasion, strike and field and culturally significant games such as Gaelic games.
Gymnastics	Gymnastics focuses on building strength, flexibility and movement skills, such as balancing, jumping, rolling, landing, travelling and performing sequences with or without equipment. It helps children develop their creative expression, physical coordination, body control, and <u>spatial awareness</u> as well as their ability to work with others in movement.
Outdoor and adventure education	Outdoor and adventure education introduces children to activities that promote exploration and teamwork, such as orienteering, adventure walks, den-making and co-operative team challenges. These activities are usually non-competitive and promote learning through direct experience and reflection.

6e. Practical considerations

The role of external facilitators and programmes

As a result of their established relationship with the children and their pedagogical and curriculum knowledge, the classroom teacher is uniquely and best positioned to effectively implement the *Wellbeing* specification.

Where a specific need is identified, external facilitators can play a complementary role in collaborative partnership with teachers for aspects of the curriculum. Any decision to involve external providers should consider the progression of children's learning and whether an external facilitator will complement this. Furthermore, alignment between the external facilitator and the *Wellbeing* specification should be considered. In this regard, thought should be given to the focus of new learning from the Learning Outcome, pedagogical approaches, assessment and the children's needs, age and maturity. Taken together, these considerations support school leadership and teachers in evaluating the experience and skill sets of the external facilitator to ensure their appropriateness.

If a decision is made to work with an external facilitator, a collaborative planning approach is essential. This includes following child protection procedures, considering the Learning Outcomes from the *Wellbeing* specification, the school context, links to children's prior learning and ensuring all children's needs are met. The frequency and duration of external inputs should be balanced to ensure teachers remain central to delivering the *Wellbeing* specification. External facilitators must work under the guidance and supervision of the classroom teacher, who stays with the children at all times. The teacher's role during an external input includes supporting children, team-teaching and making connections to prior learning. After the input, teachers provide opportunities for reflection, make connections, gather feedback and reflect on the effectiveness of the input in supporting children's holistic wellbeing education.



The qualified classroom teacher is the best placed professional to work sensitively and consistently with students and she/he can have a powerful impact on influencing students' attitudes, values, and behaviour in all aspects of wellbeing education. (Circular 0042/2018) ³



³ Department of Education (2018). Best practice guidance for primary schools in the use of programmes and/or external facilitators in promoting wellbeing consistent with the Department of Education and Skills' Wellbeing Policy Statement and Framework for Practice. Dublin: Government of Ireland. Available at: <https://www.gov.ie/en/circular/6e3c9d8cac2b4455af829826ff16ec74>

Time allocations

The *Primary Curriculum Framework* introduces a suggested minimum weekly time allocation for the *Wellbeing* specification. Proportionally, as teachers prepare for PE and SPHE learning experiences, it is recommended that a ratio of 2:1 should be used for PE and SPHE learning, with the greater amount of time being given to PE.

The *Wellbeing* specification and wider policy

Schools have a duty of care and play a key role in helping children develop skills to recognise and resist abuse and abusive situations. When preparing for learning, teaching and assessment related to the *Wellbeing* specification, it is important to consider relevant policies and circulars that mandate programmes within SPHE. The *Child Protection Procedures for Schools* provides guidance on best practices and schools' statutory obligations regarding child protection and safeguarding, including the mandatory child abuse prevention programme. The procedures to prevent and address bullying behaviour in primary and post-primary schools provide guidance on measures to prevent and respond to bullying. The Learning Outcomes in the *Wellbeing* specification align with and complement the current mandatory programme and best practice guidelines. Therefore, the mandatory child abuse prevention programme must still be taught.



7. Outline of the Online *Wellbeing* Toolkit

The online *Wellbeing* Toolkit provides practical support for teachers in building rich learning experiences for children. The contents and components of the online toolkit evolve over time.

Examples of children's learning

Developed with teachers, these examples provide insights into how teachers work with Learning Outcomes to make decisions about what they teach, the types of activities, experiences and pedagogies they use and the information they gather on how well children are doing in their learning.

Support materials for teachers

The support materials include important resources and reference material to support teachers to enact the curriculum in a meaningful way. They have been developed and reviewed in response to research and the evolving needs of children, teachers and school communities.

Supports for progression

Children learn and develop at different rates, and this can look different across the curriculum areas and subjects. In response to research and the diverse range of children attending our primary and special schools, a range of supports have been developed to ensure all children progress in their learning and development.





8. Glossary

Agency (child)	Agency is the ability of children to actively influence their own lives and surroundings. It involves respecting their views, offering choices and including them in decision-making. For young children, agency includes having a say in their learning and is evident in how they impact others, shape relationships and contribute to their social environments.
Bias	Bias refers to a tendency to like or dislike certain individuals, groups or ideas in a way that is often unconscious and not based on objective reasoning.
Bodily autonomy	Bodily autonomy is recognising the right to govern what happens to one's body.
Body awareness	Body awareness is being conscious of different body parts that move, different shapes the body can make, such as round, narrow, wide, curved, twisted, stretched, star, pike, straddle, tuck and different actions the body can do, such as travel, rotate, weight transference, swing, push and pull.
Body boundaries	Body boundaries refer to understanding and respecting personal space and privacy.
Bullying	Bullying is targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. There are many different types of bullying behaviour. These can include the following, which is not an exhaustive list: disablist bullying behaviour, exceptionally able bullying, gender identity bullying, homophobic/transphobic (LGBTQ+) bullying, physical appearance bullying, racist bullying, poverty bullying, religious identity bullying, sexist bullying and sexual harassment (Bí Cineálta, 2024).
Consent	Consent is the giving of permission or agreement for something to happen or to do something. It requires respect and communication from both parties. Consent includes knowledge about, and respect for, their own and others' boundaries.
Democratic practices	Democratic practices involve children having a say in matters that affect them based on the principles of democracy.
Discrimination	Discrimination includes policies, practices or behaviours that lead to unfair treatment of individuals or groups on the basis of their identity or perceived identity. It can be intentional or unintentional and may be direct or indirect. Irish equality legislation safeguards individuals from discrimination based on various grounds, including gender, marital status, family status, disability, race, religion, age, <u>sexual orientation</u> and membership of the Travelling community.
Diversity	Diversity refers to individual and group differences in society.
Dynamics in movement	Dynamics in movement involves awareness and exploration of how the body moves and weight transference, for example, fast or slow, sudden or sustained, strong or light.
Emotions and feelings	Emotions are complex biological responses to specific stimuli or situations. They are often brief and intense and are usually accompanied by bodily changes such as increased heart rate, facial expressions and hormone releases. Feelings are the conscious experience of emotions. They are usually subjective, can be influenced by personal experience and can vary widely from person to person.
Empathy	Empathy involves perspective taking, understanding, being aware of, being sensitive to and sometimes vicariously experiencing the emotions, feelings, thoughts and experiences of another.
Equality	Equality refers to the importance of recognising, respecting and engaging with the diversity of individual and group needs, and of ensuring equality in terms of access, participation, conditions and benefits for all people.

Equity	Equity refers to fairness and justice in the way people are treated. It recognises and addresses the diverse needs of individuals or groups. It can involve providing different resources, opportunities or levels of support based on specific requirements or individual circumstances, aiming to ensure that everyone can thrive.
Family structures	Family structures refer to the many ways families are formed, such as, mother- and father-headed families, co-parenting families, one-parent families, same-sex parent families, adoptive families, blended families, extended families, foster families, stepfamilies and others.
Interpersonal	Interpersonal development relates to one's relations with others.
Intrapersonal	Intrapersonal development refers to self-knowledge and understanding.
Locomotor skills	Locomotor skills involve moving the body in any direction from one point to another. For example, walking, mobility wheeling, running, hopping, skipping, jumping for height/distance, dodging or side stepping.
Manipulative skills	Manipulative skills encompass the control of objects using various body parts, for example, catching, throwing, kicking, striking with the hand and striking with an implement.
Media	Media refers to various forms of communication channels and platforms that convey information, entertainment and messages to a wide audience. Media encompasses a diverse range of formats and technologies, each serving unique purposes in disseminating content. Examples of media include, but are not limited to: print media, broadcast media, digital media, interactive media, visual media, audio media and social media.
Movement journey	Movement journey refers to a child's individual movement related progress as part of the <i>Wellbeing</i> specification and their wider evolving personal relationship with movement. It is a non-linear process that reflects their developmental stage and unique path towards an active life.
Prejudice	Prejudice is when someone has a negative opinion or feeling about one person or group of people, in a way that may be considered unfair. It can lead to <u>discrimination</u> and social injustice.
Quiet Time	Quiet Time is a designated period where children engage in independent personal reflection on their actions, behaviours and attitudes, fostering self-awareness and encouraging independent thinking.
Relationships in movement	Relationships in movement refers to the way a child interacts with others in movement. For example, working in partners/groups, leading/following, mirroring, in unison/contrasting or canon. It also incorporates movement in relation to objects such as over, under, through and around.
Resilience	Resilience is the ability to cope with the normal stresses of life, and to adapt and navigate through challenges, setbacks or difficult situations.
Risk	Risk involves embracing challenges and opportunities for exploration and development by stepping outside one's comfort zone, making mistakes, building resilience, confidence, creativity and problem-solving. Additionally, risk assessment involves evaluating situations to identify potential dangers and make informed decisions, to mitigate negative consequences and ensure safety. Together, a broad understanding of risk supports children to manage risk responsibly while embracing opportunities for personal growth and development.
Self-image	Self-image is how a person thinks about or sees themselves, for example, their personality, their appearance and their values.

Sexual orientation	Sexual orientation refers to a person's emotional, romantic and/or sexual attraction to others. This can include, but is not limited to, attraction to: a different gender (heterosexual); the same gender (gay or lesbian); more than one gender (bisexual). Some people do not experience sexual attraction or may have low levels of sexual attraction, which is termed asexuality. Sexual orientation develops and evolves over time. Sexual orientation is distinct from gender identity.
Social justice	Social justice is fair and equitable distribution of resources, opportunities and privileges within a society, ensuring that all individuals have equal access to basic needs and opportunities.
Social injustice	Social injustice is the unfair and inequitable distribution of resources, opportunities and privileges within a society, resulting in certain individuals or groups being denied equal access to basic needs and opportunities.
Spatial awareness	Spatial awareness involves the exploration of where the body can move, for example, personal and general space, directions, low, medium and high levels as well as curved, zig zag and straight pathways.
Spiritual wellbeing	Spiritual wellbeing is concerned with love for life, others, and a sense of connection with oneself, others, nature, the world and, for some, a larger purpose or higher power. It involves personal beliefs and practices that may or may not be linked to organised religion.
Stability skills	Stability skills involve balancing the body in stillness and in motion, for example, balancing, landing, floating, twisting and turning.
Stereotypes	Stereotypes are images or ideas about a person, group or culture that are based on assumed characteristics, behaviours or activities.



9. References

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Appendix A. Examples of skills, movement concepts and movement strategies

The following information provides additional guidance for teachers working with Learning Outcomes across Stages 1 to 4. While skills, concepts and strategies are embedded within the Learning Outcomes, this supplementary information offers teachers further clarity to support their preparation, teaching and assessment of the *Wellbeing* specification.

Skills are the abilities that children develop to apply their knowledge effectively. Skills can be cognitive (e.g., problem-solving), practical (e.g., physical movement skills) or social (e.g., communication and collaboration) in nature. The Learning Outcomes within the *Wellbeing* specification outline a range of skills which children develop.

These include:

- Movement skills, such as: locomotor; stability; manipulative movement skills
- Intrapersonal and interpersonal skills, such as: adaptability; collaboration; communication; confidence; conflict resolution; critical thinking; decision-making; emotional expression; emotional regulation; empathy; fairness; goal setting; healthy risk-taking; motivation; problem-solving; reflection; resilience; respect; self-awareness; self-care; teamwork
- Safety skills, such as: assertiveness; help-seeking; situational awareness

In addition to the above skills, further elaboration on movement skills, concepts and strategies in the Learning Outcomes and how these can be developed through the medium of the PE activity areas have been included here. To further support teachers, Tables A1, A2 and A3 outline non-exhaustive examples of movement skills, concepts and strategies relevant to each PE activity area.

Table A1: Examples of movement skills across the PE activity areas

PE activity area	Examples of movement skills
Active living	<p>Skills developed in this area will vary according to the activities chosen. Example skills relevant to a number of sample active living activities are outlined below:</p> <ul style="list-style-type: none"> • Cycling and other wheel-based skills • Water based activity skills (e.g., surfing, kayaking, rowing and sailing skills, etc.) • Juggling skills • Skipping with a rope skills • Parkour skills (the ability to find a path through your environment, creatively navigating obstacles and challenges) • Creative movement
Aquatics	<ul style="list-style-type: none"> • Safety and self-rescue skills (e.g., balancing, floating, treading, breath control, entry and exit from water, sighting, competence in different aquatic environments, sending and receiving a life buoy, etc.) • Swimming skills (e.g., stroke development, turning, etc.)

Athletics	<ul style="list-style-type: none"> • Running skills (e.g., sprinting, reaction sprints, standing start, continuous running, relays, hurdles, etc.) • Jumping skills (e.g., long jump, high jump, etc.) • Throwing skills (e.g., javelin, quoit/discus, ball/shotput, etc.) • Landing skills
Dance	<ul style="list-style-type: none"> • Rhythmic awareness • Balance • Timing • Dance movement skills (e.g., dance steps, patterns, etc.) • Jumping, hopping and side-stepping skills in dance routines
Games	<ul style="list-style-type: none"> • Striking with an implement (e.g., hurley, racket, bat, stick, etc.) • Striking with the hand (e.g., basketball dribble, volleyball spike, under arm handball stroke, etc.) • Kicking skills (e.g., kicking from hand, kicking on ground, side foot, etc.) • Tackling/intercepting skills • Dodging, twisting and turning skills • Travelling skills (e.g., foot dribble, hurling/football solo, ball carrying, etc.) • Receiving skills (e.g., catching, trapping, etc.)
Gymnastics	<ul style="list-style-type: none"> • Balancing (e.g., individual, partner and group balances, handstands, etc.) • Travelling skills (e.g., skipping, animal walks, etc.) • Jumping skills (e.g., tuck/star jump, half turn, etc.) • Rolling and rotation (e.g., pencil roll, teddy bear roll, cartwheel, etc.) • Landing skills • Sequencing skills
Outdoor and adventure education	<ul style="list-style-type: none"> • Orienteering skills (e.g., identifying map features, marking location on a map, orientating a map, navigating and route planning, collecting evidence) • Camp craft, including den making • Climbing skills • Walking and hiking skills • Running skills (e.g., on even and uneven surfaces)

Table A2: Examples of movement concepts across the PE activity areas

PE activity area	Examples of movement concepts
Active living	<p>Concepts in this area will vary according to the activities chosen. Example concepts relevant to a number of sample active living activities are outlined below:</p> <ul style="list-style-type: none"> • Adjusting rope speed when skipping (dynamics) • Working collaboratively with a partner on scooter board activities (relationships) • Awareness of objects in relation to each other and themselves when juggling (spatial awareness) • Body awareness and balance when turning on a bike (body awareness)
Aquatics	<ul style="list-style-type: none"> • Moving in water quickly or slowly to conserve energy (dynamics) • Group float in water (relationships) • Awareness of different depths when in water (spatial awareness) • Maintaining buoyancy in different positions (body awareness)
Athletics	<ul style="list-style-type: none"> • Sprinting versus jogging (dynamics) • Pair and group relays (relationships) • Moving in different pathways and directions (spatial awareness) • Weight transference for explosive starts, jumps and throws (body awareness)
Dance	<ul style="list-style-type: none"> • Fast/slow or strong/light movement in dance (dynamics) • Leading/following, mirroring/contrasting or canon in dance (relationships) • Different directions, levels and pathways in dance (spatial awareness) • Using different body parts and shapes in dance (body awareness)
Games	<ul style="list-style-type: none"> • Using sudden/strong movements to evade an opponent (dynamics) • Working as part of a pair or team (relationships) • Awareness of space informing shot selection, passing a ball at different levels (spatial awareness) • Weight transference when striking with an implement (body awareness)
Gymnastics	<ul style="list-style-type: none"> • Soft landing, tension when balancing, etc. (dynamics) • Creating a sequence with a partner/group, interacting in multiple ways with others in a sequence such as mirroring, canon, etc. (relationships) • Travelling at low, medium or high level, using full space available for a sequence (spatial awareness) • Body positioning and weight distribution when balancing, different body shapes, etc. (body awareness)
Outdoor and adventure education	<ul style="list-style-type: none"> • Adjusting movements according to environment such as when hiking or surfing, etc. (dynamics) • Leadership, teamwork and problem-solving in co-operative and team challenges, parachute games, etc. (relationships) • Map navigation, appreciation of surroundings and the environment when outdoors (spatial awareness) • Moving the body in different ways during co-operative team challenges such as when manipulating a parachute (body awareness)

Table A3: Examples of movement strategies across the PE activity areas

PE activity area	Examples of movement strategies
Active living	<p>Strategies developed in this area will vary according to the activities chosen. Example strategies relevant to a number of sample active living activities are outlined below:</p> <ul style="list-style-type: none">• Choosing an object for optimal challenge when juggling, e.g., scarves, balls, beanbag scarves• Challenging themselves through engagement in novel activities• Choosing which way to travel most effectively on scooter boards• Adjusting for the wind in disc activities
Aquatics	<ul style="list-style-type: none">• Breathing strategies when retrieving items from the bottom of the pool• Problem-solving different floating techniques when wearing clothes• Adjusting strategies for different water rescue scenarios• Strategies in simple water-based games
Athletics	<ul style="list-style-type: none">• Adjusting jump height for optimal challenge• Pacing strategies in a continuous run• Handover and placement strategy in a relay• Emphasising personal progress
Dance	<ul style="list-style-type: none">• Developing creative dance routines to convey emotions• Adjusting dance routines to complement music, narrative or genre• Communication strategies when engaging in folk dance• Adjusting dance routines to cater for different strengths within group
Games	<ul style="list-style-type: none">• Attacking and defending in invasion games (e.g., maintaining possession, decision-making, movement on and off the ball, marking, denying space, etc.)• Shot placement in strike/field, target and net/wall games• Player/team positioning in strike/field and net/wall games• Choosing to play a game in a collaborative or competitive way
Gymnastics	<ul style="list-style-type: none">• Developing a strategy to ensure smooth transitions within a sequence• Each group member choosing a suitable roll to include within their sequence• Practising strategies to maintain stability in partner and group balances• Exploring different strategies for passing another person on a bench or balance beam
Outdoor and adventure education	<ul style="list-style-type: none">• Orienteering route planning in different natural environments• Choosing an orienteering map of optimal challenge• Developing a group strategy to complete a co-operative movement challenge• Communication strategies within trust activities

Notes

Handwriting practice lines consisting of 28 horizontal dotted lines.





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