**Senior Cycle Physical Education Overview**

**Introduction**

Physical education is included in two ways in senior cycle: the senior cycle physical education framework provides a planning tool for schools to design a programme for those learners not following a programme in physical education as part of the Leaving Certificate. Leaving Certificate physical education, on the other hand, is a full subject that learners study and are assessed in, as part of their Leaving Certificate examinations.

**Structure**

The framework for Senior Cycle Physical Education is structured around six curriculum models. Curriculum models are theme-based and reflect a specific philosophy about what is most important in physical education.

Senior Cycle Physical Education is designed to be taught over the two or three years of senior cycle education. It is recommended that a double period per week is made available as the minimum requirement for teaching Senior Cycle Physical Education.

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| **Health-Related Physical Activity**—developing learners’ understanding of health-related physical  activity for now and in the future. |
| **Sport Education**—providing learners with an enjoyable and authentic experience of organised  physical activity as they learn to perform playing and non-playing roles. |
| **Contemporary Issues in Physical Activity**—encouraging learners to critically reflect on their own  and others’ experiences in physical activity and sport. |
| **Adventure Education**—encouraging learners to challenge themselves and co-operate with others  as they learn to solve physical activity challenges. |
| **Personal and Social Responsibility**—encouraging learners to take responsibility for themselves  and their learning in physical education class including respecting the rights and feelings of others. |
| **Teaching Games for Understanding**—developing learners’ tactical awareness and decision  making skills in a variety of games. |

**Assessment**

Assessment is an integral part of teaching and learning in Senior Cycle Physical Education. Ongoing assessment allows students to make their learning visible so that they can receive formative feedback about how to improve their participation, performance and learning.

Using portfolios to support assessment for learning in SCPE is supported in the framework.

**Senior Cycle Physical Education App**

An app to support teaching and learning in Senior Cycle Physical Education is under development at present. The working prototype is due for completion in early Autumn.

The aim of the app is to support teaching and learning, as well as promote assessment of Senior Cycle Physical Education and to encourage young people’s engagement in and adherence to regular physical activity.

***Student ‘PE’ section***

***Student ‘Me’ section***

***Teacher Dashboard***

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Description generated with high confidence

***Showcase portfolio***

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**Leaving Certificate Physical Education (examinable) Overview**

**Introduction**

The general aim of physical education in senior cycle is to develop the learner’s capacity to participate in physical education and physical activity in a confident and informed way. In Leaving Certificate physical education, learners have an opportunity to study physical education for certification.

**Structure**

The specification is presented in two strands. In Strand 1, students learn about different theoretical perspectives that impact on optimum performance and how to apply this understanding to a range of different activities. In Strand 2, students learn about contemporary issues in physical activity and how different people experience physical activity and sport.

Leaving Certificate physical education is designed to be taught in approximately 180 hours. It is recommended that of the five suggested class periods a week a double period per week should be included to facilitate learners’ active participation in the three physical activities.

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| **Strand 1**  **Toward optimum performance** | **Strand 2**  **Contemporary issues in physical activity** |
| Topics   1. Learning and improving skill and technique 2. Physical and psychological demands of performance 3. Structures, strategies, roles and conventions 4. Planning for optimum performance | Topics  5. Promoting physical activity   1. Ethics and fair play   *In addition, two of the following topics will be prescribed each year.*   1. Physical activity and inclusion 2. Technology, media and sport 3. Gender and physical activity 4. Business and enterprise in physical activity and sport |

**Assessment**

Assessment for certification in physical education is based on the aim, objectives and learning outcomes outlined in the specification. There are three assessment components in Leaving Certificate physical education

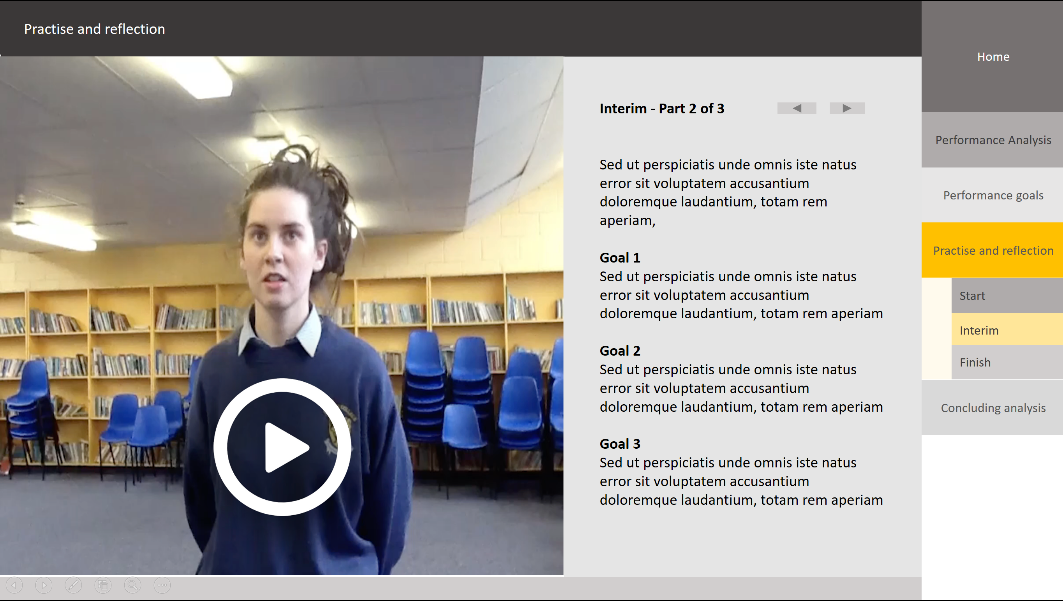
1. physical activity project – 20%
2. performance assessment – 30%
3. written examination – 50%

**Physical Activity Project – 20%**

Learners may choose to complete the physical activity project in one of following roles:

* performer
* coach/choreographer.

The project should span an eight to ten-week period and learners will be required to apply their learning from the specification to further develop their personal performance in their chosen role.



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Includes the four

* Performance analysis
* Identification of four performance goals
* Evidence of on-going training/practice and reflection
* Concluding analysis.

**Performance Assessment – 30%**

Learners choose one of the three selected physical activities being studied by their class. The performance is captured digitally by the learner and is captured in sessions designed to demonstrate the learner’s best personal performance in fully competitive and/or conditioned practices or performance settings.

