

# PSPE

## Identity

### 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.

## Phase 1

### Year 1

### Overall Expectations

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.

### Conceptual Understandings

Each person is an individual.

As people grow and change they develop new skills, understandings and abilities.

Emotions, attitudes and beliefs influence the way we act.

Positive thoughts help us to develop a positive attitude.

Knowing how we are similar to and different from others helps shape our understanding of self.

Reflecting on our experiences helps us to understand ourselves better.

Developing independence builds self-worth and personal responsibility.

## Learning outcomes

Learners identify themselves in relation to others (for example, family, peers, school class, ethnicity, gender)

Learners describe how they have grown and changed

Learners describe some physical and personal characteristics and personal preferences

Learners talk about similarities and differences between themselves and others

Learners identify their feelings and emotions and explain possible causes

Learners recognize that others have emotions, feelings and perspectives that may be different from their own

Learners identify and explore strategies that help them to cope with change

Learners identify positive thoughts and attitudes in themselves and others

Learners willingly approach and persevere with new situations

Learners reflect on their experiences in order to build a deeper understanding of self

Learners demonstrate a sense of competence with developmentally appropriate daily tasks and seek support to develop independence

## Phase 2

### Year 2

#### Overall Expectations

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.

#### Conceptual Understandings

There are many factors that contribute to a person's individual identity.  
 Understanding and respecting other peoples' perspectives helps us to develop empathy.  
 Identifying and understanding our emotions helps us to regulate our behaviour.  
 A positive attitude helps us to overcome challenges and approach problems.  
 A person's self-concept<sup>2</sup> can change and grow with experience.  
 Using self- knowledge<sup>3</sup> allows us to embrace new situations with confidence.  
 Different challenges and situations require different strategies.

#### Learning outcomes

Learners describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences

Learners describe how personal growth has resulted in new skills and abilities

Learners explain how different experiences can result in different emotions

Learners identify feelings and begin to understand how these are related to behaviour

Learners express hopes, goals and aspirations

Learners solve problems and overcome difficulties with a sense of optimism

Learners examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help

Learners recognize others' perspectives and accommodate these to shape a broader view of the world

Learners identify and understand the consequences of actions

Learners are aware of their emotions and begin to regulate their emotional responses and behaviour

Learners reflect on inner thoughts and self-talk

Learners demonstrate a positive belief in their abilities and believe they can reach their goals by persevering.

## Phase 3

### Year 3

#### Learning outcomes

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.

A person's identity evolves as a result of many cultural influences.

A person's self-concept is influenced by how others regard and treat him or her.

Embracing and developing optimism helps us to have confidence in ourselves and our future.

Understanding ourselves helps us to understand and empathize with others.

Self-efficacy<sup>5</sup> influences the way people feel, think and motivate themselves, and behave.

Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity.

Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous.

Learners 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

Learners examine different factors (heritable and non-heritable) that shape an identity (for example, gender, sexuality, nationality, language group)

Learners identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions

Learners recognize personal qualities, strengths and limitations

Learners analyse how they are connected to the wider community

Learners reflect on how they cope with change in order to approach and manage situations of adversity

Learners reflect on their own cultural influences, experiences, traditions and perspectives, and are open to those of others

Learners use understanding of their own emotions to interact positively with others

Learners embrace optimism to shape a positive attitude towards themselves and their future

Learners explain how self-talk can influence their behaviour and their approach to learning

Learners motivate themselves intrinsically and behave with belief in themselves

Learners work and learn with increasing independence.

## Phase 4

### Year 4

#### Overall Expectations

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

#### Conceptual Understandings

Many different and conflicting cultures influence identity formation.  
 The physical changes people experience at different stages in their lives affect their evolving identities.  
 Stereotyping or prejudging can lead to misconceptions and conflict.  
 The values, beliefs and norms of a society can impact on an individual's self-concept and self-worth.  
 Being emotionally aware helps us to manage relationships and support each other.  
 A person's self-worth is reinforced and reflected in engagement with and/or service to others.  
 A strong sense of self-efficacy enhances human accomplishments and personal well-being.  
 Coping with situations of change, challenge and adversity develops our resilience.

#### Learning outcomes

Learners examine the complexity of their own evolving identities

Learners recognize how a person's identity affects self-worth

Learners recognize how a person's identity affects how they are perceived by others and influences interactions

Learners analyse how society can influence our concept of self-worth (for example, through the media and advertising)

Learners identify how aspects of a person's identity can be expressed through symbols, spirituality, dress, adornment, personal attitudes, lifestyle, interests and activities pursued

Learners analyse how assumptions can lead to misconceptions

Learners recognize, analyse and apply different strategies to cope with adversity

Learners accept and appreciate the diversity of cultures, experiences and perspectives of others

Learners identify causal relationships and understand how they impact on the experience of individuals and groups

Learners use emotional awareness and personal skills to relate to and help others

Learners identify how their self-knowledge can continue to support the growth and development of identity

Learners understand the role of and strategies for optimism in the development of their own well-being

Learners analyse self-talk and use it constructively

Learners embrace a strong sense of self-efficacy that enhances their accomplishments, attitudes and personal well-being.

## Active living

### 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.

## Phase 1

### Year 1

#### Overall Expectations

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.

#### Conceptual Understandings

Our daily practices can have an impact on our well-being.  
 We can observe changes in our bodies when we exercise.  
 Our bodies change as we grow.  
 We can explore our body's capacity for movement.  
 Our bodies can move creatively in response to different stimuli.  
 Safe participation requires sharing space and following rules.

## Learning outcomes

Learners engage in a variety of different physical activities

Learners demonstrate an awareness of how being active contributes to good health

Learners demonstrate an awareness of basic hygiene in their daily routines

Learners identify some of the effects of different physical activity on the body

Learners explore and reflect on the changing capabilities of the human body

Learners develop a range of fine and gross motor skills

Learners explore creative movements in response to different stimuli



Learners recognize that acting upon instructions and being aware of others helps to ensure safety.

## Phase 2

### Year 2

#### Overall Expectations

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.

#### Conceptual Understandings

Regular exercise is part of a healthy lifestyle.

Food choices can affect our health.

Maintaining good hygiene can help to prevent illness.

Growth can be measured through changes in capability as well as through physical changes.

We can apply a range of fundamental movement skills to a variety of activities.

Movements can be used to convey feelings, attitudes, ideas or emotions.

The use of responsible practices in physical environments can contribute to our personal safety and the safety of others.

#### Learning outcomes

Learners recognize the importance of regular exercise in the development of well-being

Learners identify healthy food choices

Learners communicate their understanding of the need for good hygiene practices

Learners reflect on the interaction between body systems during exercise

Learners explain how the body's capacity for movement develops as it grows

Learners use and adapt basic movement skills (gross and fine motor) in a variety of activities

Learners explore different movements that can be linked to create sequences

Learners display creative movements in response to stimuli and express different feelings, emotions and ideas

Learners reflect upon the aesthetic value of movement and movement sequences

Learners understand the need to act responsibly to help ensure the safety of themselves and others.

## Phase 3

### Year 3

#### Overall Expectations

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.

#### Conceptual Understandings

Regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle.  
 We can develop and maintain physical fitness by applying basic training principles.  
 People go through different life stages, developing at different rates from one another.  
 Attention to technique and regular practice can improve the effectiveness of our movements.  
 A dynamic cycle of plan, perform and reflect can influence a creative movement composition.  
 There are positive and negative outcomes for taking personal and group risks that can be evaluated in order to maximize enjoyment and promote safety.

#### Learning outcomes

Learners identify ways to live a healthier lifestyle

Learners understand how daily practices influence short- and long-term health

Learners understand that there are substances that can cause harm to health

Learners demonstrate an understanding of the principles of training in developing and maintaining fitness

Learners identify different stages of life and how these can affect physical performance

Learners develop plans to improve performance through technique refinement and practice

Learners demonstrate greater body control when performing movements

Learners self-assess performance and respond to feedback on performance from others

Learners plan, perform and reflect on movement sequences in order to improve

Learners identify potential personal and group outcomes for risk-taking behaviours.

## Phase 4

### Year 4

#### Overall Expectations

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.

#### Conceptual Understandings

Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle.  
 There is a connection between exercise, nutrition and physical well-being.  
 Setting personal goals and developing plans to achieve these goals can enhance performance.  
 There are physical, social and emotional changes associated with puberty.  
 Appropriate application of skills is vital to effective performance.  
 Complexity and style adds aesthetic value to a performance.  
 Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle.

#### Learning outcomes

Learners reflect and act upon their preferences for physical activities in leisure time

Learners understand the interdependence of factors that can affect health and well-being

Learners identify realistic goals and strategies to improve personal fitness

Learners identify and discuss the changes that occur during puberty and their impact on well-being

Learners exhibit effective decision-making processes in the application of skills during physical activity

Learners introduce greater complexity and refine movements to improve the quality of a movement sequence

Learners recognize the importance of moderation in relation to safe personal behaviour.

## Interactions

### 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.

## Phase 1

### Year 1

#### Overall Expectations

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

#### 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.

## Learning outcomes

Learners enjoy interacting, playing and engaging with others

Learners take turns

Learners listen respectfully to others

Learners share their own relevant ideas and feelings in an appropriate manner

Learners ask questions

Learners celebrate the accomplishments of others

Learners reach out for help when it is needed for themselves or others

Learners identify when their actions have impacted on others

Learners talk about their interactions with the environment.

## Phase 2

### Year 2

#### Overall Expectations

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.

#### 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.

#### Learning outcomes

- Learners value interacting, playing and learning with others
- Learners discuss and set goals for group interactions
- Learners cooperate with others
- Learners ask questions and express wonderings
- Learners recognize the different group roles and responsibilities
- Learners assume responsibility for a role in a group
- Learners celebrate the accomplishment of the group
- Learners share ideas clearly and confidently
- Learners seek adult support in situations of conflict
- Learners reflect on the process of achievement and value the achievements of others
- Learners understand the impact of their actions on each other and the environment.

## Phase 3

### Year 3

#### Overall Expectations

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.

#### 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.

#### Learning outcomes

Learners recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes

Learners identify individual strengths that can contribute to shared goals

Learners develop a shared plan of action for group work that incorporates each individual's experiences and strengths

Learners adopt a variety of roles for the needs of the group, for example, leader, presenter

Learners discuss ideas and ask questions to clarify meaning

Learners reflect on the perspectives and ideas of others

Learners apply different strategies when attempting to resolve conflict

Learners reflect on shared and collaborative performance.



## Phase 4

### Year 4

#### Overall Expectations

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.

#### 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.

#### Learning outcomes

Learners reflect critically on the effectiveness of the group during and at the end of the process

Learners build on previous experiences to improve group performance

Learners independently use different strategies to resolve conflict

Learners work towards a consensus, understanding the need to negotiate and compromise

Learners take action to support reparation in relationships and in the environment when harm has been done.