



Oide

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Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Junior Cycle Physical Education

Curriculum Specification

# The New Junior Cycle Physical Education Specification

Professional Learning Engagement  
2023/24

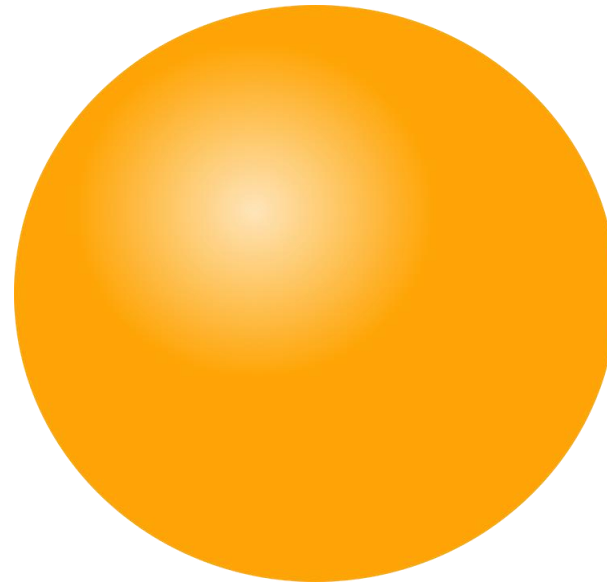
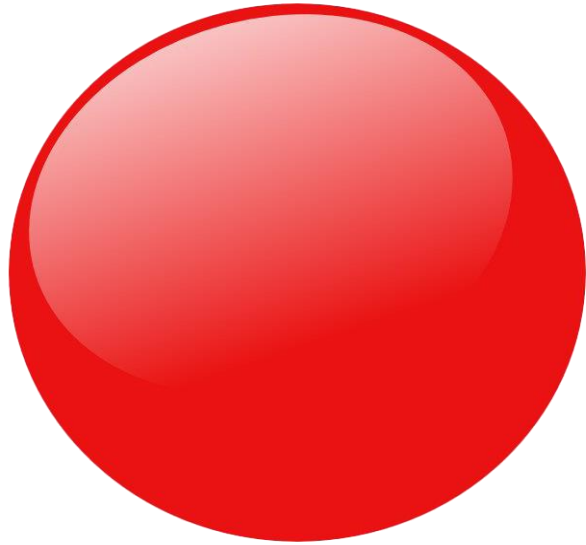
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# Ice breaker Activity



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# Ice Breaker Activity – What to do



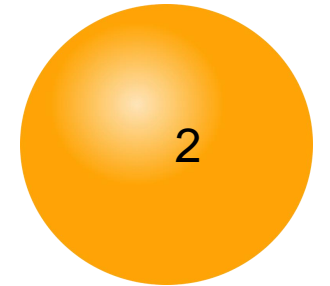
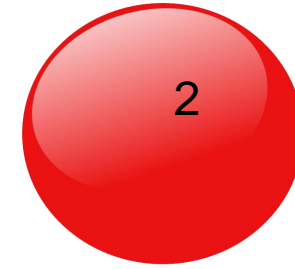
**CONSIDER** the following activity:

## Equipment:

a bag of numbered, non-specific balls  
open space

## Instructions:

- Find the person with the *other* same-numbered ball
- Introduce yourselves, 1 minute,
- Engage in constructing an activity with the two balls, for 2 minutes
- Share activity after, by demo, give rules



Discuss the activity in your BO room

**What opportunities does this activity offer your students?**



# Share on Google Slides



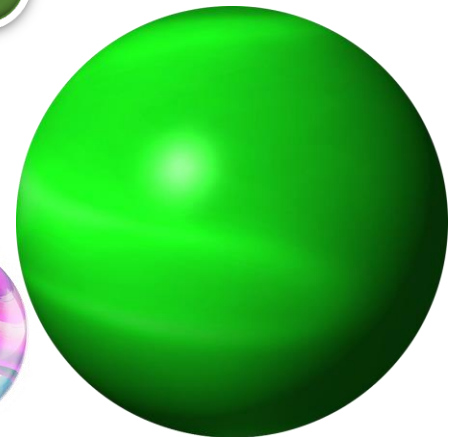
Note: Google Slides are used to share the key points from your discussions throughout the day

Insert new  
QR code  
for the date/venue

# Creativity and Inclusion



How could you adapt the Ice breaker activity to support your students' creativity and inclusion?



# Structure of the Day



Oide

## Session One

Overview of New Junior Cycle  
Physical Education Specification  
Focus on Fundamental Movement Skills

## Session Two

Exploring Water Safety

## Session Three

Planning Learning in the New  
Junior Cycle Physical Education  
Specification

09:30 - 11:15

11:30 - 13:00

14:00 - 15:45





# Session One

Overview of New Junior Cycle  
Physical Education Specification  
**Focus on Fundamental Movement Skills**

# Circular 0028/2023

## Student Wellbeing and Junior Cycle Physical Education



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An Roinn Oideachais  
Department of Education



Circular Number: 0028/2023

To: Boards of Management, Principal Teachers and Teaching Staff of Post-Primary Schools, Special Schools and Chief Executives of ETBs

Arrangements for the implementation of the Framework for Junior Cycle with particular reference to the school year 2023/2024.

The newly developed 135 hour Physical Education (PE) specification will be introduced in all schools for students entering their first year of Junior Cycle in the 2023/2024 academic year.

Page 3

In planning their Wellbeing programme, schools are reminded that from September 2022 onwards, **the use of the Junior Certificate syllabuses for SPHE and CSPE was discontinued.**

From September 2023, **the use of the Junior Certificate syllabus for PE and the NCCA 100 PE hour short course are also to be discontinued.**

Page 4

### 2.1 Curriculum and timetabling arrangements for Junior Cycle

...

When planning its Junior Cycle programme, **each school is required to take account of the school's local context and the backgrounds, interests, and abilities of its students and to reflect the characteristic spirit of the school.**

### Wellbeing: Students entering 1<sup>st</sup> year in 2023/2024

Schools are reminded that there is a **minimum threshold of 400 hours across the three years of Junior Cycle** which should be provided for Wellbeing, including PE, SPHE and CSPE. All schools must provide the following\*:

- PE: 135 hours spread across first, second and third year (and must be provided in each of the three years). Students **must** follow the newly developed NCCA 135 hour curriculum specification.

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# Circular 0054/2023

## Student Wellbeing and Senior Cycle Physical Education



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An Roinn Oideachais  
Department of Education



Circular Number: 0054/2023

Curriculum and assessment related developments at Senior Cycle with particular reference to school years 2023/24 and onwards

**Re: SPHE:** The NCCA is developing a specification for Senior Cycle Social, Personal and Health Education, which will be available to schools in September 2024.

The draft specification was available for public consultation until 3 November 2023.

Page 5

‘Schools are reminded that all senior cycle students **must** be provided with the opportunity to study Physical Education in some capacity.

In particular, schools are required to ensure that a double class period (totalling **80 minutes per week**), or its equivalent, of Physical Education **is timetabled for all senior cycle students**. Schools operating a one-hour timetable must ensure that the time allocation is provided.’

If a student is studying the optional LCPE specification, they are not required to also study the SCPE framework, although this is not prohibited.

Page 4

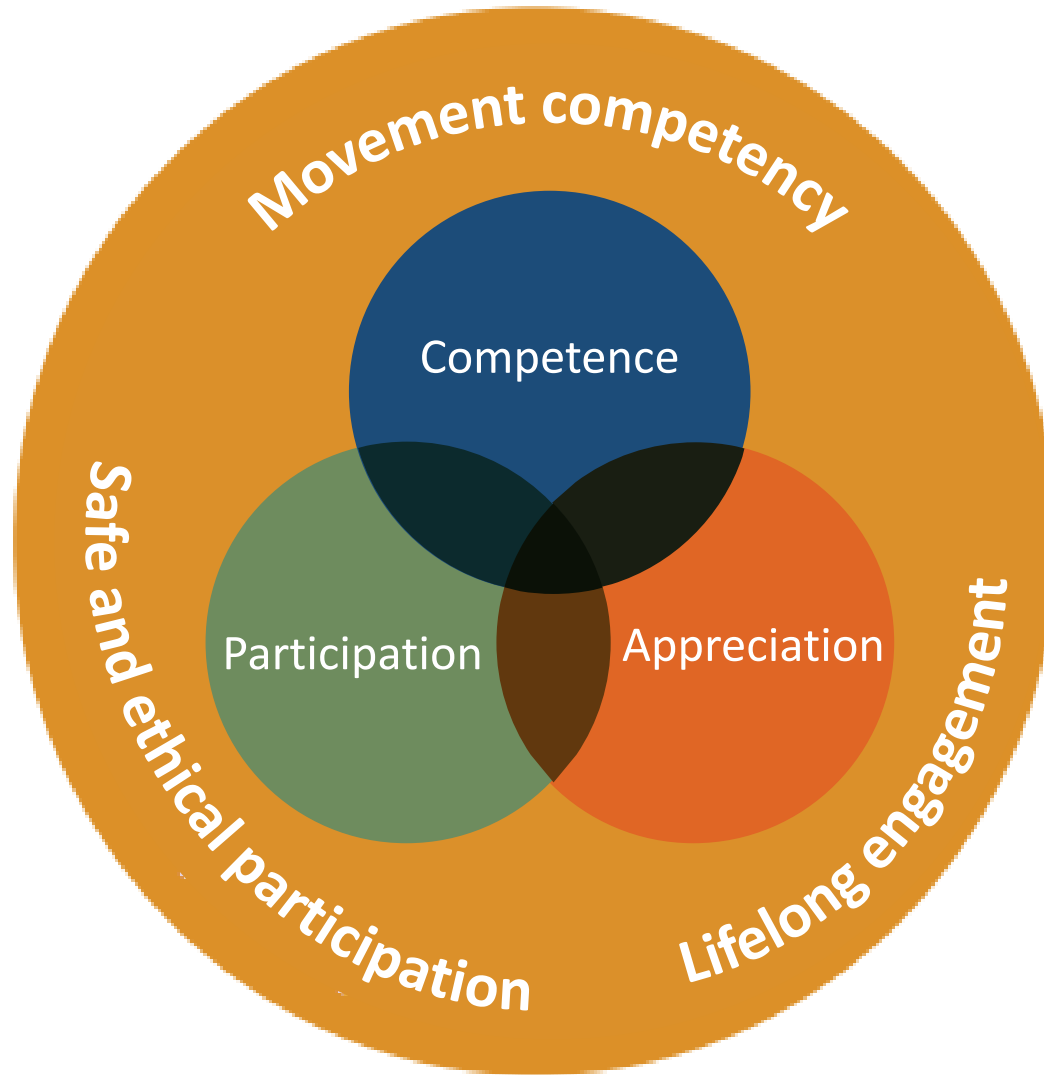
# The New Junior Cycle Physical Education Specification



Oide



JC PE Specification



**Strands  
&  
Strands**

**Elements**



# The potential of Physical Education to change young people's lives in the context of the new Junior Cycle Physical Education Specification



Catherine Woods (UL)  
shares her insights

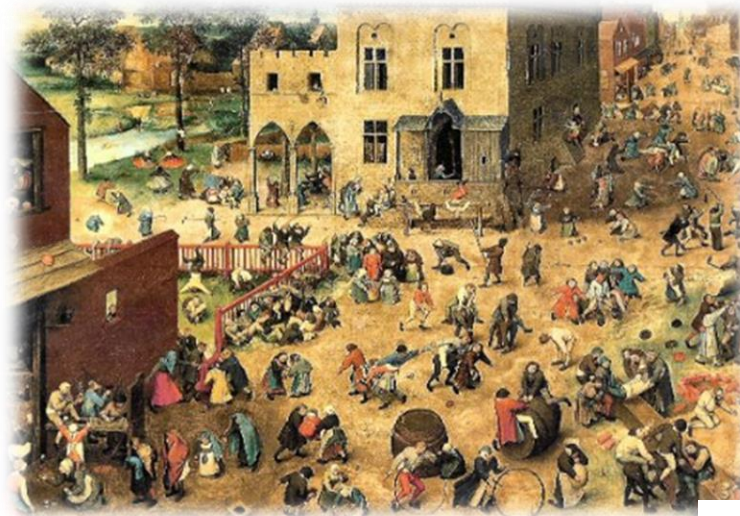


10:45  
min

# The Bigger Picture



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Focus  
Question



Identify one thing from Catherine Woods audio slide that interested you

Share/discuss this at your table/in BO room and share key points on google slides



CSPPA 2022 Report

# Fundamental Movement Skills



FMS allow children to be actively involved in their environment with their peers (Mehmedinović, 2022)

FMS refer to basic goal-oriented movement patterns (Burton & Miller, 1998), which are considered an integral part of advanced movement skills (Clark & Metcalfe, 2002)

These motor abilities are produced by large muscles in the human body (Clark, 1994) which are usually divided into **locomotor skills** (i.e., running and jumping) and **object manipulation skills** i.e., catching and hitting a ball (Haywood & Getchell, 2009)

Acquiring FMS is a critical component of early childhood. There is a Mastery barrier between Fundamental movement phase and specialized movement phase, which means that the child's lack of proficiency in FMS prevents the successful performance of specialized movements (Gallahue & Ozmun 1998)

FMS, also known as faster motor skills, are basic, focused on targeted movement patterns that can be combined and applied to multiple context-specific skills (Burton & Miller, 1998; Clark, 1994)

# Fundamental Movement Skills (FMS)



FMS are generally grouped into three categories

<b>Locomotor Skills</b> Transporting the body in any direction from one point to another	<b>Stability Skills</b> Balancing the body in stillness and in motion	<b>Manipulative Skills</b> Control of objects using various body parts
<ul style="list-style-type: none"><li>• Walking</li><li>• Running</li><li>• Hopping</li><li>• Skipping</li><li>• Jumping for height</li><li>• Jumping for distance</li><li>• Dodging</li><li>• Side stepping</li></ul>	<ul style="list-style-type: none"><li>• Balancing</li><li>• Landing</li></ul>	<ul style="list-style-type: none"><li>• Catching</li><li>• Throwing</li><li>• Kicking</li><li>• Striking with the hand</li><li>• Striking with an implement</li></ul>

# Where do FMS opportunities appear in the NEW Junior Cycle Physical Education specification?



## Physical Education – Planning Tool Poster

### Action Verbs

**ANALYSE** - study or examine something in detail, break down in order to bring out the essential elements or structure, identify parts and relationships, and to interpret information to reach conclusions

**APPLY** - select and use information and/or knowledge and understanding to explain a given situation or real circumstances

**APPRAISE** - Evaluate judge or consider a piece of work or

**ASSESS** - judge, evaluate or estimate the nature, ability, or quality of something

**CONSIDER** - describe patterns in data, use knowledge and understanding to interpret patterns, make predictions and check reliability

**DEMONSTRATE** - prove or make clear by reasoning or evidence, illustrating with examples or practical application

**DETERMINE** - ascertain or establish exactly by research or calculation

**DEVELOP** - progress or improve to become more mature, advanced, or elaborate

**DEVISE** - plan, create or formulate a procedure or system by careful thought



QR code for specification

### Overview of Specification



#### Movement Competency

The learning outcomes in this element helps students demonstrate their ability in fundamental movement and sport specific skills, concepts and strategies.

- |   |  |   |
|---|--|---|
| <b>Skills:</b>  | <b>Concepts:</b>   | <b>Strategies:</b>  |
| <ul style="list-style-type: none"> <li>Stability</li> <li>Locomotion</li> <li>Manipulation</li> </ul> | <ul style="list-style-type: none"> <li>Body awareness</li> <li>Spatial awareness</li> <li>Effort awareness</li> <li>Relationships</li> </ul> | <ul style="list-style-type: none"> <li>Activity structure</li> <li>Tactics</li> <li>Decision making</li> <li>Performance</li> <li>Motivation</li> </ul> |

#### Safe and ethical participation

Students develop knowledge and understanding of the factors that enable safe and respectful participation in physical activity.

- Students demonstrate their understanding of the principles of fairness and tolerance
- Students apply rules and conventions for participation in physical activity
- Students understand the significance of adapted physical activities
- Students are afforded the opportunities to make meaningful, relevant, and worthwhile decisions
- Students recognise and implement personal and group safety procedures
- Students develop physical competence in and an understanding of safety procedures specific to the activity in which they are participating

#### Lifelong engagement

Students value the benefits of physical activity and take responsibility for sustained engagement for life.

- Students experience health-related activity and the components of fitness as part of a healthy lifestyle and in the promotion of wellbeing
- Students apply the appropriate scientific principles that underpin health-related activity and performance
- Students display the progression from fundamental movement skills to sport specific skills in a variety of physical activity areas
- Students consider factors that impact their engagement in physical activity such as lifestyle habit, motivation, positive sense of self and personal preference
- Students develop an awareness of accessing, selecting, and participating in physical activities that they enjoy, engage with and sustain over a period of time
- Students identify and share their personal preferences related to physical activity participation based on reflective practice and diverse experience

### Strand 1: Competence

Through practical physical activities, this strand focuses on developing students' understanding and abilities of movement skills, concepts and strategies that enable students to participate in a range of physical activities confidently and competently. Students continue to develop their movement skills and knowledge to perform more complex movements in increasingly demanding situations. They will build upon their skills to apply their understanding and performance in sport specific activities.

#### Learning Outcomes

- Students should be able to **demonstrate** the competency in fundamental motor skills to participate in sport specific skills in the range of physical activities
- Students should be able to **apply** relevant skills to perform competently and confidently in the range of physical activities experiences
- Students should be able to **develop** a sequence of movement in aesthetic activities that incorporates technical, compositional, and choreographic techniques, relevant skills, and equipment where necessary
- Students should be able to **evaluate** personal skill levels in a range of activity levels
- Students should be able to **devise** a wide range of movement skills and strategies effectively to enhance performance across activity areas in a variety of physical activity environments
- Students should be able to **devise** and implement a plan to improve performance-related fitness in a selected physical activity
- Students should be able to **apply** skills and strategies to perform competently in a range of competitive and cooperative scenarios
- Students should be able to **demonstrate** tactical awareness in a variety of pressure situations
- Students should be able to **assess** how the use of technology can be used to improve performance
- Students should be able to **demonstrate** skill transfer in a range of physical activity scenarios

### Strand 2: Participation

Through practical physical activities, this strand focuses on facilitating students' understanding of factors that influence and increase participation in physical activity and sport. Students develop knowledge, understanding and skills through participation in a range of activities. These activities provide experiences that enable students to develop dispositions and views on physical activity such as intrinsic motivation, personal preference, inclusion and physical activity for health and wellbeing.

#### Learning Outcomes

- Students should be able to **determine** the conditions necessary to promote a fully inclusive performance in selected physical activities
- Students should be able to **identify** approaches and factors that support continued participation in physical activity
- Students should be able to **analyse** the link between personal performance in the range of physical activities and motivation for continued participation
- Students should be able to **assess** the impact of health-related and performance-related fitness on participation
- Students should be able to **appraise** a sequence of movement in aesthetic activities that incorporates technical, compositional techniques, choreographic techniques, and relevant skills
- Students should be able to **evaluate** the necessary skills to achieve success in a variety of challenging physical activity scenarios
- Students should be able to **examine** strategies and tactics in a range of competitive and cooperative scenarios
- Students should be able to **assess** the links between engagement levels, skills improvement, and tactical awareness in a physical activity area
- Students should be able to **demonstrate** an understanding of personal survival and water safety considerations

### Strand 3: Appreciation

Through practical physical activities, this strand focuses on facilitating students' understanding of the importance of lifelong participation in physical activity. Students participate in physical activities to understand the importance of being physically active and the impact this has on their lives. They apply their knowledge and skills to analyse activity levels and devise strategies for sustained participation over a period of time.

#### Learning Outcomes

- Students should be able to **investigate** how physical activity is influenced by social and cultural factors
- Students should be able to **analyse** how Performance-Related-Fitness enhances performance
- Students should be able to **monitor** physical activity intensity, fitness, and performance over a period of time using a range of measurement techniques
- Students should be able to **devise** and implement a plan to improve Health-Related-Fitness
- Students should be able to **investigate** the role of decision-making, communication and leadership on increased participation and performance in selected activity areas
- Students should be able to **devise** pathways for continued physical activity participation in a local community or environment
- Students should be able to **consider** the links between being physically active and a positive sense of wellbeing
- Students should be able to **demonstrate** an understanding of the importance of being physically active
- Students should be able to **investigate** opportunities to increase participation in sport or physical activity

### Action Verbs

**EVALUATE (ethical judgement)** - Collect and examine data or evidence to make judgements and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about the ideas, solutions, or methods

**EVALUATE (data)** - collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about the ideas, solutions, or methods

**EXAMINE** - consider an argument or concept in a way that uncovers the assumptions and relationships of the issue

**IDENTIFY** - recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature

**INVESTIGATE** - observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions

**MONITOR** - observe and check the progress of something over a period of time; keep under systematic review



# Physical Activity, FMS and Health



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## Youth Physical Activity Towards Health (Y-PATH PE 4 ME)



Y-PATH 'PE 4 Me' is a FREE physical activity programme for Wellbeing

**Y-PATH 'PE 4 ME'** is a **whole school programme** delivered by the PE teacher for Wellbeing and comes with a wide range of free resources both online and offline.

**Focusing on physical literacy** this programme was developed as a direct response to the frightening **low levels of physical activity** and **skill levels** of Irish youth (FMS skills).





# Podcast: FMS, YPATH and the New Junior Cycle Physical Education Specification



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(9:49 min)



Podcast on **developing fundamental movement skills using the YPATH frame**, discussed by Wesley O'Brien (UCC), Hannah Goss (DCU) and Stephen Behan (DCU)

# Youth Physical Activity Towards Health (Y-PATH PE 4 ME)



## Y-Path FMS



**Focus  
Question**



If FMS are not achieved by age 8, how do we plan for creative interventions to support these students at age 12?



# Little Break

## Sos Beag



**15 Min**



## Video 1 – St. Flannan's College, Ennis



- Movement rich physical education lesson packed with physical activity
- Reflection moments built into the lesson naturally, not taking away from activity time
- Examples of student-led warm-ups from the start of the lesson



6:34  
min



## Video 2 – St. Flannan's College, Ennis



- 'Learning happens when I am moving and enjoying myself'
- 'Putting in an effort'
- 'Relaxation'
- 'Sharing knowledge, identifying fundamental skills'
- 'Skill development, skill transfer, learning how to play a game'
- 'Being with with my friends'



6:29  
min

# Focus Question - Reflection Post Video



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Select one of the following actions



Describe something about the culture of learning in this lesson that led to students having a positive learning experience



Identify **one learning outcome from each strand** that you saw in action, in this lesson



Is there anything in this video that you would need support with, to implement in your own lessons?



**LO 3.7** Consider the links between being physically active and a positive sense of wellbeing  
- What evidence of this did you see in this video?



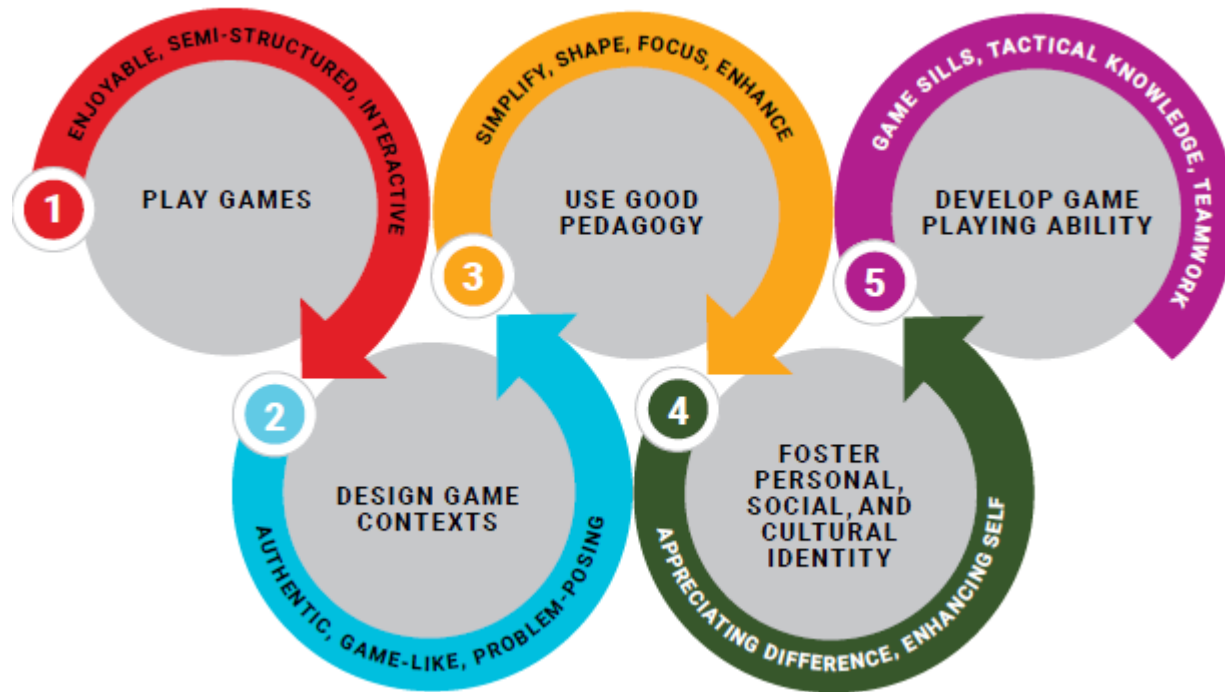
How do you think the teacher could **assess the learning** that took place in this video?



**What ways can enable 'student voice' benefit planning and learning in the classroom?**



# MoveWell Framework



Resource **MoveWell NZ**



# Activity Contexts

1. Invasion

2. Cooperative

3. Net/Wall

4. Striking and Fielding

5. Target

6. Challenge



# Analysis of an Activity for FMS Opportunities



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**Station 1: Space Pass** (Invasion game)

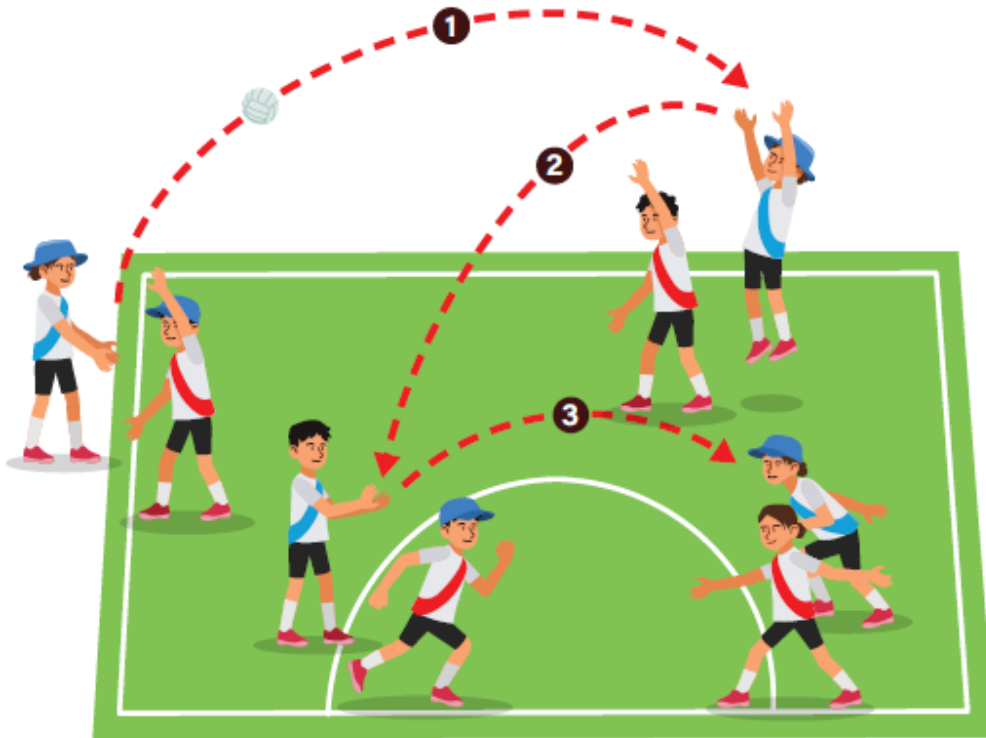
**Station 2: Clock Dribble** (Cooperative game)

**Station 3: Whano Whano** (Challenge game)

**Station 4: Pattern ball** (Target Game)

# Station 1: Space Pass

(Invasion games)



## Set up:

- Teams of four players
- Play in a hall or adapt for an outdoor area
- Choose a suitable area size

## Play:

- One player starts with a pass from outside the court.
- Players cannot run with the ball or pass straight back to the thrower.
- A point is scored when a team makes four consecutive passes without dropping the ball.
- After a point is scored, the other team passes in from outside the court.
- If the ball is intercepted, it is turned over to the other team.
- In an incomplete interception, the ball remains with the passing team.
- Players need to keep one step away from the ball-carrier.
- Use different types of balls to vary the game.

## Equipment



**Bands**  
(Bibs)



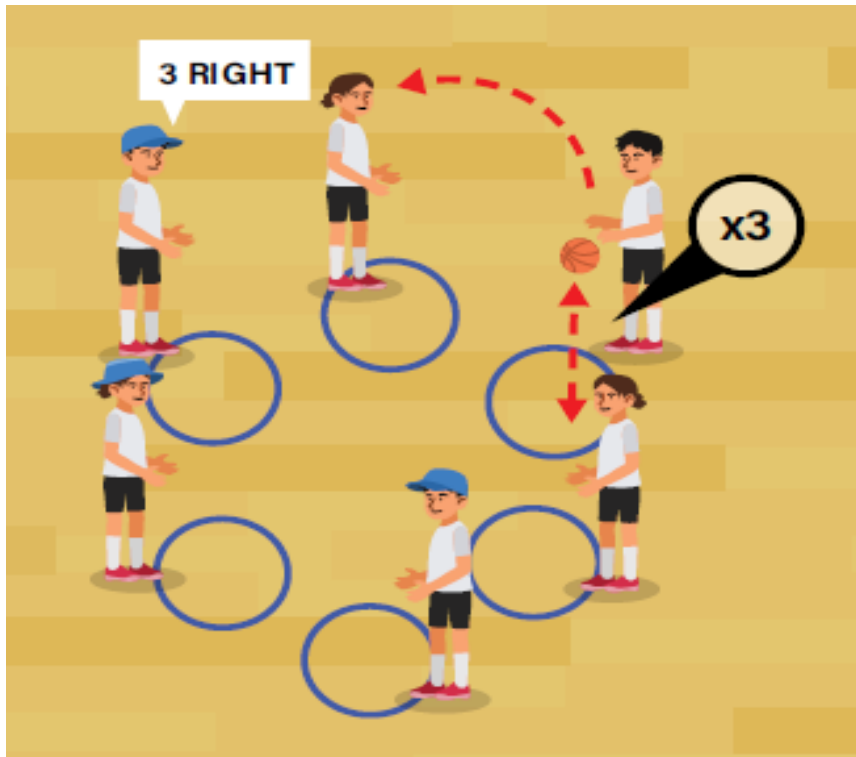
**Cones**



**Ball (rugby, netball, basketball),**

# Station 2: Clock Dribble

## (Cooperative Game)



### Set up:

- Divide into groups of 4–6 children
- Each player has a ball and a hoop or chalk-drawn hoop
- Play on a court or grass area
- Place each hoop on the ground to make a larger circle and stand outside the larger circle created by these hoops

### Play:

- Begin with each player bouncing their ball continuously in their hoop
- Team members take turns to call a direction (left or right) and a number (0–4)
- The group then bounce-pass the balls around the circle according to the number and direction called
- Players then bounce the ball again in their hoop until another direction and number is called

### Equipment



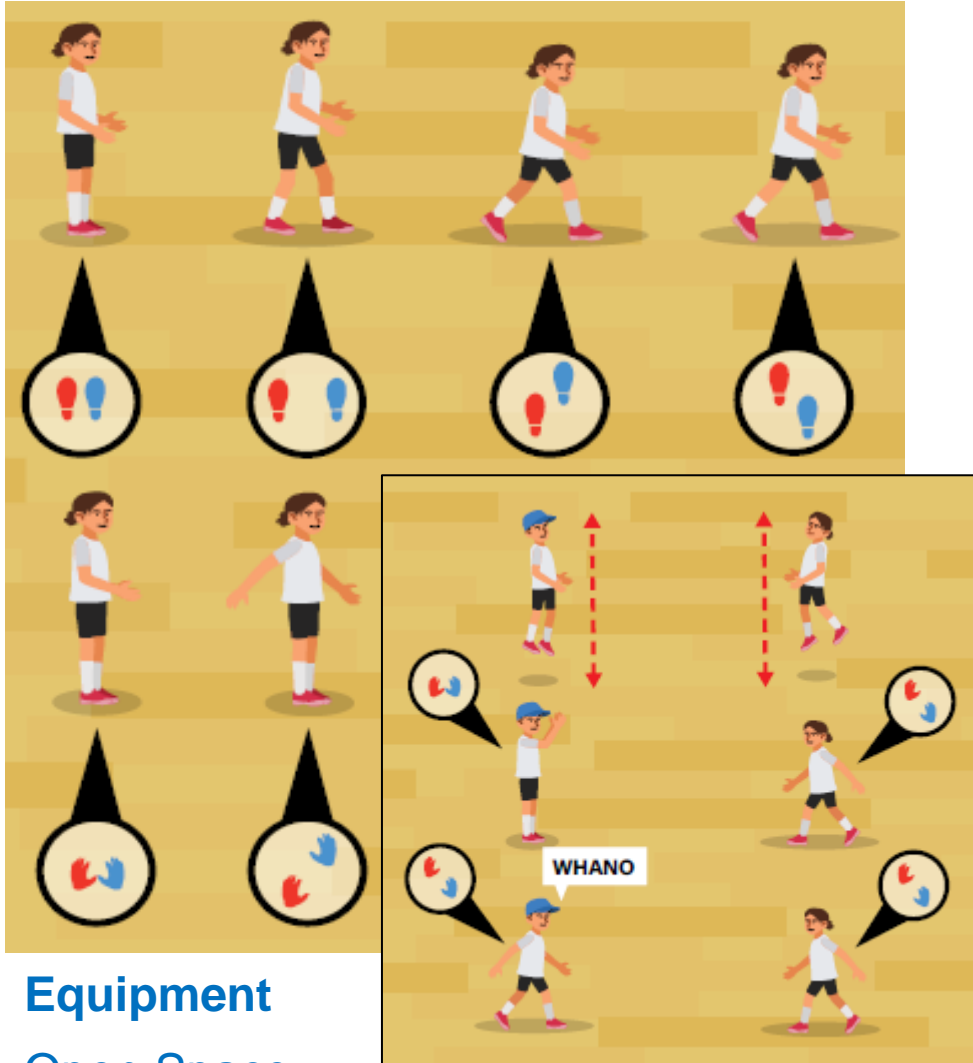
Large balls (4–6 per group)



Hoops (4–6 per group)

# Station 3: Whano Whano

(Challenge Game)



**Equipment**  
Open Space

## Set up:

Children work in pairs and stand opposite each other

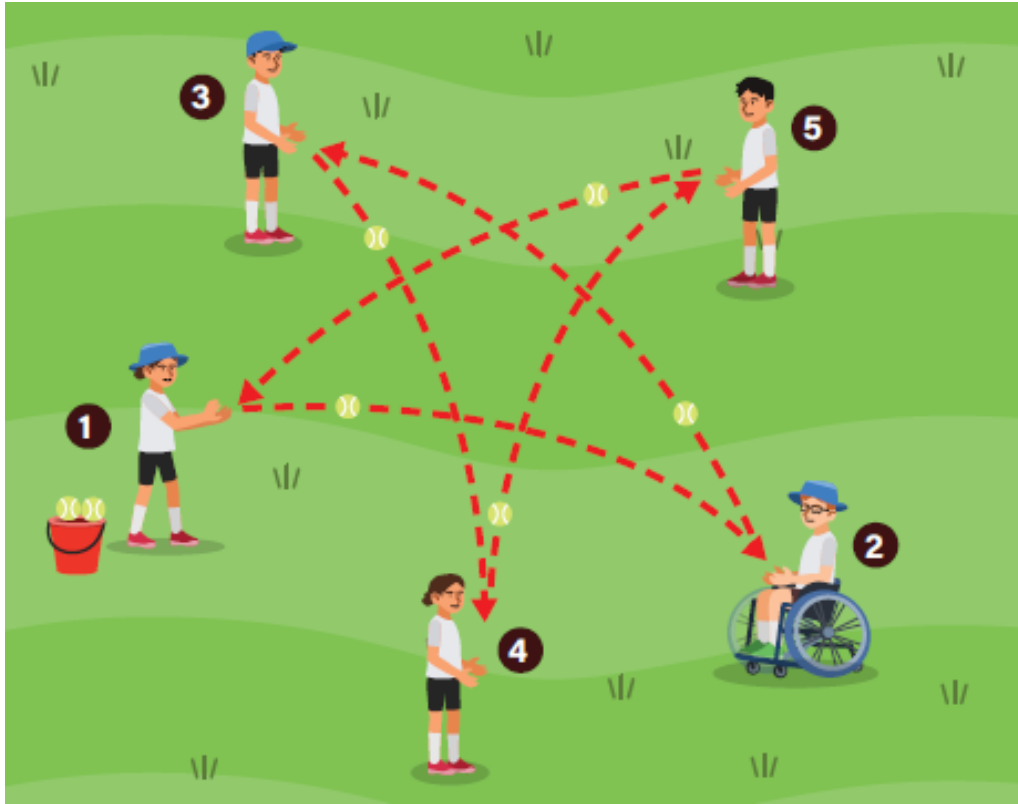
## Play:

- One partner calls, “Whano” and they both jump into the air and land in one of four feet positions
- Positions include: Feet apart or together, right or left foot forward
- If both players’ feet land in the same position, the first player to call “Hī” wins the point
- If a player calls “Hī” but the feet do not match, their partner gets the point
- If players both call “Hī” at the same time, the loudest caller wins the point
- Children should be encouraged to jump as high as possible and perform leg movements in the air to give them more time to read their partner’s landing position

Whano – a verb meaning ‘to begin, proceed’

# Station 4: Pattern ball

## (Target Game)



### Set up:

- Play in a circle of 6–10 students. Use hoops/spots to mark students place in the circle.
- Use a variety of objects/balls that are easy and safe to catch.

### Play:

- Set up a pattern where everyone in the circle has someone to pass to. Players cannot pass to their neighbour.
- Each player needs to know who they receive from and who they pass to.
- Once the pattern is established, introduce another ball into the pattern.
- Keep introducing balls into the pattern. See how many the group can manage.
- If a ball is dropped or two balls collide, start again with one player feeding the balls into the pattern from the bucket of balls.

### Equipment



Buckets



Hoops



Bean bags



Mid-sized balls



Tennis balls

# FMS Activities What A Good One Looks Like



**Activity: Space Pass**

Fundamental Movement Skill focus: Throwing Catching

Activity context focus (invasion games):

Good to know:

- Passers look for
- Receivers create

A. Space Pass FMS Success Criteria

- accuracy with possession
- moving quickly
- controlling direction

B. Space Pass Tactics Success Criteria

Based on understanding of Throwing and catching movement and perceptual skills

Important aspects of the activity:

- Signalling, watching
- Selecting the type of pass
- Creating and passing
- Passing to move
- Reacting and passing
- marking opponents

Q. Is there a difference between

**Activity: Clock Dribble**

Fundamental Movement Skill focus: Striking with the hand, Side-stepping

Activity context focus (Cooperative skills):

A. Clock Dribble FMS Success Criteria

- make effective hand contact with the ball
- move feet efficiently while the ball is in play

B. Clock Dribble Tactics Success Criteria

Cooperation in the activity:

- able to work at the same time
- being aware of self and the importance of being

**Activity: Whano Whano**

Fundamental Movement Skill focus: Jumping Leaping Landing

Activity context focus (Challenge skills):

A. Whano Whano FMS Success Criteria

- jump as high as possible and give more time to read your

C. Pattern Ball FMS Success Criteria

**Activity: Pattern Ball**

Fundamental Movement Skill focus: Throwing Catching Passing Receiving

Activity context focus (Target skills):

Group work, cooperating to keep the pattern and passing going

D. Pattern Ball Tactics Success Criteria

- learning the pattern of who to pass the ball to learning how to pass successfully within the pattern, including communicating and timing the pass
- contributing to the group goal of successfully passing lots of balls within the pattern
- communicating and interacting positively

### Fundamental Movement Skills Activities Activity Analysis Sheet

<b>The Activity</b>	Name: Description: Physical activity area focus:
<b>The Fundamental Movement Skills (FMS) In Focus</b>	Circle the FMS(s) that are in focus. Or Add to the list
Which category best describes the FMS in focus	<ul style="list-style-type: none"> <li>Locomotor (transporting) <input type="checkbox"/></li> <li>Stability (balance) <input type="checkbox"/></li> <li>Object manipulation (control of) <input type="checkbox"/></li> </ul>
<b>How can students experience the activity?</b>	What opportunities does this activity provide for:
	<ul style="list-style-type: none"> <li>Problem solving:</li> </ul>
	or this activity that could support
	Progression:

Consider how you would adapt the activities here to support developing FMS for all students in your school

# Some Resources



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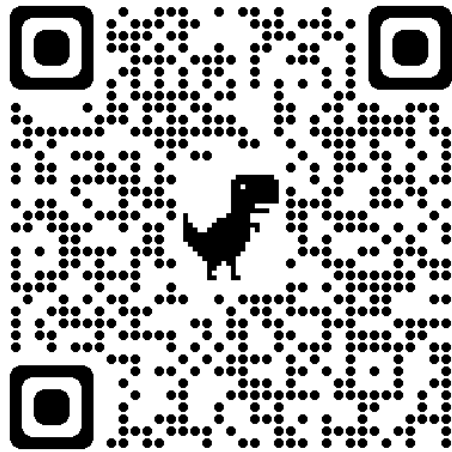


## Priority Learning Units (PLUs)

There are six Priority Learning Units (PLUs) at the heart of every L1LP. These PLUs explicitly identify and develop the key areas of learning needed to prepare the students for their future lives. Though presented as self-contained units when used as part of a learning programme these PLUs interconnect and overlap.

- Communication, language and literacy
- Numeracy
- Personal care and wellbeing
- Being part of a community
- The arts
- Physical education

Information booklet: Supporting young children's physical activity through Fundamental Movement Skills (3-6 years)



Lifelab DCU

- FMS & Activities
- Motivation & Confidence
- Knowledge & Understanding



Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers



# Session Two

## Exploring Water Safety



# Water Safety

Being safe In, On, and Around Water in your community



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Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

... 'a broad and balanced programme'



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## Strand 2: Participation

### Learning Outcome 2.9

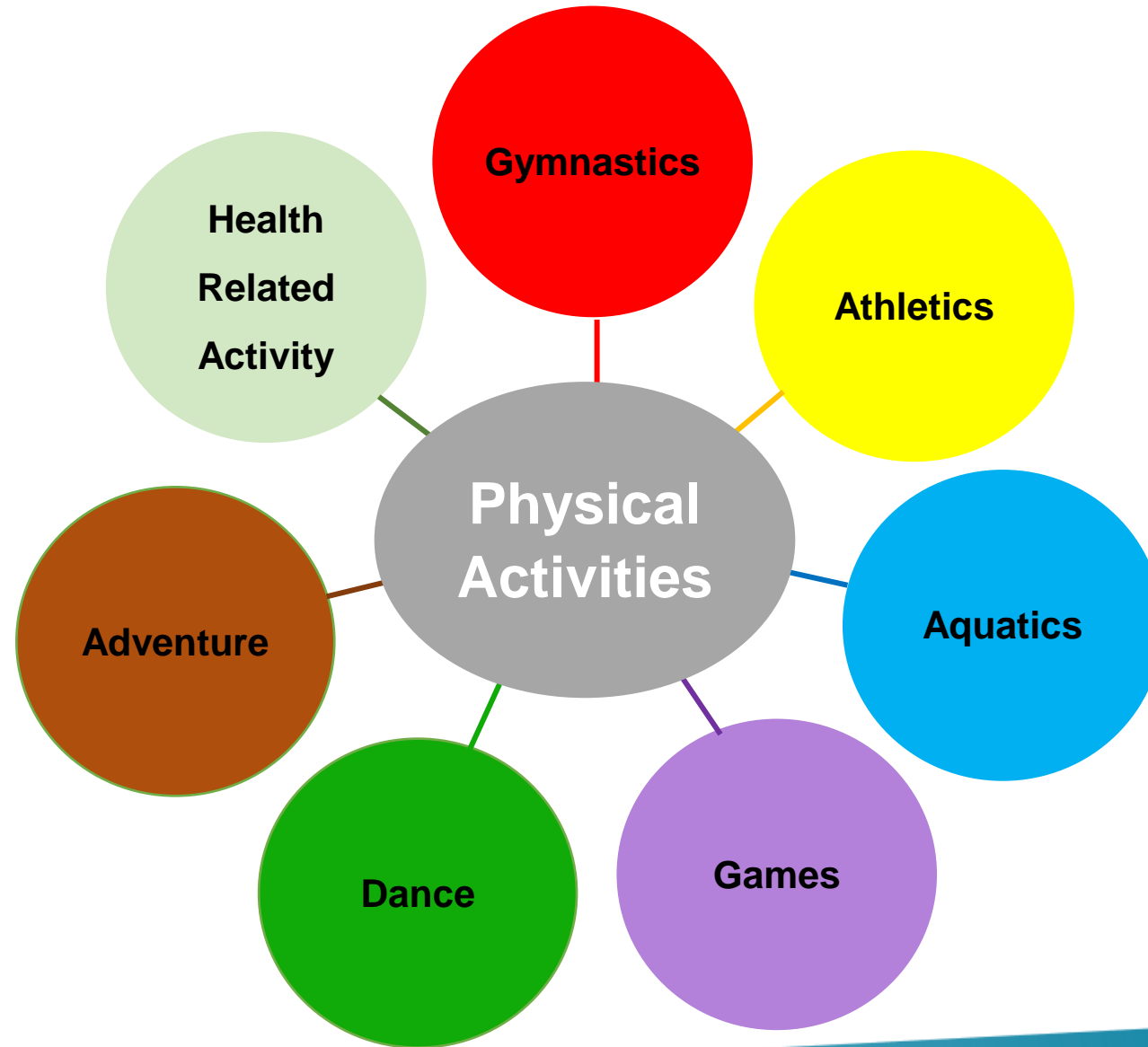
Students should be able to **demonstrate** an understanding of personal survival and water safety considerations



# Activity areas as a context for learning



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# Planning a Water-Related programme

## - Some examples of practice



Oide



**St. Joseph's C.B.S. Nenagh, Co. Tipperary**  
**(All boys, 619 students)**



**Rice College, Ennis, Co. Clare**  
**(Boys and Girls, 721 students)**



# Planning a Swimming programme - One schools approach



Oide



St. Joseph's C.B.S. Nenagh, Co. Tipperary  
(All boys, 619 students)

**Video 1 – Logistics and Leadership**



11:29  
min

**Video 2 – Learning and Inclusion**

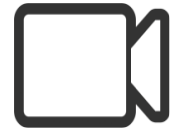
# Planning a Water Safety programme - One teacher's approach



Oide



**Rice College, Ennis, Co. Clare  
(Boys and Girls, 721 students)**



12:15  
min



# Lunchtime Am Ióin



**Back at  
2pm**



# Planning a Water Safety Programme for 12 – 15 year Olds in your school



Where would you start?



**LO 2.9** Demonstrate an understanding of personal survival and water safety considerations  
- **What opportunities did you see for this learning in the video?**





# Land-Based Water Safety Activities

What is available?



Ring Buoy Access Info

## LO 2.9: Demonstrate an understanding of personal survival and water safety considerations



Oide

### Some facts to support understanding of personal survival and water safety considerations

- Never enter the water to rescue anyone, not even your pet
- Fresh water (inland waterways, lakes, rivers, canals) has no buoyancy compared with sea water
- Fresh water is colder in the winter and warmer in the summer than sea water
- Your centre of gravity is different in water
- Density factor in water v's in air
- Efficiency of movement in water,
  - limbs become anchors
  - Muscle v's fat ratio
- Your senses, eyes and ears, change in water
- Orientation in water



## What We Do At Water Safety Ireland



- Our focus is on **public awareness and education**
- Tragically, an average of **105 people drown each year in Ireland**
- Most fatalities are avoidable
- Aim to reduce these fatalities **by increasing water safety awareness** and by **changing attitudes and behaviours** so that our aquatic environments can be enjoyed with confidence and safety



# Swim Ireland



## Who are we?

The National Governing Body (NGB) for swimming, water polo, diving and synchronised swimming across the 32 counties of the island of Ireland, recognised as such by the Department of Transport, Tourism and Sport through Sport Ireland and Sport Northern Ireland. We are recognised at world level by FINA, and at European level by LEN.

We exist to encourage participation, develop excellence and regulate our sport and have set out our goals in our 5-year strategic plan.

# Pop-Up Pools



Oide



With an ambitious target of 750 swimming experiences a week – Swim Ireland want YOU to be part of this swimming adventure!

We will have school swimming, evening and weekend swimming lessons, community groups and private hires available, the opportunities are endless.

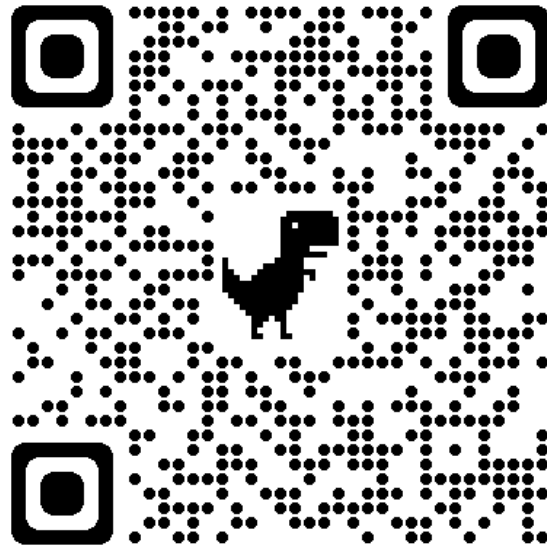
Let our aspiration be your inspiration and start your swimming adventure now!



# Water Safety – Planning Resources



HOME RESOURCES PROJECTS CERTIFY FOR JUNIOR CYCLE



Teachwise home page

The WISE programme is land based and gives students the opportunity to learn the basics of Water Safety in the classroom. There are 8 lessons in total. Two are mandatory and teachers should select 4 of the other 6 lessons, picking those that are most relevant to your students.

- [LESSON 1 - BRINGING WATER SAFETY HOME](#)
- [LESSON 2 - FRESH WATER](#)
- [LESSON 3 - COASTAL WATER](#)
- [LESSON 4 - TOWNS & CITIES](#)
- [LESSON 5 - PLANNING TRIPS, PREVENTING DISASTERS](#)
- [LESSON 6 - OUR WATER SAFETY HEROES](#)
- [LESSON 7 - RESCUES & LIFE SUPPORT \(MANDATORY\)](#)
- [LESSON 8 - WATER SAFETY IN ACTION \(MANDATORY\)](#)
- [View our rescue videos. Learn the correct technique.](#)

Relevant subjects: Physical Education, SPHE, CSPE and Wellbeing



# Session Three

## Planning Learning in the New Junior Cycle Physical Education Specification

# Planning Learning



Oide





# Circular 0028/2023

## Student Wellbeing and Junior Cycle Physical Education



Oide

An Roinn Oideachais  
Department of Education



Circular Number: 0028/2023

To: Boards of Management, Principal Teachers and Teaching Staff of Post-Primary Schools, Special Schools and Chief Executives of ETBs

Arrangements for the implementation of the Framework for Junior Cycle with particular reference to the school year 2023/2024.

The newly developed 135 hour Physical Education (PE) specification will be introduced in all schools for students entering their first year of Junior Cycle in the 2023/2024 academic year.

Page 3

In planning their Wellbeing programme, schools are reminded that from September 2022 onwards, **the use of the Junior Certificate syllabuses for SPHE and CSPE was discontinued.**

From September 2023, **the use of the Junior Certificate syllabus for PE and the NCCA 100 PE hour short course are also to be discontinued.**

Page 4

### 2.1 Curriculum and timetabling arrangements for Junior Cycle

...

When planning its Junior Cycle programme, **each school is required to take account of the school's local context and the backgrounds, interests, and abilities of its students and to reflect the characteristic spirit of the school.**

### Wellbeing: Students entering 1<sup>st</sup> year in 2023/2024

Schools are reminded that there is a **minimum threshold of 400 hours across the three years of Junior Cycle** which should be provided for Wellbeing, including PE, SPHE and CSPE. All schools must provide the following\*:

- PE: 135 hours spread across first, second and third year (and must be provided in each of the three years). Students **must** follow the newly developed NCCA 135 hour curriculum specification.

Page 7

# Sample Wellbeing programmes available



## PROGRAMME 3

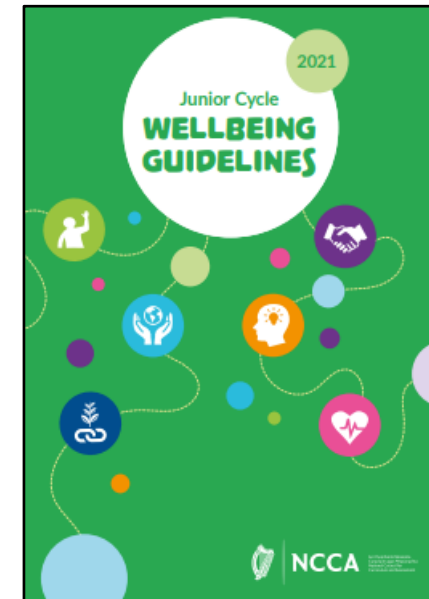
**Context:** This Wellbeing programme is from a school of over 700 students that has moved to one-hour classes.

- One-hour period for SPHE and CSPE in each of the three years.
- One-hour period for PE in 1<sup>st</sup> year and 3<sup>rd</sup> year and a two-hour period in 2<sup>nd</sup> year

The school also offers shorter rotating units of learning, designed in response to the needs and interests of the students in 2<sup>nd</sup> and 3<sup>rd</sup> year and two stand-alone workshops for 1<sup>st</sup> years, which are facilitated early in September to support students in settling in and getting to know each other. The number of rotating units reflects the number of class groups in each year.

	FIRST YEAR	SECOND YEAR	THIRD YEAR	HOURS
PE	One hour	Two hours	One hour	132
CSPE	One hour	One hour	One hour	100
SPHE	One hour	One hour	One hour	100
UNITS	<b>Specially designed workshops</b>  Settling into my new school (2 hours)  Physical activity team-building (3 hours)	<b>5 rotating units</b> (each runs for 6 -7 weeks/hrs)  Exploring my local community through physical activity  Resilience Academy programme <sup>22</sup>  Exploring who I am and my personal goals <sup>23</sup>  Healthy eating <sup>24</sup>  More than a Selfie <sup>25</sup>	<b>5 rotating units</b> (each runs for 6 -7 weeks/hrs)  All different - all equal Celebrating diversity  Junior cycle Active School  Guidance <sup>26</sup>  Understanding consent <sup>27</sup>  Sustainable consumption: food & fashion	68

Approx  
**400**  
hours



19 See sample unit p.61

# One School Principal's Advice on Provision for Physical Education in a School Programme as part of Wellbeing



## St. Joseph's Secondary School Spanish Point Co. Clare

**Principal:** Paul Reidy  
**Enrolment:** Boys: 222 Girls: 212

'The best form of wellbeing is physical wellbeing'

'Physical Education activities in the community'

'400 hours and the one-hour timetable was a natural progression'

'Variety of opportunities for physical activity might not be available anywhere else'

'200 hours of PE'

'Commitment and rationale are what is important'

'In the interests of student physical support'

'Consistent physical activity across the year'



# Planning with Learning Outcomes



Oide

**Learning outcomes** are statements in curriculum specifications to describe the knowledge, understanding, skills and values students should be able to demonstrate after a period of learning.

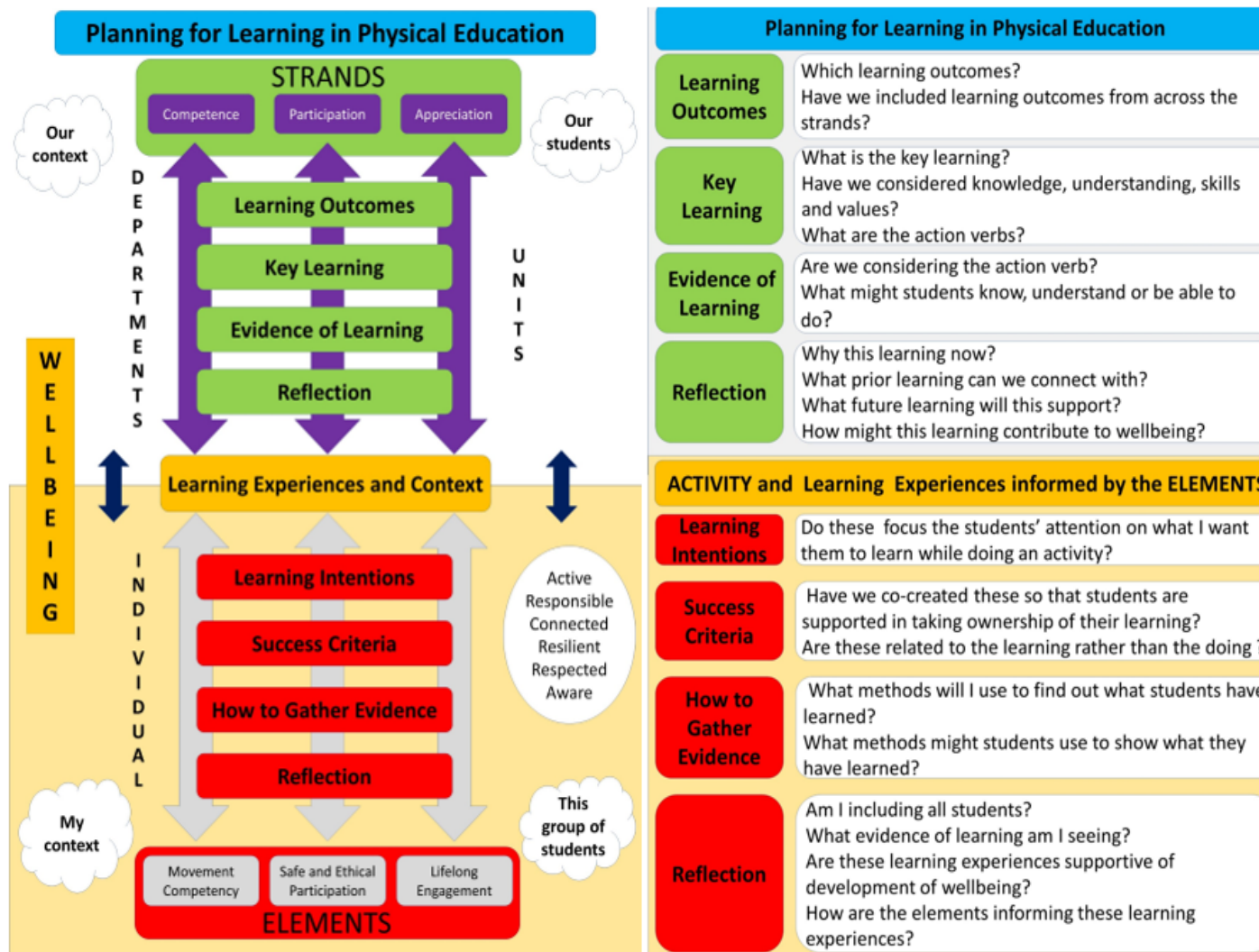
*Framework for Junior Cycle, 2015 pg. 10*

**The learning outcomes** for the specification, are designed to be experienced in a broad way. Some may be addressed in the context of all five physical activities being engaged in, while others may be addressed through additional activities.

*Junior Cycle Physical Education Specification, pg. 11*



# Planning Learning – Paper-based supports



Planning for Learning in Physical Education	
<b>Learning Outcomes</b>	Which learning outcomes? Have we included learning outcomes from across the strands?
<b>Key Learning</b>	What is the key learning? Have we considered knowledge, understanding, skills and values? What are the action verbs?
<b>Evidence of Learning</b>	Are we considering the action verb? What might students know, understand or be able to do?
<b>Reflection</b>	Why this learning now? What prior learning can we connect with? What future learning will this support? How might this learning contribute to wellbeing?
ACTIVITY and Learning Experiences informed by the ELEMENTS	
<b>Learning Intentions</b>	Do these focus the students' attention on what I want them to learn while doing an activity?
<b>Success Criteria</b>	Have we co-created these so that students are supported in taking ownership of their learning? Are these related to the learning rather than the doing?
<b>How to Gather Evidence</b>	What methods will I use to find out what students have learned? What methods might students use to show what they have learned?
<b>Reflection</b>	Am I including all students? What evidence of learning am I seeing? Are these learning experiences supportive of development of wellbeing? How are the elements informing these learning experiences?

# Physical Education – Planning Tool Poster



Oide

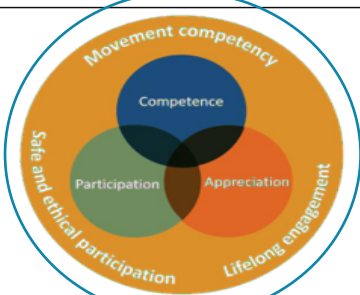
## Action Verbs

- ANALYSE** - study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions
- APPLY** - select and use information and/or knowledge and understanding to explain a given situation or real circumstances
- APPRAISE** - Evaluate judge or consider a piece of work or
- ASSESS** - judge, evaluate or estimate the nature, ability, or quality of something
- CONSIDER** - describe patterns in data; use knowledge and understanding to interpret patterns, make predictions and check reliability
- DEMONSTRATE** - prove or make clear by reasoning or evidence, illustrating with examples or practical application
- DETERMINE** - ascertain or establish exactly by research or calculation
- DEVELOP** - progress or improve to become more mature, advanced, or elaborate
- DEVISE** - plan, create or formulate a procedure or system by careful thought



QR code for specification

## Overview of Specification



### Movement Competency

The learning outcomes in this element helps students demonstrate their ability in fundamental movement and sport specific skills, concepts and strategies.

- |   |  |   |
|---|--|---|
| <b>Skills:</b>  | <b>Concepts:</b>   | <b>Strategies:</b>  |
| <ul style="list-style-type: none"> <li>• Stability</li> <li>• Locomotion</li> <li>• Manipulation</li> </ul> | <ul style="list-style-type: none"> <li>• Body awareness</li> <li>• Spatial awareness</li> <li>• Effort awareness</li> <li>• Relationships</li> </ul> | <ul style="list-style-type: none"> <li>• Activity structure</li> <li>• Tactics</li> <li>• Decision making</li> <li>• Performance</li> <li>• Motivation</li> </ul> |

### Safe and ethical participation

Students develop knowledge and understanding of the factors that enable safe and respectful participation in physical activity.

- Students demonstrate their understanding of the principles of fairness and tolerance
- Students apply rules and conventions for participation in physical activity
- Students understand the significance of adapted physical activities
- Students are afforded the opportunities to make meaningful, relevant, and worthwhile decisions
- Students recognise and implement personal and group safety procedures
- Students develop physical competence in and an understanding of safety procedures specific to the activity in which they are participating

### Lifelong engagement

Students value the benefits of physical activity and take responsibility for sustained engagement for life.

- Students experience health-related activity and the components of fitness as part of a healthy lifestyle and in the promotion of wellbeing
- Students apply the appropriate scientific principles that underpin health-related activity and performance
- Students display the progression from fundamental movement skills to sport specific skills in a variety of physical activity areas
- Students consider factors that impact their engagement in physical activity such as lifestyle habit, motivation, positive sense of self and personal preference
- Students develop an awareness of accessing, selecting, and participating in physical activities that they enjoy, engage with and sustain over a period of time
- Students identify and share their personal preferences related to physical activity participation based on reflective practice and diverse experience

## Strand 1: Competence

Through practical physical activities, this strand focuses on developing students' understanding and abilities of movement skills, concepts and strategies that enable students to participate in a range of physical activities confidently and competently. Students continue to develop their movement skills and knowledge to perform more complex movements in increasingly demanding situations. They will build upon their skills to apply their understanding and performance in sport specific activities.

### Learning Outcomes

- 1.1 Students should be able to demonstrate the competency in fundamental motor skills to participate in sport specific skills in the range of physical activities
- 1.2 Students should be able to apply relevant skills to perform competently and confidently in the range of physical activities experiences
- 1.3 Students should be able to develop sequence of movement in aesthetic activities that incorporates technical, compositional, and choreographic techniques, relevant skills, and equipment where necessary
- 1.4 Students should be able to evaluate personal skill levels in a range of activity levels
- 1.5 Students should be able to devise a wide range of movement skills and strategies effectively to enhance performance across activity areas in a variety of physical activity environments
- 1.6 Students should be able to devise and implement a plan to improve performance-related fitness in a selected physical activity
- 1.7 Students should be able to apply skills and strategies to perform competently in a range of competitive and cooperative scenarios
- 1.8 Students should be able to demonstrate tactical awareness in a variety of pressure situations
- 1.9 Students should be able to assess how the use of technology can be used to improve performance
- 1.10 Students should be able to demonstrate skill transfer in a range of physical activity scenarios

## Strand 2: Participation

Through practical physical activities, this strand focuses on facilitating students' understanding of factors that influence and increase participation in physical activity and sport. Students develop knowledge, understanding and skills through participating in a range of activities. These activities provide experiences that enable students to develop dispositions and views on physical activity such as intrinsic motivation, personal preference, inclusion and physical activity for health and wellbeing.

### Learning Outcomes

- 2.1 Students should be able to determine the conditions necessary to promote a fully inclusive performance in selected physical activities
- 2.2 Students should be able to identify approaches and factors that support continued participation in physical activity
- 2.3 Students should be able to analyse the link between personal performance in the range of physical activities and motivation for continued participation
- 2.4 Students should be able to assess the impact of health-related and performance-related fitness on participation
- 2.5 Students should be able to appraise a sequence of movement in aesthetic activities that incorporates technical, compositional techniques, choreographic techniques, and relevant skills
- 2.6 Students should be able to evaluate the necessary skills to achieve success in a variety of challenging physical activity scenarios
- 2.7 Students should be able to examine strategies and tactics in a range of competitive and cooperative scenarios
- 2.8 Students should be able to assess the links between engagement levels, skills improvement, and tactical awareness in a physical activity area
- 2.9 Students should be able to demonstrate an understanding of personal survival and water safety considerations

## Strand 3: Appreciation

Through practical physical activities, this strand focuses on facilitating students' understanding of the importance of lifelong participation in physical activity. Students participate in physical activities to understand the importance of being physically active and the impact this has on their lives. They apply their knowledge and skills to analyse activity levels and devise strategies for sustained participation over a period of time.

### Learning Outcomes

- 3.1 Students should be able to investigate how physical activity is influenced by social and cultural factors
- 3.2 Students should be able to analyse how Performance-Related-Fitness enhances performance
- 3.3 Students should be able to monitor physical activity intensity, fitness, and performance over a period of time using a range of measurement techniques
- 3.4 Students should be able to devise and implement a plan to improve Health-Related-Fitness
- 3.5 Students should be able to investigate the role of decision-making, communication and leadership on increased participation and performance in selected activity areas
- 3.6 Students should be able to devise pathways for continued physical activity participation in a local community or environment
- 3.7 Students should be able to consider the links between being physically active and a positive sense of wellbeing
- 3.8 Students should be able to demonstrate an understanding of the importance of being physically active
- 3.9 Students should be able to investigate opportunities to increase participation in sport or physical activity

## Action Verbs

- EVALUATE (ethical judgement)** - Collect and examine data or evidence to make judgements and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about the ideas, solutions, or methods
- EVALUATE (data)** - collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about the ideas, solutions, or methods
- EXAMINE** - consider an argument or concept in a way that uncovers the assumptions and relationships of the issue
- IDENTIFY** - recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature
- INVESTIGATE** - observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions
- MONITOR** - observe and check the progress of something over a period of time; keep under systematic review





# All resources from last year's CPD

## Link to 22/23 CPD workshop

- Exploring the New Physical Education Specification

### Includes,

- Paper and digital planning resources





# Digital Planner for NEW Junior Cycle Physical Education Specification



Oide

Excel-based  
Digital  
Planner



The screenshot shows an Excel spreadsheet with the following elements:

- Navigation tabs: [Index](#), [Class Details](#), [Planning Tool, Rationale & Aim](#), [Learning Outcomes Engagement](#)
- Section header: **Physical Education:**
- Text: Digital Planning Tool
- Table: **Class Details Sheet:**  
Complete the table below. The information in this table will prepopulate in other sheets. Teacher names will be available in a dropdown menu in each unit of learning sheet once names are filled in here.
- Form fields: School: \_\_\_\_\_, Current Date: \_\_\_\_\_
- Table with 7 rows for subject teachers:

School:	
Subject teachers in the school:	1
	2
	3
	4
	5
	6
	7

# QR code for PE Excel Digital Planner



Oide



# Let's Start... live-demo of Excel-based digital planner



Click: [BC](#) [Index](#) [Class Details](#) [Planning Tool, Rationale & Aim](#) [Learning Outcomes Engagement](#) [Instructions](#)

**Physical Education:**

Digital Planning Tool

**Class Details Sheet:**

Complete the table below. The information in this table will prepopulate in other sheets. Teacher names will be available in a dropdown menu in each unit of learning sheet once names are filled in here.

<b>School:</b>	School name	
<b>Subject teachers in the school:</b>	1	Teacher name
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
<b>Start year of Junior Cycle:</b>	Start year	
<b>End year of Junior Cycle:</b>	End year	
<b>Class group: (code/name)</b>	Group name/code	

Current Date: 07/02/2023 16:03

Notes:																			





# To Unblock a single file 'Security risk' message

## Unblock a single file

In most cases you can unblock macros by modifying the properties of the file as follows:

**SECURITY RISK** Microsoft has blocked macros from running because the source of this file is untrusted. [Learn More](#)

157

Click: [Index](#) [Class Details](#) [Planning Tool, Rationale & Aim](#) [Learning Outcomes Engagement](#)

	Class group: (code/name)	Junior Cycle cohort:	Start year/ End year	School:
<b>Physical Education:</b>				
Unit of learning titles: (Click links)	Year group:	Commencement date:	Duration:	Teacher:
1				

**PE Excel Digital Planner (1) Properties**

General Security Details Previous Versions

Type of file: Microsoft Excel Macro-enabled Worksheet (.xlsm)  
Opens with: Excel  
Location: C:\Users\BrigidCorigan\Downloads  
Size: 1.92 MB (2,014,920 bytes)  
Size on disk: 1.92 MB (2,019,328 bytes)

Created: Monday 27 March 2023, 15:15:54  
Modified: Monday 27 March 2023, 18:39:14  
Accessed: Today 27 March 2023, 18:39:14

Attributes:  Read-only  Hidden [Advanced...](#)

Security: This file came from another computer and might be blocked to help protect this computer.  Unblock

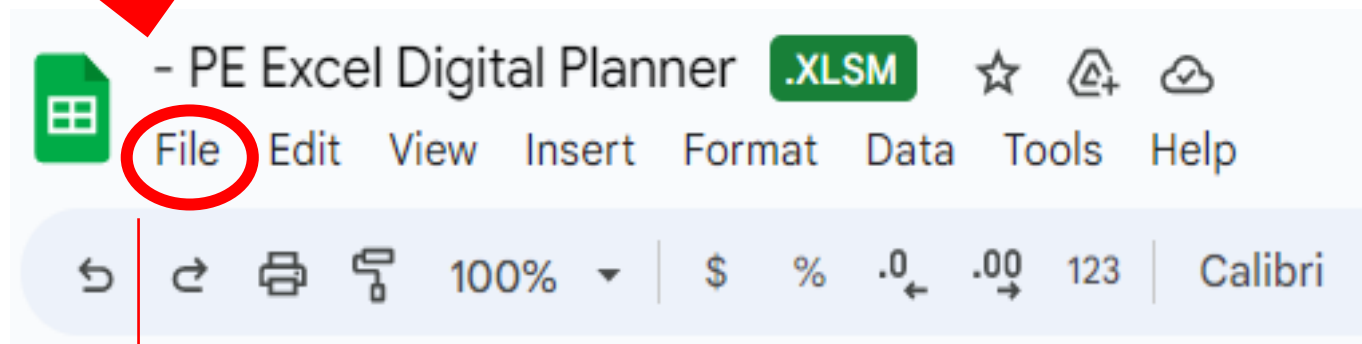
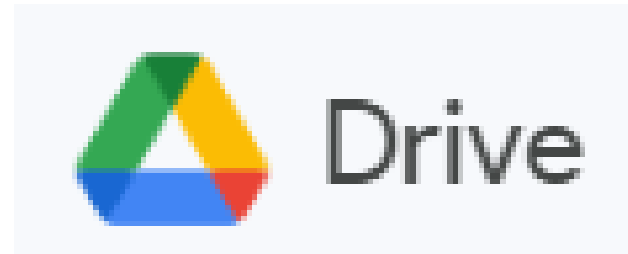
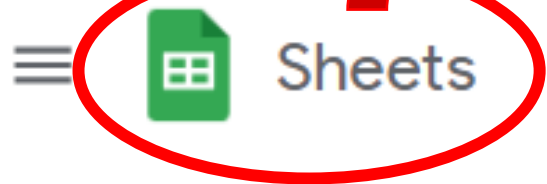
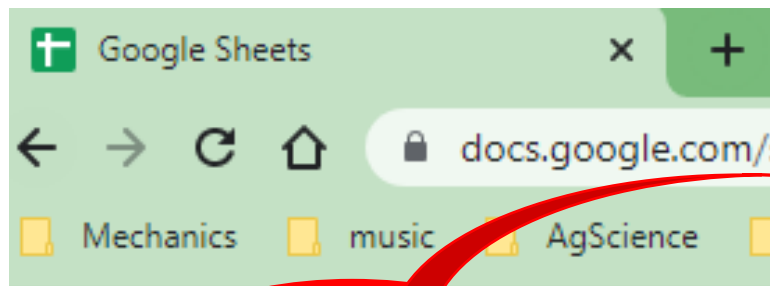
OK Cancel Apply

**When the excel file is shared from another source, macro's won't be fully enabled e.g. Index page units**

 <https://support.microsoft.com/>



# Opening from a Google Drive



Download (XLSM)

Microsoft Excel

# The Planner: In case you missed this feature...



Click: [Index](#) | [Class Details](#) | [Planning Tool, Rationale & Aim](#) | [Learning Outcomes Engagement](#) | [Instructions](#)

**Physical Education:** Unit Title: Unit 1 Include on Index sheet: Select Yes/No No Teacher:

Year Group:  Class Group:  Commencement Date: 01 September 2023 Duration: 6 weeks School:

**Age/Stage & Prior Learning:** **Learning Outcomes & Key Learning:**

Prior Learning:	Learning Outcomes:	Action Verbs:	Key Learning:
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

NOTE: To include this unit in the index sheet, select Yes from the dropdown menu. To exclude, select No.

Notes/Images/Other:

**Evidence of Learning:**

How can students experience the learning?	How can the learning be assessed?
<input type="text"/>	<input type="text"/>

Reflection/Next Steps:

Designed by JCT.





# Have a go yourself

- **Download** the excel digital planner from JCT website (QR code or link shared options also available) and the padlet page
- Complete the **Class details** sheet, check Index to YES
- Complete the **unit of learning sheet** for a current group of 1<sup>st</sup> years. Use drop down menu's available
- Then, focus on **discussions with colleagues** before inputting in the **free-text sections** for key learning and evidence of learning
- **Consider a unit of learning that supports Water Safety for 1<sup>st</sup> years**





Oide

# Department Planning

Planning for FMS/Water Safety at Junior Cycle



# CBAs in Physical Education

- CBAs are assessments capturing a moment in time,
- Can draw on student's prior experiences in other areas of learning
- Opportunity to plan for CBAs building on previous experiences in the system
- Aligning assessment with learning, planning for this in PE

## Assessment for the JCPA

The assessment of Physical Education for the purposes of the Junior Cycle Profile of Achievement (JCPA) will comprise two Classroom-Based Assessments,

**CBA1:** Physical activity for health and enjoyment and

**CBA2:** My performance.

All students will complete both CBAs.

JC PE Spec. pg. 22

Focus  
Question



What ways can CBAs support learning in Physical Education?



# Conclusion

Final discussions and feedback

