

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

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.

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.