

Clavis International Primary School Personal and Social Education Scope and Sequence

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

Years 5-6 (9-11 years)			
	Identity	Active Living	Interactions
Definitions	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 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 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	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.	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.	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.
Conceptual Understandings	<ul style="list-style-type: none"> • Many different and conflicting cultures influence identity formation. • The physical changes people experience at different stages in their lives affect their evolving identities. • Stereotyping or prejudging can lead to misconceptions and conflict. • The values, beliefs and norms of a society can impact on an individual's 	<ul style="list-style-type: none"> • Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle. • There is a connection between exercise, nutrition and physical well-being. • Setting personal goals and developing plans to achieve these goals can enhance performance. • There are physical, social and emotional 	<ul style="list-style-type: none"> • An effective group can accomplish more than a set of individuals. • An individual can experience both intrinsic satisfaction and personal growth from interactions. • Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others. • People are interdependent with, and have a

Clavis International Primary School Personal and Social Education Scope and Sequence

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

	<ul style="list-style-type: none"> • self-concept and self-worth. • Being emotionally aware helps us to manage relationships and support each other. • A person’s self-worth is reinforced and reflected in engagement with and/or service to others. • A strong sense of self-efficacy enhances human accomplishments and personal well-being. • Coping with situations of change, challenge and adversity develops our resilience. 	<p>changes associated with puberty.</p> <ul style="list-style-type: none"> • Appropriate application of skills is vital to effective performance. • Complexity and style adds aesthetic value to a performance. • Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle. 	<p>custodial responsibility towards, the environment in which they live.</p> <ul style="list-style-type: none"> • People have a responsibility to repair and restore relationships and environments where harm has taken place.
Related concepts	Autonomy, character, diversity, ethnicity, fulfillment, gender, heritage, image, initiative, perseverance, resilience, self-regulation, sexuality, spirituality, trust	Aesthetics, biomechanics, body control, body form, challenge, competition, collaboration, energy, flexibility, flow, growth, goal-setting, improvement, leisure, mastery, physiology, power, rest, spatial awareness, strength/endurance, stress	<ul style="list-style-type: none"> • Belonging citizenship, community, conflict conformity, , control, culture, discrimination, fair play interdependence, justice, preservation, leadership, reparation, stereotype, peace, safety, teamwork
Learner Outcomes: observable <small>behaviours which are indicators of how learners are constructing meaning</small> <small>Possibilities for learning</small>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • reflect and act upon their preferences for physical activities in leisure time • understand the interdependence of factors that can affect health and well-being • identify realistic goals and strategies to improve personal fitness • identify and discuss the changes that occur during puberty and their impact on well-being • exhibit effective decision-making processes in the application of skills during physical activity • introduce greater complexity and refine movements to improve the quality of a movement sequence • recognize the importance of moderation in relation to safe personal behaviour 	<ul style="list-style-type: none"> • 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

Clavis International Primary School Personal and Social Education Scope and Sequence

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

	<p>cultures, experiences and perspectives of others</p> <ul style="list-style-type: none"> • 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 wellbeing • analyse self-talk and use it constructively embrace a strong sense of self efficacy that enhances their accomplishments, attitudes and personal well-being. 		
--	---	--	--

Overview of PSE emphasis in Units of Inquiry

Year 5 (9-10 years)	WWA	WWATP	HWE0	HWW	HWO0	SP
Year 6 (10-11 years)	WWA	WWATP	HWE0	HWW	HWO0	SP

Code each UoI teaching

	Conceptual understandings or learner outcomes are central to the Central Idea, the knowledge, skills and action of the unit
--	---

Clavis International Primary School Personal and Social Education Scope and Sequence

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

	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