

Personal, social and physical education scope and sequence

Personal, social and physical education scope and sequence



Primary Years Programme

Personal, social and physical education scope and sequence

Published November 2009

Updated December 2018

Published on behalf of the International Baccalaureate Organization, a not-for-profit educational foundation of 15 Route des Morillons, 1218 Le Grand-Saconnex, Geneva, Switzerland by the

International Baccalaureate Organization (UK) Ltd
Peterson House, Malthouse Avenue, Cardiff Gate
Cardiff, Wales CF23 8GL
United Kingdom
Website: www.ibo.org

© International Baccalaureate Organization 2009

The International Baccalaureate Organization (known as the IB) offers four high-quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world. This publication is one of a range of materials produced to support these programmes.

The IB may use a variety of sources in its work and checks information to verify accuracy and authenticity, particularly when using community-based knowledge sources such as Wikipedia. The IB respects the principles of intellectual property and makes strenuous efforts to identify and obtain permission before publication from rights holders of all copyright material used. The IB is grateful for permissions received for material used in this publication and will be pleased to correct any errors or omissions at the earliest opportunity.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior written permission of the IB, or as expressly permitted by law or by the IB's own rules and policy. See <http://www.ibo.org/copyright>.

IB merchandise and publications can be purchased through the IB store at <http://store.ibo.org>.

Email: sales@ibo.org

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Contents

Personal, social and physical education in the Primary Years Programme	1
Beliefs and values in personal, social and physical education	1
Effective PSPE practice	2
How PSPE practices are changing	4
Knowledge and skills in PSPE	5
PSPE strands	5
Key concepts in the PYP: What do we want students to understand about PSPE?	7
Examples of questions that illustrate the key concepts	9
Overall expectations in PSPE	10
Learning continuums	11
Identity	11
Active living	15
Interactions	18

Personal, social and physical education in the Primary Years Programme

Beliefs and values in personal, social and physical education

A curriculum designed to equip students for the challenging world of the twenty-first century needs to ensure that students develop as people who take increasing responsibility for their own physical wellbeing, their own learning, their own relationships with others and their role in the local, national and global community.

Victorian Essential Learning Standards, Victorian Curriculum and Assessment Authority, Victoria, Australia (2008)

In the PYP, personal, social and physical education (PSPE) is concerned with the individual's well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this well-being. Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle.

PSPE is integral to learning and teaching in the PYP and is embodied in the IB learner profile that permeates the programme and represents the qualities of internationally minded students and effective lifelong learners. As lifelong learners we strive to make sense of our lives and the world around us by constructing meaning, exploring concepts and revising understandings. Lifelong learners adopt a positive attitude to learning, develop and apply strategies for critical and creative thinking, engage in inquiry, make connections, and apply new learning and skills in different contexts. In order to become successful learners, it is necessary for students to feel empowered by their learning, to value and take responsibility for their learning, to demonstrate resilience and to develop independence. Such learners are able to reflect on themselves, their experiences, and the process of learning in order to support personal growth and their ongoing commitment to personal, social and physical well-being.

The development of a student's well-being can be implicitly and explicitly addressed through all areas of the PYP curriculum. Therefore, every teacher has a responsibility to support each student's personal, social and physical development through all learning engagements both within and outside the programme of inquiry.

The IB learner profile is integral to learning and teaching in the PYP because it represents the qualities of effective learners and internationally minded students. The learner profile, together with the other elements of the programme—knowledge, concepts, skills and action—informs planning and teaching in PSPE.

Effective PSPE practice

PSPE is an integral part of students' everyday life at school and at home. It is an essential part of the curriculum and, as students engage with it across and between the subjects, they come to a deeper understanding of its relevance and applicability to their everyday lives. Appropriate attitudes and behaviours are also modelled within the school and the school community. Students learn best when the learning experiences they engage with provide them with the motivation to achieve their personal goals. PSPE promotes transdisciplinary learning through the transdisciplinary themes, the learner profile and all elements of the programme. Schools that have local and/or national curriculum requirements should articulate how best these can be incorporated into their planning and teaching of PSPE.

Including PSPE in an integrated approach to the curriculum guides the students' learning process in all the subjects and beyond school. This approach provides opportunities for collective and coordinated implementation that can be communicated, understood and undertaken by the whole school community. PSPE offers an effective vehicle for opening up healthy dialogue between school and home. In this way, school and home may function as partners in education, making learning more relevant to the child and, therefore, more effective and enduring.

Regardless of whether aspects of PSPE are being taught within or outside the programme of inquiry, purposeful inquiry is still considered the principal way in which students learn. The starting point for all learning should always be the students' prior experience and current understanding. When teachers plan learning experiences that enable students to develop personally, socially and physically, students are able to make connections, apply learning, and transfer conceptual understanding to new situations. Carefully selected children's literature can provide useful support to learning and teaching about PSPE. Stories and poems can be read to introduce new areas of learning or to provide a prompt for discussion among the students. Many of the attributes of the IB learner profile are clearly visible in a range of children's literature, and students are encouraged to recognize these attributes, as well as the attitudes, in the characters of the literature selected.

Physical education in a PYP school should be more than just student participation in sports and games. Its purpose should be to develop a combination of transferrable skills promoting physical, intellectual, emotional and social development; to encourage present and future choices that contribute to long-term healthy living; and to understand the cultural significance of physical activities for individuals and communities. Therefore, in the PYP, there should be specific opportunities for learning about movement and through movement in a range of contexts. Students of all abilities are challenged to improve their movement skills, but they are also supported and encouraged to enjoy physical activity and see it as part of a healthy and active lifestyle with connections to other areas of the curriculum and community.

A PYP teacher's personal knowledge of PSPE is of key importance. What teachers themselves understand shapes which resources they choose, what learning experiences they design and how effectively they are able to support the development of each student's well-being. The teacher's own interest is maintained, and understanding developed, through regular professional development, reading of professional journals and, especially, through regular contact with colleagues who share their commitment to teaching PSPE through inquiry. Commercially available resources should be carefully evaluated in order to ensure that they meet the needs of the teacher and the students, and the requirements of the programme.

The role of PSPE in the programme of inquiry

In the PYP, there will be opportunities for the development of personal, social and physical well-being through the relevant, realistic context of the units of inquiry as well as through learning and teaching experiences in other areas of the curriculum. Teachers have a responsibility to help students to make explicit connections between different aspects of their learning. Students need opportunities to identify and reflect on "big ideas" within and between the different strands of PSPE, the transdisciplinary themes, and other subjects. The role of inquiry in PSPE is important as students engage in building understandings that contribute to their well-being and their success as lifelong learners.

It is acknowledged that in many schools, single-subject teachers take responsibility for the physical component of PSPE. It is vital that these single-subject teachers see themselves primarily as PYP teachers who teach physical education, and in so doing contribute to the overall outcomes of a transdisciplinary programme.

To ensure a cohesive educational experience for students, a PYP school has a responsibility to ensure that there are regular opportunities for collaboration between single-subject teachers and homeroom/classroom teachers. This collaboration includes the development and review of the school's programme of inquiry as well as planning, teaching and reflecting on units of inquiry where meaningful connections to physical education can be made. The following models provide examples of how to strengthen the role of physical education within the PYP.

- **Developing or supporting a unit within the programme of inquiry:** Whenever appropriate, physical education teachers should be involved in collaborative planning to plan, teach, assess and reflect on the units of inquiry.
- **Preparing for or following on from a unit within the programme of inquiry:** The direct teaching of physical education in a unit of inquiry may not always be feasible but, where appropriate, introductory or follow-up learning experiences may be useful to help students make connections between the different aspects of the curriculum. Physical education teachers may plan and teach activities or experiences that prepare students for participation in a unit of inquiry. Following on from a unit, students may demonstrate their understanding of the central idea in a physical education context.
- **Independent inquiry:** There may be times when teachers will be teaching aspects of physical education independent of the programme of inquiry using purposeful inquiry. At such times, teachers should structure their learning and teaching through the use of the PYP planning process. Teachers should ensure that authentic connections are made while maintaining the integrity and essential character of learning in, through and about physical education. If undertaking an inquiry outside the programme of inquiry, teachers should still recognize that the same philosophy and pedagogy must underpin their planning and teaching of the subject.

The emphasis in any unit of work, whether it is within the programme of inquiry or not, should be on seeking a balance between acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of constructive attitudes, and taking responsible action.

To be effective, PSPE should be thoughtfully planned for and yet have the flexibility to include spontaneous student-driven inquiries that are not directly related to any planned units. These are valuable learning and teaching opportunities in themselves and provide teachers and students with the opportunity to apply the pedagogy of the PYP to authentic, of-the-moment situations.

All teachers working with PYP students (including the homeroom/classroom teacher and single-subject teachers) will find that the strands identified as part of PSPE will be relevant to the transdisciplinary programme of inquiry as well as to subject-specific inquiries. It is therefore imperative that all teachers in a PYP school are familiar with the area of PSPE and understand their role in the development of each student's well-being.

How PSPE practices are changing

Guided inquiry is the main approach to learning and teaching PSPE in the PYP.

As an aid to reflection, the following set of examples of effective practice has been produced.

How are personal and social education practices changing?	
Increased emphasis on:	Decreased emphasis on:
concept-driven and transdisciplinary teaching taking place both inside and outside the programme of inquiry	teaching an isolated subject or topic
every teacher as a personal and social education teacher	the class or homeroom teacher as the sole personal and social education teacher
flexible inquiries including issues initiated by the students	rigid, set courses of study
different cultural, religious or social perspectives; celebrating differences	one cultural, religious or social perspective
personal and social education activities taking place throughout the school	personal and social education activities taking place only inside the classroom
parents' involvement in personal and social education learning experiences and issues	parents not being informed about personal and social education issues, or not being invited to participate in personal and social education learning experiences
empowered students taking action, with the teacher modelling behaviour	teaching about responsibility and the need to take action
discovering students' prior or existing beliefs, questions and concerns	instruction based on grade levels and preparation for the next academic year
challenging students to find applications for, and take action on, what they have learned	students simply learning facts and skills
the idea that what is or feels right for one person is not always right for another person.	the idea that one answer or feeling is right for everyone.

How are physical education practices changing?	
Increased emphasis on:	Decreased emphasis on:
learning that focuses on students constructing meaning, and expanding and deepening their knowledge of concepts and their understanding of the world	skill acquisition, a game or a sport as an end in itself
teachers of physical education viewed (and viewing themselves) as PYP teachers	physical education teachers seen as solely single-subject teachers

How are physical education practices changing?	
Increased emphasis on:	Decreased emphasis on:
skills learned, practised and applied in the context of inquiry	skills learned and practised in isolation
rigorous activities directly linked to the concepts and driving questions of the inquiry	activities of superficial value; activities that are included only because they are fun
development of cooperative skills	acquisition of physical skills
engaging students at their own level	activities favouring skilled students
assessment/achievement based on the learner profile.	assessment/achievement based on skill level.

Knowledge and skills in PSPE

PSPE provides the models, processes and vocabulary for handling social and personal issues, and ensuring health and well-being. Students are prepared to address moral issues in their lives and act upon a set of positive values such as appreciation, empathy and respect. They should be given guidance to help develop positive attitudes and behaviours in order to meet challenges, make healthy lifestyle choices, and serve as responsible, respectful members of society. This guidance should be specific, explicit and continuous, and should take place in a non-threatening environment.

Owing to the fact that well-being can be intrinsically linked to all aspects of a student's experience at school and beyond, PSPE should be included throughout the curriculum, wherever applicable, and in particular through opportunities found in units of the programme of inquiry.

The development of overall well-being is defined through three common strands that have relevance to all teachers: **identity**, **active living** and **interactions**. These strands are concept-driven and have been designed to interact with each other, working together to support the overall development of students.

PSPE strands

What do we want students to know?

Identity

An understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us; the impact of cultural influences; the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity; how the learner's concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others.

Related concepts: autonomy, character, diversity, ethnicity, fulfillment, gender, heritage, image, initiative, perseverance, resilience, self-regulation, sexuality, spirituality, trust.

Active living

An understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle; the importance of regular physical activity; the body's response to exercise; the importance of developing basic motor skills; understanding and developing the body's potential for movement and expression; the importance of nutrition; understanding the causes and possible prevention of ill health; the promotion of safety; rights and the responsibilities we have to ourselves and others to promote well-being; making informed choices and evaluating consequences, and taking action for healthy living now and in the future.

Related concepts: aesthetics, biomechanics, body control, body form, challenge, competition, energy, flexibility, flow, growth, goal setting, improvement, leisure, mastery, overload, physiology, power, rest, spatial awareness, strength and endurance, stress.

Interactions

An understanding of how an individual interacts with other people, other living things and the wider world; behaviours, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind's responsibility as custodians of the Earth for future generations.

Related concepts: belonging, citizenship, community, conflict, conformity, control, culture, discrimination, fair play, interdependence, justice, leadership, peace, preservation, reparation, safety, stereotype, team work.

Related concepts: While the key concepts have been identified, related concepts could provide further links to the transdisciplinary programme of inquiry or further understanding of the subject. Here, examples of some possible related concepts have been provided for each of the strands. Schools may choose to develop their own related concepts.

All curriculum areas provide an opportunity to utilize the approaches to learning. The PSPE component of the curriculum also provides opportunities for students to:

- reflect on the development of his/her own personal, social and physical well-being
- develop and apply strategies to help manage situations of change and adversity
- work towards achieving personal goals
- master new skills and techniques in a variety of physical activities
- develop strategies to improve individual and team performance in physical activities
- understand the factors that contribute to a healthy lifestyle
- use cooperative behaviours in order to function as part of a group or team
- reflect on interactions with other people, other living things and the wider world
- appreciate the interdependent relationships between humans, other living things and the environment.

Guidance for teachers of physical education

In addition to the transdisciplinary programme of inquiry that provides authentic learning contexts for the development of well-being, it is acknowledged that many schools will develop an ongoing, balanced physical education programme. If this is the case, teachers are encouraged to draw on conceptual understandings from all three strands in order to provide meaningful, connected learning experiences for students.

The contexts selected for learning through and about movement will be different for each school, and will depend on factors such as the prior knowledge and experiences of the students; the host country of the school; the particular physical activities that are valued in the school and local community; the resources available to the school; and the kinds of experiences that the school believes will encourage present and future choices that will lead to an active healthy lifestyle. Regular exposure to all kinds of physical learning experiences will enable students to make informed choices throughout their lives. A balanced curriculum would include the following types of experiences.

- **Individual pursuits:** The development of basic motor skills and the body's capacity for movement through locomotor and manipulative skills and/or experiences; the techniques, rules and purpose of a range of athletic activities (for example, track and field, swimming, skating, skiing); recognizing a high level of achievement and how to improve a performance.
- **Movement composition:** Recognizing that movements can be linked together and refined to create a sequence of aesthetic movements. Movements can be in response to stimuli or performance elements and/or criteria and can communicate feelings, emotions and ideas (for example, gymnastics, dance*, martial arts).
- **Games:** Recognizing the challenges presented by games; the importance of manipulating space; the categorizing of games; identifying and developing appropriate skills and strategies; recognizing the importance of rules and how they define the nature of a game; modifying existing games and creating new games; teamwork.
- **Adventure challenges:** A variety of tasks requiring the use of physical and critical-thinking skills by individuals and/or groups; challenges that require groups to work together collaboratively in order to solve problems and accomplish a common goal; recognizing the role of the individual in group problem solving.
- **Health-related fitness:** Recognizing and appreciating the importance of maintaining a healthy lifestyle; the body's response to exercise including the interaction of body systems and the development of physical fitness.

***Please note:** The PYP *Arts scope and sequence* includes conceptual understandings and learning outcomes that relate specifically to dance. When the physical education programme includes dance or other creative movement experiences as a context for learning, teachers should refer to *Personal, social and physical education scope and sequence* as well as *Arts scope and sequence* to inform planning and teaching.

Key concepts in the PYP: What do we want students to understand about PSPE?

Central to the philosophy of the PYP is the principle that guided inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas. Hence in the PYP there is also a commitment to a **concept-driven curriculum** as a means of supporting that inquiry. There are clusters of ideas that can usefully be grouped under a set of overarching concepts, each of which has major significance within and across subjects, regardless of time or place.

These key concepts are one of the elements of the PYP framework. It is accepted that these are not, in any sense, the only concepts worth exploring. Taken together they form a powerful curriculum component that drives the teacher- and/or student-constructed inquiries that lie at the heart of the PYP curriculum.

When viewed as a set of questions, the concepts form a research tool that is manageable, open-ended and more readily accessible to students. It is these questions, used flexibly by teachers and students when planning an inquiry-based unit, that shape that unit, giving it direction and purpose.

The following table explains each concept from both the generic perspective and the PSPE perspective.

Concept	Generic perspective	PSPE perspective
Form What is it like?	Everything has a form with recognizable features that can be observed, identified, described and categorized.	The features of personal, social and physical development, including feelings, beliefs, behaviours and movements, can be observed, identified and described.
Function How does it work?	Everything has a purpose, a role or a way of behaving that can be investigated.	An examination of the feelings, beliefs and behaviours affecting our interactions with others and the environment.
Causation Why is it like it is?	Things do not just happen. There are causal relationships at work, and actions have consequences.	Our personal, social and physical well-being, as well as our relationships, are influenced by our feelings, beliefs and behaviours, and their causing factors.
Change How is it changing?	Change is the process of movement from one state to another. It is universal and inevitable.	The inevitable personal, social and physical development and change over time is influenced by intrinsic and extrinsic factors.
Connection How is it connected to other things?	We live in a world of interacting systems in which the actions of any individual element affect others.	An individual's physical, emotional and social development is made up of interacting elements, including the behaviour of others and the environment.
Perspective What are the points of view?	Knowledge is moderated by perspectives. Different perspectives lead to different interpretations, understandings and findings. Perspectives may be individual, group, cultural or disciplinary.	Different perspectives of beliefs, feelings and behaviours lead to different understandings of the world, including participation in, and enjoyment of, physical activity.
Responsibility What is our responsibility?	People make choices based on their understandings, and the actions they take as a result do make a difference.	Informed and appropriate choices leading to responsible actions make a difference to our health, well-being, community and the environment.

Examples of questions that illustrate the key concepts

The following table provides sample teacher/student questions that illustrate the key concepts, and that may help to structure or frame an inquiry. These examples demonstrate broad, open-ended questioning—requiring investigation, discussion, and a full and considered response—that is essential in an inquiry-led programme.

Concept	Sample student/teacher questions	
	Personal and social education	Physical education
Form What is it like?	<ul style="list-style-type: none"> Which important decisions have you made in the past? Who works in the school and what do they do? What are responsibilities? 	<ul style="list-style-type: none"> What is this movement like? What different shapes can you make on the floor using your body? What are the basic rules in this event/game?
Function How does it work?	<ul style="list-style-type: none"> How do rules help us to play? How are minority groups treated by society? Who works in the school and what do they do? 	<ul style="list-style-type: none"> How do we collect and record results? How do you score points in your game? How does this movement work?
Causation Why is it like it is?	<ul style="list-style-type: none"> How do you feel when things do not work out the way you had hoped? What things make you feel at home? What are the things that can harm your body? 	<ul style="list-style-type: none"> Why does your body change when you exercise? Why do people dance? Why do we need rules for this game?
Change How is it changing?	<ul style="list-style-type: none"> What, if anything, would you change about how you work together? How have you changed since you were a baby? What could you change in your lifestyle to make it more balanced? 	<ul style="list-style-type: none"> What changes when you exercise? What could you change in your lifestyle to make it more balanced? How can you make yourself into different shapes?

Concept	Sample student/teacher questions	
	Personal and social education	Physical education
Connection How is it connected to other things?	<ul style="list-style-type: none"> • What can we learn by playing? • How is our classroom like a home? • How are rights and responsibilities connected? 	<ul style="list-style-type: none"> • What differences are there between running for speed and running for distance? • How can you work as a group to achieve a common aim? • How can your body movements show a mood, feeling or emotion?
Perspective What are the points of view?	<ul style="list-style-type: none"> • What is easy/difficult about working together? • How can we understand other people's points of view and help them to understand ours? • How do people celebrate their birthdays? 	<ul style="list-style-type: none"> • Which kind of balance equipment do you like to use best, and why? • What is easy/difficult about working together? • What can help you to improve your performance in this event/game?
Responsibility What is our responsibility?	<ul style="list-style-type: none"> • What can we do to help us stay safe? • How can you be a responsible member of a group? • What rights and responsibilities do I have as I grow and change? 	<ul style="list-style-type: none"> • How can you ensure everybody has a chance to use his or her ideas and skills? • How can you move around the space safely? • Why is it important to warm up before exercising?

Overall expectations in PSPE

Personal, social and physical education scope and sequence aims to provide information for the whole school community of the learning that is going on in PSPE. It has been designed in recognition of the fact that learning is a developmental process and that the phases a learner passes through are not always linear or age related. For this reason the content is presented in continuums for each of the three **strands** of PSPE—identity, active living, and interactions. For each of the strands there is a strand description and a set of **overall expectations**. The overall expectations provide a summary of the conceptual understandings and subsequent learning being developed in each phase within a strand.

Learning continuums

Identity

An understanding of our own beliefs, values, attitudes, experiences and feelings and how they shape us; the impact of cultural influences; the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity; how the learner's concept of self and feelings of self-worth affect their approach to learning and how they interact with others.

Overall expectations

Phase 1

Learners have an awareness of themselves and how they are similar and different to others. They can describe how they have grown and changed, and they can talk about the new understandings and abilities that have accompanied these changes. They demonstrate a sense of competence with developmentally appropriate daily tasks and can identify and explore strategies that help them cope with change. Learners reflect on their experiences in order to inform future learning and to understand themselves better.

Phase 2

Learners understand that there are many factors that contribute to a person's identity and they have an awareness of the qualities, abilities, character and characteristics that make up their own identity. They are able to identify and understand their emotions in order to regulate their emotional responses and behaviour. Learners explore and apply different strategies that help them approach challenges and new situations with confidence.

Phase 3

Learners understand that a person's identity is shaped by a range of factors and that this identity evolves over time. They explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity. They analyse how they are connected to the wider community and are open to learning about others. Learners use their understanding of their own emotions to interact positively with others. They are aware that developing self-reliance and persisting with tasks independently will support their efforts to be more autonomous learners.

Phase 4

Learners understand that the physical changes they will experience at different stages in their lives affect their evolving identities. They understand that the values, beliefs and norms within society can impact on an individual's self-concept and self-worth. Learners understand that being emotionally aware helps them to manage relationships. They recognize and describe how a sense of self-efficacy contributes to human accomplishments and personal well-being. Learners apply and reflect on strategies that develop resilience and, in particular, help them to cope with change, challenge and adversity in their lives.

Learning continuum for identity

Phase 1	Phase 2	Phase 3	Phase 4
<p>Conceptual understandings Each person is an individual.</p> <p>As people grow and change they develop new skills, understandings and abilities.</p> <p>Emotions, attitudes and beliefs influence the way we act.</p> <p>Positive thoughts help us to develop a positive attitude.</p> <p>Knowing how we are similar to and different from others helps shape our understanding of self.</p> <p>Reflecting on our experiences helps us to understand ourselves better.</p> <p>Developing independence builds self-worth¹ and personal responsibility.</p>	<p>Conceptual understandings There are many factors that contribute to a person's individual identity.</p> <p>Understanding and respecting other peoples' perspectives helps us to develop empathy.</p> <p>Identifying and understanding our emotions helps us to regulate our behaviour.</p> <p>A positive attitude helps us to overcome challenges and approach problems.</p> <p>A person's self-concept² can change and grow with experience.</p> <p>Using self- knowledge³ allows us to embrace new situations with confidence.</p> <p>Different challenges and situations require different strategies.</p>	<p>Conceptual understandings A person's identity evolves as a result of many cultural influences.</p> <p>A person's self-concept is influenced by how others regard and treat him or her.</p> <p>Embracing and developing optimism helps us to have confidence in ourselves and our future.</p> <p>Understanding ourselves helps us to understand and empathize with others.</p> <p>Self-efficacy⁵ influences the way people feel, think and motivate themselves, and behave.</p> <p>Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity.</p> <p>Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous.</p>	<p>Conceptual understandings Many different and conflicting cultures influence identity formation.</p> <p>The physical changes people experience at different stages in their lives affect their evolving identities.</p> <p>Stereotyping or prejudging can lead to misconceptions and conflict.</p> <p>The values, beliefs and norms of a society can impact on an individual's self-concept and self-worth.</p> <p>Being emotionally aware helps us to manage relationships and support each other.</p> <p>A person's self-worth is reinforced and reflected in engagement with and/or service to others.</p> <p>A strong sense of self-efficacy enhances human accomplishments and personal well-being.</p> <p>Coping with situations of change, challenge and adversity develops our resilience.</p>

Phase 1	Phase 2	Phase 3	Phase 4
<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • identify themselves in relation to others (for example, family, peers, school class, ethnicity, gender) • describe how they have grown and changed • describe some physical and personal characteristics and personal preferences • talk about similarities and differences between themselves and others • identify their feelings and emotions and explain possible causes • recognize that others have emotions, feelings and perspectives that may be different from their own • identify and explore strategies that help them to cope with change • identify positive thoughts and attitudes in themselves and others • willingly approach and persevere with new situations • reflect on their experiences in order to build a deeper understanding of self 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences • describe how personal growth has resulted in new skills and abilities • explain how different experiences can result in different emotions • identify feelings and begin to understand how these are related to behaviour • express hopes, goals and aspirations • solve problems and overcome difficulties with a sense of optimism • examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help • recognize others' perspectives and accommodate these to shape a broader view of the world • identify and understand the consequences of actions 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • explain how a person's identity is made up of many different things, including membership in different cultures, and that this can change over time • examine different factors (heritable and non-heritable) that shape an identity (for example, gender, sexuality, nationality, language group) • identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions • recognize personal qualities, strengths and limitations • analyse how they are connected to the wider community • reflect on how they cope with change in order to approach and manage situations of adversity • reflect on their own cultural influences, experiences, traditions and perspectives, and are open to those of others • use understanding of their own emotions to interact positively with others 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> • examine the complexity of their own evolving identities • recognize how a person's identity affects self-worth • recognize how a person's identity affects how they are perceived by others and influences interactions • analyse how society can influence our concept of self-worth (for example, through the media and advertising) • identify how aspects of a person's identity can be expressed through symbols, spirituality, dress, adornment, personal attitudes, lifestyle, interests and activities pursued • analyse how assumptions can lead to misconceptions • recognize, analyse and apply different strategies to cope with adversity • accept and appreciate the diversity of cultures, experiences and perspectives of others • identify causal relationships and understand how they impact on the experience of individuals and groups

Phase 1	Phase 2	Phase 3	Phase 4
<ul style="list-style-type: none"> demonstrate a sense of competence with developmentally appropriate daily tasks and seek support to develop independence. 	<ul style="list-style-type: none"> are aware of their emotions and begin to regulate their emotional responses and behaviour reflect on inner thoughts and self-talk⁴ demonstrate a positive belief in their abilities and believe they can reach their goals by persevering. 	<ul style="list-style-type: none"> embrace optimism to shape a positive attitude towards themselves and their future explain how self-talk can influence their behaviour and their approach to learning motivate themselves intrinsically and behave with belief in themselves work and learn with increasing independence. 	<ul style="list-style-type: none"> use emotional awareness and personal skills to relate to and help others identify how their self-knowledge can continue to support the growth and development of identity understand the role of and strategies for optimism in the development of their own well-being analyse self-talk and use it constructively embrace a strong sense of self-efficacy that enhances their accomplishments, attitudes and personal well-being.

1. Self-worth: the view that individuals have of themselves and their perceptions of their own worth (positive or negative) as a person.
2. Self-concept: an idea of the self constructed from the beliefs a person holds about himself or herself.
3. Self-knowledge: the knowledge a person has of his or her own qualities, abilities, character and characteristics.
4. Self-talk: describes thoughts that an individual has, as if in dialogue with himself or herself; these thoughts can have an impact on an individual's emotions, actions and behaviour.
5. Self-efficacy: the knowledge a person has of his or her own skills and abilities to perform in a certain manner to attain certain goals.

Active living

An understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle; the importance of regular physical activity; the body's response to exercise; the importance of developing basic motor skills; understanding and developing the body's potential for movement and expression; the importance of nutrition; understanding the causes and possible prevention of ill health; the promotion of safety; rights and the responsibilities we have to ourselves and others to promote well-being; making informed choices and evaluating consequences, and taking action for healthy living now and in the future.

Overall expectations

Phase 1

Learners show an awareness of how daily practices, including exercise, can have an impact on well-being. They understand that their bodies change as they grow. They explore the body's capacity for movement, including creative movement, through participating in a range of physical activities. Learners recognize the need for safe participation when interacting in a range of physical contexts.

Phase 2

Learners recognize the importance of being physically active, making healthy food choices, and maintaining good hygiene in the development of well-being. They explore, use and adapt a range of fundamental movement skills in different physical activities and are aware of how the body's capacity for movement develops as it grows. Learners understand how movements can be linked to create sequences and that these sequences can be created to convey meaning. They understand their personal responsibilities to themselves and others in relation to safety practices.

Phase 3

Learners understand the factors that contribute to a healthy lifestyle. They understand that they can enhance their participation in physical activities through developing and maintaining physical fitness, refining movement skills, and reflecting on technique and performance. Learners are able to identify different stages of life and understand that rates of development are different for everyone. Learners understand that there are potential positive and negative outcomes for risk-taking behaviours and are able to identify these risks in order to maximize enjoyment and promote safety.

Phase 4

Learners understand the interconnectedness of the factors that contribute to a safe and healthy lifestyle, and set goals and identify strategies that will help develop well-being. They understand the physical, social and emotional changes associated with puberty. They apply movement skills appropriately, and develop plans to help refine movements, improve performance and enhance participation in a range of physical contexts.

Learning continuum for active living

Phase 1	Phase 2	Phase 3	Phase 4
<p>Conceptual understandings Our daily practices can have an impact on our well-being.</p> <p>We can observe changes in our bodies when we exercise.</p> <p>Our bodies change as we grow.</p> <p>We can explore our body's capacity for movement.</p> <p>Our bodies can move creatively in response to different stimuli.</p> <p>Safe participation requires sharing space and following rules.</p>	<p>Conceptual understandings Regular exercise is part of a healthy lifestyle.</p> <p>Food choices can affect our health.</p> <p>Maintaining good hygiene can help to prevent illness.</p> <p>Growth can be measured through changes in capability as well as through physical changes.</p> <p>We can apply a range of fundamental movement skills to a variety of activities.</p> <p>Movements can be used to convey feelings, attitudes, ideas or emotions.</p> <p>The use of responsible practices in physical environments can contribute to our personal safety and the safety of others.</p>	<p>Conceptual understandings Regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle.</p> <p>We can develop and maintain physical fitness by applying basic training principles.</p> <p>People go through different life stages, developing at different rates from one another.</p> <p>Attention to technique and regular practice can improve the effectiveness of our movements.</p> <p>A dynamic cycle of plan, perform and reflect can influence a creative movement composition.</p> <p>There are positive and negative outcomes for taking personal and group risks that can be evaluated in order to maximize enjoyment and promote safety.</p>	<p>Conceptual understandings Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle.</p> <p>There is a connection between exercise, nutrition and physical well-being.</p> <p>Setting personal goals and developing plans to achieve these goals can enhance performance.</p> <p>There are physical, social and emotional changes associated with puberty.</p> <p>Appropriate application of skills is vital to effective performance.</p> <p>Complexity and style adds aesthetic value to a performance.</p> <p>Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle.</p>

Phase 1	Phase 2	Phase 3	Phase 4
<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> engage in a variety of different physical activities demonstrate an awareness of how being active contributes to good health demonstrate an awareness of basic hygiene in their daily routines identify some of the effects of different physical activity on the body explore and reflect on the changing capabilities of the human body develop a range of fine and gross motor skills explore creative movements in response to different stimuli recognize that acting upon instructions and being aware of others helps to ensure safety. 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> recognize the importance of regular exercise in the development of well-being identify healthy food choices communicate their understanding of the need for good hygiene practices reflect on the interaction between body systems during exercise explain how the body's capacity for movement develops as it grows use and adapt basic movement skills (gross and fine motor) in a variety of activities explore different movements that can be linked to create sequences display creative movements in response to stimuli and express different feelings, emotions and ideas reflect upon the aesthetic value of movement and movement sequences understand the need to act responsibly to help ensure the safety of themselves and others. 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> identify ways to live a healthier lifestyle understand how daily practices influence short- and long-term health understand that there are substances that can cause harm to health demonstrate an understanding of the principles of training in developing and maintaining fitness identify different stages of life and how these can affect physical performance develop plans to improve performance through technique refinement and practice demonstrate greater body control when performing movements self-assess performance and respond to feedback on performance from others plan, perform and reflect on movement sequences in order to improve identify potential personal and group outcomes for risk-taking behaviours. 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> reflect and act upon their preferences for physical activities in leisure time understand the interdependence of factors that can affect health and well-being identify realistic goals and strategies to improve personal fitness identify and discuss the changes that occur during puberty and their impact on well-being exhibit effective decision-making processes in the application of skills during physical activity introduce greater complexity and refine movements to improve the quality of a movement sequence recognize the importance of moderation in relation to safe personal behaviour.

Interactions

An understanding of how an individual interacts with other people, other living things and the wider world; behaviours, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind's responsibility as custodians of the Earth for future generations.

Overall expectations

Phase 1

Learners interact, play and engage with others, sharing ideas, cooperating and communicating feelings in developmentally appropriate ways. They are aware that their behaviour affects others and identify when their actions have had an impact. Learners interact with, and demonstrate care for, local environments.

Phase 2

Learners recognize the value of interacting, playing and learning with others. They understand that participation in a group can require them to assume different roles and responsibilities and they show a willingness to cooperate. They nurture relationships with others, sharing ideas, celebrating successes and offering and seeking support as needed. Learners understand that responsible citizenship involves conservation and preservation of the environment.

Phase 3

Learners understand that group work can be enhanced through the development of a plan of action and through identifying and utilizing the strengths of individual group members. Learners reflect on the perspectives and ideas of others. They understand that healthy relationships are supported by the development and demonstration of constructive attitudes towards other people and the environment.

Phase 4

Learners understand that they can experience intrinsic satisfaction and personal growth from interactions with others in formal and informal contexts. They understand the need for developing and nurturing relationships with others and are able to apply strategies independently to resolve conflict as it arises. They recognize that people have an interdependent relationship with the environment and other living things and take action to restore and repair when harm has been done.

Please note: The term "group" has been used throughout this continuum. Depending on the context for learning, "group" could refer to a team, a family group, the whole class, smaller work groups, social groups and play groups.

Learning continuum for interactions

Phase 1	Phase 2	Phase 3	Phase 4
<p>Conceptual understandings Interacting with others can be fun. Group experiences depend on cooperation of group members. Ideas and feelings can be communicated with others in a variety of modes. Our relationships with others contribute to our well-being (for example, parent–child; teacher–student; friend–friend). Our behaviour affects others. Caring for local environments fosters appreciation.</p>	<p>Conceptual understandings Participation in a group can require group members to take on different roles and responsibilities. There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms. Accepting others into a group builds open-mindedness. Relationships require nurturing. Our actions towards others influence their actions towards us. Responsible citizenship involves conservation and preservation of the local environment.</p>	<p>Conceptual understandings A plan of action is a necessary strategy for a group to achieve its goal. An effective group capitalizes on the strengths of its individual members. Healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion. Behaviour can be modified by applying deliberate strategies. Communities and societies have their own norms, rules and regulations. Communities and their citizens have a collective responsibility to care for local and global environments.</p>	<p>Conceptual understandings An effective group can accomplish more than a set of individuals. An individual can experience both intrinsic satisfaction and personal growth from interactions. Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others. People are interdependent with, and have a custodial responsibility towards, the environment in which they live. People have a responsibility to repair and restore relationships and environments where harm has taken place.</p>
<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> enjoy interacting, playing and engaging with others take turns listen respectfully to others share their own relevant ideas and feelings in an appropriate manner 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> value interacting, playing and learning with others discuss and set goals for group interactions cooperate with others ask questions and express wonderings 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes identify individual strengths that can contribute to shared goals 	<p>Learning outcomes Learners:</p> <ul style="list-style-type: none"> reflect critically on the effectiveness of the group during and at the end of the process build on previous experiences to improve group performance independently use different strategies to resolve conflict

Phase 1	Phase 2	Phase 3	Phase 4
<ul style="list-style-type: none"> ask questions celebrate the accomplishments of others reach out for help when it is needed for themselves or others identify when their actions have impacted on others talk about their interactions with the environment. 	<ul style="list-style-type: none"> recognize the different group roles and responsibilities assume responsibility for a role in a group celebrate the accomplishment of the group share ideas clearly and confidently seek adult support in situations of conflict reflect on the process of achievement and value the achievements of others understand the impact of their actions on each other and the environment. 	<ul style="list-style-type: none"> develop a shared plan of action for group work that incorporates each individual's experiences and strengths adopt a variety of roles for the needs of the group, for example, leader, presenter discuss ideas and ask questions to clarify meaning reflect on the perspectives and ideas of others apply different strategies when attempting to resolve conflict reflect on shared and collaborative performance. 	<ul style="list-style-type: none"> work towards a consensus, understanding the need to negotiate and compromise take action to support reparation in relationships and in the environment when harm has been done.

Please note: The term “group” has been used throughout this continuum. Depending on the context for learning, “group” could refer to a team, a family group, the whole class, smaller work groups, social groups and play groups.