

PSPE (Personal, Social and Physical Education) in the Primary Years Programme

In the PYP, Personal, Social and Physical Education (PSPE) 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. (International Baccalaureate Organization 114)

PSPE in a PYP school is more than just student participation in sports and games. Its purpose is to develop a combination of transferrable 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.

Teaching the skills and concepts of personal, social and physical education is an integral part of each subject area within our school community. The Physical Education department, however, takes a greater responsibility for the physical education aspects of the curriculum.

PSPE provides the models, processes and vocabulary for handling social and personal issues, and ensuring health and well-being. Students are prepared to address moral issues in their lives and act upon a set of positive values such as appreciation, empathy and respect. They should be given guidance to help develop positive attitudes and behaviors in order to meet challenges, make healthy lifestyle choices, and serve as responsible, respectful members of society. This guidance should be specific, explicit and continuous, and should take place in a non-threatening environment.

The Primary Physical Education Programme at OSC

At OSC, Primary students have specialist classes in Physical Education, including swimming, from Preschool to Grade 5; Preschool and Kindergarten have PE twice a week, and Grade 1 to 5 students have PE three times a week. Learning is organized into Units of Inquiry which are designed to promote students inquiring into a variety of PE specific skills and concepts. While most of the units are taught separate from the Programme of Inquiry, some units are building on the learning that is taking place within the homeroom. The purpose for this is to promote a transdisciplinary programme that enriches students' conceptual understandings in a variety of contexts. At the end of each unit students have a chance to show what they have learned and to participate in friendly competition. For example, a gymnastics display, inter-house invasion games tournament, track and field sports day and a swim gala.

In addition to the regular PE programme OSC offers various opportunities for students to participate in sports through the After School Activities Programme. As a member school of TISSL (The International Schools of Sri Lanka) and SAISA (South Asian Inter-Scholastic Association) OSC takes part in local and regional competitive sports events from Grade 1 and up.

The PE units are mainly organized within the domains described below. Please visit the OSC Primary School websites available on www.osc.lk for more detailed information about each unit.

- **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 such as track and field and swimming; 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 such as gymnastics and dance. Movements can be in response to stimuli or performance elements and/ or criteria and can communicate feelings, emotions and ideas.
- **Games:** Recognizing the challenges presented by games such as invasion and track and field 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.

PSPE skills and concepts

PSPE concepts are divided into four strands briefly described below.

PSPE strands	
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.
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.

(International Baccalaureate Organization 2)

Learning continuum

The IBO recognizes that learning in PSPE is a developmental process and that the phases through which a learner passes are not always linear or age related. For this reason overall expectations are presented in a continuum divided into phases for each of the three strands of PSPE: identity, active living and interactions. The overall expectations provide a summary of the understandings and subsequent learning being developed in each phase within a strand.

Overall expectations - Identity

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. (International Baccalaureate Organization 7)

Overall expectations - Active living

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. (International Baccalaureate Organization 11)

Overall expectations - Interactions

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. (International Baccalaureate Organization 14)



THE OVERSEAS SCHOOL OF COLOMBO

An IB World School, is committed to guiding our global community towards international and intercultural understanding. OSC develops the whole person as a responsible learner, striving for personal excellence within a culturally diverse environment.

Works Cited

Primary Years Programme Personal, social and physical education scope and sequence. Cardiff: International Baccalaureate Organization, 2009.

Making the PYP happen: A curriculum framework for international primary education. Cardiff: International Baccalaureate Organization, 2009.