

Personal, Social and Physical Education (PSPE) at ISUtrecht

The Role Play phase can spans the early years. A student is in the Role play phase when the student displays any of these indicators:

- Identify themselves in relation to other.
- Describe how they have grown and changed.
- Describe some physical and personal characteristics and personal preferences.
- talk about similarities and differences between themselves and others
- Identify their feelings and emotions and explain possible causes.
- Recognise that others have emotions, feelings and perspectives that may be different from their own.
- Identify strategies that help them to cope with change
- Identify positive thoughts and attitudes in themselves and others.
- Willingly approach and persevere with new situations.
- Reflect on their experiences in order to build a deeper understanding of self
- Demonstrate a sense of competence with developmentally appropriate daily tasks and seek support to develop independence.
- Demonstrate an awareness of how being active contributes to good health.
- Demonstrate an awareness of basic hygiene in their daily routines.
- Identify some of the effects of different physical activity on the body.
- Develop a range of fine and gross motor skills.
- Recognize that acting upon instructions and being aware of others helps to ensure safety.
- Enjoy interacting, playing and engaging with others
- Take turns.
- Listen respectfully to others.
- Share their own relevant ideas and feelings in an appropriate manner.
- Ask questions.
- Celebrate the accomplishments of others.
- Reach out for help when it is needed for themselves or others.
- Identify when their actions have impacted on others.
- Talk about their interactions with the environment.

The Experimental phase can span from kindergarten to grade 2. In the Experimental phase for PSPE, the student demonstrates all the following indicators:

- Describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences
- Describe how personal growth has resulted in new skills and abilities.
- Explain how different experiences can result in different emotions.
- Identify feelings and begin to understand how these are related to behaviour.
- Solve problems and overcome difficulties with a sense of optimism
- Examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help.
- Recognize others' perspectives and accommodate these to shape a broader view of the world.
- Reflect on inner thoughts and self-talk.
- Demonstrate a positive belief in their abilities and believe they can reach their goals by persevering.
- Identify and understand the consequences of actions
- Recognize the importance of regular exercise in the development of well-being.
- Identify healthy food choices.
- Communicate their understanding of the need for good hygiene.
- Reflect on the interaction between body systems during exercise.
- Explain how the body's capacity for movement develops as it grows.
- Use and adapt basic movement skills (gross and fine motor) in a variety of activities.
- Display creative movements in response to stimuli and express different feelings, emotions and ideas.
- Reflect upon the aesthetic value of movement and movement sequences
- Understand the need to act responsibly to help ensure the safety of themselves and others.
- Value interacting, playing and learning with others.
- Discuss and set goals for group interactions.
- Cooperate with others.
- Ask questions and express wonderings.
- Recognize the different group roles and responsibilities.
- Assume responsibility for a role in a group.
- Celebrate the accomplishment of the group
- Share ideas clearly and confidently
- Seek adult support in situations of conflict.

- Reflect on the process of achievement and value the achievements of others.
- Understand the impact of their actions on each other and the environment.

The Early phase can span from grade 1 to grade 3. In the Early phase for PSPE, the student demonstrates all the following indicators:

- 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
- Examine different factors (heritable and non-heritable) that shape an identity (for example, gender, sexuality, nationality, language group)
- Identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions
- Recognize personal qualities, strengths and limitations.
- Analyse how they are connected to the wider community.
- Reflect on how they cope with change in order to approach and manage situations of adversity.
- Reflect on how they cope with change in order to approach and manage situations of adversity.
- Reflect on their own cultural influences, experiences, traditions and perspectives, and are open to those of others.
- Use understanding of their own emotions to interact positively with others
- Embrace optimism to shape a positive attitude towards themselves and their future
- Explain how self-talk can influence their behaviour and their approach to learning
- Motivate themselves intrinsically and behave with belief in themselves.

The Transitional phase can span from grade 3 to secondary. In the Transitional phase for PSPE, the student demonstrates all the following indicators:

- Identify ways to live a healthier lifestyle.
- Understand how daily practices influence short- and long-term health.
- Understand that there are substances that can cause harm to health
- Demonstrate an understanding of the principles of training in developing and maintaining fitness.
- Identify different stages of life and how these can affect physical performance.
- Develop plans to improve performance through technique refinement and practice.
- Demonstrate greater body control when performing movements.
- self-assess performance and respond to feedback on performance from others
- Plan, perform and reflect on movement sequences in order to improve.
- Identify potential personal and group outcomes for risk-taking behaviours.
- Recognize that committing to shared goals in group situations improves individual and shared experiences and outcomes.
- 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.
- Adopt a variety of roles for the needs of the group, for example, leader, presenter.
- Discuss ideas and ask questions to clarify meaning.
- Reflect on the perspectives and ideas of others.
- Apply different strategies when attempting to resolve conflict.
- Reflect on shared and collaborative performance.

The Conventional phase can span from grade 4 to secondary. In the Conventional phase for PSPE, the student demonstrates all the following indicators:

- 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)
- Analyse how they are connected to the wider community
- 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 cultures, experiences and perspectives of others.
- 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.
- 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
- Recognize the importance of moderation in relation to safe personal behaviour.
- Reflect critically on the effectiveness of the group during and at the end of the process.
- Independently use different strategies to resolve conflict.

- Take action to support reparation in relationships and in the environment when harm has been done.