

# 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 3-4 (7-9 years)</b>			
	<b>Identity</b>	<b>Active Living</b>	<b>Interactions</b>
<b>Definitions</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 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.	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.	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.
<b>Conceptual Understandings</b>	<p>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>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,</p>	<p>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,</p>

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	<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>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>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>Related concepts</b></p>	<p>Autonomy, character, diversity, gender, image, initiative, perseverance, self-regulation, balance, trust ,responsibility</p>	<p>Body control, body form, challenge, energy, flexibility, growth, leisure, goal-setting, mastery, flexibility, power, rest energy well-being, 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>	<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> <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>• 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</li> <li>• 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 <b>reflect</b> on movement sequences in order to improve</li> <li>• identify potential personal and group outcomes for risk-taking behaviours.</li> </ul>	<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 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>
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Overview of PSE emphasis in Units of Inquiry						
Year 3 (7-8 years)	WWA	WWATP	HWEO	HWW	HWOO	SP
Year 4 (8-9 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