

## Physical Education (PE)

### PE, Wellbeing and the Junior Cycle

#### Wellbeing at Junior Cycle

Wellbeing provides learning opportunities to enhance the physical, mental, emotional and social wellbeing and resilience of students, and enables them to build life-skills and to develop a strong sense of connectedness to their school and to their community. It will also emphasise the role that students play in their family, community and society in general. This new area of learning will incorporate learning traditionally included in PE, SPHE and CSPE. A school may also choose to include other areas in their provision for Wellbeing.

#### PE and Wellbeing

Physical Education (PE) aims to develop students as knowledgeable, skilful and creative participants who are confident and competent to perform in a range of physical activities safely. The PE short course aims to build students' appreciation of the importance of health-enhancing and inclusive physical activity and a commitment to it now, and in the future.

#### Curricular options for PE within Wellbeing (DES Circular Letter 0024/2016)

Students who commenced their Junior Cycle in Sept 2016 must study PE following either:-

- the junior cycle syllabus in Physical Education (2003) or
- the specification for the Junior Cycle short course in Physical Education (2014)

### Exploring the short course in PE

#### Overview

Short courses are a curriculum component which offer greater flexibility to schools. Each short course requires 100 hours of student engagement. In the context of the Framework for Junior Cycle, the PE short course links directly to Statements of Learning (No. 4, 11, 12) and to particular elements of the eight Key Skills.

#### Teaching and Learning

Learning is based around four strands

- Physical activity for health and wellbeing
- Games
- Individual and team challenges
- Dance and gymnastics

Templates to assist in planning for teaching, learning and assessment are available from JCT.

#### Assessment and Reporting

Most of the assessment activities associated with the PE short course are formative in nature.

Students demonstrate their learning through Classroom-Based Assessments (CBAs).

Student achievement is reported on by the school through annual reports, as well as in the Junior Cycle Profile of Achievement (JCPA).

