

# Clavis International Primary School Personal and Social Education Scope and Sequence 2014

*In Clavis the personal and social education of students is the responsibility of all teachers, care educators, supporting teachers and support staff*

<b>Pre-Reception and Reception (3-5 year olds)</b>			
	<b>Identity</b>	<b>Active Living</b>	<b>Interactions</b>
<b>Overall Expectations</b>	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.	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.	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.
<b>Conceptual Understandings</b>	<p>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>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. 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>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>

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Related concepts	Autonomy, character, diversity, gender, image, initiative, perseverance, trust	Body control, body form, challenge, energy, flexibility, growth, mastery, power, rest, spatial awareness, strength/endurance, stress	• Belonging, community, conflict, control, fair play, peace, safety, teamwork
<p><b>Learner Outcomes:</b>  <b>observable</b>  behaviours which are indicators of how learners are constructing meaning  Possibilities for learning</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> <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>• 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>	<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 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>

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Overview of PSE emphasis in Units of Inquiry						
Pre-Rec	WWA	WWATP	HWEO	HWW	HWOO	SP
Reception	WWA	WWATP	HWEO	HWW	HWOO	SP

## Code each UoI teaching

	Conceptual understandings or learner outcomes are central to the Central Idea, the knowledge, skills and action of the unit
	Conceptual understandings or learner outcomes are central to the development of one or more of the lines of inquiry of a unit
	PSE conceptual understandings/learner outcomes are important as a the scaffold of the process of learning during a unit
	Incidental or accidental inclusion of PSE