

IDENTITY

| PHASE 1 | PHASE 2 | PHASE 3 | PHASE 4 | PHASE 5 |
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| <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-worth 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-concept can change and grow with experience.</p> <p>Using self-knowledge allows us to embrace new situations with confidence.</p> <p>Different challenges and situations require different strategies.</p> | <p>Conceptual understandings: Different challenges and situations require different strategies.</p> <p>A person's identity evolves as a result of many cultural influences.</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>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: A person's self-concept is influenced by how others regard and treat him or her.</p> <p>Self-efficacy influences the way people feel, think and motivate themselves, and behave.</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>Coping with situations of change, challenge and adversity develops our resilience.</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>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> |
| Identify themselves in relation to others (for example, family, peers, school class, ethnicity, gender) | Describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences | 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 | Identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions | Recognize how a person's identity affects self-worth |
| Describe how they have grown and changed | Describe how personal growth has resulted in new skills and abilities | Recognize personal qualities, strengths and limitations | Identify how aspects of a person's identity can be expressed through symbols, spirituality, dress, adornment, personal attitudes, lifestyle, interests and activities pursued | Examine different factors (heritable and non-heritable) that shape an identity (for example, gender, sexuality, nationality, language group) |
| Describe some physical and personal characteristics and personal preferences | Explain how different experiences can result in different emotions | Analyse how they are connected to the wider community | Identify causal relationships and understand how they impact on the experience of individuals and groups | Examine the complexity of their own evolving identities |

ISÄ PYP PSPE SCOPE AND SEQUENCE

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| Talk about similarities and differences between themselves and others Identify their feelings and emotions and explain possible causes | Identify feelings and begin to understand how these are related to behaviour | Reflect on how they cope with change in order to approach and manage situations of adversity | Use emotional awareness and personal skills to relate to and help others | Recognize how a person's identity affects how they are perceived by others and influences interactions |
| Recognize that others have emotions, feelings and perspectives that may be different from their own | Express hopes, goals and aspirations | Reflect on their own cultural influences, experiences, traditions and perspectives, and are open to those of others | Understand the role of and strategies for optimism in the development of their own well-being | Analyse how society can influence our concept of self-worth (for example, through the media and advertising) |
| Identify and explore strategies that help them to cope with change | Solve problems and overcome difficulties with a sense of optimism | Use understanding of their own emotions to interact positively with others | Use understanding of their own emotions to interact positively with others | Analyse how assumptions can lead to misconceptions |
| Identify positive thoughts and attitudes in themselves and others | Examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help | Embrace optimism to shape a positive attitude towards themselves and their future | Embrace optimism to shape a positive attitude towards themselves and their future | Recognize, analyse and apply different strategies to cope with adversity |
| Willingly approach and persevere with new situations | Recognize others' perspectives and accommodate these to shape a broader view of the world | Explain how self-talk can influence their behaviour and their approach to learning | | Accept and appreciate the diversity of cultures, experiences and perspectives of others |
| Reflect on their experiences in order to build a deeper understanding of self | Identify and understand the consequences of actions | Motivate themselves intrinsically and behave with belief in themselves | | Identify how their self-knowledge can continue to support the growth and development of identity |
| Demonstrate a sense of competence with developmentally appropriate daily tasks and seek support to develop independence | Be aware of their emotions and begin to regulate their emotional responses and behaviour | Work and learn with increasing independence | | Analyse self-talk and use it constructively |
| | Reflect on inner thoughts and self-talk | | | Embrace a strong sense of self-efficacy that enhances their accomplishments, attitudes and personal well-being. |
| | Demonstrate a positive belief in their abilities and believe they can reach their goals by persevering | | | |

ACTIVE LIVING

| PHASE 1 | PHASE 2 | PHASE 3 | PHASE 4 | PHASE 5 |
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| <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: Maintaining good hygiene can help to prevent illness.</p> <p>Regular exercise is part of a healthy lifestyle.</p> <p>Food choices can affect our health.</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: Maintaining good hygiene can help to prevent illness.</p> <p>Regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle.</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>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: We can develop and maintain physical fitness by applying basic training principles.</p> <p>A dynamic cycle of plan, perform and reflect can influence a creative movement composition.</p> <p>Setting personal goals and developing plans to achieve these goals can enhance performance.</p> <p>Appropriate application of skills is vital to effective performance.</p> <p>Complexity and style adds aesthetic value to a performance.</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>There are physical, social and emotional changes associated with puberty.</p> <p>Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle.</p> |
| Engage in a variety of different physical activities | Recognize the importance of regular exercise in the development of well-being | Communicate their understanding of the need for good hygiene practices | Identify ways to live a healthier lifestyle | Understand the interdependence of factors that can affect health and well-being |
| Demonstrate an awareness of how being active contributes to good health | Reflect on the interaction between body systems during exercise | Reflect on the interaction between body systems during exercise | Demonstrate an understanding of the principles of training in developing and maintaining fitness | Reflect and act upon their preferences for physical activities in leisure time |
| Demonstrate an awareness of basic hygiene in their daily routines | Identify healthy food choices | Understand how daily practices influence short- and long-term health | Identify realistic goals and strategies to improve personal fitness | Identify and discuss the changes that occur during puberty and their impact on well-being |
| Identify some of the effects of different physical activity on the body | Communicate their understanding of the need for good hygiene practices | Understand that there are substances that can cause harm to health | Exhibit effective decision-making processes in the application of skills during physical activity | Recognize the importance of moderation in relation to safe personal behaviour |

ISÄ PYP PSPE SCOPE AND SEQUENCE



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| Explore and reflect on the changing capabilities of the human body | Explain how the body's capacity for movement develops as it grows | Identify different stages of life and how these can affect physical performance | Demonstrate greater body control when performing movements | |
| Develop a range of fine and gross motor skills | Use and adapt basic movement skills (gross and fine motor) in a variety of activities | Develop plans to improve performance through technique refinement and practice | Introduce greater complexity and refine movements to improve the quality of a movement sequence | |
| Explore creative movements in response to different stimuli | Explore different movements that can be linked to create sequences | Identify potential personal and group outcomes for risk-taking behaviours | Self-assess performance and respond to feedback on performance from others | |
| Recognize that acting upon instructions and being aware of others helps to ensure safety | Display creative movements in response to stimuli and express different feelings, emotions and ideas | | Plan, perform and reflect on movement sequences in order to improve | |
| Following game rules to understand the importance of teamwork and proper game play | 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 | | | |

INTERACTIONS

| PHASE 1 | PHASE 2 | PHASE 3 | PHASE 4 | PHASE 5 |
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| <p>Conceptual understandings: Interacting with others can be fun.</p> <p>Group experiences depend on cooperation of group members.</p> <p>Ideas and feelings can be communicated with others in a variety of modes.</p> <p>Our relationships with others contribute to our well-being (for example, parent-child; teacher-student; friend-friend).</p> <p>Our behaviour affects others.</p> <p>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.</p> <p>There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms.</p> <p>Accepting others into a group builds open-mindedness.</p> <p>Relationships require nurturing.</p> <p>Our actions towards others influence their actions towards us.</p> <p>Responsible citizenship involves conservation and preservation of the local environment.</p> | <p>Conceptual understandings: An effective group capitalizes on the strengths of its individual members.</p> <p>Healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion.</p> <p>Behaviour can be modified by applying deliberate strategies.</p> <p>Communities and societies have their own norms, rules and regulations.</p> <p>Communities and their citizens have a collective responsibility to care for local and global environments.</p> | <p>Conceptual understandings: A plan of action is a necessary strategy for a group to achieve its goal.</p> <p>An effective group capitalizes on the strengths of its individual members.</p> <p>Behaviour can be modified by applying deliberate strategies.</p> <p>An effective group can accomplish more than a set of individuals.</p> <p>An individual can experience both intrinsic satisfaction and personal growth from interactions.</p> <p>People are interdependent with, and have a custodial responsibility towards, the environment in which they live.</p> <p>People have a responsibility to repair and restore relationships and environments where harm has taken place.</p> | <p>Conceptual understandings: An effective group can accomplish more than a set of individuals.</p> <p>An individual can experience both intrinsic satisfaction and personal growth from interactions.</p> <p>Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others.</p> <p>People have a responsibility to repair and restore relationships and environments where harm has taken place.</p> |
| Enjoy interacting, playing and engaging with others | Value interacting, playing and learning with others | Identify individual strengths that can contribute to shared goals | Recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes | Reflect critically on the effectiveness of the group during and at the end of the process |
| Take turns | Discuss and set goals for group interactions | 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 | Work towards a consensus, understanding the need to negotiate and compromise |
| Listen respectfully to others | Cooperate with others | Adopt a variety of roles for the needs of the group, for example, leader, presenter | Build on previous experiences to improve group performance | Take action to support reparation in relationships and in the environment when harm has been done |

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| Share their own relevant ideas and feelings in an appropriate manner | Ask questions and express wonderings | Discuss ideas and ask questions to clarify meaning | Independently use different strategies to resolve conflict | Discuss ideas and ask questions to clarify meaning |
| Ask questions | Recognize the different group roles and responsibilities | Reflect on the perspectives and ideas of others | Discuss ideas and ask questions to clarify meaning | Reflect on the perspectives and ideas of others |
| Celebrate the accomplishments of others | Assume responsibility for a role in a group | Apply different strategies when attempting to resolve conflict | Reflect on the perspectives and ideas of others | |
| Reach out for help when it is needed for themselves or others | Celebrate the accomplishment of the group | | Reflect on shared and collaborative performance | |
| Identify when their actions have impacted on others | Share ideas clearly and confidently | | Reflect critically on the effectiveness of the group during and at the end of the process | |
| Talk about their interactions with the environment | 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 | | | |