

PHYSICAL & HEALTH EDUCATION (PHE) SCOPE AND SEQUENCE



NEXUS
INTERNATIONAL
SCHOOL
SINGAPORE

OUR MISSION

BUILDING AN EMPOWERING, LEARNING-FOCUSED COMMUNITY

THE NEXUS WAY

INCLUSION	MINDSETS	INNOVATION	RELATIONSHIPS
<p>Nexus learners develop a strong understanding of themselves and a true empathy for others. They benefit from a world-class, learner-centred education that empowers them to discover their passions and achieve personal excellence.</p>	<p>Nexus learners demonstrate an open and creative mindset that encourages deep inquiry and critical thinking. By investigating concepts, learners develop a growing understanding that enables them to explore interconnected ideas.</p>	<p>Nexus learners are challenged through authentic, technology-rich and transformative learning experiences. Our innovative learning environments, together with our dynamic approaches to learning, put us at the forefront of global educational practices.</p>	<p>Nexus learners thrive through effective learning-focused relationships in an ambitious and collaborative community. A restorative culture of respect and high expectations drives all that we do.</p>



OUR CORE VALUES

RESPECTING and caring for each other
 being dedicated to a culture of **E**XCELLENCE
 openness in **C**OMMUNICATION
 acting with **I**NTEGRITY
 being **P**ASSIONATE in what we do
 creating **E**NJOYABLE environments

OUR VISION

To **educate the youth of the world** to take their productive place as **leaders in the global community**.



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Overview

At Nexus, Physical & Health Education is more than just learner participation in sports and games. Its purpose is to develop a combination of transferable skills that promote physical, intellectual, emotional, and social development. The physical and health education curriculum is built on the vision that the knowledge and skills learners acquire will benefit them throughout their lives. The program is designed to enable them to thrive in an ever-changing world by helping them develop the different dimensions of wellbeing, physical and health literacy, and the comprehension, capacity, and commitment they will need to promote and lead healthy, active lives.

The development of a learner's wellbeing is an integral part of the curriculum and can be implicitly and explicitly addressed through all areas of the PYP. There is a collective and coordinated implementation of Personal, Social, and Physical Education (PHE) that can be communicated, understood, and undertaken by the whole school community. 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.

In this programme, we define physical literacy as follows: Individuals who are physically literate move with competence and confidence in a wide variety of physical activities through multiple environments. They are able to demonstrate a variety of movements, creatively and strategically across a wide range of health-related physical activities. These skills enable individuals to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment.

We aim to encourage choices that contribute to long-term healthy living and to help learners 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. Integral to Physical and Health Education is the acquisition and application of movement skills, concepts, and strategies across a wide range of physical activity. This enables learners to participate confidently and competently when moving.

Content in PHE is organised under the following strands:

- **Wellness and Movement:** Developing physical literacy and the capacity to make active, healthy, safe, and balanced choices for lifelong physical and mental wellbeing.
- **Identity and Interaction:** Developing self-awareness and personal values alongside the ability to collaborate and engage responsibly with others and the environment.

The PHE learning intentions are designed with flexibility when planning the programme. They should take into account the learners' development, readiness, needs, and prior learning. 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 PHE Scope and Sequence addresses both the learner's current experiences and their preparation for the future. We encourage learners to find opportunities to apply their PHE knowledge, skills, and understanding both in school and in 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) Quotes adapted from the Ontario Ministry of Education and the Australian Curriculum Assessment and Reporting Authority.

PHE Strands

This document will focus primarily on the Wellness and Movement strands, integrating relevant aspects of the Identity and Interactions strands as they pertain to Physical and Health Education (PHE).

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 wellbeing; making informed choices and evaluating consequences, and taking action for healthy living now and in the future.

Additional 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 2

Learners recognize the importance of being physically active, making healthy food choices, and maintaining good hygiene in the development of wellbeing. 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 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, set goals and identify strategies that will help develop wellbeing. They apply movement skills appropriately and consistently, and develop plans to help refine movements, improve performance, and enhance participation in a range of physical contexts.

Movement and Wellness Strand

Learning intentions

	Phase 2 (Y1 - 2)	Phase 3 (Y3 - 4)	Phase 4 (Y5 - 6)
Engagement in Physical Activity & Wellbeing	<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 the need for good hygiene practices.</p>	<p>Recognise the different elements of wellbeing and identify ways to boost personal wellbeing.</p> <p>Understand how daily practices influence short term and long term health and take action to live a healthier lifestyle.</p>	<p>Reflect on personal and group wellbeing and make choices to enable an increased sense of wellbeing.</p> <p>Reflect and act upon their preferences for physical activities in leisure time.</p> <p>Understanding and evaluating the consequences of lifestyle choices (e.g. substances, nutrition, sleep).</p>
Improving Health & Fitness	<p>Identify key food groups and explain how healthy choices support wellbeing.</p> <p>Describe how the body feels during exercise and identify different forms of physical activity.</p> <p>Recognize that making positive decisions for the body is essential for health and happiness.</p>	<p>Identifying different food groups and the choices we can make to help our wellbeing.</p> <p>Understand the interaction between body systems during exercise.</p> <p>Developing fitness through a range of different activities.</p>	<p>Identify components of fitness and & plan strategies to improve fitness.</p> <p>Create a sample training plan.</p>
Physical Literacy	<p>Adapting & using basic movement skills (gross & fine motor) in a variety of activities and showing improved balance and control.</p> <p>Exploring & controlling fine and gross-motor manipulative skills. Demonstrate greater gross & fine motor control across a range of movements and balances.</p> <p>Develop an ability to copy techniques with improved bodily awareness (e.g., body extension). Developing movement competence.</p>	<p>Identify and perform gross-motor manipulative skills from different directions and distances.</p> <p>Demonstrate more complex gross and fine motor skills and balances with greater consistency and fluency.</p> <p>Develop plans to improve performance through technique refinement and practice.</p> <p>Developing performance through goal-setting.</p>	<p>Demonstrate more complex gross and fine motor skills and balances with greater consistency and fluency in different contexts.</p> <p>Exhibit effective decision making processes in the application of skills during physical activity.</p> <p>Starting to analyse performance, in order to improve technique of both yourself and others. Developing performance through goal-setting.</p>

Movement Sequencing	<p>Explore and recall different gross-body coordination through locomotor movements and non-locomotor movements.</p> <p>Express different feelings, emotions and ideas through movement.</p>	<p>Plan movement sequences using both locomotor, non-locomotor.</p> <p>Perform movement sequences and reflect on performance to identify and act on ways to improve.</p> <p>Express movement creatively in response to different external stimuli.</p>	<p>Develop movements of increased complexity using both locomotor and non-locomotor.</p> <p>Express themes that are personal / of interest for the learners.</p> <p>Reflect on group and personal performance and use it to refine and improve.</p> <p>Produce artistic value through movement and its elements in a performance.</p>
Personal Safety	<p>Understand the importance of acting responsibly to ensure personal and group safety.</p>	<p>Identify potential personal and group consequences of engaging in risk-taking behaviours.</p>	<p>Recognise the value of practising moderation and self-control to maintain safe personal behaviour.</p>
Water Safety	<p>Applies pool safety rules, including safe entry and exit, and demonstrates awareness of potential hazards in different aquatic environments.</p>	<p>Identifies complex aquatic hazards (e.g., rip currents) and demonstrates basic personal survival skills and non-contact rescues using a flotation device.</p>	<p>Demonstrates effective survival techniques in both individual and group situations, and performs safe non-contact rescues using appropriate equipment.</p>

Identity and Interaction Strand

Learning intentions

	Phase 2 (Y1 - 2)	Phase 3 (Y3 - 4)	Phase 4 (Y5 - 6)
Interactions/Working Together	<p>Value interacting, playing and cooperating with others. Begin to set group goals and recognise how actions affect others and the environment.</p> <p>Begin to reflect on performance and respond to feedback from others. Provide basic feedback to peers to help them improve.</p> <p>Begin to use kind words and calm language when feeling upset or when others are upset. Seek adult support when needed in situations of conflict.</p>	<p>Commit to shared goals to improve individual and group outcomes. Identify individual strengths and contribute to a shared plan of action.</p> <p>Reflect on performance and respond to feedback from others. Provide focused feedback to peers to support improvement.</p> <p>Apply strategies to resolve conflict with increasing independence.</p>	<p>Reflect critically on the effectiveness of the group during & at the end of the process. Work towards a consensus understanding the need to negotiate & compromise.</p> <p>Develop analysis skills to help provide effective feedback for self, peers and groups.</p> <p>Independently use different strategies to resolve conflict.</p>
Emotional and Social Self-Management	<p>Identifying and understanding emotions in order to begin to regulate their emotional responses and behaviour.</p> <p>Identify how their actions impact others and the environment and begin to consider the immediate actions or choices they make.</p> <p>Identify and understand the consequences of actions.</p>	<p>Explain and apply different self-management strategies (including self-talk and mindfulness) to help regulate emotions and influence a positive approach to learning.</p> <p>Learners use their understanding of their own emotions to interact positively with others.</p> <p>Taking responsibility for their own learning, through reflection and goal-setting.</p>	<p>Reflect on how they cope with change in order to approach and manage situations of adversity. Recognise, analyse & apply different strategies to cope with adversity.</p> <p>Utilise emotional awareness & personal skills to relate to & help others.</p> <p>Identify how their attitudes, opinions & beliefs affect the way they act and how those of others also impact on their actions. Recognise personal qualities, strengths & limitations.</p>
Dealing with Adversity	<p>Examine possible strategies to deal with change, including thinking, flexibility & reaching out to seek help.</p>	<p>Reflect on how they cope with change in order to approach & manage situations of adversity.</p> <p>Ability to maintain a positive mindset while</p>	<p>Recognise, analyse & apply different strategies to cope with adversity. Understand the role of & strategies for optimism in the development of their own wellbeing.</p>

	Solve problems and overcome difficulties with a sense of optimism.	supporting others.	
Building Independence	Identify and understand the consequences of actions.	Work & learn with increasing independence.	Taking responsibility for their own learning, through reflection and goal-setting.

Resources

Movement and Wellness

<https://www.health.act.gov.au/about-our-health-system/healthy-living/kids-play-active-play/early-childhood-educators/fundamental>

<https://www.australiancurriculum.edu.au/curriculum-information/understand-this-learning-area/health-and-physical-education>

<https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-health-and-physical-education>

<https://activeforlife.com/physical-literacy-2/>

Water Safety

[Kiwi Swim Safe Manual](#)

Identity and Interaction

Strand

<https://www.teachappy.co.uk/>

<https://www.schoolwellbeing.co.uk/>

[Learn more about mindfulness in schools.](#)