



International Baccalaureate®  
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Primary Years Programme

# Personal, social and physical education scope and sequence







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**Primary Years Programme**  
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# IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



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# Introduction to the PYP personal, social and physical education scope and sequence

The information in this scope and sequence document should be read in conjunction with the personal, social and physical education (PSPE) subject annex in *Making the PYP happen: A curriculum framework for international primary education* (2009).

## What the PYP believes about PSPE

PSPE 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, and to participation in an active, healthy lifestyle.

PSPE 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.

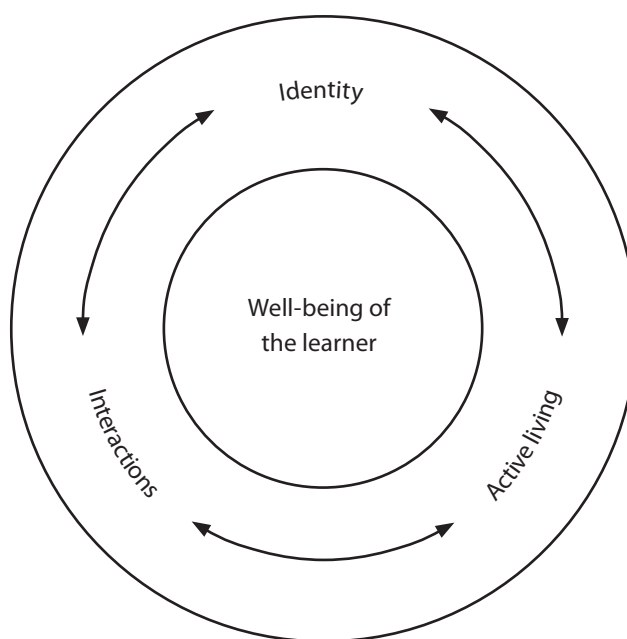
The development of a student's well-being can be implicitly and explicitly addressed through all areas of the PYP curriculum. Therefore, every teacher has a responsibility to support each student's personal, social and physical development through all learning engagements both within and outside the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

Physical education in a PYP school should be more than just student participation in sports and games. Its purpose should be to develop a combination of transferable skills promoting physical, intellectual, emotional and social development; to encourage present and future choices that contribute to long-term healthy living; and to understand the cultural significance of physical activities for individuals and communities. Therefore, in the PYP, there should be specific opportunities for learning about movement and through movement in a range of contexts.

In this document, the development of overall well-being is defined through three common strands that have relevance to all teachers: *identity*, *active living* and *interactions* (see figure 1). These strands are concept driven and have been designed to interact with each other, working together to support the overall development of students (see figure 2).

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.
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.
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.

**Figure 1**  
*The PSPE strands*



**Figure 2**  
*Developing well-being through PSPE*

## PSPE in a transdisciplinary programme

In the PYP, there will be opportunities for the development of personal, social and physical well-being 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 PSPE, the transdisciplinary themes, and other subject areas. The role of inquiry in PSPE is important as students engage in building understandings that contribute to their well-being and their success as lifelong learners.

It is acknowledged that in many schools, single-subject teachers take responsibility for the physical component of PSPE. It is vital that these single-subject teachers see themselves primarily as PYP teachers who teach physical education, and in so doing contribute to the overall outcomes of a transdisciplinary programme.

To ensure a cohesive educational experience for students, a PYP school has a responsibility to ensure that there are regular opportunities for collaboration between single-subject teachers and homeroom/classroom teachers. This collaboration includes the development and review of the school’s programme of inquiry as well as planning, teaching, assessing and reflecting on units of inquiry where meaningful connections to physical education can be made. The following models provide examples of how to strengthen the role of physical education within the PYP.

- **Developing or supporting a unit within the programme of inquiry:** Whenever appropriate, physical education teachers should be involved in collaborative planning to plan, teach, assess and reflect on the units of inquiry.
- **Preparing for or following on from a unit within the programme of inquiry:** The direct teaching of physical education in a unit of inquiry may not always be feasible but, where appropriate, introductory or follow-up learning experiences may be useful to help students make connections between the different aspects of the curriculum. Physical education teachers may plan and teach activities or experiences that prepare students for participation in a unit of inquiry. Following on from a unit, students may demonstrate their understanding of the central idea in a physical education context.
- **Independent inquiry:** There may be times when teachers will be teaching aspects of physical education independent of the programme of inquiry using purposeful inquiry. At such times, teachers should structure their teaching and learning through the use of the PYP planning process. Teachers should ensure that authentic connections are made while maintaining the integrity and essential character of learning in, through and about physical education. If undertaking an inquiry outside the programme of inquiry, teachers should still recognize that the same philosophy and pedagogy must underpin their planning and teaching of the subject.

The emphasis in any unit of work, whether it is within the programme of inquiry or not, should be on the essential elements and 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 PSPE 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 area of PSPE 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 PSPE 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 PSPE 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 PSPE scope and sequence

This scope and sequence aims to provide information for the whole school community about the learning that is going on in PSPE. 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 three **strands** of PSPE—identity, active living, 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 PSPE.

Each strand has a set of conceptual understandings and learning outcomes that indicate learning possibilities for that strand. Schools may find that they have other learning outcomes that are relevant to their particular context and they may choose to document these within their own PSPE scope and sequence.

## How to use the PSPE scope and sequence

The PSPE scope and sequence provides schools with 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 PSPE 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 all three of the strands interact with each other and have relevance across and throughout the curriculum. It is therefore likely that teachers will refer to all three continuums to inform planning, teaching and assessing.

Some schools may be able to use the PSPE scope and sequence just as it is presented here. Other schools may wish to adapt it according to their needs. For example, schools may wish to add content that has specific relevance to the learning needs of their students and the particular teaching context. They may decide to base their own scope and sequence document on the conceptual understandings outlined in the PYP document but develop other aspects differently (for example, learning outcomes, indicators, benchmarks, standards), particularly if they are trying to accommodate external requirements. Alternatively, they may decide to incorporate the continuums from the PYP documents into their existing school documents.

Schools need to be mindful of practice C1.23 in the IB *Programme standards and practices* (2005) that states, “If the school adapts, or develops, its own scope and sequence documents for each PYP subject area, the level of overall expectation regarding student achievement expressed in these documents at least matches that expressed in the PYP scope and sequence documents.” To arrive at such a judgment, and given that the overall expectations in this document are presented as broad generalities, it is recommended that the entire document be read and considered.

## Guidance for teachers of physical education

This scope and sequence document is not designed as a curriculum that maps out all the possible contexts for the development of knowledge and skills in physical education (for example, games, swimming or gymnastics). Instead, it has been designed around conceptual understandings that will enable the promotion and development of personal, social and physical well-being across all areas of the curriculum and by all teachers. In addition to the transdisciplinary programme of inquiry that provides authentic learning contexts for the development of well-being, it is acknowledged that many schools will develop an ongoing, balanced physical education programme. If this is the case, teachers are encouraged to draw on conceptual understandings and learning outcomes from all three strands in order to provide meaningful, connected learning experiences for students.

The contexts selected for learning through and about movement will be different for each school, and will depend on factors such as the prior knowledge and experiences of the students; the host country of the school; the particular physical activities that are valued in the school and local community; the resources available to the school; and the kinds of experiences that the school believes will encourage present and future choices that will lead to an active healthy lifestyle. Regular exposure to all kinds of physical learning experiences will enable students to make informed choices throughout their lives. A balanced curriculum would include the following types of experiences.

- **Individual pursuits:** The development of basic motor skills and the body’s capacity for movement through locomotor and manipulative skills and/or experiences; the techniques, rules and purpose of a range of athletic activities (for example, track and field, swimming, skating, skiing); recognizing a high level of achievement and how to improve a performance.
- **Movement composition:** Recognizing that movements can be linked together and refined to create a sequence of aesthetic movements. Movements can be in response to stimuli or performance elements and/or criteria and can communicate feelings, emotions and ideas (for example, gymnastics, dance\*, martial arts).
- **Games:** Recognizing the challenges presented by games; the importance of manipulating space; the categorizing of games; identifying and developing appropriate skills and strategies; recognizing the importance of rules and how they define the nature of a game; modifying existing games and creating new games; teamwork.
- **Adventure challenges:** A variety of tasks requiring the use of physical and critical-thinking skills by individuals and/or groups; challenges that require groups to work together collaboratively in order to solve problems and accomplish a common goal; recognizing the role of the individual in group problem solving.
- **Health-related fitness:** Recognizing and appreciating the importance of maintaining a healthy lifestyle; the body’s response to exercise including the interaction of body systems and the development of physical fitness.

\*Please note: The PYP *Arts scope and sequence* (2009) includes conceptual understandings and learning outcomes that relate specifically to dance. When the physical education programme includes dance or other creative movement experiences as a context for learning, teachers should refer to the *Personal, social and physical education scope and sequence* as well as the *Arts scope and sequence* to inform planning, teaching and assessing.

## PSPE planning: Sample processes

When planning for personal, social and physical learning experiences, teachers should be mindful of the following practices.

- PSPE 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.

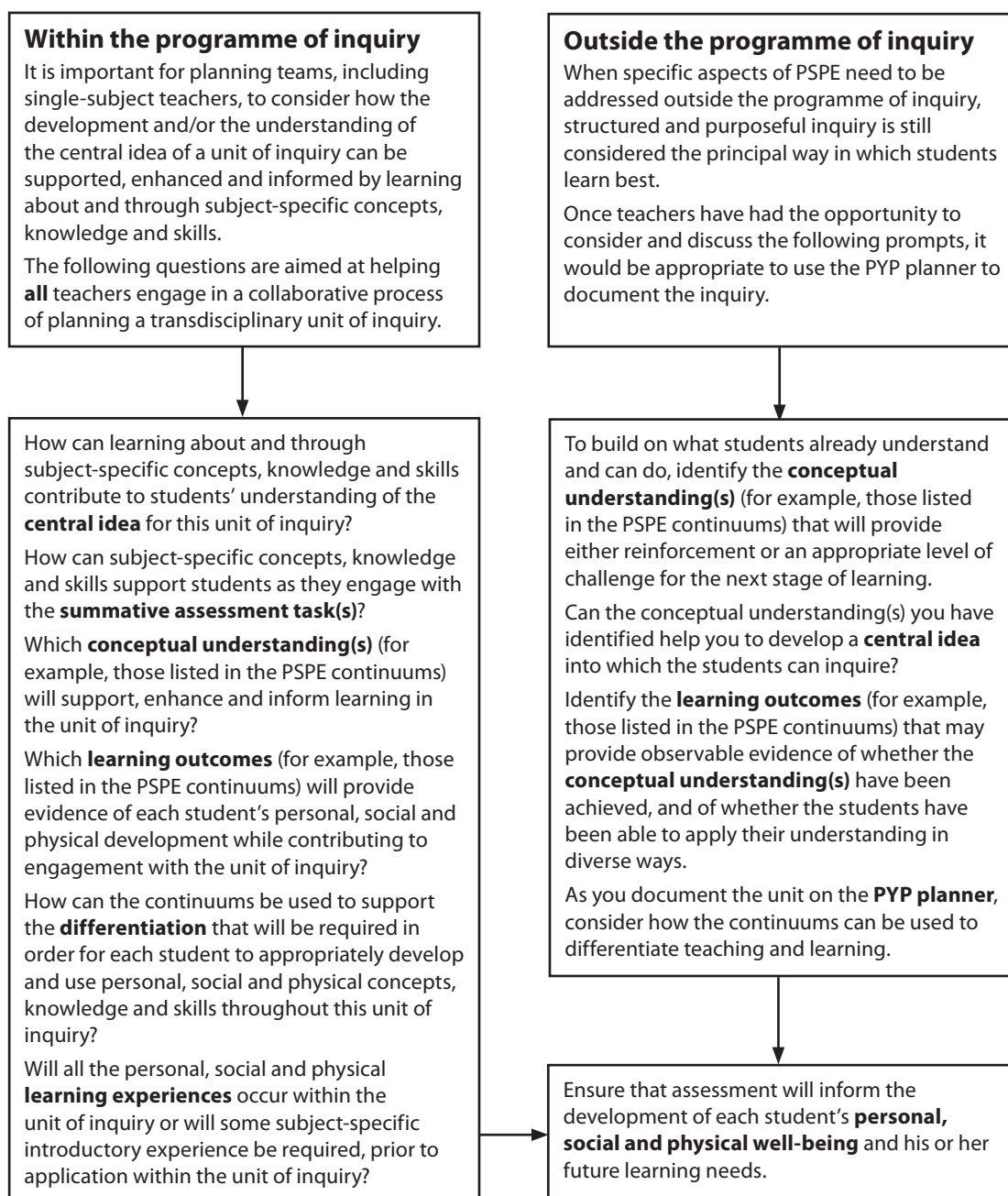


Figure 3  
Sample processes when planning for PSPE learning experiences

# Learning continuums

## 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.

## Learning continuum for identity

Phase 1	Phase 2	Phase 3	Phase 4
<p><b>Conceptual understandings</b> Each person is an individual.</p> <p>As people grow and change they develop new skills, understandings and abilities.</p> <p>Emotions, attitudes and beliefs influence the way we act.</p> <p>Positive thoughts help us to develop a positive attitude.</p> <p>Knowing how we are similar to and different from others helps shape our understanding of self.</p> <p>Reflecting on our experiences helps us to understand ourselves better.</p> <p>Developing independence builds self-worth<sup>1</sup> and personal responsibility.</p>	<p><b>Conceptual understandings</b> There are many factors that contribute to a person's individual identity.</p> <p>Understanding and respecting other peoples' perspectives helps us to develop empathy.</p> <p>Identifying and understanding our emotions helps us to regulate our behaviour.</p> <p>A positive attitude helps us to overcome challenges and approach problems.</p> <p>A person's self-concept<sup>2</sup> can change and grow with experience.</p> <p>Using self- knowledge<sup>3</sup> allows us to embrace new situations with confidence.</p> <p>Different challenges and situations require different strategies.</p>	<p><b>Conceptual understandings</b> A person's identity evolves as a result of many cultural influences.</p> <p>A person's self-concept is influenced by how others regard and treat him or her.</p> <p>Embracing and developing optimism helps us to have confidence in ourselves and our future.</p> <p>Understanding ourselves helps us to understand and empathize with others.</p> <p>Self-efficacy<sup>5</sup> influences the way people feel, think and motivate themselves, and behave.</p> <p>Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity.</p> <p>Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous.</p>	<p><b>Conceptual understandings</b> Many different and conflicting cultures influence identity formation.</p> <p>The physical changes people experience at different stages in their lives affect their evolving identities.</p> <p>Stereotyping or prejudging can lead to misconceptions and conflict.</p> <p>The values, beliefs and norms of a society can impact on an individual's self-concept and self-worth.</p> <p>Being emotionally aware helps us to manage relationships and support each other.</p> <p>A person's self-worth is reinforced and reflected in engagement with and/or service to others.</p> <p>A strong sense of self-efficacy enhances human accomplishments and personal well-being.</p> <p>Coping with situations of change, challenge and adversity develops our resilience.</p>



<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>• identify themselves in relation to others (for example, family, peers, school class, ethnicity, gender)</li> <li>• describe how they have grown and changed</li> <li>• describe some physical and personal characteristics and personal preferences</li> <li>• talk about similarities and differences between themselves and others</li> <li>• identify their feelings and emotions and explain possible causes</li> <li>• recognize that others have emotions, feelings and perspectives that may be different from their own</li> <li>• identify and explore strategies that help them to cope with change</li> <li>• identify positive thoughts and attitudes in themselves and others</li> <li>• willingly approach and persevere with new situations</li> <li>• reflect on their experiences in order to build a deeper understanding of self</li> </ul>	<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>• describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences</li> <li>• describe how personal growth has resulted in new skills and abilities</li> <li>• explain how different experiences can result in different emotions</li> <li>• identify feelings and begin to understand how these are related to behaviour</li> <li>• express hopes, goals and aspirations</li> <li>• solve problems and overcome difficulties with a sense of optimism</li> <li>• examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help</li> <li>• recognize others' perspectives and accommodate these to shape a broader view of the world</li> <li>• identify and understand the consequences of actions</li> </ul>	<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• examine different factors (heritable and non-heritable) that shape an identity (for example, gender, sexuality, nationality, language group)</li> <li>• identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions</li> <li>• recognize personal qualities, strengths and limitations</li> <li>• analyse how they are connected to the wider community</li> <li>• reflect on how they cope with change in order to approach and manage situations of adversity</li> <li>• reflect on their own cultural influences, experiences, traditions and perspectives, and are open to those of others</li> <li>• use understanding of their own emotions to interact positively with others</li> </ul>	<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>• examine the complexity of their own evolving identities</li> <li>• recognize how a person's identity affects self-worth</li> <li>• recognize how a person's identity affects how they are perceived by others and influences interactions</li> <li>• analyse how society can influence our concept of self-worth (for example, through the media and advertising)</li> <li>• identify how aspects of a person's identity can be expressed through symbols, spirituality, dress, adornment, personal attitudes, lifestyle, interests and activities pursued</li> <li>• analyse how assumptions can lead to misconceptions</li> <li>• recognize, analyse and apply different strategies to cope with adversity</li> <li>• accept and appreciate the diversity of cultures, experiences and perspectives of others</li> <li>• identify causal relationships and understand how they impact on the experience of individuals and groups</li> </ul>
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<ul style="list-style-type: none"> <li>demonstrate a sense of competence with developmentally appropriate daily tasks and seek support to develop independence.</li> </ul>	<ul style="list-style-type: none"> <li>are aware of their emotions and begin to regulate their emotional responses and behaviour</li> <li>reflect on inner thoughts and self-talk<sup>4</sup></li> <li>demonstrate a positive belief in their abilities and believe they can reach their goals by persevering.</li> </ul>	<ul style="list-style-type: none"> <li>embrace optimism to shape a positive attitude towards themselves and their future</li> <li>explain how self-talk can influence their behaviour and their approach to learning</li> <li>motivate themselves intrinsically and behave with belief in themselves</li> <li>work and learn with increasing independence.</li> </ul>	<ul style="list-style-type: none"> <li>use emotional awareness and personal skills to relate to and help others</li> <li>identify how their self-knowledge can continue to support the growth and development of identity</li> <li>understand the role of and strategies for optimism in the development of their own well-being</li> <li>analyse self-talk and use it constructively</li> <li>embrace a strong sense of self-efficacy that enhances their accomplishments, attitudes and personal well-being.</li> </ul>
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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.

# 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.

## Overall expectations

### Phase 1

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.

### Phase 2

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.

### Phase 3

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.

### Phase 4

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.

## Learning continuum for active living

Phase 1	Phase 2	Phase 3	Phase 4
<p><b>Conceptual understandings</b></p> <p>Our daily practices can have an impact on our well-being.</p> <p>We can observe changes in our bodies when we exercise.</p> <p>Our bodies change as we grow.</p> <p>We can explore our body's capacity for movement.</p> <p>Our bodies can move creatively in response to different stimuli.</p> <p>Safe participation requires sharing space and following rules.</p>	<p><b>Conceptual understandings</b></p> <p>Regular exercise is part of a healthy lifestyle.</p> <p>Food choices can affect our health.</p> <p>Maintaining good hygiene can help to prevent illness.</p> <p>Growth can be measured through changes in capability as well as through physical changes.</p> <p>We can apply a range of fundamental movement skills to a variety of activities.</p> <p>Movements can be used to convey feelings, attitudes, ideas or emotions.</p> <p>The use of responsible practices in physical environments can contribute to our personal safety and the safety of others.</p>	<p><b>Conceptual understandings</b></p> <p>Regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle.</p> <p>We can develop and maintain physical fitness by applying basic training principles.</p> <p>People go through different life stages, developing at different rates from one another.</p> <p>Attention to technique and regular practice can improve the effectiveness of our movements.</p> <p>A dynamic cycle of plan, perform and reflect can influence a creative movement composition.</p> <p>There are positive and negative outcomes for taking personal and group risks that can be evaluated in order to maximize enjoyment and promote safety.</p>	<p><b>Conceptual understandings</b></p> <p>Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle.</p> <p>There is a connection between exercise, nutrition and physical well-being.</p> <p>Setting personal goals and developing plans to achieve these goals can enhance performance.</p> <p>There are physical, social and emotional changes associated with puberty.</p> <p>Appropriate application of skills is vital to effective performance.</p> <p>Complexity and style adds aesthetic value to a performance.</p> <p>Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle.</p>

<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>engage in a variety of different physical activities</li> <li>demonstrate an awareness of how being active contributes to good health</li> <li>demonstrate an awareness of basic hygiene in their daily routines</li> <li>identify some of the effects of different physical activity on the body</li> <li>explore and reflect on the changing capabilities of the human body</li> <li>develop a range of fine and gross motor skills</li> <li>explore creative movements in response to different stimuli</li> <li>recognize that acting upon instructions and being aware of others helps to ensure safety.</li> </ul>	<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>recognize the importance of regular exercise in the development of well-being</li> <li>identify healthy food choices</li> <li>communicate their understanding of the need for good hygiene practices</li> <li>reflect on the interaction between body systems during exercise</li> <li>explain how the body's capacity for movement develops as it grows</li> <li>use and adapt basic movement skills (gross and fine motor) in a variety of activities</li> <li>explore different movements that can be linked to create sequences</li> <li>display creative movements in response to stimuli and express different feelings, emotions and ideas</li> <li>reflect upon the aesthetic value of movement and movement sequences</li> <li>understand the need to act responsibly to help ensure the safety of themselves and others.</li> </ul>	<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>identify ways to live a healthier lifestyle</li> <li>understand how daily practices influence short- and long-term health</li> <li>understand that there are substances that can cause harm to health</li> <li>demonstrate an understanding of the principles of training in developing and maintaining fitness</li> <li>identify different stages of life and how these can affect physical performance</li> <li>develop plans to improve performance through technique refinement and practice</li> <li>demonstrate greater body control when performing movements</li> <li>self-assess performance and respond to feedback on performance from others</li> <li>plan, perform and reflect on movement sequences in order to improve</li> <li>identify potential personal and group outcomes for risk-taking behaviours.</li> </ul>	<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>reflect and act upon their preferences for physical activities in leisure time</li> <li>understand the interdependence of factors that can affect health and well-being</li> <li>identify realistic goals and strategies to improve personal fitness</li> <li>identify and discuss the changes that occur during puberty and their impact on well-being</li> <li>exhibit effective decision-making processes in the application of skills during physical activity</li> <li>introduce greater complexity and refine movements to improve the quality of a movement sequence</li> <li>recognize the importance of moderation in relation to safe personal behaviour.</li> </ul>
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## 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.

Please note: The term "group" has been used throughout this continuum. Depending on the context for learning, "group" could refer to a team, a family group, the whole class, smaller work groups, social groups and play groups.

## Learning continuum for interactions

Phase 1	Phase 2	Phase 3	Phase 4
<p><b>Conceptual understandings</b> Interacting with others can be fun.</p> <p>Group experiences depend on cooperation of group members.</p> <p>Ideas and feelings can be communicated with others in a variety of modes.</p> <p>Our relationships with others contribute to our well-being (for example, parent:child; teacher:student; friend:friend).</p> <p>Our behaviour affects others.</p> <p>Caring for local environments fosters appreciation.</p>	<p><b>Conceptual understandings</b> Participation in a group can require group members to take on different roles and responsibilities.</p> <p>There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms.</p> <p>Accepting others into a group builds open-mindedness.</p> <p>Relationships require nurturing.</p> <p>Our actions towards others influence their actions towards us.</p> <p>Responsible citizenship involves conservation and preservation of the local environment.</p>	<p><b>Conceptual understandings</b> A plan of action is a necessary strategy for a group to achieve its goal.</p> <p>An effective group capitalizes on the strengths of its individual members.</p> <p>Healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion.</p> <p>Behaviour can be modified by applying deliberate strategies.</p> <p>Communities and societies have their own norms, rules and regulations.</p> <p>Communities and their citizens have a collective responsibility to care for local and global environments.</p>	<p><b>Conceptual understandings</b> An effective group can accomplish more than a set of individuals.</p> <p>An individual can experience both intrinsic satisfaction and personal growth from interactions.</p> <p>Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others.</p> <p>People are interdependent with, and have a custodial responsibility towards, the environment in which they live.</p> <p>People have a responsibility to repair and restore relationships and environments where harm has taken place.</p>
<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>enjoy interacting, playing and engaging with others</li> <li>take turns</li> <li>listen respectfully to others</li> <li>share their own relevant ideas and feelings in an appropriate manner</li> </ul>	<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>value interacting, playing and learning with others</li> <li>discuss and set goals for group interactions</li> <li>cooperate with others</li> <li>ask questions and express wonderings</li> </ul>	<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes</li> <li>identify individual strengths that can contribute to shared goals</li> </ul>	<p><b>Learning outcomes</b> Learners:</p> <ul style="list-style-type: none"> <li>reflect critically on the effectiveness of the group during and at the end of the process</li> <li>build on previous experiences to improve group performance</li> <li>independently use different strategies to resolve conflict</li> </ul>

<ul style="list-style-type: none"> <li>ask questions</li> <li>celebrate the accomplishments of others</li> <li>reach out for help when it is needed for themselves or others</li> <li>identify when their actions have impacted on others</li> <li>talk about their interactions with the environment.</li> </ul>	<ul style="list-style-type: none"> <li>recognize the different group roles and responsibilities</li> <li>assume responsibility for a role in a group</li> <li>celebrate the accomplishment of the group</li> <li>share ideas clearly and confidently</li> <li>seek adult support in situations of conflict</li> <li>reflect on the process of achievement and value the achievements of others</li> <li>understand the impact of their actions on each other and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>develop a shared plan of action for group work that incorporates each individual's experiences and strengths</li> <li>adopt a variety of roles for the needs of the group, for example, leader, presenter</li> <li>discuss ideas and ask questions to clarify meaning</li> <li>reflect on the perspectives and ideas of others</li> <li>apply different strategies when attempting to resolve conflict</li> <li>reflect on shared and collaborative performance.</li> </ul>	<ul style="list-style-type: none"> <li>work towards a consensus, understanding the need to negotiate and compromise</li> <li>take action to support reparation in relationships and in the environment when harm has been done.</li> </ul>
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# Samples

Several examples of how schools are using the planner to facilitate inquiries involving aspects of PSPE have been developed and trialled by IB World Schools offering the PYP. These examples are included in the HTML version of the *Personal, social and physical education scope and sequence* on the online curriculum centre. The IB is interested in receiving planners that have been developed for inquiries within and outside the programme of inquiry where PSPE is strongly evident. Please send planners to [pyp@ibo.org](mailto:pyp@ibo.org) for possible inclusion on this site.