NCCA

An Chomhairle Náisiúnta
Curaclaim agus Measúnachta
National Council for
Curriculum and Assessment

Draft Wellbeing Specification

For all primary and special schools

For consultation

Contents

1: Introduction

The primary curriculum supports high-quality learning, teaching, and assessment for all children attending primary and special schools. The *Primary Curriculum Framework*[1] recognises primary education as a time of 'being' and 'becoming'– highlighting the importance of interesting, relevant, and appropriately challenging experiences for children. It is important that children enjoy and feel empowered through their engagement with these experiences in the present, whilst simultaneously equipping them for learning in the years ahead.

The curriculum area of Wellbeing encompasses two important subjects: Physical Education (PE) and Social, Personal, and Health Education (SPHE). These subjects focus on learning and teaching about different dimensions of our wellbeing, including our physical, social, emotional, and spiritual development. Through PE, children actively participate in educational experiences that foster the development of movement competency; an understanding of the benefits of movement in their lives; the building of a supportive community of movement; and the establishment of positive behaviours and attitudes towards movement that will enable the adoption of an active and healthy lifestyle. SPHE provides children with valuable knowledge, skills, dispositions, attitudes, and values related to their social interactions, personal wellbeing, and health education. By integrating PE and SPHE within the *Wellbeing Curriculum*, children have the opportunity to develop a holistic understanding of their wellbeing and acquire the necessary tools to lead healthy and fulfilling lives.

The primary curriculum acknowledges that from birth, children begin their educational journey through interactions and experiences with the world around them. In primary and special schools, children have playful and engaging learning experiences that build upon the knowledge, skills, dispositions, attitudes and values they have acquired at home and in preschool settings through *Aistear: the Early Childhood Curriculum Framework*.[2] As children move through primary and special school their learning connects with, and is further progressed through, the learning experiences provided in Junior Cycle.[3] Each child's learning journey is different, and so the curriculum provides flexibility and choice to teachers and school leaders as they support children in their holistic development.

Principles of learning, teaching, and assessment

Eight overarching principles underpin and guide schools in pursuing the vision of the *Primary Curriculum Framework*. These principles convey what is valued in primary and special education and what lies at the heart of high-quality learning, teaching, and assessment in the primary curriculum. They are broad in nature to reflect varied school contexts and children's different circumstances, experiences, and abilities. Table 1 presents a set of examples of the principles in action within the *Wellbeing Curriculum*.

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[1] Department of Education (2023). *Primary Curriculum Framework*. Dublin: Department of Education. Accessed at https://www.curriculumonline.ie/Primary/The-Primary-Curriculum-Framework/

[2] National Council for Curriculum and Assessment (2009). *Aistear: The Early Childhood Curriculum Framework*. Dublin: National Council for Curriculum and Assessment. Accessed at https://curriculumonline.ie/Early-Childhood/

[3] Department of Education and Skills (DES) (2015). Framework for Junior Cycle 2015. Dublin: The Stationery Office. Available at: http://www.gov.ie/en/publication/aed00b-framework-for-junior-cycle/

Table 1: Principles of learning, teaching, and assessment in the *Wellbeing Curriculum*

Principles of learning, teaching, and assessment	Examples within Wellbeing
Partnerships	• Working collaboratively with schools and parents[4] to support children's wellbeing • Collaborating with the local community to further and enhance school-based learning and providing children opportunities to develop a sense of community and belonging
Learning environments	• Using both the indoor and outdoor environment to support children's learning • Creating safe and inclusive learning environments, where children feel physically and emotionally safe
Inclusive education and diversity	• Fostering a culture based on human rights, democracy, equity, equality, and social justice • Challenging stereotypes and misconceptions, and promoting empathy, respect, and multi-perspectivity • Recognising and celebrating the diversity present within the classroom and in wider society
Engagement and participation	• Providing opportunities, where appropriate, to empower child voice and involvement through choice of how and what to learn • Acknowledging and supporting the rights of children outlined in the United Nations Convention on the Rights of the Child
Assessment and progression	• Drawing on a wide range of assessment data to inform, shape, and guide future learning experiences • Enabling children to set goals and monitor progress through peer and self-assessment
Transitions and continuity	• Building on children's prior learning, self-worth and identity as they engage in rich learning experiences in Wellbeing • Building foundational knowledge, skills, dispositions, attitudes, and values to support children's transition to post-primary school
Relationships	• Supporting the development of emotional and relational skills to enable healthy relationships • Fostering respectful and caring relationships towards children and their families
Pedagogy	• Promoting the use of a diverse range of pedagogies to enable every child to have a positive learning experience and develop their wellbeing.

Understanding wellbeing

Wellbeing encompasses various aspects of learning crucial for children's holistic development. Through PE and SPHE, this specification develops the physical, social, emotional, and relational dimensions of children's wellbeing. Defined by factors such as being active, responsible, connected, resilient, appreciated, respected, and aware, wellbeing requires ongoing attention and lifelong nurturing.

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[4] 'Parents' refers to a parent, guardian or carer.

Wellbeing is present when children realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community.[5]

The *Wellbeing Curriculum* recognises the interconnectedness of personal wellbeing with the broader community and social context. Its acknowledges that sometimes, external factors like social, economic, or cultural aspects can impact individual wellbeing, and conversely, individual behaviour may affect collective wellbeing at local and global levels. This understanding highlights that children's wellbeing can change over time, recognising that wellbeing is not synonymous with the absence of stress or negative emotions. Within school communities, the curriculum plays a central role in supporting children's learning 'about' and 'for' wellbeing, fostering inclusive learning environments based on human rights, equality and anti-discrimination principles.[6] The curriculum fosters a perspective in which children not only perceive themselves and others as unique individuals but also as integral members of communities and society. By instilling a commitment to actively advocate for fairness and inclusivity, the curriculum recognises children as empowered citizens who play an active role in building equitable and inclusive classrooms, schools, communities and societies.

Overview of the *Wellbeing Curriculum*

The opening sections of the draft *Wellbeing Curriculum* present the Rationale, Aims, Strands and Elements, and Learning Outcomes. Guidance is then provided on the curriculum in practice, and the use of the Wellbeing Online Toolkit in planning and preparing for rich learning experiences. A glossary of terms is also included. The draft *Wellbeing Curriculum* will be supported by the Wellbeing Toolkit. It will contain a range of supports for enacting the curriculum such as support materials and examples of children's learning. This will be developed upon finalisation of the curriculum.

Figure 1: Overview of the Wellbeing Curriculum and Online Toolkit

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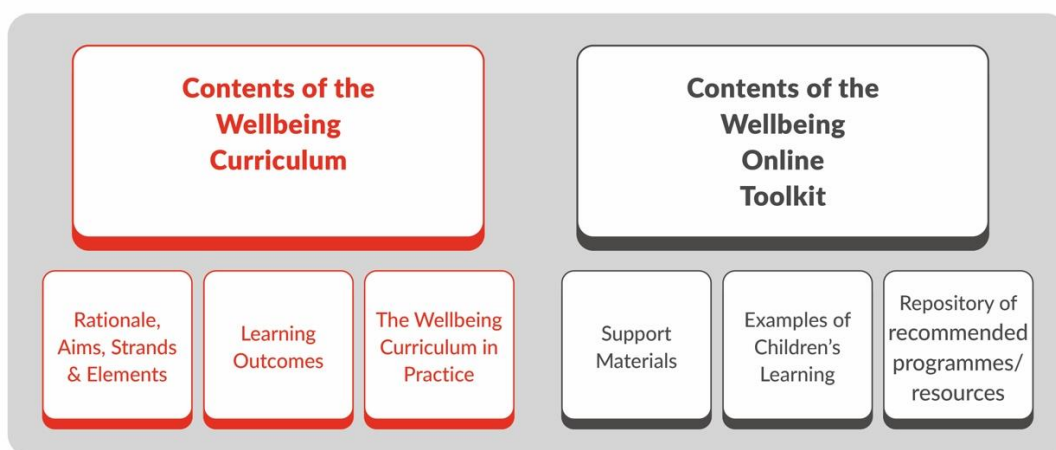
[5] National Council for Curriculum and Assessment (NCCA) (2021). *Junior Cycle Wellbeing Guidelines*. Dublin: NCCA. Available at: https://ncca.ie/media/5062/updated-guidelines-2021_en.pdf

[6] In alignment with Ireland's equality legislation, individuals are safeguarded against discrimination based on various grounds: gender, marital status, family status, disability, race, religion, age, sexual orientation, and membership of the Traveller community.

2: Rationale

Wellbeing

The incorporation of a *Wellbeing Curriculum* in primary education is essential to provide children with a comprehensive foundation for leading fulfilling lives and navigating the intricate and ever-changing challenges of the contemporary world. This curriculum adopts a holistic approach to PE and SPHE, acknowledging the interconnected dimensions of wellbeing. It not only imparts a thorough understanding of personal and collective wellbeing, but also fosters qualities such as empathy, inclusivity, a sense of community, teamwork, fairness, and social justice.

At its core, the *Wellbeing Curriculum* serves as a catalyst for lifelong wellbeing by integrating vital life skills such as: self-awareness, personal safety, emotional regulation, resilience, empathy, movement, decision-making, and healthy relationship-building. It establishes a platform for children to develop as engaged citizens who recognise the importance of leading healthy, active, and sustainable lifestyles.

The *Wellbeing Curriculum* is instrumental in cultivating a strong sense of connection among children to their school, community, and wider society. To nurture these dispositions, attitudes, and values, children need to develop their ethical understanding of the world. Children are encouraged to value active citizenship and comprehend their rights and responsibilities in school, local, and broader contexts. Wellbeing provides structured opportunities for children to attain physical and emotional health by enhancing their motivation for physical activity and facilitating informed and healthy lifestyle choices. Additionally, it supports children in appreciating positive and healthy relationships, encompassing a balanced and inclusive understanding of human sexuality within the context of emotions and connections.

Physical Education (PE)

PE plays a vital role in a child's overall development, including their wellbeing. With its focus on the body and physical experiences, PE holds a unique position within the school curriculum, aiming to promote active and fulfilling lifestyles amongst children now and into the future. PE prioritises learning, participation, enjoyment, self-referenced progress, and the creation of a supportive environment for all children, over high-level performance emphasised in sport or isolated physical activity. Therefore, recognising the differences between Physical Education, Sport, and Physical Activity can support the achievement of these priorities within PE.[7]

PE offers valuable opportunities for physical learning, alongside social, affective, and cognitive learning. Physical learning is at the heart of PE and inspires children to find joy in movement and develops fundamental movement skills and concepts which can be adapted and applied across a wide range of movement contexts. Social learning in PE provides a platform for children to enhance their relationships and ability to learn cooperatively with others, alongside the

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[7] Physical Education refers to activities taught as part of the curriculum within the weekly time allocation, where the emphasis is on learning, for example, working on the development of running technique and strategies. Sport refers to extra-curricular activities that are organised in a structured way and have a focus on competition, for example, competing in a school's running competition. Physical activity is a broad term describing any bodily movement undertaken for enjoyment, health or performance enhancing purposes, for example, completing a running lap of the yard daily.

development of a sense of fairness. Affective learning empowers children to develop motivation, confidence, resilience, emotional awareness, and self-identity in movement contexts. Finally, cognitive learning in PE fosters creativity, enabling children to solve problems, think strategically, and make informed decisions and choices in relation to their own physical activity. Additionally, PE establishes an age and developmentally appropriate foundation for children's current and future participation in a variety of movement contexts, both recreational lifetime physical activities, as well as sporting activities through the PE activity areas.

PE, therefore, plays an important role, alongside family and community, in contributing to the wider development of Physical Literacy. A physically literate individual possesses the motivation, confidence, movement competence, knowledge, and understanding to value and engage in physical activity throughout their lives. To realise this, PE experiences should be meaningful for all children, encompassing a focus on movement competence, positive social interaction, appropriate challenge, personally relevant learning, and fun. In doing so, PE can empower children to take ownership in building positive personal relationships with movement both now and in the future.

Social, Personal and Health Education (SPHE)

SPHE fosters knowledge, skills, dispositions, attitudes and values crucial for developing children's holistic wellbeing. It cultivates self-awareness, resilience, and a positive sense-of-self. Recognising the rich tapestry of cultures, identities, backgrounds, and families represented within Irish primary classrooms, SPHE places a strong emphasis on creating a positive, nurturing, and inclusive classroom culture. This climate enriches the lives and learning experiences of all children and enables them to recognise themselves and others as unique individuals who are valued, cared for, and have an important contribution to make in life.

SPHE nurtures emotional intelligence in children, equipping them with essential tools to comprehend, regulate, and express their emotions and feelings, embracing the entire spectrum without categorising them as strictly positive or negative. In fostering emotional resilience, children learn to recognise, interpret, and respond empathetically to their own and others' emotions and feelings. This strengthens their ability to cultivate and maintain supportive, connected, and positive relationships and to navigate challenges such as disharmony and conflict in friendships respectfully. Children also learn to understand the interconnected aspects of wellbeing, critically evaluating various influences in their lives. It fosters a positive attitude, motivating them to take increasing responsibility for their wellbeing and consider the wellbeing of others. It provides a safe space for setting and reflecting on personal goals, empowering decision-making, and preparing children to navigate present and future challenges.

As an integrated aspect of SPHE, Relationships and Sexuality Education (RSE), plays a crucial role in helping children establish and sustain healthy and supportive relationships with themselves and others. RSE supports children to acquire accurate and developmentally appropriate information about human development and sexuality that is evidence informed. In addition, children develop an understanding of the significance of effective communication, mutual respect, conflict resolution, boundaries, bodily autonomy, and the concept of consent within relationships.

Child protection is an integral component of SPHE. The curriculum supports children to recognise healthy, unhealthy, and harmful behaviours within relationships. It is imperative for children to be

equipped with the knowledge of appropriate safety responses as part of child protection measures. By fostering this understanding, children are empowered to recognise, respond and report instances of bullying and abuse, contributing to their overall wellbeing and safety and that of others.

Finally, by embracing democratic practices and exploring personal and societal values, rights, and responsibilities, SPHE empowers children to balance personal motives with a sense of social responsibility. This prepares them to become active citizens connected to their community and broader society.

3: Aims

Table 2 presents the aims of the *Wellbeing Curriculum*. Taken together, these empower each child to thrive, now and in the future, fostering their wellbeing by providing them with the necessary knowledge, skills, dispositions, attitudes, and values needed to make informed decisions, while positively impacting their communities and the world. This supports children to lead healthy, balanced, and fulfilling lives to the best of their ability. The aims in the first row of the table pertain to Wellbeing, encompassing both PE and SPHE. Meanwhile, the aims in the second row exclusively address PE, and the aims in the third row specifically focus on SPHE.

Table 2: Aims of the *Wellbeing Curriculum*

The *Wellbeing Curriculum* aims to:
• Cultivate a positive sense of self, fostering intrinsic motivation for lifelong learning and wellbeing.   • Support children to nurture healthy relationships and the ability to work cooperatively with others.   • Enable children to develop a strong sense of personal safety in a variety of contexts, extending this awareness to the safety of others, and enhance their decision-making skills, including safeguarding against child abuse and bullying.   • Support children's emotional wellbeing by nurturing their awareness, understanding, expression, and effective management of emotions and feelings.   • Foster respect for diversity, championing active citizenship, human rights, fairness, and social responsibility to create inclusive and compassionate learning environments, communities and societies.   • Promote resilience-building techniques to help children cope with stress, challenge, adversity, and change.   • Encourage active participation in the community, emphasising the importance of a sense of belonging, giving back, and contributing to the wellbeing of others.   • Enable children to navigate the digital world safely and responsibly, fostering a healthy relationship with technology and media in a variety of contexts.
• Provide children with meaningful PE experiences which are relevant to their lives and support them to value and build positive lifelong personal relationships with movement.   • Contribute to children's wider development of physical literacy by cultivating movement competence, motivation, and confidence, as well as knowledge and understanding that enables a person to value and participate in physical activity throughout life.   • Provide children with a broad and balanced experience of PE activities and enable them to reflect on personal movement experiences in different social contexts (recreational, relational, competitive) and physical environments in the school, community and beyond (indoor and outdoor).
• Provide children with a balanced, inclusive, age and developmentally appropriate understanding of human development and sexuality, fostering healthy attitudes and relationships while recognising the diversity of human experience.   • Equip children with the knowledge, critical thinking skills, and resilience necessary to make informed and responsible decisions regarding substance use.

4: Strands and Elements

Strands

Strands outline the main categories of learning in Wellbeing. The four strands are Movement Education, Emotional and Relational Education, Health Education, and Community and Belonging (as outlined in Figure 2). Each strand has a set of strand units which are outlined in Table 3.

Figure 2: The strands of the *Wellbeing Curriculum*

Table 3: The strand units of Wellbeing

Movement Education	Emotional and Relational Education	Health Education	Community and Belonging
Movement skills	Identity	Motivation for healthy living	Sense of belonging
Movement concepts	Emotional awareness and expression	Substance use	Family
Movement strategies	Relationships	Human development	Rights and fairness
Personal relevance	Resilience	Safety	Citizenship
	Decision-making	Media and digital wellbeing	

Connections across strands

In stages 1 and 2, the *Wellbeing Curriculum* supports an integrated approach to learning and teaching. This integrated approach recognises younger children's ages and stage of development and gives the teacher greater choice in preparing for and facilitating rich learning experiences through playful and engaging pedagogical approaches. To support teachers in identifying appropriate connections across Learning Outcomes in stages 1 and 2, the symbols in Table 4 are used alongside Learning Outcomes which are relevant and applicable to both PE and SPHE.

Table 4: PE and SPHE connections with the *Wellbeing Curriculum*

	Relevant and applicable to PE and SPHE context

Across stages 1-4, the strand structure of the *Wellbeing Curriculum* should not be taken to imply that all topics and/ or subjects are to be explored in isolation. Where appropriate, connections should be made between and across the strands and strand units, and with other curriculum areas, to enhance their interrelatedness and relevance for learning. Therefore, in a given lesson, a teacher may be working on a number of Learning Outcomes at the same time. While there are numerous connections that can be made between strands, Appendix 1 highlights a sample of these connections.

Elements

Elements describe the main processes children engage in as they learn in Wellbeing, encompassing both PE and SPHE. These processes are categorised into four elements: Communicating, Exploring and applying, Reflecting and understanding, and Moving. These elements support our understanding of how children learn and acquire knowledge, skills, dispositions, attitudes, and values in Wellbeing.

Table 5: The elements of the *Wellbeing Curriculum*

Element	Description
Element 1: Communicating	In PE and SPHE, proficient communication is vital, allowing children to articulate thoughts, emotions, and feelings through verbal and non-verbal means. A collaborative learning environment underscores communication's role in fostering teamwork, social, and emotional skills. Children employ various forms of self-expression, including movement, body language, gestures, and verbal communication. Active listening is integral, creating an environment where communication empowers children to comprehend and value diverse perspectives.
Element 2: Exploring and applying	PE and SPHE involve active exploration and practical application. Exploration serves as the groundwork for applying knowledge, skills, dispositions, attitudes and values which contribute to children's wellbeing. In PE, exploration fosters curiosity, creativity, and joy in movement, enhancing adaptability across various movement contexts. Similarly, in SPHE, children engage in active learning, discussions, reflective activities, and scenario exploration to deepen understanding. This approach empowers them to translate acquired skills and knowledge into practical decision-making for children's lived experiences beyond school.
Element 3: Reflecting and understanding	In both PE and SPHE, children actively pursue a comprehensive understanding of knowledge, skills, dispositions, attitudes and values through reflective processes. In PE, reflection enables them to derive meaning from past and current movement experiences, understanding the personal relevance of movement. This understanding empowers child voice, informs future movement experiences, and fosters a continuous improvement mindset. In SPHE, reflection deepens comprehension of emotions and feelings, relationships, growth, safety, and health concepts, aiding well-informed decision-making, insightful relationship navigation, and contributes to a child's overall wellbeing.
Element 4: Moving	Practical movement experiences represent the primary medium through which children learn in PE. Children not only learn 'in' movement but also 'through' movement and 'about' movement. Learning 'in' movement occurs through experiential opportunities to develop their movement-related skills, as suited to the diverse capabilities of each child. When learning 'through' movement, they acquire and deepen their understanding of various skills, concepts, dispositions, attitudes, and values. Learning 'about' movement enables children to develop knowledge and understanding and this can be cultivated both during and after engaging in movement activities.

5: Learning Outcomes

Learning Outcomes are used to describe the expected learning and development for all learners at the end of a two-year stage, when due account is taken of individual abilities and varying circumstances. Learning Outcomes encompass the knowledge, skills, dispositions, attitudes, and values that children develop with the *Wellbeing Curriculum*.

Most Learning Outcomes span a single stage and describe the intended learning and development at the end of that stage. Some learning lends itself to longer-term development, therefore in some instances learning is described across two stages. Where Learning Outcomes are described across two stages, teachers use age and developmentally appropriate themes and approaches to support children's learning.

Differentiation and teacher judgement play an important role in supporting each child's progression towards the Learning Outcomes. Reflecting the principles and pedagogical approaches in the *Primary Curriculum Framework* (DE, 2023), the phrase '*Through appropriately playful and engaging learning experiences*' is used to introduce Learning Outcomes across all stages. This Learning Outcome phrase emphasises a learning environment that motivates children to develop their wellbeing and provides for rich learning experiences that reflect relevant pedagogical approaches as outlined in chapter 6, 'The *Wellbeing Curriculum* in Practice'.

The curriculum recognises that children learn, and teachers teach in a variety of contexts. Therefore, the learning and teaching journey is varied and different across contexts. A Learning Outcomes approach recognises that teachers are best placed to determine the learning needs and strengths of the children in their class. They make decisions about what, and how, to teach and assess by using appropriate pedagogical approaches and tools. Learning Outcomes, when shared with children, can support them to have clear expectations and to be active agents in their own learning. A range of tools will be available in the Wellbeing Online Toolkit to support teachers in working towards Learning Outcomes across each stage. This online toolkit will be added to in the coming months and years.

Key Competencies

The *Primary Curriculum Framework* (DE, 2023) encompasses seven key competencies (see Figure 3) which overlap and combine to support its vision. The framework acknowledges the crucial role schools play in promoting and nurturing children's wellbeing by incorporating the key competency of 'being well'. Recognising that the development of children's wellbeing goes beyond any specific curriculum area, the inclusion of the key competency, 'being well', emphasises that the responsibility for nurturing wellbeing is shared across the entire curriculum and school community. By recognising wellbeing as a shared responsibility and integrating it into the school's fabric through a whole-school approach, schools can create an environment that fosters children's overall development. Nurturing children's wellbeing requires a combination of formal and informal learning. It seamlessly integrates into the entire school experience, benefiting from a positive school climate and learning environment. The amalgamation of these experiences contributes to children's understanding and personal growth in relation to their wellbeing. As depicted in Table 6, the *Wellbeing Curriculum* also plays a vital role in the development of the other six key competencies.

Figure 3: Key competencies of the *Primary Curriculum Framework*
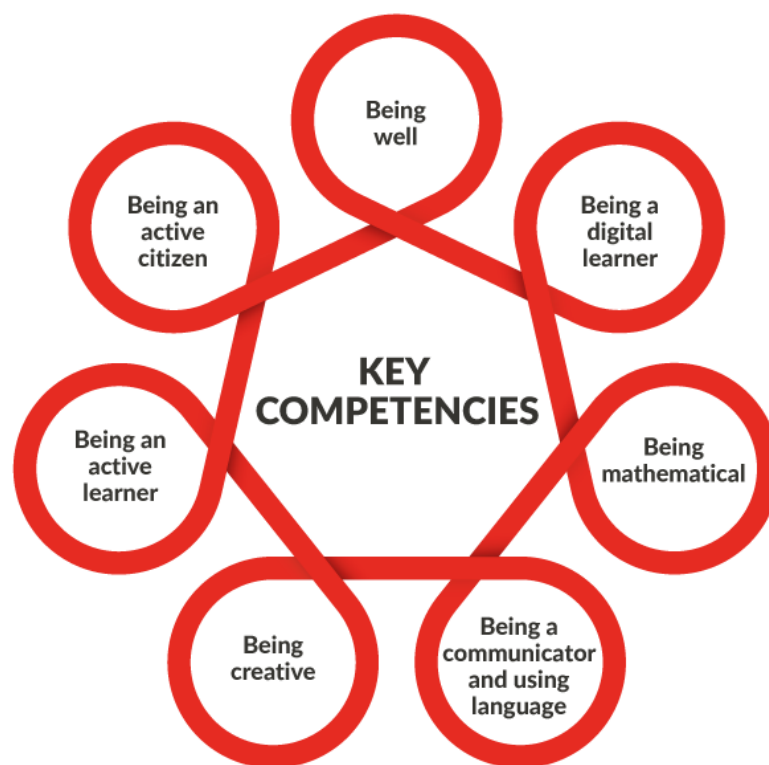
Table 6: Examples of attributes of each key competency developed through learning in Wellbeing

Key competency	Examples of attributes developed through learning in Wellbeing
Being an active citizen	• Fostering a sense of fairness, responsibility, empathy, teamwork, and respect while encouraging appreciation for diversity and community • Enabling the recognition of rights and responsibilities, developing the capacity to make informed choices, and experiencing learning through democratic practices
Being well	• Enabling children to make informed wellbeing decisions that support healthy and active lifestyles • Equipping children with the knowledge, skills, dispositions, attitudes and values to nurture their holistic wellbeing
Being a digital learner	• Promoting critical thinking about the use of digital technology in various life contexts • Encouraging ethical and safe online behaviour
Being mathematical	• Collecting, representing, and analysing data • Engaging in categorisation and use of mathematical language during movement activities
Being a communicator and using language	• Fostering effective communication skills, active listening, and conflict resolution, enabling children to communicate and cooperate • Exploring media literacy to enhance critical navigation of information
Being creative	• Enabling self-expression through movement while fostering creativity and encouraging problem-solving • Nurturing reflection and critical thinking skills
Being an active learner	• Promoting active learning through hands-on experiences and encouraging goal-setting • Encouraging self-awareness, self-regulation, and reflective thinking

To assist teachers in identifying the Key Competencies that have been embedded within the Learning Outcomes you will see initials beside each Learning Outcome, as explained in Table 7.

In each instance, up to three key competencies are identified. It should be noted that in many instances other key competencies, outside of the three identified, are also embedded in the Learning Outcomes.

Table 7: Key competency legend

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

Wellbeing Learning Outcomes for stages 1 and 2

	Movement Education	
Strand Unit	Stage 1	Stage 2
	Through appropriately playful and engaging learning experiences, children should be able to:	
Movement skills	Explore in context a range of fundamental stability, locomotor and manipulative movement skills on land and water. (W, AL)	Practise and adjust in context a range of fundamental stability, locomotor, and manipulative movement skills on land and water as suited to the individual, task and environment. (W, AL)
Movement concepts	Explore through movement the concepts of body awareness, space awareness, dynamics, and relationships with and without music. (W, AL, C)	Practise in a variety of movement contexts the concepts of body awareness, space awareness, dynamics, and relationships with and without music. (W, AL, C)
Movement strategies	Explore possible movement solutions to simple PE activities. (W, AL, C) Explore introductory tactics and strategies in a range of PE activity areas. (W, AL, C) Explore tactics and strategies to enhance participation through optimal challenge, inclusion, and social interaction. (W, AL, CL)	Practise and adjust possible movement solutions to physical education activities. (W, AL, C) Practise and adjust tactics and strategies in a range of PE activity areas. (W, AL, C) Practise and adjust tactics and strategies to enhance participation through optimal challenge, inclusion, and social interaction. (W, AL, CL)
Personal relevance	Make choices on how and what they learn in PE within the focus of new learning, consider how their learning is important and may influence the value and place of movement in their own lives. (W, CL, AL)	

Strand Unit	Stage 1	Stage 2
	Emotional and Relational Education	
	Through appropriately playful and engaging learning experiences, children should be able to:	
Identity	Develop a growing sense of self-identity and self-worth, exploring their unique qualities, abilities, talents, and interests, recognising similarities and uniqueness in others. 🏃👥 (W, CL, AL)	
Emotional awareness and expression	Recognise and name a range of common emotions and feelings within themselves and others in a variety of contexts.[8] 🏃👥 (W, CL, AL) Explore and practise strategies to self/co-regulate and effectively communicate emotions and feelings. 🏃👥 (W, CL, AL) Begin to demonstrate empathetic skills in response to peers in a variety of contexts. 🏃👥 (W, CL, AL)	Recognise, name, and gauge the intensity of a broad range of emotions and feelings within themselves and others in a variety of contexts. 🏃👥 (W, CL, AL) Demonstrate increased skill in communicating and self/co-regulating emotions and feelings, recognising when strong emotions and feelings are escalating. 🏃👥 (W, CL, AL) Demonstrate empathetic skills in response to peers when appropriate in a variety of contexts. 🏃👥 (W, CL, AL)
Relationships	Establish and maintain healthy relationships, including friendships, and the ability to work cooperatively with others, through teamwork, respectful interactions, demonstrating an understanding of consent, effective communication and practising conflict resolution skills with support. 🏃👥 (W, AL, CL)	
	Recognise healthy and unhealthy behaviours in relationships, identify instances of bullying and abuse, including inappropriate touch, understand the wrongfulness of these behaviours, and know the appropriate safety-focused responses. (W, AC, CL)	Demonstrate an understanding of healthy and unhealthy behaviours in relationships, identify instances of bullying and abuse, including inappropriate touch, understand the wrongfulness of these behaviours, and apply the appropriate safety-focused responses. (W, AC, CL)

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[8] The term "a variety of contexts" encompasses a range of situations, including, but not limited to, classroom-based SPHE activities, PE activities, and lived experiences beyond school.

Resilience	Develop an open and curious approach to appropriate challenges, viewing them as opportunities to learn and develop, building coping skills, confidence to persevere, and recognising the link between effort and progress in a variety of contexts. 🏃🤸 (W, AL, CL)	Approach appropriate challenges with openness and curiosity, viewing them as opportunities to learn and develop, building coping skills, confidence to perseverance, and appreciating the link between effort and progress in a variety of contexts. 🏃🤸 (W, AL, CL)
Decision-making	Consider everyday choices made by themselves and others in a variety of contexts, managing healthy risk and adventure, and demonstrate some awareness of factors that may influence decisions or choices. 🏃🤸 (W, AL, AC) With support, set simple short-term informal goals linked to class learning. Practise simple help-seeking strategies and begin to engage in self-referenced reflection on progress and achievement. 🏃🤸 (W, AL, CL)	Develop an understanding of personal agency in a variety of contexts, recognising everyday choices, managing healthy risk and adventure, reflecting on the factors influencing decisions, and acknowledging the role of personal responsibility in being actively involved in decision-making. 🏃🤸 (W, AL, AC) With support, set short- and medium-term goals linked to class learning, identify actions and seek help as required, and engage in self-referenced reflection on progress and achievement. 🏃🤸 (W, AL, CL)

	Health Education	
Strand Unit	Stage 1	Stage 2
	Through appropriately playful and engaging learning experiences, children should be able to:	
Motivation for healthy living	Demonstrate an awareness of how to nurture their wellbeing by considering positive choices in areas such as food, hygiene, sleep, rest, and meaningful physical activity. 🏃🤾 (W, CL, AL)	Demonstrate an understanding of how to nurture their wellbeing through reflection on personal choices in areas such as food, hygiene, sleep, rest, and meaningful physical activity. 🏃🤾 (W, CL, AL)
Substance use	Identify occasions when medicines might be needed and identify dangerous/potentially dangerous substances in their environment. (W, CL) Demonstrate knowledge of the importance of seeking permission and following safety rules when dealing with substances and medicines. (W, CL)	Distinguishing between substances that are safe or dangerous, recognise occasions where medicines might be needed and identify their function. (W, CL) Demonstrate knowledge of the importance of following safety rules when dealing with substances and medicines, including heeding warnings and seeking adult permission. (W, CL)
Human Development	Begin to recognise the stages of human development and the factors that promote growth, appreciating that growth takes place at different rates for everybody. (W, CL) Develop an awareness of human birth and identify the care and conditions babies need to help them to grow and develop. (W, CL) Name parts of the body using appropriate anatomical terms, such as penis, breasts, vulva, vagina, identifying private body areas, boundaries, and recognise appropriate private and public behaviours. (W, CL)	Demonstrate an awareness of how the human body changes as they grow, appreciating that growth and development takes place at different rates for everyone, and reflect on personal growth. (W, CL) Begin to understand that birth, life, growth and death are all part of the human life cycle. (W, CL) Use anatomically correct terms for the body parts, recognising that some parts of the body are private, distinguish between private and public behaviours and discuss the importance of respecting body boundaries. (W, CL)

	Explore and discuss the different things the body can do in physical movement contexts. (W, AL, CL)	Experience and describe the immediate physical effects of being active on the body, for example heart rate, breathing and temperature. (W, AL, CL)
Safety[9]	Demonstrate an understanding of and appreciation for basic safety rules and guidelines to identify and mitigate unsafe or risky situations and behaviours, prioritising accident prevention and practising/adopting appropriate safety strategies in a variety of contexts. 🏃🤸 (W, AL, CL)	
Media and Digital Wellbeing	Discuss different media, including digital technology, within their own lives and develop an awareness of the influence of advertising. (W, DL, CL) Demonstrate an understanding of basic digital safety skills for appropriate and responsible use of digital technologies, recognising the importance of balancing online and offline activities. (W, DL, CL)	Further develop an awareness of the persuasive nature of media and advertising, and being to identify credible sources of information in relation to wellbeing. (W, DL, CL) Consider personal use of digital technology, identifying some of the benefits and challenges of digital technology use, and develop digital safety skills and strategies to promote appropriate and responsible use of digital technologies. (W, DL, CL)

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[9] Please note that this may include, but is not limited to: fire safety; water safety; road safety; sun safety; safe use of equipment; farm safety; safety at school; safety while playing, safety in movement contexts.

Community and Belonging

Strand Unit	Stage 1	Stage 2
	Through appropriately playful and engaging learning experiences, children should be able to:	
Sense of belonging	Experience a sense of belonging within their class, school, and community, recognising and appreciating diversity, participating in cultural activities, acknowledging the valuable role each person plays, and adopting strategies to foster a positive and inclusive environment. 🏃🚶 (W, AC)	
Family	Acknowledge one's place and contribution within their family unit and demonstrate an awareness of the diversity of family structures[10], how family members care for each other, and the differing roles of family members. (W, AL, AC)	Appreciate the uniqueness of their own family unit, recognise the diversity of family structures and reflect on roles and responsibilities within their family and the part each member plays in promoting harmony. (W, AL, AC)
Rights and fairness	Begin to develop an understanding of rights, equity, fairness, fair play and their importance. 🏃🚶 (W, AC) Identify examples of fairness in their own lives and begin to demonstrate fairness in interactions and activities in a variety of contexts. 🏃🚶 (W, AC, AL)	Demonstrate an appreciation of the importance of rights, equity, fairness, and fair play. 🏃🚶 (W, AC) Identify examples of fairness in their own lives and the lives of others and demonstrate fairness in interactions and activities in a variety of contexts. 🏃🚶 (W, AC, AL)
Citizenship	Explore and discuss how people help them at home, at school, and in the community, and begin to take responsibility for familiar tasks at home and at school. 🏃🚶 (W, AC, AL)	Demonstrate an appreciation of the different ways people help them at home, at school and in the community. Identify ways, individually and/or collectively to take responsibility and contribute to their classroom, the school and their community. 🏃🚶 (W, AC, AL)

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[10] Diversity of family structures refers the range of ways families are formed and structured, such as mother-and father- headed families family, co-parenting families, one-parent families, same-sex parent families, extended families, stepfamilies, adoptive families, foster families, and more.

Physical Education Learning Outcomes for stages 3 and 4

	Movement Education – PE	
Strand Unit	Stage 3	Stage 4
	Through appropriately playful and engaging learning experiences, children should be able to:	
Movement skills	Refine and apply in context a range of fundamental stability, locomotor, and manipulative movement skills on land and water as suited to the individual, task, and environment. (W, AL)	Adapt and apply in context a range of fundamental stability, locomotor, and manipulative movement skills on land and water as suited to the individual, task, and environment. (W, AL)
Movement concepts	Refine and apply in a variety of movement contexts the concepts of body awareness, space awareness, dynamics, and relationships with and without music. (W, AL, C)	Adapt and apply in a variety of movement contexts the concepts of body awareness, space awareness, dynamics, and relationships with and without music. (W, AL, C)
Movement strategies	Refine and apply possible movement solutions to PE activities. (W, AL, C) Practise and adapt tactics and strategies in a range of PE activity areas. (W, AL, C) Practise and adapt strategies to enhance participation through optimal challenge, inclusion, and social interaction. (W, AL, CL)	Create and apply possible movement solutions to a diverse range of challenges in PE activities and applied settings. (W, AL, C) Create and apply tactics and strategies in a range of PE activity areas. (W, AL, C) Create and apply strategies to enhance participation through optimal challenge, inclusion, and social interaction. (W, AL, CL)
Personal relevance	Share perspectives and make choices on how and what they learn in PE, within the focus of new learning, and consider how their learning in PE can be applied to positively impact their evolving personal relationship with movement. (W, CL, AL)	

Emotional and Relational Education – PE

Strand Unit	Stage 3	Stage 4
Through appropriately playful and engaging learning experiences, children should be able to:		
Emotional awareness and expression	Describe and explore a spectrum of emotions and feelings before, during, and after movement. (W, CL, AL) Recognise the impact of one's emotions on self and others in movement contexts and practise self-regulation strategies to balance strong emotional responses. (W, CL, AL)	Describe and recognise the influence of movement on one's emotions and feelings, the impact of emotions on self and others in movement contexts, and employ self-regulation strategies to balance strong emotional responses. (W, CL, AL)
Relationships	Practise, through participation, key features of teamwork and cooperation in PE, recognising their importance to PE, physical activities, and sport. (W, AC, AL)	Embody, through participation, key features of teamwork and cooperation in PE, appreciating their importance to PE, physical activities, and sports. (W, AC, AL)
Resilience	Demonstrate commitment and confidence to persevere with appropriately challenging tasks using relevant strategies and reflect on the link between effort, improvement, and their own resilience in movement contexts. (W, AL, CL)	
Decision-making	With support, set process and open goals as part of a team and individually, linked to the class focus, identifying actions and help required, and engaging in self-referenced reflection on progress and achievement leading to adjusted strategies. (W, AL, CL)	Set process and open goals as part of a team and individually linked to the class focus, as well as their wider physical activity lives, enlist required help, employ actions for improvement and engage in self-referenced reflection on progress and achievement leading to adjusted strategies. (W, AL, CL)

Health Education – PE

Strand Unit	Stage 3	Stage 4
	Through appropriately playful and engaging learning experiences, children should be able to:	
Human development	Experience, explain, and monitor the physical effects of being active on the body, for example changes in heart rate, breathing and temperature, flexibility and coordination. (W, AL, CL)	Experience and identify the influence of different types of movement experienced on one's physical development in areas such as muscular strength, cardiovascular endurance, flexibility and coordination. (W, AL, CL)
Safety	Appreciate the importance of safety considerations in movement contexts. Evaluate, and, as necessary, adapt activities to ensure safety of all participants. (W, AL, CL)	
Media and digital wellbeing	Reflect on how media and others may portray incorrect stereotypes of body image and activities in PE, physical activity and sporting contexts. (W, DL, AC) Describe some of the benefits and drawbacks of technology use (e.g. devices, apps) in movement settings. (W, DL, CL) Explore, through practical experiences, how digital technology may be used to enhance movement and reflect on physical activity in a personally relevant manner. (W, DL, AL)	Critically reflect on how stereotypes of body image and activities in PE, physical activity, and sporting contexts may influence their wellbeing. (W, DL, AC) Distinguish between healthy and unhealthy use of digital technology (e.g. wearables, apps, social media) in movement settings. (W, DL, CL) Evaluate, through practical experiences, how digital technology may be used to enhance movement and reflect on physical activity in a personally relevant manner. (W, DL, AL)

Community and Belonging – PE

Strand Unit	Stage 3	Stage 4
	Through appropriately playful and engaging learning experiences, children should be able to:	
Sense of belonging	Identify places and people in their locality with whom they can be active and belong as part of an active community and describe movement related interests and talents that are personally meaningful. (W, AC, CL) Engage in physical activities/sports from their own and other cultures and describe the significance of cultural sporting activities to community and belonging. (W, AC, CL)	Recognise and take responsibility for when, where, how, and with whom they can be active in their community and describe movement related interests and talents that are personally meaningful. (W, AC, CL) Engage in physical activities/sports from their own and other cultures and evaluate the significance of cultural sporting activities to community and belonging. (W, AC, CL)
Rights and fairness	Practise, through participation, key features of fair play and recognise its importance to participation, rules, and etiquette in physical activities and/or sports. (W, AC, AL)	Embody, through participation, key features of fair play and appreciate its importance to participation, rules, and etiquette in physical activities and/or sports. (W, AC, AL)
Citizenship	Describe, practise and, with support, take responsibility for a variety of roles which contribute to the physical activity of others (e.g. coach, captain, referee, choreographer, etc.) and organisation of physical activity events (e.g. training, tournaments, festivals) in PE. (W, AC, AL)	Take responsibility for a variety of roles which contribute to the physical activity of others (e.g. coach, captain, referee, choreographer, etc.) and organisation of physical activity events (e.g. training, tournaments, festivals) in PE. (W, AC, AL)

Social, Personal and Health Education Learning Outcomes for stages 3 and Stage 4

	Emotional and Relational Education – SPHE	
Strand Unit	Stage 3	Stage 4
	Through appropriately playful and engaging learning experiences, children should be able to:	
Identity	Demonstrate increasing self-awareness and self-confidence, recognising and accepting their unique qualities, while also demonstrating acceptance and respect for uniqueness in others. (W, CL, AL) Demonstrate awareness of the factors that can contribute to their self-image, self-worth, and an evolving sense of identity and identify ways to nurture a positive sense of self-worth. (W, AC, CL)	Recognise, value, and respect their unique qualities, cultivating a confident, positive sense of self, and demonstrate acceptance, respect and compassion towards diversity in others, fostering inclusion. (W, CL, AL) Demonstrate deepening understanding of the factors that can influence their self-image, self-esteem and sense of identity and practise ways to nurture a positive sense of self-worth. (W, AC, CL)
Emotional awareness and expression	Demonstrate an awareness of personal emotional responses, reflecting on influences on emotions and feelings and explore how emotions and feelings can affect one's life. (W, CL, AL) Engage in a variety of strategies to effectively manage their emotions, including strong emotions, and know when to apply strategies. (W, CL, AL) Acknowledge differing emotional responses in others and demonstrate empathetic skills and support for peers dealing with challenging situations when appropriate. (W, CL, AL)	Engage in self-reflection to deepen awareness into personal emotional responses, reflecting on influences and beginning to recognise patterns and the link between thoughts, feelings, and behaviours, and appreciate the benefit of communicating about emotions and feelings. (W, CL, AL) Apply a range of emotional regulation techniques and strategies to manage and express emotions and feelings in a healthy and appropriate manner, including those that may be difficult to express, for example joy, grief, anger, frustration. (W, CL, AL) Employ empathetic skills to provide support to peers experiencing emotional challenges, when appropriate. (W, CL, AL)

		Recognise the diverse relationships within which love occurs, such as friendship, siblings, family and romantic relationships. (W, AC, AL)
Relationships	Recognise the importance of and identify key aspects of healthy relationships such as consent, effective communication, mutual respect, trust. (W, CL, AL) Demonstrate a growing ability to cope with changing relationships, including friendships, practising strategies to navigate peer influence, both positive and negative, disharmony, and conflict. (W, CL, AL) Distinguish between healthy and unhealthy behaviours in relationships, identify instances of bullying and abuse. including inappropriate touch, understand the wrongfulness of these behaviours, and apply the appropriate safety-focused responses with increasing confidence. (W, AC, CL)	Appreciate the value of and need for healthy relationships and evaluate key aspects of healthy relationships such as consent, effective communication, emotional intelligence, mutual respect, trust and compromise. (W, CL, AL) Demonstrate the ability to manage changing relationships in various social situations, including friendships, by adopting strategies to navigate social influence and respond to interpersonal conflicts constructively. (W, CL, AL) Recognise unhealthy and harmful behaviours in relationships, identify instances of bullying and abuse, including inappropriate touch, understand the wrongfulness of these behaviours, and confidently apply the appropriate safety-focused responses. (W, AC, CL)
Resilience	Embrace and persevere with appropriate challenge, demonstrating an understanding of adaptive skills that may support resilience, and seek support when necessary. (W, AL, CL)	
Decision-making	Demonstrate a growing understanding of personal agency, appreciate multiple influences on decision making, practise simple strategies, considering short- and long-term consequences, and acknowledge the role of personal responsibility. (W, AL, CL) Set short- and medium-term goals, individually and/or as part of a group, identifying actions and support required, reflect on progress, achievement and constructive feedback, and adapt plans if necessary. (W, AL, CL)	Demonstrate a deeper understanding of personal agency, appraise influences on decision making, adopt strategies to make informed choices, considering short- and long-term consequences, evaluate actions taken, and appreciate the role of personal responsibility. (W, AL, CL) Set goals that require sustained effort and commitment, individually and/or as part of a group, identify actions and supports required, reflect on progress, achievement and constructive feedback, and adapt plans if necessary, demonstrating a willingness to work toward long term achievements. (W, AL, CL)

Health Education – SPHE

Strand Unit	Stage 3	Stage 4
	Through appropriately playful and engaging learning experiences, children should be able to:	
Motivation for healthy living	Demonstrate a willingness to make positive choices to nurturing their wellbeing in areas such food, hygiene, sleep, rest and relaxation, and meaningful physical activity, recognising changing needs as they grow and the importance of a balanced lifestyle. (W, CL, AL)	Demonstrate a positive attitude and motivation to nurture their wellbeing through positive choices in areas such as food, hygiene, sleep, rest and relaxation, and meaningful physical activity, appreciating the importance of a balanced lifestyle, and acknowledging changing needs as they grow. (W, CL, AL)
Substance misuse prevention	Distinguish between substances, that are helpful/harmful and legal/illegal and know their effects on the body, such as vapes, tobacco, alcohol and other drugs/medicines (W, CL) Identify reasons why people might use vapes, tobacco, alcohol or drugs, and propose and practise strategies for dealing with pressures to use or misuse substances. (W, CL, AL)	Evaluate reasons why substances are used and/or misused, such as vapes, tobacco, alcohol and other drugs. (W, CL) Understand the risk factors associated with substance misuse, and the role of personal choice and responsibility, to support them to make informed decisions and practise strategies for dealing with pressures to use or misuse substances. (W, CL, AL)
Human development	Demonstrate a growing understanding of the physical, social, and emotional changes that happen during puberty. (W, CL, AL)	
	Demonstrate a growing understanding of the human life cycle through identifying the stages and sequence of development of the human baby from conception to birth, and describe the changes that happen to a woman's body during pregnancy. (W, CL, AL)	Demonstrate a deeper understanding of the human life cycle through naming and identifying the function of internal and external reproductive organs, and understand sexual intercourse, conception and birth. (W, CL, AL) Acknowledge that individual variations in growth and development are to be expected, recognising that hormonal changes during puberty signal a change in a person's reproductive capabilities. (W, CL, AL)

	Discuss the importance of adopting a positive attitude to their changing body, recognising that individual variations in growth and development are to be expected, and identify a trusted adult from whom they can seek support. (W, CL, AL)	Recognise the importance of adopting a positive attitude toward their changing body and support systems during puberty, including credible sources of information and seeking support from a trusted adult. (W, CL, AL)
Safety	Appreciate the importance of safety rules and guidelines, demonstrate the ability to assess risk, identify and mitigate unsafe situations and behaviours, and practise/adopt appropriate safety strategies with increasing confidence, appreciating increasing personal responsibility as they mature and showing a responsible attitude toward accident prevention. (W, AL, CL)	
Media and digital wellbeing	Demonstrate an understanding of the purpose and persuasive nature of media. (W, DL, CL) Recognise examples of stereotypes and bias and make judgements regarding the reliability and credibility of sources of information. (W, DL, CL) Appreciate the need for safe and responsible use of digital technologies as part of a balanced lifestyle, consider ways digital technologies can impact their wellbeing, both positively and negatively, and adopt strategies to support safe and responsible use. (W, DL, CL)	Critique depictions of topics and issues in the media, recognising examples of stereotypes and bias, and identify how to confirm information is reliable. (W, DL, CL) Evaluate the benefits and challenges of digital technology use and the role and influence of media, including social media, in their lives. (W, DL, CL) Propose and implement strategies to promote safe and responsible use of digital technologies, recognising personal and communal responsibility to promote a positive, respectful, and safer digital environment, and know safe ways to report inappropriate or harmful behaviours or content. (W, DL, CL)

Community and Belonging – SPHE

Strand Unit	Stage 3	Stage 4
	Through appropriately playful and engaging learning experiences, children should be able to:	
Sense of belonging	Acknowledge ways class, school, and community practices and events can support children's sense of belonging, and contribute to the development of a positive and inclusive environment. (W, AC, AL)	Appreciate the significant role each person plays in fostering a sense of belonging within their class, school, community and adopt strategies to individually and collectively promote a positive and inclusive environment for all. (W, AC, AL)
Family	Recognise the ways in which families can contribute to personal values, decisions, and sense of identity. (W, AL, AC) Understand that families are structured in diverse ways[11], demonstrate an awareness of the variety of influences that can affect families, such as change, loss, bereavement, illness, and stereotypes, and explore ways family members can promote gender equality through roles and responsibilities. (W, AL, AC)	Demonstrate an awareness of how social and cultural norms can influence family life, how these have changed over time, and critically consider media portrayals of families and family life. (W, AL, AC) Discuss characteristics of healthy family life, identify new responsibilities they can take on, appreciating that roles and responsibilities change as they grow, and develop strategies to manage conflicts and misunderstandings that can occur in families, particularly during puberty. (W, AL, AC)
Rights and fairness	Describe the importance of rights, fairness, equity, and equality. (W, AC, CL) Recognise examples of inequality and discrimination and explore appropriate responses and actions to stand up for oneself and others. (W, AC, CL)	Appreciate the importance of rights, fairness, justice, equity, and equality, and discuss the nine grounds under which discrimination is prohibited in Ireland. (W, AC, CL) Examine instances of inequality and discrimination, explore people or organisations who promote human rights, and propose appropriate responses and actions to challenge discrimination and promote social justice. (W, AC, CL)

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[11] Diversity of family structures refers to the range of ways families are formed and structured such as mother-and father- headed families, co-parenting families, one-parent families, same-sex parent families, extended families, stepfamilies, adoptive families, foster families, and more.

Citizenship	Participate in democratic practices, demonstrating respect for different perspectives and views. (W, AC, AL) Recognise positive ways people and groups contribute to the community, and appreciate that each person can take responsibility and contribute to a positive and inclusive community. (W, AC, AL)	Actively engage in democratic practices, participating in discussions, appreciating diverse perspectives, and navigating different views respectfully. (W, AC, AL) Demonstrate an appreciation for the benefits of active participation in the community, identify local/wider issues of concern and explore ways to take action for collective wellbeing. (W, AC, AL)

6: The Wellbeing Curriculum in Practice

As outlined in chapters 2 and 3, the Rationale and Aims of the Wellbeing Curriculum describe the vision held for children's learning in Wellbeing in primary and special schools. This chapter describes the fundamental features of children's learning with the curriculum and the corresponding pedagogical practices and assessment strategies that support and enhance learning. Finally, this chapter highlights a number of practical considerations for schools when using the curriculum.

6a. Learning in the Wellbeing Curriculum

A safe, inclusive and positive learning environment provides an important context for children's learning experiences in Wellbeing. In providing for playful and engaging wellbeing learning experiences, it is essential to offer opportunities for children to:

Communicating	• Express thoughts, ideas, emotions, and feelings through movement, body language, gestures, and verbal expression • Collaborate and cooperate effectively in activities involving teamwork • Participate in discussions, ensuring clear communication for individual and shared goals • Provide and receive constructive feedback on individual and group performances, fostering effective communication skills • Contribute to group discussions, encouraging respectful expression and appreciation of different perspectives, and demonstrating active listening • Engage in role-playing activities to practise communication in diverse social situations.
Exploring and applying	• Actively participate in interactive practical and experiential activities • Explore movement skills, concepts and tactics prior to any necessary direct teaching • Consider how knowledge and skills from the school setting are applied to lived experiences beyond the school, demonstrating safe and responsible decision-making • Explore diverse scenarios to navigate complex topics and challenges, fostering adaptability and problem-solving skills • Incorporate technology to enhance learning experiences • Develop knowledge that enables informed decision making related to wellbeing • Foster an inclusive environment where every child feels welcome, safe and valued.
Reflecting and understanding	• Reflect on the impact of movement on personal fulfilment, meaning and their wider wellbeing • Consider their senses, emotions, and feelings emotions experienced before, during and after movement • Reflect on movement experiences, preferences, capabilities, and their growing identity as physically active individuals • Experience activities and challenges requiring strategic thinking, tactics and understanding of rules • Develop journals/ portfolios to reflect on their learning, noting progress, challenges, and personal goals • Engage in discussions to share their experiences, challenges, and successes • Participate in self-assessment tasks to develop self-awareness.

Moving	• Learn in, through and about movement
	• Explore and practise a wide variety of movements
	• Adapt movements so all individuals can experience success
	• Experience movement in a wide variety of activities and contexts
	• Engage in relational and collaborative movement activities
	• Engage in age and developmentally appropriate competitive activities
	• Experience individual, pair and group movement opportunities
	• Experience joy in movement
	• Develop social skills and values through movement
	• Identify and avail of movement opportunities in the community.

Supporting all learners

Each child is an individual with a unique set of strengths that need to be nurtured. Learning Outcomes provide the opportunity for children to learn through multiple pathways supporting individualised and inclusive learning experiences, particularly for children with additional needs. Additional Support Pathways (ASP) help identify the most appropriate learning experiences for children as they engage with Learning Outcomes in the curriculum. Using the pathways teachers can consider the learning experience in greater detail and identify appropriate levels of challenge for children. In the course of their learning children can be experiencing, attending, responding, initiating, acquiring, becoming fluent and generalising. Table 8 describes these in more detail.

Table 8: Additional support pathways

Additional Support Pathways	The child...
Experiencing	is present during a learning activity. They are exposed to and/or aware of the learning environment. They begin to acclimatise to the learning environment such as objects, people, sounds and other sensory experiences.
Attending	becomes attentive to and/or engaged with the learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement, etc. They are acclimatised to the learning environment.
Responding	demonstrates capacity to actively or purposefully take an interest in the learning environment. They begin to indicate likes, dislikes or preferences. They actively respond to a learning activity with or without support.
Initiating	shows curiosity about the learning environment. They actively and independently seek opportunities to engage with and/or influence that environment.
Acquiring	demonstrates that knowledge, a concept or a skill is being learned. They explore and participates in the learning.
Becoming fluent	moves towards fluency and accuracy in familiar learning contexts. They independently and consistently demonstrate recall mastery of the skill/concept/knowledge learned.
Generalising	transfers and applies learned skills, knowledge or concepts to familiar and unfamiliar contexts.

6b. Teaching in the *Wellbeing Curriculum*

'How' children learn is as important as 'what' children learn. The following pedagogical practices are essential to the provision of quality learning experiences. They foster an inclusive learning environment and culture where children engage in rich and meaningful learning processes, as described in section 6a. Moreover, these pedagogical practices allow teachers to provide learning opportunities that take account of children's individual needs, interests and funds of knowledge, and are appropriately challenging. The practices highlighted foreground active learning and are applicable in both PE and SPHE.

As with most good classroom practices, these practices are dynamic and naturally link with each other. Those highlighted in Figure 4 should not be considered exhaustive or hierarchical. The Wellbeing Online Toolkit, currently in development, will include a range of materials and tools to support teachers' enactment of these and other pedagogical practices in their classroom.

Figure 4: Pedagogical practices that support learning and teaching in Wellbeing
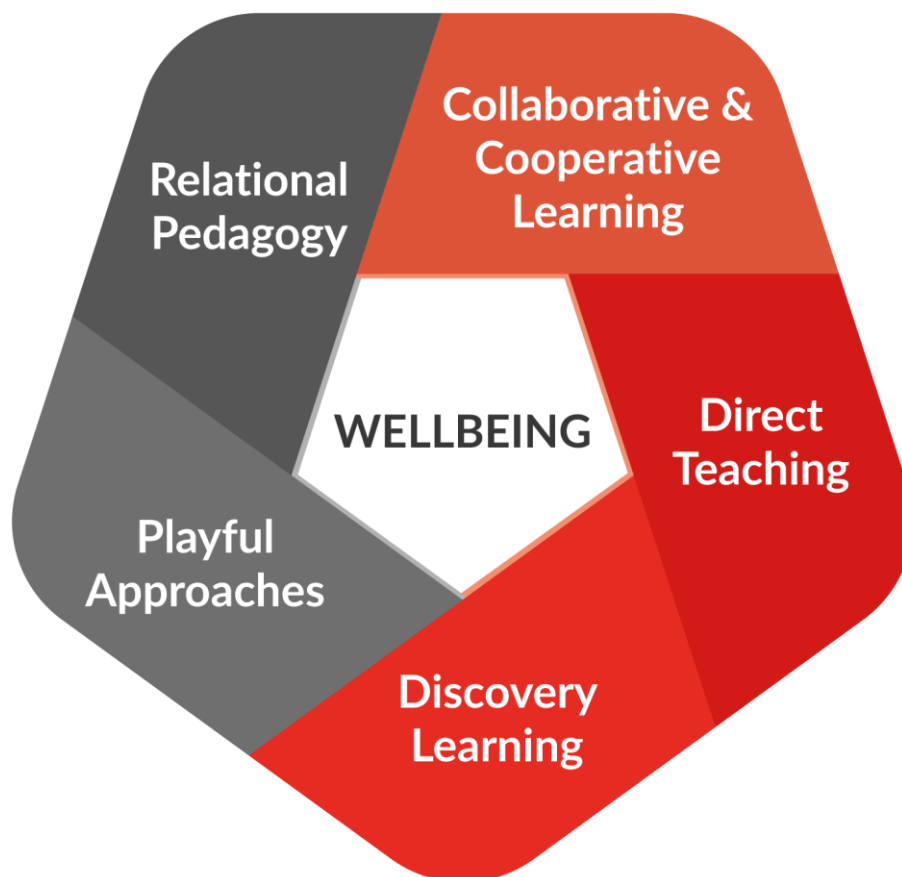
Collaborative and cooperative learning

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

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

Teachers can help promote the use of collaborative learning by:

- Developing social skills required for collaborative learning
- Modelling respect and empathy
- Empowering children to work in pairs and groups on learning tasks, challenges and games
- Supporting children to help and encourage each other
- Scaffolding reflection opportunities for children on group and individual progress
- Using specific cooperative learning approaches and games
- Planning for collaborative discussion activities such as circle time, conferencing, think/pair/share.
- Facilitate opportunities for children to share their voice through collaborative decision making activities.
- Ensuring all children recognise the importance of their contribution and are individually responsible for their contribution to groups.

Direct Teaching

Direct teaching is a teacher guided approach that entails teachers providing clear explanations, demonstrating concepts, and guiding children through a scaffolded sequence of learning to ensure a thorough understanding. It is crucial to note that direct teaching also includes active participation and involvement of children through the exchanging of ideas, understandings, feedback, and reinforcement to facilitate learning.

Direct teaching approaches support a gradual release of responsibility from teacher modelling to scaffolding and guided practice, before eventually giving way to independent practice. The pacing of this progression from scaffolded activities to independent practice is an important consideration to ensure the appropriate ongoing level of guidance and challenge is provided to all learners.

Direct teaching can support teachers to approach themes or topics in a clear, sensitive, age and developmentally appropriate, and structured manner. It can equip children with essential skills and knowledge, empowering them to make informed decisions about their wellbeing in a variety of contexts.

Teachers can use direct teaching by:

- Eliciting and building on children's prior learning as a starting point
- Sequencing and structuring new learning in an incremental manner
- Demonstrating, modelling and using verbal cues to exemplify new content
- Using questions, pair and group tasks to support and check for understanding
- Providing ample guided practice opportunities with feedback
- Providing scaffolds for appropriately challenging tasks
- Gradually increasing independent practice and problem solving as students become more proficient
- Supporting reflection and providing further support based on independent practice
- Providing age and developmentally appropriate and evidence informed information about human development
- Using visual aids, posters, role-play, and videos to illustrate and practise safety rules, guidelines and procedures.

Discovery learning

Discovery learning involves scaffolding children to explore, think, discuss, problem solve, and discover new learning. Discovery learning requires careful preparation and ongoing support by the teacher to empower children to experience choice and voice within their learning. The teacher acts as a facilitator, sequentially leading children towards new learning through deliberate questions, progressive adaptations, feedback, and planned constraints in tasks. Where children experience difficulty, verbal cues and demonstrations can be used on a limited basis to further scaffold and guide. Children can be encouraged to individually adapt these cues as best suited to support their own development.

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

Teachers can use discovery learning by:

- Prioritising exploration over explanation
- Modelling an open and curious approach to learning
- Emphasising to children that there can often be more than one answer or optimal solution
- Facilitating children to pose questions and choose areas of discovery that are relevant and meaningful to them
- Using ongoing prompt questions to guide learners to focus on the task outcome
- Developing skills and learning in authentic environments and contexts
- Simplifying challenging tasks (whilst maintaining their integrity), rather than immediately sharing possible solutions
- Manipulating task constraints to support and guide learning by adapting the rules, space, task, environment, equipment, or people
- Using scenarios to explore decision making
- Altering tasks regularly to promote variability and encourage children to try out new approaches.

Playful approaches

Playful learning is appropriate for all children across all stages of primary and special education. Play is of value in and of itself and children have both a right and a desire to play. Playful pedagogies embrace the innate curiosity and creativity of learners, supporting a dynamic space for exploring the dimensions of wellbeing. Play and playful experiences lend themselves to children taking ownership and responsibility in their own learning. Enjoyable, challenging and adventurous play experiences, both indoor and outdoor, support children to explore the world around them, and learn to assess risk.

Quality playful experiences not only support children to work towards learning outcomes, but also promote enjoyable positive experiences which benefits motivation. Furthermore, play supports social interactions and relationships, including teamwork, fostering a sense of belonging and community. Playful approaches can provide opportunities for exploration, challenge, creativity, choice, voice, and independence, and support children to make connections and share ideas.

During playful learning experiences, teaching and learning are fluid and flexible, and unexpected and emerging learning opportunities arise. A spectrum of play-based approaches, ensuring a balanced approach between teacher- and child-directed play, supports learning in Wellbeing.

Teachers can promote a playful approach by:

- Allowing a safe space for spontaneity, creativity, risk-taking and exploration
- Creating playful, active, hands on and engaging learning environments, in a variety of indoors and outdoor settings
- Incorporating socio-dramatic play and drama techniques, such as role-play, conscience alley, freeze frames, and puppetry to support physical, social and emotional learning
- Using narrative and stories, for example, as a stimulus for movement experiences in PE and to explore different perspective and complex/sensitive issues in SPHE
- Using age and developmentally appropriate and playful introductions to PE activity areas
- Incorporating game centred approaches and gamification to promote enjoyment, support resilience and build confidence
- Providing opportunities for children to create and develop activities, movements and games
- Prioritising playful and collaborative PE experiences without an over emphasis on competition.

Relational pedagogy

Relational pedagogy emphasises the foundational importance of positive relationships for wellbeing. School, for all children, should be a place where they feel they belong, and are valued, celebrated, and supported. The context of a positive school culture and climate underpins learning and teaching in Wellbeing. When a sense of belonging is promoted, children are likely to experience better social interactions, be more self-efficacious, experience success and enjoy school.

Furthermore, a positive climate can act as a protective factor for bullying prevention. Where children have an understanding of responsibility for their behaviours and decisions, are treated in a fair and just way, and experience respect for diversity, there is a greater chance that they will treat others in the same way. Relational pedagogy also recognises the significant importance of a trusted adult for children's wellbeing.

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

Teachers can foster positive relationships by:

- Establishing an inclusive learning environment enabling full participation, for example, considering the physical environment and choosing resources that are inclusive of difference and free from bias
- Developing learning experiences and routines to specifically promote social interaction and foster positive relationships
- Modelling respectful relationships, effective communication skills, empathetic skills, and using inclusive and respectful language
- Modelling approaches for resolving disharmony/ minor conflicts, highlighting natural consequences, and focusing on repairing harm and restoring relationships
- Fostering collaborative partnerships with parents to enhance learning
- Facilitating children to share their voice in a meaningful way, ensuring their voice is heard and acted upon appropriately
- Setting clear boundaries and having a shared understanding of expectations
- Enhancing children's self-esteem by fostering a sense of identity, purpose, belonging, security and competence.

6c. Assessing Wellbeing

Assessment is an integral part of learning and teaching. It is a collaborative process involving children and teachers, and, at times, parents and other stakeholders, working together to use information to inform, support, and enhance learning and teaching. The process of collecting, reviewing and evaluating evidence is a continual, ongoing one which responds to changes in context. Teachers are committed, skilled, and agentic professionals who make key decisions every day about learning and teaching in Wellbeing. These decisions are informed and shaped by:

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

Knowledge of the children and their prior learning

Children engage with learning in Wellbeing in different ways depending on their age, ability, strengths, preferences and interests. Knowledge of the child supports teachers to tailor assessment practices and to meet these needs and interests. This knowledge can be deepened by getting to know children through positive interactions and relationship building. Knowledge of children's prior learning and understanding is also crucial for fostering an inclusive, supportive, and effective learning environment. This knowledge informs the appropriate learning sequence and scaffolds that support children to build on and deepen their learning. It can also support self-referenced assessment, which emphasises personal improvement against previous performance, rather than comparison with the achievement of others, making success achievable for all.

Developing knowledge of the children is a collaborative process, incorporating child voice and involving the co-generation of knowledge between teacher and children. Creating opportunities for children to express their thoughts, perspectives, preferences, and experiences not only cultivates a sense of ownership and agency, but contributes to knowledge of children's unique learning journey, strengths, and interests. Valuing and integrating their insights, ensuring their voices contribute meaningfully to shaping inclusive and engaging learning, teaching and assessment experiences.

Knowledge of the curriculum

Teachers' knowledge of the *Wellbeing Curriculum* as well as connections that can be made across other curriculum areas supports teachers to make decisions about what children learn, the sequence in which they learn, and the pace at which they learn. By making professional decisions based on a sound knowledge of curriculum, and, as above, taking account of the needs, interests, and prior learning of the children, teachers exercise their agency and efficacy to ensure learning experiences are meaningful and engaging. As children work towards Learning Outcomes, assessment provides useful insights and information about children's progress. This information can be observed, interpreted, and used by teachers or children in a responsive way to support ongoing decision-making about the next steps for the child's learning journey.

Knowledge of pedagogy

By reflecting on the learning opportunities provided to children (as described in section 6a) and pedagogical practices enacted in the classroom (as described in section 6b), teachers can refine and adjust both the learning experiences and the learning environment to enrich children's learning experiences in Wellbeing. This serves to ensure that teachers are responding appropriately to children's learning to enable them to thrive. Professional conversations with

colleagues, continuing professional development and accessing teaching resources as part of the wellbeing online toolkit provide further supports for teachers.

Opportunities for assessing learning in Wellbeing

The ability to recognise wellbeing dimensions in children's everyday activities and to extend the potential learning arising from these is critical to planning for assessment in the classroom. The *Wellbeing Curriculum* supports a continuum of assessment from 'intuitive' to 'planned interactions' to 'assessment events' as shown in Figure 5. The three types of assessment are complementary, and necessary, to gain a comprehensive picture of a child's progress and achievement.

Figure 5: Continuum of assessment

INTUITIVE ASSESSMENT	PLANNED INTERACTIONS	ASSESSMENT EVENTS
Unplanned, unrecorded, and ongoing Children usually unaware they are being assessed	More visible, may be recorded, and related to Learning Outcomes/competencies Children may or may not be aware they are being assessed	Distinct, visible, recorded events Children are usually aware they are being assessed
Example posing appropriate questions to scaffold learning; being flexible and responsive to indications of children's misconceptions	**Example** asking children to construct concept maps to communicate their current understanding of a topic; conferencing with a child about a piece of work	**Example** teacher designed tests/quizzes; externally constructed standardised assessments; diagnostic assessments

During Wellbeing learning experiences, assessment is likely to occur incidentally, intuitively and in response to contingency moments i.e. unplanned and unexpected responses from the child. Providing an openness for such contingency moments and capitalising where appropriate on insights gleaned from children's responses, questions, problems and tasks, can allow for very rich assessment data.

Methods for assessing in Wellbeing

As teachers continually assess children's learning in Wellbeing, they are likely to use multiple assessment methods, in inter-changeable ways, to build a rich picture of children's learning. Below are some of the methods likely to be used.

Feedback: Sharing learning intentions, and providing effective, timely, and constructive feedback that focuses on learning in Wellbeing or the task at hand can empower children to reflect, recognise and appreciate their progress and achievements, identify challenges they experience, offer guidance for future learning and decide what the appropriate next steps might be.

Observations: Teachers are well placed to actively observe children and to respond to opportune learning situations as they arise. Observing, listening to and interacting with children as they engage in learning activities and experiences provides vital assessment information. Observations can be particularly useful for assessing skills, participation and engagement, resilience, behaviours, and interactions with others.

Questioning: Effective, well-crafted, and probing questions that are open, related to the focus of learning and accompanied by appropriate wait time can support teachers to gauge understanding, and encourage children to reflect, think critically, develop their understanding, consider different perspectives, and express their ideas.

Conferencing: Through teacher/child, peer/peer and group meetings, teachers can gain an insight into children's thinking, the nuances of their learning and their experience of learning. Conferencing can foster a positive, supportive, and collaborative learning environment, allowing for tailored feedback and support.

Tasks: Tasks can provide an insight into children's level of understanding and their preferred methods for learning in Wellbeing. Tasks can be used to assess specific knowledge, skills, dispositions, attitudes, and values, or can be designed to assess multiple aspects offering a more holistic view of children's learning. Tasks can support authentic assessment, allowing for observations in real-time situations, and supporting children to apply their learning in different contexts.

Portfolios: Portfolios can be used to compile evidence of learning and development over an extended period of time. Portfolios can support goal setting and self-reflection, fostering a sense of ownership and responsibility for learning. Portfolios can be assembled digitally or otherwise and provide a source of feedback and assessment. Artefacts could include pictures, recordings, and work samples, among others.

Peer- and self-assessment methods: Peer- and self-assessment methods can support intrinsic affirmation and motivation. An open, respectful, and collaborative classroom culture and learning environment is essential to support children to think about their own learning and that of others.

Peer- and self-assessment can also be promoted by:
- Allowing time and space for children to reflect on, share and discuss their learning
- Making clear to children what they are going to learn, how they might build on prior knowledge and possible connections with other areas of learning
- Suggesting or cogenerating assessment criteria with children promoting and celebrating respectful and open collaboration, reflection and sharing
- Using journals to engage in goal setting, reflection and self-referenced assessment
- Allowing for flexibility and choice in how children communicate their learning.

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

**Projects:** Project-based learning offers a dynamic and effective approach to assessment, facilitating holistic evaluation of children's learning and development. Projects require children to draw on a range of skills, applying their knowledge and understanding in practical situations. Project-based learning encourages creativity, critical thinking, teamwork, and collaborative learning, and requires sustained engagement.

Purposeful use of documentation supports good assessment practice. Documentation arises out of the process of gathering evidence, and includes the annotations and notes made by the teacher. Such documentation contributes to the rich, full picture that teachers need of each child as a learner in order to provide the support and experiences to support progression and development across the curriculum.

6d. PE activity areas

The specification includes a number of PE activity areas. The PE activity areas are the vehicle through which children can achieve the Learning Outcomes relevant to PE across stages 1-4. As outlined in Figure 6, the primary focus of learning, teaching, and assessment within PE is on the Learning Outcomes. Progressing downwards within Figure 6, Learning Outcomes from the Movement education strand and/or the other strands are firstly chosen, before complementary PE activity area(s) are identified as a medium to support and provide context to this learning.

Figure 6: Preparing for learning and teaching in PE
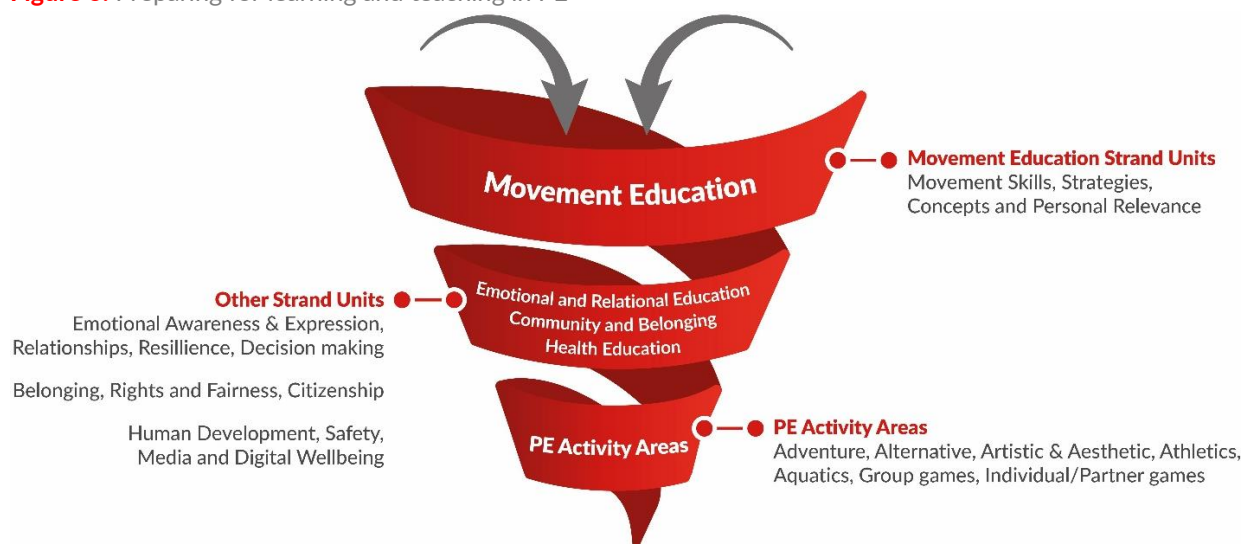
The activity areas are designed to be reflective of the variety of differing activities, social contexts (recreational and competitive) and physical environments (indoor and outdoor) which can be used to support engagement in physical activity during childhood and beyond. Through the broad spectrum of activity areas, children experience age and developmentally appropriate introductions to recreational and lifetime physical activities, as well as sporting and cultural movement activities. At each stage of the curriculum, PE should encompass a broad and balanced array of experiences in at least 6 of the 7 activity areas to support achievement within the Learning Outcomes. A non-exhaustive description of each activity area is outlined in Table 9.

Table 9: Description of Physical Education activity areas

Adventure	This area present children with an element of adventure and challenge through a variety of activities such as orienteering (both traditional and technology based), adventure walks, water-based activities, campcraft, and den making. Wheel based activities are also an important element of adventure activities incorporating a focus on the lifelong activity of cycling, alongside other wheel-based activities such as scooter and scooter board. Adventure activities support holistic development and lay the foundation for children to embrace the benefits of being active outdoors, whilst also acknowledging that many preliminary skills can also be developed indoors.
Alternative activities	Alternative activities seek to provide children with new movement experiences. These novel activities can be meaningful for children and highlight the diverse means through which a physically active lifestyle can be developed. Within alternative activities, children typically start from a similar level of competence and these activities have

	been shown to enhance motivation, belonging and resilience. In choosing alternative activities, schools may draw on the exemplars within the online toolkit in areas such as circus skills, pilates, etc., along with the unique context of their staff expertise and school setting.
Artistic and Aesthetic activities	Artistic and aesthetic activities incorporate gymnastics and dance. Gymnastics emphasises strength, flexibility, floor-based movement as well as rhythmic activities, both indoors and where appropriate outdoors, which require limited equipment. Gymnastics supports the development of movement skills and concepts such as body, space and effort awareness along with relationships with others in movement. Similarly, in dance, children creatively explore movement concepts and skills through creative dance and by exploring different genres of dance from diverse cultural contexts. Artistic and aesthetic activities can help to develop artistic expression and naturally integrates, aligns with, and complements teaching in Arts Education.
Athletics	Athletics encompasses a broad range of running, jumping and throwing activities. The skills associated with these activities can act as precursor to engagement in modified age and developmentally appropriate athletics activities and also support engagement in a wide variety of further activities. With an emphasis on fun and personal improvement rather than comparison with the performance of others, athletics supports development in a wide range of learning outcomes across the four strands.
Aquatics	Aquatics seeks to provide all children with a water-based learning experience to support the development of essential safety skills. The organisation of aquatics will be influenced by the degree of access to a suitable aquatic environment, the provision of transport and the availability of suitably qualified swimming teachers. For some schools access to aquatics is challenging, but every effort should be made to provide a block of time for each class to practically experience aquatics at one or more stages during their primary education.

Within aquatics there is an emphasis on safety in aquatics environments through buoyancy and self-rescue skills over traditional stroke development. Supporting children's enjoyment and confidence in aquatics environments in another central consideration. Play in the water through games assists the child in learning and is the preferred path for helping the child experience the beneficial aspects of water. |
| **Group games** | Group games provide opportunities for children to participate in age and developmentally appropriate small-sided games and activities. These include lead up games, which are modified versions of full game forms, to support children's ability to work together and the development of movement skills, strategies, alongside other cognitive, social and affective learning across all strands of the curriculum. This activity area incorporates activities such as invasion games, strike and field games, cooperative games, playground games, parachute games as well as games with a cultural significance such as Gaelic games and those from other cultures. |
| **Individual/ partner games** | This activity area provides children with opportunities to be active in a different social context by engaging in individual and partnered games. These games are typically non-contact and provide enjoyable opportunities to develop movement skills, strategies and a wide range of learning across the four strands. Modified net games, can be explored with adapted equipment such as balloons, rackets and adapted barriers. Similarly target games and wall games can be adapted and played as suited to the school context. |

6e. Practical considerations

Time allocations

The *Primary Curriculum Framework* (DE, 2023) introduces a suggested minimum weekly time allocation for the curriculum area of Wellbeing. During Stage 1, this area has been allocated 2 hours and 30 minutes per week. As children progress to stages 2 to 4, the allocated time for Wellbeing increases to 3 hours per week. Proportionally, as teachers prepare for PE and SPHE learning experiences, it is recommended that a ratio of 2:1 should be used for PE and SPHE learning, with the greater amount of time being given to PE.

The *Wellbeing Curriculum* and wider policy

Schools have a duty of care to their children and play a valuable role in helping children develop the skills necessary to enable them to recognise and resist abuse and potentially abusive situations. When preparing and planning for learning, teaching, and assessment related to the *Wellbeing Curriculum*, it is essential to consider wider policy and circulars which set out the mandated programmes within SPHE. In particular, the *Child Protection Procedures for Primary and Post-Primary Schools* gives guidance and direction regarding best practice and schools' statutory obligations in relation to child protection and child safeguarding, including the use of the mandatory child abuse prevention programme. Furthermore, the *Anti-Bullying procedures for primary and post-primary schools* sets out the requirements on schools in relation to preventing and dealing with bullying behaviour. Learning Outcomes in the *Wellbeing Curriculum* have been written to align with, and complement, the current mandatory programme and best practice guidelines. Therefore, the mandatory child abuse prevention programme must still be taught.

The role of external facilitators and programmes

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

> *The qualified classroom teacher is the best placed professional to work sensitively and consistently with students and she/he can have a powerful impact on influencing students' attitudes, values, and behaviour in all aspects of wellbeing education. (Circular 0042/2018)*[12]

Where a specific need is identified, external facilitators can play a complementary role in collaborative partnership with teachers for aspects of the curriculum. Any decision to involve external providers is best made in consultation with school leadership, parents, and children, ensuring relevant circulars and procedures are adhered to.

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

Consideration should also be given to the progression of children's learning and whether an external facilitator will complement this. Furthermore, alignment between the external facilitator and the *Wellbeing Curriculum* in terms of content, pedagogical approaches and the children's needs, age, and maturity should be considered. Taken together, these considerations support school leadership and teachers in evaluating the experience and skills sets of the external facilitator to ensure their appropriateness.

If a decision is made to work in partnership with an external facilitator, a collaborative approach to planning is essential, involving adherence to child safeguarding procedures and guidelines, preparation considering the school context, connections with children's prior learning and ensuring that the needs of all children are met. Schools and teachers should ensure any external input aligns with approaches to learning, teaching and assessment as outlined in the *Wellbeing Curriculum* and the *Primary Curriculum Framework* (DE, 2023).

The frequency and duration of any external inputs should be balanced to ensure teachers retain the central role in the delivery of the *Wellbeing Curriculum*. External facilitators always work under the guidance and supervision of the classroom teacher who remains with the children at all times. The teacher's ongoing role during an external input can encompass supporting children, team teaching and ensuring meaningful connections with prior learning. Following an input, teachers continue to provide opportunities for reflection, making connections, gathering feedback, thus supporting the teacher to reflect on and appraise the effectiveness of the input in complementing children's holistic Wellbeing education.

In addition, the Department of Education have endorsed a number of programmes which support learning and teaching in the *Wellbeing Curriculum*. A link to these programmes will be available on the Wellbeing Online Toolkit. These are not prescriptive and each school should consider the particular needs and interests of their children and the wider school community when considering any programme or resource.

7: Outline of the Wellbeing Online Toolkit

When developed, the Wellbeing Online Toolkit will provide practical support for teachers in building rich learning experiences for children. The components of the online toolkit will include support materials, examples of children's learning and a repository of recommended programmes and resources.
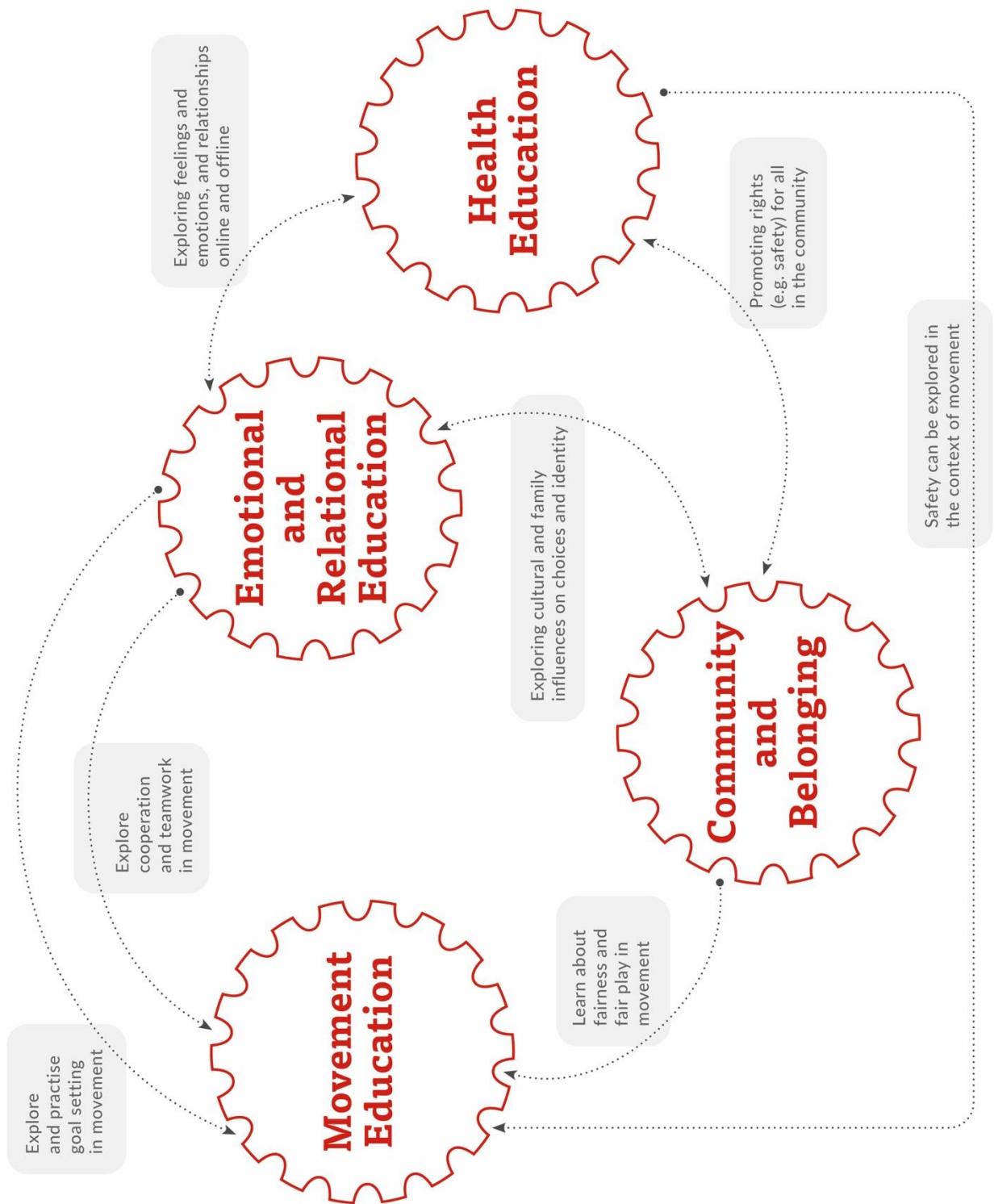
8: Glossary

The glossary highlights key words and terminology used in this document which may be new to teachers, or which may require further explanation.

Term	Description
Applied setting	An applied setting is the environment, space or place where a movement occurs in the community.
Bias	Prejudice for or against one person or group of people, especially in a way that may be considered unfair.
Bodily autonomy	Recognising the right to govern what happens to one's body.
Body awareness	Awareness of different body parts that move, different shapes the body can make, such as round, narrow, wide, curved, twisted, stretched, star, pike, straddle, tuck, and different actions the body can make, such as travel, rotate, weight transference, swing, push, pull.
Body image	The picture of our own body which we form in our mind.
Boundaries	Refers to understanding and respecting personal space and privacy.
Bullying	Bullying is targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. Bullying can take many forms, including: identity bullying, cyber bullying, racist bullying, sexist bullying, and sexual harassment.
Consent	Consent is the giving of permission or agreement for something to happen or to do something. It requires respect and communication from both parties and is an important concept for children to learn about from a young age. Consent includes knowledge about, and respect for, their own and others' boundaries.
Democratic practices	Involves children having a say in matters that affect them based on the principles of democracy.
Discrimination	Includes policies, practices or behaviours that lead to unfair treatment of individuals or groups on the basis of their identity or perceived identity. It can be intentional or unintentional and may be direct or indirect.
Diversity	Diversity refers to individuals and group differences in society. It is about welcoming and valuing difference as part of life. It is about respecting and celebrating differences while also noticing and valuing our similarities and connectedness.
Dynamics	Awareness and exploration of how the body moves, for example, fast or slow, sudden, or sustained, strong or light.
Emotions and feelings	Emotions are complex biological responses to specific stimuli or situations. They are often brief and intense and are usually accompanied by bodily changes such as increased heart rate, facial expressions and hormone releases. Feelings are the conscious experience of emotions. They are

	usually subjective, can be influenced by personal experience, and can vary widely from person to person.
Empathy	The action of understanding, being aware of, being sensitive to, and sometimes vicariously experiencing the emotions, feelings, thoughts, and experiences of another.
Equity	Equity refers to fairness or justice in the way people are treated, recognising and addressing the diverse needs of individuals or groups. It can involve providing different resources, opportunities or levels of support based on specific requirements or individual circumstances, aiming to ensure that everyone can thrive.
Family structures	Diversity of family structures refers the range of ways families are formed and structured such as mother-and father- headed families, co-parenting families, one-parent families, same-sex parent families, extended families, stepfamilies, adoptive families, foster families, and more.
Gamification	Gamification is a technique that consists of using the motivational elements of games and video games within the education field, with the aim of enhancing children's motivation, learning and enjoyment.
Locomotor skills	Moving the body in any direction from one point to another. For example, walking, running, hopping, skipping, jumping for height/distance, dodging or side stepping.
Manipulative skills	Control of objects using various body parts, for example, catching, throwing, kicking, striking with the hand and striking with an implement.
Meaningful PE	Meaningful PE supports children to value PE and recognise how it can enhance the quality of their lives through meaningful experiences.
Media	Media refers to various forms of communication channels and platforms that convey information, entertainment, and messages to a wide audience. Media encompasses a diverse range of formats and technologies, each serving unique purposes in disseminating content. Examples of media include, but are not limited to: print media, broadcast media, digital media, interactive media, visual media, audio media, and social media.
Movement solutions	A movement solution is developed when children create or adapt movements to experience success individually/collectively within a movement task, challenge or problem. Movement solutions are typically explored within a discovery approach.
Personal agency	Recognises children's right to make decisions that impact their lives. Children are active in their own learning and can display their agency by taking initiative in learning situations, by observing and becoming involved in ongoing events, or by initiating conversations with others and through experiencing democratic practices.
Physical literacy	Physical literacy is the motivation, confidence, physical competence, knowledge and understanding that enables a person to value and participate in physical activity throughout life.
Process and open goals	A process goal focusses on the process and learning involved in performing a task effectively (e.g. identify three aspects of my running technique to

	improve). Open goals are open ended and exploratory (e.g. see how fast I can run 50 metres).
Relationships (in movement)	Awareness and exploration of relationships with different people in movement, for example, with partners/groups, leading/following, mirroring, in unison/contrasting or canon. It also incorporates exploration of relationships with objects in movement such as over, under, through and around.
Resilience	The ability to cope with the normal stresses of life, and to adapt and navigate through challenges, setbacks, or difficult situations. Adaptive skills that may support resilience can include reflection, evaluation, emotional regulation, perseverance, commitment, optimism and self-belief, problem-solving, flexibility, and time management.
Self-image	Self-image is how a person thinks about or sees themselves, for example, their personality, their appearance and their values.
Self-referenced progress	Reflecting on personal improvement, rather than comparing oneself to others.
Social justice	Social justice is fair and equitable distribution of resources, opportunities and privileges within a society, ensuring that all individuals have equal access to basic needs and opportunities.
Space awareness	Awareness and exploration of where the body can move, for example, personal and general space, directions, low medium and high levels as well as curved, zig zag and straight pathways.
Spiritual wellbeing	Spiritual wellbeing is concerned with love for life, others, and a sense of connection with oneself, others, nature, the world and, for some, a larger purpose or higher power. It involves personal beliefs and practices that may or may not be linked to organised religion.
Stability skills	Balancing the body in stillness and in motion, for example, balancing and landing.
Stereotypes	Presenting an image of a person, a group or a culture based on an assumed range of characteristics, behaviours or activities.
Wearables	A wearable is a technology device worn on the body that tracks health and fitness metrics.

Appendix 1: Connections across strands

Exploring feelings and emotions, and relationships online and offline

Promoting rights (e.g. safety) for all in the community

Safety can be explored in the context of movement

Health Education

Emotional and Relational Education

Exploring cultural and family influences on choices and identity

Community and Belonging

Explore cooperation and teamwork in movement

Movement Education

Learn about fairness and fair play in movement

Explore and practise goal setting in movement