

# 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>Years 1-2 (5-7 year olds)</b>			
	<b>Identity</b>	<b>Active Living</b>	<b>Interactions</b>
	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.	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.	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.
<b>Overall Expectations</b>	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.	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.	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.
	There are many factors that contribute to a person's individual identity.  Understanding and respecting other peoples' perspectives helps us to develop empathy.	Regular exercise is part of a healthy lifestyle.  Food choices can affect our health.  Maintaining good hygiene can help to prevent	Participation in a group can require group members to take on different roles and responsibilities.  There are norms of behaviour that guide the interactions within different groups,

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<p><b>Conceptual Understandings</b></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>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>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>Related concepts</b></p>	<p>Autonomy, character, diversity, gender, image, initiative, perseverance, trust, responsibility</p>	<p>Body control, body form, challenge, energy, flexibility, growth, mastery, power, rest, spatial awareness, strength/endurance, stress</p>	<p>Belonging, community, conflict, harmony, control, rules, order, respect, fair play, interdependence, peace, safety, teamwork</p>

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<p><b>Learner Outcomes:</b>  <b>observable</b>  behaviours which are indicators of how learners are constructing meaning  Possibilities for learning</p>	<p>Learners will:</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> <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>	<p>Learners will:</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>Learners will:</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> <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 other</li> <li>understand the impact of their actions on each other and the environment.</li> </ul>
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Overview of PSE in Units of Inquiry						
Year 1 (5-6 years)	WWA	WWATP	HWEO	HWW	HWOO	SP
Year 2 (6-7 years)	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