

# 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 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 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 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.