

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 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-concept² can change and grow with experience.
 Using self- knowledge³ 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.

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 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.

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 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.