



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Primary Curriculum Framework

Day 2: Being and Becoming

Professional Learning Booklet 2026

Key Messages

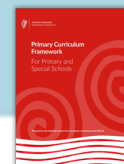
The *Primary Curriculum Framework* recognises children's experiences in primary and special schools as a time of 'being' and 'becoming'.



The seven key competencies are embedded across the curriculum to foster children's deep learning and contribute to their holistic development.



The central components of high-quality learning, teaching and assessment are teacher's knowledge of the children and their prior learning, knowledge of pedagogy and knowledge of the curriculum.



Glossary of Terms

Primary Curriculum Framework (PCF): The *PCF* refers to the framework of the redeveloped curriculum published in March 2023. The *PCF* sets out the purpose, structure and content for the redeveloped curriculum in primary and special schools. It highlights what is important in primary education and why; and provides a description of what should be prioritised in children's learning. The framework underpins the individual curriculum specifications. Understanding the *PCF*, in the first instance, is critical before detailed exploration of the individual specifications.

Curriculum areas: The redeveloped curriculum is presented in five broad curriculum areas informed by the curriculum framework (*PCF*). The curriculum areas are outlined on page 14 of the *PCF* document and include:

1. Language
2. Science, Technology, Engineering, and Mathematics (STEM) Education
3. Wellbeing
4. Arts Education
5. Social and Environmental Education

Specification: The curriculum area specification is the document which refers to the specific detail for each curriculum area of the redeveloped curriculum. The specification is distinct from the online toolkit. The specification outlines the link to the vision and principles of learning, teaching and assessment of the framework as well as the rationale, aims, strands, strand units, elements, learning outcomes, and guidance on the curriculum in practice.

Toolkit: The curriculum area toolkit is a set of supports developed and maintained by the National Council for Curriculum and Assessment (NCCA). A toolkit is available for all five curriculum areas and will be added to by the NCCA in time. Each toolkit offers practical support for teachers in building rich learning experiences for children. The components of the toolkit are support materials, examples of children's learning and progression supports.

Vision for the Redeveloped Primary School Curriculum: The vision is a broad statement of purpose intended to inform all parts of the curriculum and ultimately the experiences of all children and teachers in primary and special schools.

Principles of Learning, Teaching and Assessment: The 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 redeveloped primary curriculum. They are broad in nature to reflect varied school contexts and children's different circumstances, experiences, and abilities.

Key competencies: The redeveloped primary curriculum builds on and further develops children's early learning experiences in the home and preschool. It seeks to equip children with the essential knowledge, skills, concepts, dispositions, attitudes, and values which enable them to adapt to and deal with a range of situations, challenges, and contexts in support of broader Learning Outcomes. These capabilities are presented as seven inextricably linked key competencies that are relevant from stages 1 to 4.

Attributes: The attributes of the Key Competencies presented in the *PCF* are not intended as an exhaustive list but instead describe characteristic learning and development opportunities for children within each key competency which will be embedded through Learning Outcomes in the curriculum specifications.

Teacher Agency: Agency is the capacity to make choices and decisions about what to teach, when to teach it, and how to sequence and pace learning. This includes decisions about the specific learning experiences to be provided.

Child Agency: Children are active in their own learning and can display their agency by taking the initiative in learning situations, by observing and becoming involved in ongoing events, or by initiating conversations with others.

The Central Components of High-Quality Learning, Teaching and Assessment: Teachers make key decisions every day about learning, teaching and assessment, including decisions about what children learn, the sequence in which they learn, the pace at which they learn, and the activities and experiences through which they learn. These decisions are shaped the teacher's knowledge of the children and their prior learning; their knowledge of the curriculum; their knowledge of pedagogy.

Enactment: Enactment refers to the process of bringing the redeveloped curriculum into practice in schools. The introduction and enactment of the primary school curriculum requires a highly dynamic set of sustained conditions. Enactment requires reflection to move forward with both clarity and purpose and places confidence in teacher's professional judgements. The enactment of the curriculum recognises that teachers are bringing the curriculum to life in their classrooms, is intended to be used flexibly and can take account of each school's unique context.

Implementation: A term commonly used in educational policy and research to describe the process of putting curriculum design into practice. In the *PCF*, the term enactment rather than implementation is used, reflecting the view that curriculum change involves ongoing professional judgement, contextual adaptation, and dynamic conditions within schools.

Learning Outcome: A learning outcome describes the expected learning and development for children at the end of a period of time.

A glossary is also provided in Chapter 8 of each specification to support understanding of terminology specific to that specification.





Vision for the Redeveloped Primary School Curriculum

The curriculum 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 during childhood, as they progress through primary and special education and into post-primary education. Building on their previous experiences, the curriculum views children as unique, competent, and caring individuals, and it views teachers as committed, skilful, and agentic professionals*. It supports high-quality learning, teaching, and assessment that is inclusive and evidence-based, recognising the right of all children to make progress in all areas of their learning and development.

*An agentic teacher makes professional and informed decisions in response to the children's learning needs. (*Primary Curriculum Framework*, p.5)

Principles of Learning, Teaching And Assessment

PARTNERSHIPS

Partnerships and collaboration between schools, families, and communities enrich and extend children's learning by acknowledging and supporting their lives in and out of school.

LEARNING ENVIRONMENTS

Children's learning is shaped and nurtured by the physical environment, indoors and outdoors. These diverse environments encourage children's independence, and stimulate and support their learning across the curriculum.

INCLUSIVE EDUCATION & DIVERSITY

Inclusive education provides for equity of opportunity and participation in children's learning. Inclusive education celebrates diversity and responds to the uniqueness of every child.

PEDAGOGY

Teachers use appropriate and evidence-based pedagogical approaches and strategies to foster children's engagement, ownership, and challenge. Such pedagogical approaches and strategies connect with children's life experience, circumstances, strengths, and interests.

PRINCIPLES OF LEARNING, TEACHING, AND ASSESSMENT

ENGAGEMENT & PARTICIPATION

Children are active and demonstrate agency as the capacity to act independently and to make choices about and in their learning. Curriculum experiences provide them with opportunities for decision-making, creativity, and collaboration.

RELATIONSHIPS

Caring relationships within the school community support and impact positively on children's engagement, motivation, and learning.

TRANSITIONS & CONTINUITY

Children's prior learning, self-worth, and identity are built upon as they move from home to preschool and on to junior infants, and as they progress through primary school. This provides important foundations for learning as they move to post-primary school.

ASSESSMENT & PROGRESSION

Meaningful assessment is collaborative and integral to high-quality learning and teaching. Involving children, teachers, parents, and others, it provides information which enhances teaching and informs and supports progression in children's learning across the curriculum.

Figure 1: Principles of learning, teaching, and assessment

Being and Becoming

Teacher Voice



Child Voice



Being an active citizen

This competency fosters the knowledge, skills, concepts, attitudes, values, and dispositions in children that motivate and empower them as citizens to take positive actions to live justly, sustainably, and with regard for the rights of others. It helps children to question, critique, and understand what is happening in the world within a framework of human rights, equity, social justice, and sustainable development. It also raises awareness of global challenges such as climate change, conflict, and growing inequalities. It places democratic practices at the centre of the learning process. This competency develops children's capacity and motivation for active and meaningful participation in society at local, national, and global levels, and fosters their ability to contribute positively and compassionately to creating a more sustainable and just world.

Being creative

This competency recognises children's innate creativity. Children have creative energy and require lots of opportunities for creative behaviour. The focus is on nurturing and promoting children's interests and opportunities for meaningful creative experiences through exploring, clarifying, and expressing ideas and feelings. Creativity is expressed in many ways, in all areas of human activity and culture, and involves originality. Creative learners are curious, open-minded, and imaginative. Through creative activity, children can produce works that are original and of value across the curriculum. As children develop this competency, they come to understand that creative activity involves enjoyment, effort, risk-taking, critical thinking, and reflection. Unlocking and promoting children's creative potential impacts positively on their motivation, self-esteem, and overall development.

Being a digital learner

This competency supports children to become curious, creative, confident, and critical users of digital technology. Being a digital learner fosters children's ability to collaborate and thrive in a world increasingly immersed in technology. Children develop their knowledge, skills, concepts, attitudes, values, and dispositions through problem-solving, experimenting, and creating. Developing this competency increases their confidence in using a range of digital technology to harness their imagination and expand their creative thinking and creative expression. Through empowering children to be active digital citizens, this competency develops their responsible, respectful, safe, and ethical use of technology. It enables children to critically engage and contribute in a digitally connected and interdependent world.

Being mathematical

This competency supports children to develop and apply mathematical thinking and logic to solve a range of problems. It involves having the confidence and skill to recognise and use mathematics in all aspects of life. Being mathematical involves children drawing on a range of knowledge, skills, concepts, attitudes, values, and dispositions as they recognise, interpret, and apply real-world information presented mathematically. Children need to be able to think and communicate quantitatively, to reason, to make sense of and critically engage with data, to have spatial awareness and to understand patterns and sequences. When opportunities for using mathematics across the curriculum are identified, children can transfer their mathematical knowledge, skills, and logic to other curriculum areas and the wider world, enriching their experiences.

Competencies

Being a communicator and using language

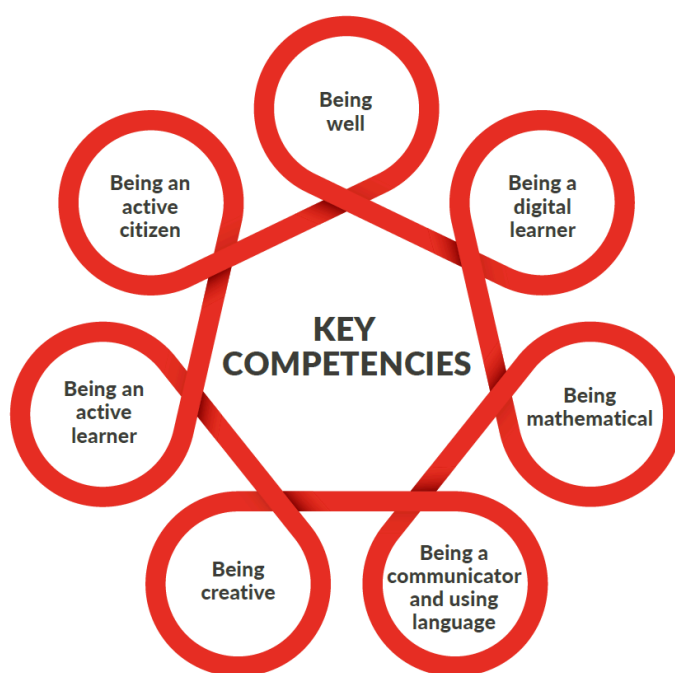
This competency develops children's understanding and enjoyment of interacting with others. Being a communicator and using language means being able to understand, interpret, and use different forms of communication, including gesture, expression, language (which can include English, Irish, Irish Sign Language, and other languages), printed text, broadcast media, and digital media. It also involves children engaging purposefully in the creation and exploration of different text types.³ Children need to be able to communicate and connect with others, in order to participate in wider society, share meaning, and develop new knowledge. Developing this competency increases children's confidence in using a range of media and methods of communication suited to different purposes and audiences. It is about children learning how to share their experiences, thoughts, ideas, and feelings in a variety of ways, and learning how to observe, listen to, interpret, and show respect for the perspectives of others.

Being well

This competency develops children's understanding and appreciation of wellbeing and their ability to be as healthy as they can be – physically, socially, emotionally, and spiritually. It fosters self-acceptance and self-awareness and promotes the importance of children seeing themselves as competent and resourceful. This supports their ability to deal with the normal challenges of life, become resilient, and cope in a variety of situations and circumstances. This competency helps children become healthy through physical activity, food, self-care, and interaction with nature. It helps children become positive and engaged in their learning and realise their own uniqueness and potential. It supports healthy relationships with themselves, their peers, their family, and the wider world. It also recognises the spiritual dimension of living, which enables children to experience a sense of awe and wonder and to know that life has a meaning.

Being an active learner

This competency helps children develop an awareness of themselves as learners. It promotes the development of the knowledge, skills, concepts, attitudes, values, and dispositions needed for being an active, agentic learner who can learn independently and with others. Children also learn how to communicate, set personal and collaborative learning goals, solve problems, and manage interactions with others. This competency involves children finding out about and making sense of people, things, and places around them and in the wider world. Through developing this competency, children also learn to reflect on their learning. This competency taps into and nurtures children's innate curiosity and involves having opportunities to interact, investigate, question, and wonder. Learning with and about others supports children's wellbeing, as it creates a sense of belonging and connection, and builds awareness of the unique contribution that every child can make. Learning with and about others also enables children to develop empathy, an important capacity that allows them to tune in, to see and feel what another person is experiencing.



Attributes of Each Key Competency

Being an active citizen

- Developing an understanding of, and acting on, the rights and responsibilities of myself and others
- Experiencing learning through democratic practices
- Recognising injustice and inequality and ways to take action
- Developing capacity to make choices and take action in favour of a sustainable future

Being creative

- Participating in and enjoying creative and cultural experiences
- Being curious
- Being imaginative
- Being innovative
- Using creative processes
- Exploring alternative ways of communicating

Being a digital learner

- Communicating and collaborating with others through digital technology
- Accessing, analysing, and managing content using digital technology
- Enabling content creation, problem-solving, and creativity using digital technology
- Interacting ethically, critically, and responsibly with digital technology

Being mathematical

- Understanding the usefulness and beauty of mathematics
- Thinking and communicating mathematically
- Solving problems and making sense of the world using mathematics
- Observing, estimating, predicting, and calculating
- Recognising relationships, trends, connections, and patterns
- Interpreting, processing, and evaluating information and data

Being a communicator and using language

- Developing understanding and enjoyment of words and language
- Developing expressive language
- Reading for enjoyment and with critical understanding
- Writing for different purposes and for a variety of audiences
- Exploring and creating a variety of texts

Being well

- Showing awareness of how to make good choices in relation to wellbeing
- Participating with growing confidence and skill in physical activity
- Being self-aware and resilient
- Acting responsibly and showing care towards self and others
- Being spiritual and having a sense of purpose and meaning
- Being persistent and flexible in solving problems
- Being able to assess risk and respond

Being an active learner

- Playing, learning, and working, both individually and with others
- Developing metacognitive skills and strategies
- Fostering and maintaining positive relationships
- Dealing with conflict
- Respecting difference
- Learning about others
- Caring for and showing empathy towards others

Key Competency- Jigsaw Activity

During group feedback, record new learning on each key competency.

Being an Active Learner

Being Creative

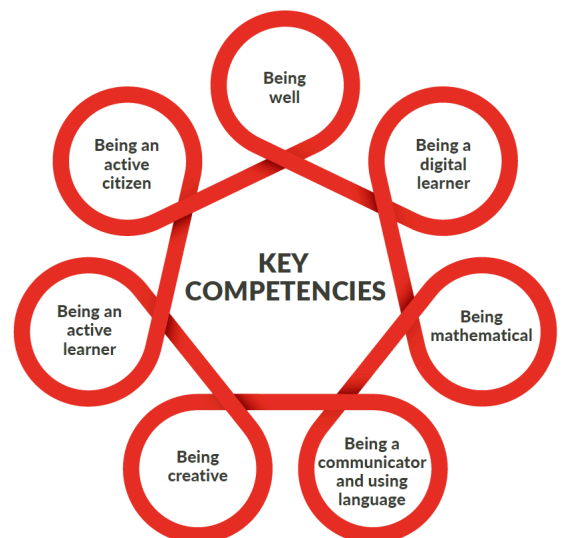
Being a Communicator and using Language

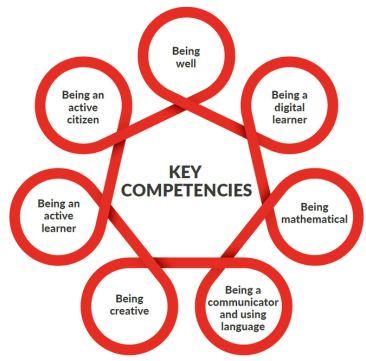
Being Mathematical

Being an Active Citizen

Being a Digital Learner

Being Well





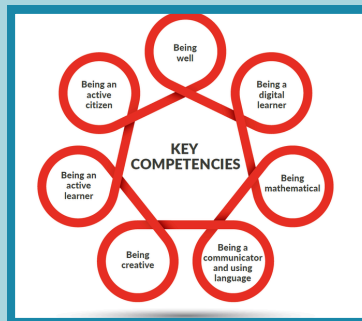
Key Competencies in Action

In your opinion, what key competencies are in action here?

Photograph	Key Competencies	Reason for Choice (with reference to Attributes)
1		
2		
3		
4		
5		
6		

Key Competencies: Personal Reflection

What learning in relation to the Key Competencies will inform your practice going forward?



Professional Decision Making

Reflect on a lesson you taught this week.
What did you teach? Why did you teach it?
How did you sequence and pace learning?



Knowledge of Children and Their Prior Learning

Knowledge of the children includes the children as learners and as members of a family and community.



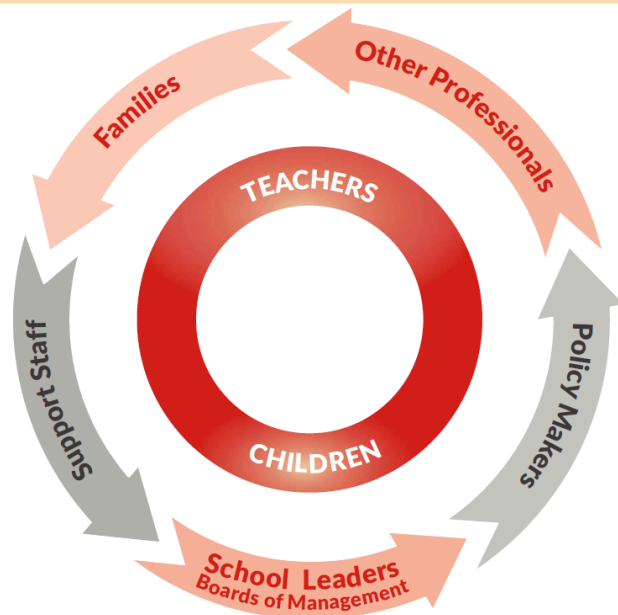
This knowledge can be deepened through positive interactions, sharing relevant information on children's backgrounds, good relationships, and assessment.

Positive interactions are central to supporting relationships with children and are important in getting to know children and their prior learning. The curriculum recognises the value of the full range of interactions between the teacher and children – informal and formal, planned and incidental, social and cognitive - as contributing to a teacher's understanding of the child.

Provide time for children to communicate about their learning

Support children to identify and reflect on their next steps

Ensure assessment is meaningful and supports decision making



Stakeholders for whom assessment provides information

Recording of Key Insights



Knowledge of Children and Their Prior Learning



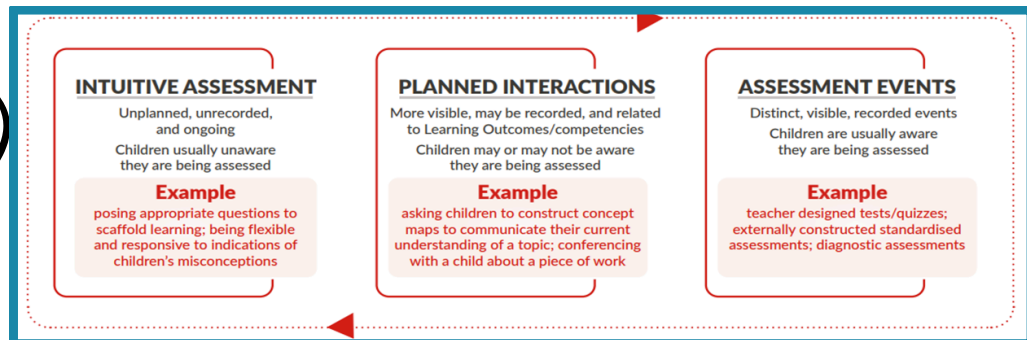
As a teacher, how do I nurture positive interactions with children in my setting?

Which moments in the school day afford us the opportunity to get to know the children and their prior learning?

How do we share relevant information on children's backgrounds? Which principles of Learning, Teaching and Assessment support this?

Knowledge of Children and Their Prior Learning: Assessment

How do we use information gathered to make decisions that have a positive impact for children?



In my setting, what opportunities do children have to communicate about their learning and progression?

How do we balance the three types of assessment? Do we have opportunities for child-led along with teacher-led assessment in our practice?

Knowledge of Pedagogy



Pedagogy takes account of teachers' actions, words, and judgements on what and how children learn, and why particular experiences are important for learning.

Knowledge of pedagogy begins with initial teacher education and evolves and deepens through reflection on practice, conversations with colleagues, and continuing professional development.

Professional preparation, which includes invisible, visible, and recorded aspects, is a critical element of a teacher's pedagogy, as is knowledge of content.

Teachers' preparation of the learning environment, both indoor and outdoor, and the resources that will provide opportunities for the children to play, explore, inquire, experiment, and discover, are critical contributions to pedagogy. Even more important than the physical learning environment is the creation of a respectful, caring, and secure atmosphere that nurtures learning and development.

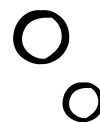
Recording of Key Insights



How do we create respectful, caring and secure atmospheres that nurture learning and development?

How does your preparation of the learning environment, both indoor and outdoor, provide opportunities for the children to play, explore, inquire, experiment, and discover?
How do resources support this?

What factors inform the pedagogical approaches you use?



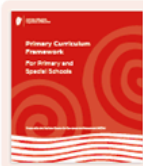
Knowledge of the Curriculum

Teachers' knowledge of the curriculum (including the vision, principles, key competencies, curriculum areas, and learning, teaching, and assessment processes) enables high-quality learning experiences for all children in primary and special schools.

In the special school context, the intended learning for children should be drawn from an age-appropriate primary or post-primary curriculum to ensure children have access to, participate in, and benefit from an education that is inclusive and appropriate to their abilities and needs.

Teachers who build on children's prior learning and forge a close relationship between curriculum, pedagogy, and assessment greatly enhance children's progression in learning.

The Redeveloped Primary School Curriculum



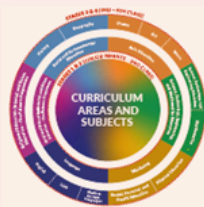
The curriculum: aims to provide a strong foundation for every child to thrive and flourish
views children as unique, competent and caring individuals
recognises the right of all children to make progress in all areas of their learning
views teachers as committed, skilful and agentic professionals
supports continuity of learning from early childhood through primary and special education and into post-primary education



Seven key competencies are embedded to foster children's deep learning and contribute to their holistic development.



The Primary School Curriculum is presented in five broad curriculum areas.



Find out more about the *Primary Curriculum Framework, Specifications and Toolkits* at www.curriculumonline.ie



An Roinn Oideachais agus Oige
Department of Education and Youth

Recording of Key Insights



How does curriculum knowledge support inclusive practices that meet the diverse abilities and needs of learners?

In what ways does the Primary Curriculum Framework support my practice?

Common Pedagogical Approaches



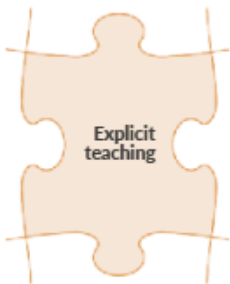
Dialogic pedagogy

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.

Teachers can use dialogic pedagogy by:

- establishing a safe environment where children feel confident to discuss choices, to build on their own and one another's contributions, to respect each other's ideas and give purposeful and considered responses
- providing children with active opportunities to co-create, engage in conversation, ask questions and to perform and present their work.
- posing open-ended questions that require reasoning and critical thinking, facilitating collaborative discussions
- conferencing with children to draw awareness to and elicit their use of skills, how they are applied and how they can be improved or refined
- using circle activities to build relationships, create a sense of belonging and provide a safe space for children to express their thoughts and ideas
- carefully selecting appropriate stories, texts, artefacts, visual images, audio and videos to stimulate listening, thinking and discussion on various topics



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.

Teachers can use explicit teaching by:

- providing support and feedback to facilitate children's engagement as confident, reflective, skilled, active and agentic learners
- scaffolding and sequencing learning activities to facilitate progression in children's learning.
- describing and explaining a skill, the contexts in which it is useful and modelling and instructing how it can be applied in a variety of contexts
- breaking down and organising complex or abstract ideas into more manageable and accessible units of learning
- clarifying what has been learned at the end of a unit of work to ensure solid understanding of concepts.
- sequencing new learning in an incremental manner and exemplifying new content using demonstrations, modelling and visual and verbal cues, as appropriate
- responding to 'teachable moments' to explore children's ideas, make connections in their learning and draw attention to important and relevant knowledge and skills
- demonstrating how to use new words and phrases associated with themes/topics in context, providing opportunities for guided practice

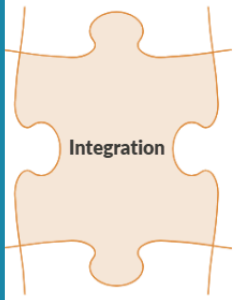
Integration

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.



Teachers can use integration by:

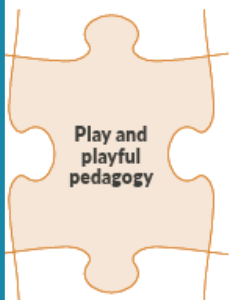
- providing opportunities for problem-solving, decision making, collaboration, design thinking/inquiry-based learning/ project-based work.
- incorporating real world topics, themes or current issues for investigation with a focus on inquiring, communicating, and understanding and connecting
- collaborating with the children to identify a concept, big idea or statement with an SEE focus and connecting it with other curriculum areas to develop and complete a unit of work
- supporting children to use the inquiry process to investigate social, economic and environmental issues, their impact on society and the responses to these challenges across curriculum areas.
- drawing on themes and content from children's broader learning as inspiration while working towards Learning Outcomes in curriculum areas

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.

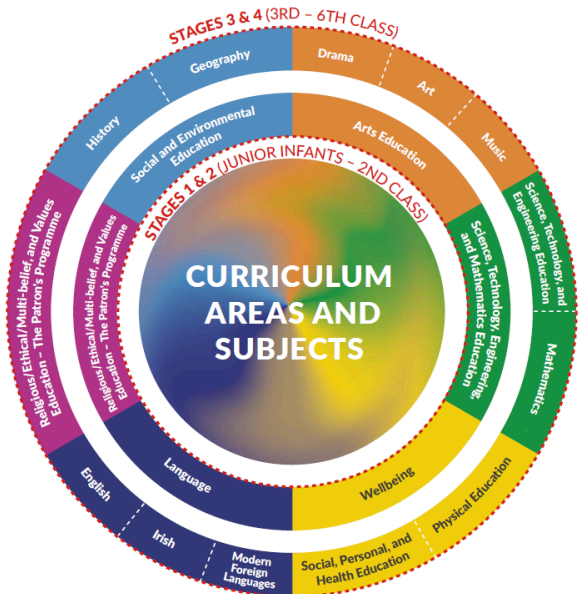


Teachers can use play and playful pedagogy by:

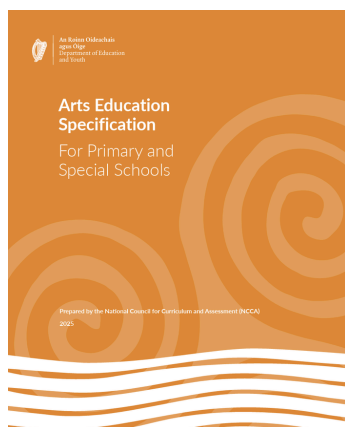
- being playful and enthusiastic in their own dispositions towards learning and identifying learning experiences in both indoor and outdoor environments that evoke children's natural curiosities and inspire their imagination
- providing opportunities for multi-sensory, child-led playful experiences that support children's learning in, using stimuli such as images or story to initiate playful discussions and tasks
- identifying where children can engage in hands-on and minds-on learning, where they have opportunities for exploring, making and experimenting.
- 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
- providing a wide range of tactile materials for children to explore, engage with and play with
- using narratives and stories as a stimulus for imaginative movement experiences and to explore different perspectives
- prioritising playful experiences that value success including improvement, learning, effort and fun.

An Introduction to the Specifications

Components in Curriculum Specifications



Content	Description
Introduction	A summary of the philosophical and educational basis for the curriculum area.
Rationale	A description of the nature and role of the curriculum area and associated subjects within the broad primary curriculum.
Aims	A vision for the curriculum area and associated subjects articulated through a set of aims.
Strands and elements	Each curriculum area will be divided into strands, and across the strands, the elements will describe the essential learning.
Learning Outcomes	Learning Outcomes will describe the expected learning and development for children at the end of a period of time.
The curriculum in practice	Guidance and support focusing on the big ideas that underpin high-quality learning, teaching, and assessment in the classroom.



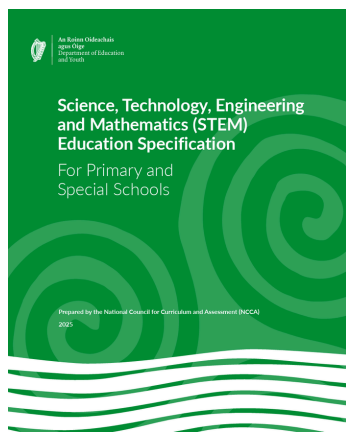
Arts Education Specification

Arts Education, encompassing the subjects Art, Drama and Music, occupies a unique and important space in children's primary education. Ireland has a rich, vibrant culture and heritage, and the arts play a key role in Irish life and society. Engagement with traditional and contemporary art, craft, music, song, drama, dance and other artforms helps connect children to this important aspect of national culture. They also learn about the perspectives of others, and arts-making in cultures and communities outside of Ireland. *Arts Education* supports and promotes children's artistic and creative development and wellbeing in an enjoyable way. This curriculum area offers opportunities for children to explore ideas and feelings and to express themselves creatively through a variety of artforms.



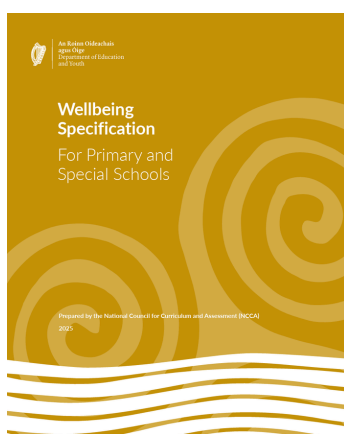
Language Specification

The *Primary Language Curriculum* represents one of the five curriculum areas in the Primary School Curriculum. The *Primary Language Curriculum* is an integrated curriculum that emphasises connections within and across languages and promotes high-quality language learning. It encourages a plurilingual approach to language learning and teaching that draws on the knowledge and experiences of languages that children bring to the classroom. Underpinning this is the recognition that every child has their own unique linguistic repertoire which is shaped by their experiences since birth. The *Primary Language Curriculum* presents the intended language learning for children across the eight years of primary education. It supports learning and teaching in the school's Language 1 (L1) (English) and Language 2 (L2) (Irish) for Stages 1 to 4. Modern Foreign Languages¹ (MFL) is introduced for Stages 3 and 4. At Stage 3, MFL focuses on building an awareness of languages and cultures. This consolidates existing knowledge of language(s) and builds a solid foundation for learning a third language (L3). At Stage 4, children learn to communicate at a very basic to basic level in an L3. This is supported by a continued focus on developing an awareness of languages and cultures.



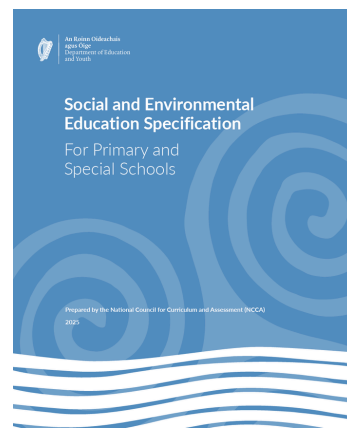
Science, Technology, Engineering and Mathematics (STEM) Education Specification

Science, technology and engineering are integral components of our everyday lives, continually advancing and shaping our world. *Science, Technology and Engineering (STE) Education* provides children with opportunities to explore, investigate and interpret our world and beyond. Children learn that in light of new discoveries and technological advancements, problems can be solved, enabling rapid adaptability and changes to how we live in the world. *STE Education* supports children in developing the knowledge, concepts, skills, dispositions, attitudes and values required to make informed decisions and explore local, national and global challenges. The wider benefits of learning in *STE Education* include developing STEM literacy, building resilience, fostering creativity and nurturing the ability to engage in child-led inquiry and design.



Wellbeing Specification

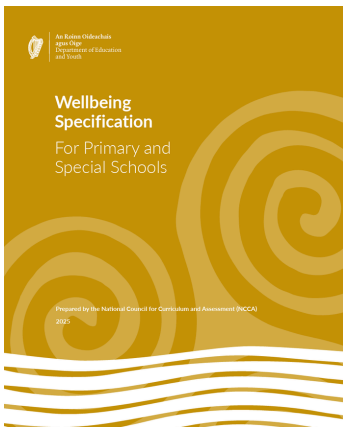
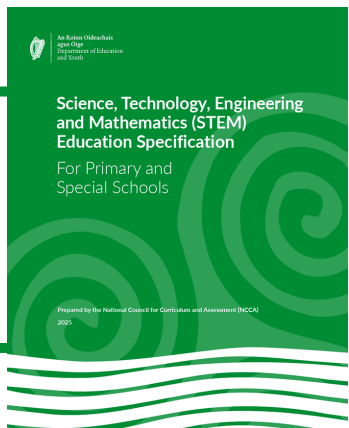
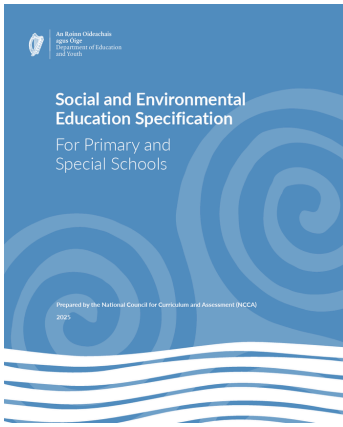
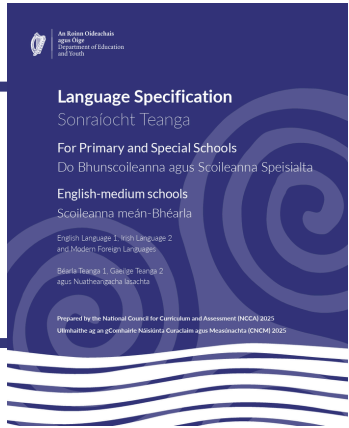
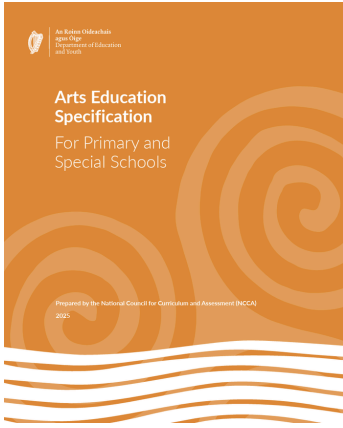
The *Wellbeing* specification incorporates two subjects: Physical Education (PE) and Social, Personal and Health Education (SPHE). It emphasises the interconnected physical, social, relational, emotional and spiritual dimensions of wellbeing, focusing on developing knowledge, skills, concepts, dispositions, 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.



Social and Environmental Education Specification

Education plays a pivotal role in contributing to a democratic, equitable and just Irish society. *Social and Environmental Education (SEE)* comprises the subjects History and Geography, incorporating learning about religions, beliefs and worldviews. Learning in this curriculum area enables children to see themselves as members of society with rights and responsibilities and empowers them to contribute to matters of local, regional, national, European and global priority. This is realised through enriching learning experiences that are inclusive and responsive, with children at the centre of these educational experiences.

An Introduction to the Specifications: Key Learning



Time Allocations

Suggested Minimum Curriculum Time

Arts

Stage 1 & 2	9 hours per month
Stages 3 & 4	8 hours per month

SEE

Stage 1	6 hours per month
Stage 2	9 hours per month
Stages 3 & 4	8 hours per month

Wellbeing

Stage 1	2 hours 30 mins per week
Stages 2, 3 & 4	3 hours per week
It is recommended that schools use a 2:1 ratio, with the greater amount of time being given to PE	

STEM STE

Stage 1	3 hours 20 minutes per month
Stage 2	4 hours per month
Stages 3 & 4	5 hours per month

**See Appendix:
Suggested Time Allocations**
(PCF, pg. 38)

Language

Stage 1	5 hours 45 minutes per week	L1: 3 hours 15 minutes L2: 2 hours 30 minutes
Stage 2	7 hours 45 minutes per week	L1: 4 hours 45 minutes L2: 3 hours
Stages 3 & 4	7 hours 45 minutes per week	L1: 3 hours 45 minutes L2: 3 hours MFL: 1 hour

Mathematics

Stage 1	3 hours per week
Stages 2-4	4 hours per week

Flexible time

Stage 1	Up to 5 hours per month	Stage 2	Up to 6 hours per month	Stages 3 & 4	Up to 7 hours per month
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Enacting the Redeveloped Primary School Curriculum

School Year	Curriculum Area in Focus (Year 1 of Enactment)	Curriculum Area in Focus (Year 2 of Enactment)	Notes
2026/2027	Curriculum Area 1:		First curriculum area selected. Two year enactment begins.
2027/2028	Curriculum Area 2:	Curriculum Area 1:	Second curriculum area selected. Areas 1 and 2 being worked on simultaneously.
2028/2029 (Enactment of Wellbeing specification must have commenced)	Curriculum Area 3:	Curriculum Area 2:	Third curriculum area selected. Areas 2 and 3 being worked on simultaneously.
2029/2030	Curriculum Area 4:	Curriculum Area 3:	Fourth curriculum area selected. Areas 3 and 4 being worked on simultaneously.
2030/2031	Curriculum Area 5:	Curriculum Area 4:	Fifth curriculum area selected. Areas 4 and 5 being worked on simultaneously.
2031/2032		Curriculum Area 5:	All areas will be fully enacted by 2031/2032.
2032/2033			If a school opts to take a consolidation year, all curriculum areas will be fully enacted by 2032/2033.

3

Things I learned:

2

Things I am curious about:

1

Thing I want to explore further:

Possible Next Steps for Me





Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers