



Summary of Irish Primary PE Association Submission to NCCA in Relation to *Draft Primary Curriculum Framework*

- **Time.** The IPPEA strongly support and commend increased and weekly time allocations for wellbeing areas as well as the identification of wellbeing as a key competency. Consideration should be given to the use of a specific time allocation or recommendation for Physical Education within the wider Wellbeing subject area.
- **Significance of naming.** Language is important. Caution should be observed in renaming of the subject to avoid a biomedical perspective of Health and Physical Education in which physical activity may be prioritised over learning.
- **Definitions.** There is much new within the framework and concepts that have different meanings to different people. Clear definitions regarding ideology, pedagogy, and associated content of any new terminology must be provided to avoid confusion amongst stakeholders. Likewise, Physical Education should be clearly identifiable as an overt named aspect of Wellbeing at all stages and be reflected in all definitions and attributes related to wellbeing.
- **Progression Criteria.** To represent the foundational and holistic nature of wellbeing and physical/health education alongside languages, mathematics, science and technology, consideration should be given to the inclusion of progression criteria for this area.
- **Leadership.** Physical Education leadership and lead teachers within schools must play an important role within a redeveloped curriculum.
- **External Provision.** Further explicit guidance in relation to the role of external providers within wellbeing areas is required within the redeveloped curriculum.
- **Continuing Professional Development (CPD).** If the intent of the new framework is to be realised, CPD in a re-imagined format is essential.

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