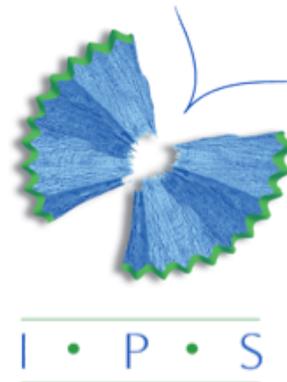


International Preparatory School Personal and Social Education Scope and Sequence



Finalised June 11, 2018
Draft until August 18, 2018
Adopted August 22, 2018
Review August 2022

IPS Personal and Social Education Scope and Sequence

Vision

Inspiring our learners to thrive in a world of change.

Mission

Inspire, Empower, Lead

We will inspire our learning community through an inquiry curriculum and commitment to on-going improvement.

We will empower our learning community to find solutions to real life challenges through creative and critical thinking.

We will lead our learning community to promote a spirit of internationalism by thinking globally and acting locally.

PYP Learner Profile

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, (spiritual) and emotional— to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Table of contents:

IPS vision, mission and learner profile	2
Introduction to the IPS Personal and Social Education scope and sequence document	3
Identity	8
Interactions	12

Introduction to the IPS Personal and Social Education (PSE) Scope and Sequence Document

PSE in the IB Primary Years Programme (PYP) is concerned with the individual's well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this well-being. Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, whether in face-to-face or digital interactions, and to participation in a healthy lifestyle.

PSE is integral to teaching and learning in the PYP and is embodied in the IB learner profile that permeates the programme and represents the qualities of internationally minded students and effective lifelong learners. As lifelong learners we strive to make sense of our lives and the world around us by constructing meaning, exploring concepts and revising understandings. Lifelong learners adopt a positive attitude to learning, develop and apply strategies for critical and creative thinking, engage in inquiry, make connections, and apply new learning and skills in different contexts. In order to become successful learners, it is necessary for students to feel empowered by their learning, to value and take responsibility for their learning, to demonstrate resilience and to develop independence. Such learners are able to reflect on themselves, their experiences, and the process of learning in order to support personal growth and their ongoing commitment to personal, social and physical well-being.

The development of a student's well-being can be implicitly and explicitly addressed through all areas of the PYP curriculum. Therefore, every teacher has a responsibility to support each student's personal and social development through all learning engagements both within and outside the programme of inquiry.

In this document, the development of overall well-being is defined through two common strands that have relevance to all teachers: *identity* and *interactions*. These strands are concept driven and have been designed to interact with each other, working together to support the overall development of students.

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.
----------	---

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.
--------------	--

Personal and Social Education in a transdisciplinary programme

In the PYP, there will be opportunities for the development of personal and social education (PSE) through the relevant, realistic context of the units of inquiry as well as through teaching and learning experiences in other areas of the curriculum. Teachers have a responsibility to help students to make explicit connections between different aspects of their learning. Students need opportunities to identify and reflect on “big ideas” within and between the different strands of PSE, the transdisciplinary themes, and other subject areas. The role of inquiry in PSE is important as students engage in building understandings that contribute to their well-being and their success as lifelong learners.

It is acknowledged that at IPS our single-subject physical education teachers take responsibility for the physical component of well-being. These learning outcomes are addressed in our Physical Education Scope and Sequence. However, there is a lot of overlap between issues of PSE and physical activity that are included in our units of inquiry.

The emphasis in any unit of work, whether it is within the programme of inquiry or not, should be on seeking a balance between acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of constructive attitudes, and taking responsible action as a result of learning.

All teachers working with PYP students (including the homeroom/classroom teacher and single-subject teachers) will find that the strands identified as part of PSE will be relevant to the transdisciplinary programme of inquiry as well as to subject-specific inquiries. It is therefore imperative that all teachers in a PYP school are familiar with the PSE scope and sequence and understand their role in the development of each student's well-being.

It is worthwhile to note that there will be occasions for student-initiated, spontaneous PSE inquiries that are not directly related to any planned units. These are valuable teaching and learning opportunities in themselves and provide teachers and students with the opportunity to apply the pedagogy of the PYP to authentic, of-the-moment situations.

Regardless of whether aspects of PSE are being taught within or outside the programme of inquiry, purposeful inquiry is still considered the principal way in which students learn best. The starting point for all learning should always be the student's prior experience and current understanding. When teachers plan learning experiences that enable students to develop personally, socially and physically, students are able to make connections, apply learning, and transfer conceptual understanding to new situations.

The structure of the PSE scope and sequence

This scope and sequence aims to provide information for the whole school community about the learning that is going on in PSE. It has been designed in recognition of the fact that learning is a developmental process and that the phases a learner passes through are not always linear or age related. For this reason the content is presented in continuums for each of the two strands of PSE—identity and interactions. For each of the strands there is a strand description and a set of overall expectations. The overall expectations provide a summary of the conceptual understandings and subsequent learning being developed in each phase within a strand.

The content of each continuum has been organized into four phases of development, with each phase building upon and complementing the previous phase. The continuums make explicit the conceptual understandings that are being developed at each phase. Evidence of these understandings is described in the behaviours or learning outcomes associated with each phase, and these learning outcomes relate specifically to concepts, knowledge, attitudes and skills associated with PSE.

How to use the PSE scope and sequence

The PSE scope and sequence provides a view of how the development of an individual learner's well-being is not tied to age bands but rather that this development is an evolving process. Teachers will need to be given time to discuss this introduction and accompanying continuums and how they can be used to inform planning, teaching and assessing of PSE in the school. The following points should also be considered in this discussion process.

- Each learner is a unique individual with different life experiences and no two learning pathways are the same.
- Learners within the same age group will have different needs and demonstrate different performance levels; therefore, teachers should consider a range of phases when planning learning experiences for a class.
- Learners are likely to display understanding and skills from more than one of the phases at a time.

- The continuums are not prescriptive tools that assume a learner must attain all the outcomes of a particular phase before moving on to the next phase, nor that the learner should be in the same phase for each strand.
- It is important to note that both strands interact with each other and have relevance across and throughout the curriculum. It is therefore likely that teachers will refer to both continuums to inform planning, teaching and assessing.

PSE planning: Sample processes

When planning for PSE learning experiences, teachers should be mindful of the following practices.

- PSE should be taught through the relevant, realistic context of the units of inquiry but is equally relevant to all additional teaching and learning that the student experiences.
- The PYP planner has been developed to support all teachers as they plan for inquiries that are structured around a central idea.

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.

Overall expectations

Phase 1

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.

Phase 2

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.

Phase 3

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.

Phase 4

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.

Identity: Phase 1

Conceptual Understandings:

1. Each person is an individual.
2. As people grow and change they develop new skills, understandings and abilities.
3. Emotions, attitudes and beliefs influence the way we act.
4. Positive thoughts help us to develop a positive attitude.
5. Knowing how we are similar to and different from others helps shape our understanding of self.
6. Reflecting on our experiences helps us to understand ourselves better.
7. Developing independence builds self-worth¹ and personal responsibility.

Learners will:

- identify themselves in relation to others (for example, family, peers, school class, ethnicity, gender)
- describe how they have grown and changed
- describe some physical and personal characteristics and personal preferences
- talk about similarities and differences between themselves and others
- identify their feelings and emotions and explain possible causes
- recognize that others have emotions, feelings and perspectives that may be different from their own
- identify and explore strategies that help them to cope with change
- identify positive thoughts and attitudes in themselves and others
- willingly approach and persevere with new situations
- reflect on their experiences in order to build a deeper understanding of self
- demonstrate a sense of competence with developmentally appropriate daily tasks and seek support to develop independence
- explore a variety of technologies that will help them in their learning
- demonstrate an understanding that technology is all around them.

Identity: Phase 2

Conceptual Understandings:

1. There are many factors that contribute to a person's individual identity.
2. Understanding and respecting other people's perspectives helps us to develop empathy.
3. Identifying and understanding our emotions helps us to regulate our behaviour.
4. A positive attitude helps us to overcome challenges and approach problems.
5. A person's self-concept² can change and grow with experience.
6. Using self-knowledge³ allows us to embrace new situations with confidence.
7. Different challenges and situations require different strategies.

Learners will:

- describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences
- describe how personal growth has resulted in new skills and abilities
- explain how different experiences can result in different emotions
- identify feelings and begin to understand how these are related to behaviour
- express hopes, goals and aspirations
- solve problems and overcome difficulties with a sense of optimism
- examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help
- recognize others' perspectives and accommodate these to shape a broader view of the world
- identify and understand the consequences of actions
- are aware of their emotions and begin to regulate their emotional responses and behaviour
- reflect on inner thoughts and self-talk⁴
- demonstrate a positive belief in their abilities and believe they can reach their goals by persevering
- recognize performance feedback from digital tools and make adjustments based on that feedback
- explore various technologies that can be used to personalise their learning environment and select resources from those available to enhance their learning
- identify the importance of keeping information private

Identity: Phase 3

Conceptual Understandings:

1. A person's identity evolves as a result of many cultural influences.
2. A person's self-concept is influenced by how others regard and treat him or her.
3. Embracing and developing optimism helps us to have confidence in ourselves and our future.
4. Understanding ourselves helps us to understand and empathize with others.
5. Self-efficacy⁵ influences the way people feel, think and motivate themselves, and behave.
6. Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity.
7. Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous.

Learners will:

- 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
- examine different factors (heritable and non-heritable) that shape an identity (for example, gender, sexuality, nationality, language group)
- identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions
- recognize personal qualities, strengths and limitations
- analyse how they are connected to the wider community
- reflect on how they cope with change in order to approach and manage situations of adversity
- reflect on their own cultural influences, experiences, traditions and perspectives, and are open to those of others
- use understanding of their own emotions to interact positively with others
- embrace optimism to shape a positive attitude towards themselves and their future
- explain how self-talk can influence their behaviour and their approach to learning
- motivate themselves intrinsically and behave with belief in themselves
- work and learn with increasing independence
- consider and set personal learning goals and utilize appropriate technologies that will demonstrate knowledge and reflection of the process
- practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life

- demonstrate how to be careful when using digital devices, how to be safe online, and how to follow safety rules when using the internet and collaborating digitally
- demonstrate an understanding of what personal data is, how to keep it private and how it might be shared online.

Identity: Phase 4

Conceptual Understandings:

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

Learners will:

- examine the complexity of their own evolving identities
- recognize how a person's identity affects self-worth
- recognize how a person's identity affects how they are perceived by others and influences interactions
- analyse how society can influence our concept of self-worth (for example, through the media and advertising)
- identify how aspects of a person's identity can be expressed through symbols, spirituality, dress, adornment, personal attitudes, lifestyle, interests and activities pursued
- analyse how assumptions can lead to misconceptions
- recognize, analyse and apply different strategies to cope with adversity
- accept and appreciate the diversity of cultures, experiences and perspectives of others
- identify causal relationships and understand how they impact on the experience of individuals and groups
- use emotional awareness and personal skills to relate to and help others
- identify how their self-knowledge can continue to support the growth and development of identity
- understand the role of and strategies for optimism in the development of their own well-being
- analyse self-talk and use it constructively
- embrace a strong sense of self-efficacy that enhances their accomplishments, attitudes and personal well-being
- seek feedback from both people and features embedded in digital tools and use age-appropriate technology to share learning
- demonstrate an understanding of the role an online identity plays in the digital world and the permanence of their decisions when interacting online

- develop learning goals in collaboration with an educator, select the technology tools to achieve them, and reflect on and revise the learning process as needed to achieve goals.

1. Self-worth: the view that individuals have of themselves and their perceptions of their own worth (positive or negative) as a person.
2. Self-concept: an idea of the self constructed from the beliefs a person holds about himself or herself.
3. Self-knowledge: the knowledge a person has of his or her own qualities, abilities, character and characteristics.
4. Self-talk: describes thoughts that an individual has, as if in dialogue with himself or herself; these thoughts can have an impact on an individual's emotions, actions and behaviour.
5. Self-efficacy: the knowledge a person has of his or her own skills and abilities to perform in a certain manner to attain certain goals.

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.

Overall Expectations

Phase 1

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.

Phase 2

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.

Phase 3

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.

Phase 4

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.

Interactions: Phase 1

Conceptual Understandings:

1. Interacting with others can be fun.
2. Group experiences depend on cooperation of group members.
3. Ideas and feelings can be communicated with others in a variety of modes.
4. Our relationships with others contribute to our well-being (for example, parent:child; teacher:student; friend:friend).
5. Our behaviour affects others.
6. Caring for local environments fosters appreciation.

Learners will:

- enjoy interacting, playing and engaging with others
- take turns
- listen respectfully to others
- share their own relevant ideas and feelings in an appropriate manner
- ask questions
- celebrate the accomplishments of others
- reach out for help when it is needed for themselves or others
- identify when their actions have impacted on others
- talk about their interactions with the environment
- use age-appropriate technologies to work with others

Interactions: Phase 2

Conceptual Understandings:

1. Participation in a group can require group members to take on different roles and responsibilities.
2. There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms.
3. Accepting others into a group builds open-mindedness.
4. Relationships require nurturing.
5. Our actions towards others influence their actions towards us.
6. Responsible citizenship involves conservation and preservation of the local environment.

Learners will:

- value interacting, playing and learning with others
- discuss and set goals for group interactions
- cooperate with others
- ask questions and express wonderings
- recognize the different group roles and responsibilities
- assume responsibility for a role in a group
- celebrate the accomplishment of the group
- share ideas clearly and confidently
- seek adult support in situations of conflict
- reflect on the process of achievement and value the achievements of others
- understand the impact of their actions on each other and the environment
- select technology to share their ideas with different people
- take on different team roles and use age-appropriate technologies to complete tasks
- discuss ownership and sharing of information, and how to respect the work of others

Interactions: Phase 3

Conceptual Understandings:

1. A plan of action is a necessary strategy for a group to achieve its goal.
2. An effective group capitalizes on the strengths of its individual members.
3. Healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion.
4. Behaviour can be modified by applying deliberate strategies.
5. Communities and societies have their own norms, rules and regulations.
6. Communities and their citizens have a collective responsibility to care for local and global environments.

Learners will:

- recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes
- identify individual strengths that can contribute to shared goals
- develop a shared plan of action for group work that incorporates each individual's experiences and strengths
- adopt a variety of roles for the needs of the group, for example, leader, presenter
- discuss ideas and ask questions to clarify meaning
- reflect on the perspectives and ideas of others
- apply different strategies when attempting to resolve conflict
- reflect on shared and collaborative performance
- use technology tools to work with friends and with people outside their neighborhood, city and beyond
- use technology to communicate with others and to look at problems from different perspectives.
- demonstrate and encourage respect for intellectual property with both print and digital media when using and sharing the work of others
- explore transferring learning to different tools or learning environments to work collaboratively and share learning

Interactions: Phase 4

Conceptual Understandings:

1. An effective group can accomplish more than a set of individuals.
2. An individual can experience both intrinsic satisfaction and personal growth from interactions.
3. Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others.
4. People are interdependent with, and have a custodial responsibility towards, the environment in which they live.
5. People have a responsibility to repair and restore relationships and environments where harm has taken place.

Learners will:

- reflect critically on the effectiveness of the group during and at the end of the process
- build on previous experiences to improve group performance
- independently use different strategies to resolve conflict
- work towards a consensus, understanding the need to negotiate and compromise
- take action to support reparation in relationships and in the environment when harm has been done
- perform a variety of roles within a group using age-appropriate technology to complete a project or solve a problem
- build a network of experts and peers within school policy and customize their environments to enhance their learning
- use collaborative technologies to connect with others, including peers, experts and community members, to explore different points of view on various topics.
- encourage others in safe, legal and ethical behavior when using technology and interacting online