



# PSPE

## SCOPE AND SEQUENCE

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## Overview

In the PYP, an integral part of everyday life at school and at home is personal, social and physical education (PSPE). The knowledge, skills and attributes that learners developed through PSPE will support them to 'live' The Nexus Way, namely in elements of **Inclusion, Mindsets and Relationships**. 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 learner'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.

The development of a learner's well-being can be implicitly and explicitly addressed through all areas of the PYP curriculum. There needs to be a collective and coordinated implementation of PSPE that can be communicated, understood and undertaken by the whole community. Therefore we are all responsible for supporting each learner's personal, social and physical development through all learning engagements both within and outside the programme of inquiry.

Physical education in a PYP school should be more than just learner participation in sports and games. Its purpose is to develop a combination of transferable 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. Learners 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.

The PSPE addresses both learner's current experiences and preparation for their future. We encourage learners to find opportunities to apply their PSPE knowledge, skills and understanding both in school and the wider world. This will lead to learners following the process of taking action through reflection on lifestyle choices.

- Adapted from IBO "PYP Personal, social and physical education scope and sequence", (Published November 2009, Updated December 2018)

**Circle time** is an important component of our personal and social education, and at the heart of our belief in restorative practice at Nexus International School, Singapore. 'Circle Time' forms the basis of restorative conversations and the development of relationships between members of our learning community - one of the key elements of the Nexus Way. At the end of this document is a guide to 'Circle Time' at Nexus.

**Mindfulness** teaches the skills to cultivate greater awareness of one's own feelings, emotions, behaviours, relationships, and make better decisions. These skills highly complement the PSPE learnings and when taught together, can promote learners' abilities to thrive in school and in life.

There are some recommended guided practices that you may explore (as part of circle time) at the end of this document.

The PSPE learning intentions are designed to be used flexibly when planning the programme and taking into account the learners' development, readiness, needs and prior learning.

## 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, fulfilment, gender, heritage, image, initiative, perseverance, resilience, self-regulation, sexuality, spirituality, trust.

### 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 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 intentions

	Phase 1 (N - KG)	Phase 2 (Y1 - 2)	Phase 3 (Y3 - 4)	Phase 4 (Y5 - 6)
<b>Personal Identity</b>	<p>Identify themselves in relation to others (family, peers, class, ethnicity, gender)</p> <p>Describe how they have changed and grown</p> <p>Describe physical and personal characteristics &amp; personal preferences</p> <p>Talk about similarities &amp; differences between themselves and others</p>	<p>Describe the similarities &amp; differences between themselves and others through exploration of culture, appearance, gender, ethnicity &amp; personal preferences</p> <p>Describe how personal growth has resulted in new skills and abilities</p>	<p>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</p> <p>Examine different factors (heritable &amp; non heritable) that shape an identity (for example gender, sexuality, nationality, religion, language)</p> <p>Analyse how they are connected to the wider community</p> <p>Recognise and appreciate diversity. E.g. What makes people different and unique from others.</p> <p>Understand what diversity means (there are lots of different kinds of people)</p> <p>Demonstrate respect for ourselves and others, including respect for differences</p>	<p>Examine the complexity of their own evolving identities</p> <p>Recognise how a person's identity affects self-worth</p> <p>Recognise how a person's identity affects how they are perceived by others &amp; influence interactions.</p> <p>Identify how aspects of a person's identity can be expressed through symbols, spiritually, dress, adornment, personal attitudes, lifestyle, interest and activities pursued</p> <p>Appreciate diversity, including different types of family.</p> <p>Demonstrate respect for ourselves and others, including respect for differences</p>
<b>Feelings and Emotions</b>	<p>Identify their feelings &amp; emotions and explain possible consequences</p> <p>Recognise that others have emotions, feeling &amp; perspectives that may be different from their own</p>	<p>Explain how different experiences can result in different emotions</p> <p>Identify feelings &amp; begin to understand how these are related to behaviour</p> <p>Are aware of their emotions &amp; begin to</p>	<p>Identify how their attitudes, opinions &amp; beliefs affect the way they act and how those others also impact on their actions</p> <p>Recognise personal qualities, strengths &amp; limitations</p> <p>Use understanding</p>	<p>Use emotional awareness &amp; personal skills to relate to &amp; help others</p>

		regulate their emotional responses and behaviour	of their own emotions to interact positively with others	
<b>Dealing with Adversity</b>	<p>Identify and explore strategies that help them cope with change</p> <p>Willingly approach new &amp; persevere with new situations</p>	<p>Examine possible strategies to deal with change, including thinking, flexibility &amp; reaching out to seek help</p> <p>Solve problems and overcome difficulties with a sense of optimism</p>	<p>Reflect on how they cope with change in order to approach &amp; manage situations of adversity</p>	<p>Analyse how society can influence our concept of self worth (for example, through the media and advertising)</p> <p>Recognise, analyse &amp; apply different strategies to cope with adversity. Understand the role of &amp; strategies for optimism in the development in their own wellbeing</p>
<b>Appreciating Diversity</b>	<p>Reflect on their experiences in order to build a deeper understanding of self</p>	<p>Recognize others perspectives &amp; accommodate these to shape a broader view of the world</p>	<p>Reflect on their own cultural influences, experiences, traditions, perspectives and are open to those of others</p>	<p>Accept &amp; appreciate the diversity of cultures, experiences &amp; perspectives of others</p> <p>Analyse how assumptions can lead to misconceptions</p> <p>Identify causal relationships and understand how they impact on the experience of individuals &amp; groups</p>
<b>Building Self Confidence</b>	<p>Identify positive thoughts &amp; attitudes towards themselves and others</p>	<p>Express hopes, goal and aspirations</p> <p>Reflect on inner thoughts &amp; self talk</p> <p>Demonstrates a positive belief in their abilities and believe they can reach their goals by persevering</p>	<p>Embrace optimism to shape a positive attitude towards themselves &amp; their future</p> <p>Explain how self-talk can influence their behaviour and their approach to learning</p> <p>Motivate themselves intrinsically and</p>	<p>Identify how their self knowledge can continue to support the growth &amp; development of identity</p> <p>Analyse self talk &amp; use it constructively.</p> <p>Embrace a strong sense of self-efficacy that enhances their accomplishments,</p>

			behave with belief in themselves	attitudes & personal wellbeing.
<b>Building Independence</b>	Demonstrate a sense of competence with developmentally appropriate daily tasks & seek support to develop independence	Identify and understand the consequences of actions.	Work & learn with increasing independence.	Taking responsibility for their own learning, through reflection and goal-setting.

## 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.

### 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 maximise 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 intentions

	Phase 1 (N - KG)	Phase 2 (Y1 - 2)	Phase 3 (Y3 - 4)	Phase 4 (Y5 - 6)
<b>Engagement in Physical Activity &amp; Wellbeing</b>	<p>Demonstrate an awareness of how being active contributes to good health</p> <p>Engage in a variety of different physical activities</p> <p>Understand that food provides energy for our body</p> <p>Demonstrate an awareness of basic hygiene in their daily routines</p>	<p>Recognise the importance of regular exercise in the development of wellbeing</p> <p>Develop and act on an increased awareness of their own levels of physical activity and how this contributes to their health</p> <p>Identify healthy food choices</p> <p>Communicate their understanding of need for good hygiene practices</p>	<p>Recognise the different elements of well-being and identify ways to boost personal well-being</p> <p>Understand how daily practices influence short term and long term health and take action to live a healthier lifestyle</p> <p>Understand that there are substances that can cause harm to health</p>	<p>Reflect on personal and group well-being and make choices to enable an increased sense of well-being</p> <p>Reflect and act upon their preferences for physical activities in leisure time</p> <p>Understanding and evaluating the consequences of lifestyles choices (e.g. substances, nutrition, sleep)</p>
<b>Improving Health &amp; Fitness</b>	<p>Identify some of the effects of different physical activity on the body</p>	<p>Reflect on the interaction between body systems during exercise</p>	<p>Demonstrate an understanding of the principles of training in developing &amp; maintaining fitness</p>	<p>Identify realistic goals &amp; strategies to improve personal fitness</p>
<b>Physical Development</b>	<p>Explore and reflect on the changing capabilities of the human body</p>	<p>Explain how the body's capacity for movement develops as it grows</p>	<p>Identify different stages of life &amp; how these can affect physical performance</p>	<p>Identify and discuss the changes that occur during puberty and their impact on wellbeing</p>
<b>Physical Literacy</b>	<p>Develop a range of fine and gross motor skills, including developing basic foot patterns</p> <p>Increased awareness of body movements and spatial awareness</p> <p>Developing water confidence and buoyancy skills</p>	<p>Use and adapt basic movement skills (gross &amp; fine motor) in a variety of activities and show improved control</p> <p>Developing an ability to copy techniques with improved aesthetic awareness e.g. body extension</p> <p>Developing movement</p>	<p>Demonstrate greater body control when performing movements</p> <p>Self-assess performance and respond to feedback on performance from others</p> <p>Refining stroke and diving technique</p>	<p>Using more complex skills with greater consistency and fluency</p> <p>An ability to analyse performance, in order to improve technique of both yourself and others</p> <p>Developing performance through analysis and goal-setting</p>

		<p>competence on land and in the water</p> <p>Understanding that practise helps us to get better</p>	<p>Develop plans to improve performance through technique refinement and practice</p>	<p>Exhibit effective decision making processes in the application of skills during physical activity</p>
<b>Movement Sequencing</b>	<p>Enhance creative movements in response to different stimuli</p>	<p>Explore different movements that can be linked to create sequence in response to varied stimuli</p> <p>Express different feelings, emotions and ideas through movement</p> <p>Reflect upon the aesthetic value of movement sequences</p>	<p>Plan movement sequences in response to different stimuli, to express different emotions, interests and cultures</p> <p>Perform movement sequences and reflect on performance to identify and act on ways to improve</p>	<p>Develop movements of increased complexity and learn to refine and adapt for performance</p> <p>Express themes that are personal / of interest for the learners</p> <p>Reflect on group and personal performance and use to refine and improve</p>
<b>Personal Safety</b>  <b>Water Safety</b>	<p>Recognize that acting upon instructions &amp; being aware of others helps to ensure safety.</p> <p>Understanding personal water safety- keeping yourself safe around water.</p>	<p>Understand the need to act responsibly to help ensure the safety of themselves and others.</p> <p>Understanding and applying pool safety rules, including safe entry &amp; exit of the water. Awareness of potential dangers in different aquatic environments.</p>	<p>Identify potential personal and group outcomes for risk-taking behaviour</p> <p>Understanding of more complex dangers in aquatic environments e.g. rip tide. Basic personal survival and non-contact rescue with a floating device</p>	<p>Recognize the importance of moderation in relation to safe personal behaviour</p> <p>Understanding basic survival skills (individual &amp; group) and non-contact rescues devices.</p>
<b>Physical Changes to the body</b>	<p>Explore and reflect on the changing capabilities of the human body</p>	<p>Explain how the body's capacity for movement develops as we grow</p>	<p>Identify different stages of life and how these can affect physical performance</p>	<p>Identify and discuss the changes that occur during puberty and their impact on well-being</p>

## 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.

### 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 utilising 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.

## Learning intentions

	Phase 1 (N - KG)	Phase 2 (Y1 - 2)	Phase 3 (Y3 - 4)	Phase 4 (Y5 -6)
<b>Working Together</b>	Enjoying Interacting, playing & engaging with others	Value interacting, playing and learning with others  Develop skills to enable basic feedback to a peer to help them improve	Recognize that committing to shared goals in group situations improves individual & shared experiences & outcomes  Observe and provide peers with focused feedback to help them improve	Reflect critically on the effectiveness of the group during & at the end of the process.  Build on previous experiences to improve group performance  Develop analysis skills to help provide effective feedback for self, peers and groups
<b>Questioning</b>	Ask questions	Ask questions & express wonderings  Share ideas clearly and confidently	Discuss ideas & ask questions to clarify meaning	Create questions and identify and develop understanding of language associated with questioning
<b>Conflict Resolution</b>	Take turns  Listen respectfully to others  Share their own relevant ideas & feelings in an appropriate manner  Reach out for help when it is needed for themselves or others  Identify when their actions have impacted on others	Cooperate with others  Seek adult support, if needed, in situations of conflict	Apply different strategies when attempting to resolve conflict	Independently use different strategies to resolve conflict  Work towards a consensus understanding the need to negotiate & compromise
<b>Reflecting on Achievement</b>	Celebrate the accomplishments of others	Celebrate the accomplishment of the group  Reflect on the process of achievement and value the achievements of others	Reflect on and celebrate shared & collaborative performance  Reflect on perspectives & ideas of others	Reflect on and celebrate shared & collaborative performance  Reflect on perspectives & ideas of others

<b>Improving Group Interaction</b>		Discuss & set goals for group interaction	Identify individual strengths that can contribute to shared goals  Develop a shared plan of action for group work that incorporates each individuals experiences & strengths	Build on previous experiences to improve group performance
<b>Interacting with the Environment</b>	Talk about their interactions with the environment	Understand the impact of their actions on each other & the environment	Identify how their actions impact others and the environment and consider the actions or choices they make	Take action to support reparation in relationships & in the environment when harm has been done

## Safeguarding

<b>Personal Boundaries</b>	Recognising <b>Personal Space</b> (both for themselves and others). Learning simple self-advocacy.	Understanding and respecting <b>Personal Space</b> . How to advocate for themselves if someone intrudes on their space.	Develop an understanding of rights and responsibilities within relationships, including respecting boundaries and consent  Understand ways to make their boundaries clear to others, including ways to stay safe online	Learn about consent, including ways of standing up for their beliefs and boundaries  Practise skills of compromise, assertiveness and negotiation to support effective communication  Recognise the need to resist unhelpful influences and learn techniques to resist them  Recognise others' inappropriate and/or unsafe expectations and know how to address them
<b>Cyber Safety</b>	I am beginning to <b>learn</b> about technology and being <b>careful</b> with it.  I understand when	I am learning about the internet, how to stay safe and be honest when going online.  I understand when	I now understand the opportunities of learning in an interconnected digital world, and learning to act in ways that are safe and honest.	I am learning about the rights, responsibilities and opportunities of living, learning in an interconnected digital world, and acting and

	<p>to use technology</p> <p>I understand that I must treat technology with care</p> <p>I understand the importance of logging in as the correct person</p> <p>I am beginning to understand that I can use the internet with guidance.</p>	<p>to use technology</p> <p>I understand that I must treat technology with care</p> <p>I understand the importance of logging in as the correct person on different learning apps.</p> <p>I am beginning to understand that I must use appropriate search terms when learning online.</p> <p>I am learning that I can communicate with others and must use appropriate language when I do.</p>	<p>I am learning about private and personal information and what is ok to share online.</p> <p>I understand that when I communicate with others and must use appropriate language.</p> <p>I am learning about Digital Footprints. What goes online can be shared and changed in ways that are out of my control.</p> <p>I understand the importance of using appropriate search terms when learning online.</p>	<p>modelling in ways that are safe, legal and ethical.</p> <p>I cultivate and manage my digital identity and reputation and are aware of the permanence of their actions in the digital world.</p> <p>I engage in positive, safe, legal and ethical behaviour when using technology, including social interactions online or when using networked devices.</p> <p>I demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p>
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