

Tab 1

Personal, Social and Physical Education (PSPE)

Person, Social and Physical Education (PSPE) is embedded across all areas of the curriculum, while also being explicitly taught through Pastoral lessons in Primary, Circle Time in Kindergarten, and Physical Education (PE). PSPE is divided into four strands of learning: **Identity**, **Interactions**, **Wellness** and **Movement**.

Identity

Students are guided to explore who they are—their values, beliefs, emotions, and experiences—and how these are shaped by their culture, family, and social environment. They learn to recognise their strengths and challenges, build self-confidence, cope with change, and develop a positive self-image. They also develop the skills to be responsible, respectful digital citizens with a strong sense of personal integrity.

Interactions

Students learn how to interact respectfully and effectively with others, the environment, and the wider world. They explore ideas like empathy, inclusion, communication, and teamwork. The curriculum emphasises understanding diversity, being responsible in relationships—both in-person and online—and acting as caring, informed global citizens.

Wellness

Students are taught how to take care of their physical and mental well-being. This includes lessons on healthy eating, sleep, managing emotions, staying safe, and using technology in balanced ways. They also learn how to make good decisions, prevent illness, and take responsibility for their own health and happiness, both now and in the future.

Movement

Physical activity is an important part of learning. Students develop essential movement skills, coordination, and body awareness. They learn how regular activity supports a healthy lifestyle and explore different ways to express themselves through movement, play, and sports. The goal is to help them enjoy being active and stay healthy for life.

Identity

Kindergarten	Grade 1 & 2	Grade 3 & 4	Grade 5
<ul style="list-style-type: none"> • identify themselves through personal connections e.g. peers, school class, ethnicity, gender 	<ul style="list-style-type: none"> • describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences and abilities 	<ul style="list-style-type: none"> • explain how different factors shape a person's identity (for example, gender, sexuality, ability, culture) and that this identity may change over time 	<ul style="list-style-type: none"> • appreciate the diversity of cultures and perspectives of others, and understand that a person's identity affects how they are perceived and interact with others
<ul style="list-style-type: none"> • identify and communicate similarities and differences between themselves and others 	<ul style="list-style-type: none"> • recognise others' perspectives and accommodate these to shape a broader view of the world 	<ul style="list-style-type: none"> • reflect on their own cultural influences and perspectives, and how being open to perspectives of others connects them to the wider community 	<ul style="list-style-type: none"> • analyse how society can influence their concept of self-worth e.g. through the media and advertising
<ul style="list-style-type: none"> • communicate how they have grown and changed 	<ul style="list-style-type: none"> • describe how personal growth has resulted in new skills and abilities 	<ul style="list-style-type: none"> • explain how self-talk and self-belief can influence intrinsic motivation, behaviour and a positive disposition that lead to increasing independence 	<ul style="list-style-type: none"> • analyse and apply different strategies to cope with change
<ul style="list-style-type: none"> • identify and explore strategies and attitudes that help people to cope with change 	<ul style="list-style-type: none"> • examine possible strategies to deal with change, including problem-solving 	<ul style="list-style-type: none"> • acknowledge different perspectives that allow for flexible thinking through situations of change 	<ul style="list-style-type: none"> • motivate themselves intrinsically and behave with belief in themselves
<ul style="list-style-type: none"> • demonstrate a sense of competence and perseverance with daily tasks, and seek support to develop independence 	<ul style="list-style-type: none"> • express needs and wants, hopes, goals and aspirations, and the belief that people can reach their goals through perseverance 	<ul style="list-style-type: none"> • demonstrate an understanding of a growth mindset 	<ul style="list-style-type: none"> • use emotional awareness and personal skills to relate to and help others
<ul style="list-style-type: none"> • identify their feelings and emotions, and explain possible causes 	<ul style="list-style-type: none"> • be aware of their emotions and begin to regulate their emotional responses and behaviour 	<ul style="list-style-type: none"> • use understanding of their own emotions to interact positively with others 	<ul style="list-style-type: none"> • analyse how assumptions may lead to misconceptions and can impact the experience of individuals and groups
<ul style="list-style-type: none"> • recognise that others have emotions, feelings and perspectives that may be different from their own 	<ul style="list-style-type: none"> • explain how different experiences and actions can result in different feelings and emotions 	<ul style="list-style-type: none"> • identify how attitudes, opinions and beliefs of self and others relate to action, and understand that others are impacted by their actions 	

Interactions

Kindergarten	Grade 1 & 2	Grade 3 & 4	Grade 5
<ul style="list-style-type: none"> • enjoy interacting, playing and engaging with others, including listening and speaking respectfully 	<ul style="list-style-type: none"> • enjoy interacting, playing and engaging with others, including setting goals for group interactions 	<ul style="list-style-type: none"> • identify value in interacting, playing and learning with others, including appreciating the strengths of others that contribute to shared goals 	<ul style="list-style-type: none"> • promote interacting, playing and learning together to improve shared experiences and outcomes
<ul style="list-style-type: none"> • share their own ideas and feelings in an appropriate manner 	<ul style="list-style-type: none"> • share relevant ideas clearly and confidently 	<ul style="list-style-type: none"> • give feedback on the ideas of others in an appropriate manner 	<ul style="list-style-type: none"> • develop the ability to be aware of, be sensitive to, and be supportive of their own and other’s feelings, needs and concerns online as well as in the real world
<ul style="list-style-type: none"> • demonstrate responsible behaviour, such as taking turns, and express the reason for it 	<ul style="list-style-type: none"> • recognise different group roles and assume responsibility for a role in a group 	<ul style="list-style-type: none"> • adopt a variety of roles to improve group performance through a shared plan of action 	<ul style="list-style-type: none"> • organise, plan and execute group experiences independently using negotiation and compromising skills, depending on the needs of the group
<ul style="list-style-type: none"> • reach out for help when it is needed for themselves or others 	<ul style="list-style-type: none"> • seek support in situations of conflict 	<ul style="list-style-type: none"> • apply different strategies when attempting to resolve conflict 	<ul style="list-style-type: none"> • work towards a consensus, understanding the need to negotiate and compromise to resolve conflicts
<ul style="list-style-type: none"> • ask questions 	<ul style="list-style-type: none"> • ask questions and express wonderings 	<ul style="list-style-type: none"> • discuss ideas and ask questions to clarify meaning 	<ul style="list-style-type: none"> • provide ideas and understand the impact different ideas have
<ul style="list-style-type: none"> • celebrate their own accomplishments as well as those of others 	<ul style="list-style-type: none"> • celebrate accomplishments reached together 	<ul style="list-style-type: none"> • reflect on the process of achievement and value the achievements of others 	<ul style="list-style-type: none"> • reflect critically on the effectiveness of the group during and at the end of the process
<ul style="list-style-type: none"> • begin to understand how to express and recognise consent 	<ul style="list-style-type: none"> • identify and use various modes of communication to give and recognise consent 	<ul style="list-style-type: none"> • identify different types of harassment 	<ul style="list-style-type: none"> • take action on refusal skills to protect boundaries
<ul style="list-style-type: none"> • talk about their interactions with the environment 	<ul style="list-style-type: none"> • understand the impact of their actions on the social and natural environment 	<ul style="list-style-type: none"> • seek to understand and explore constructive ways to support the social and natural environment 	<ul style="list-style-type: none"> • identify the need, and take action to restore and repair relationships and/or the environment when appropriate

Wellness

Kindergarten	Grade 1 & 2	Grade 3 & 4	Grade 5
<ul style="list-style-type: none"> • participate in a variety of different physical activities 	<ul style="list-style-type: none"> • recognise the benefits of engaging in a variety of physical activities every day 	<ul style="list-style-type: none"> • demonstrate an understanding of the relationship between different health practices and their impact 	<ul style="list-style-type: none"> • analyse the interdependence of factors that can affect overall health and well-being
<ul style="list-style-type: none"> • identify the differences between healthy and unhealthy foods 	<ul style="list-style-type: none"> • identify different types of foods and their food groups 	<ul style="list-style-type: none"> • recognise the information provided by food labels and the effects of the food on the body 	<ul style="list-style-type: none"> • analyse the connection between food and mood
<ul style="list-style-type: none"> • demonstrate an awareness of basic hygiene in daily routines 	<ul style="list-style-type: none"> • communicate the importance of maintaining proper hygiene 	<ul style="list-style-type: none"> • describe how substances and addictive behaviours can have a negative effect on health and well-being 	<ul style="list-style-type: none"> • practise refusal skills when being presented with unhealthy substances and choices
<ul style="list-style-type: none"> • identify body parts and the senses, and demonstrate how they are used 	<ul style="list-style-type: none"> • describe the ways people change and adapt physically and mentally over time 	<ul style="list-style-type: none"> • identify physical, social and emotional changes associated with growth 	<ul style="list-style-type: none"> • describe the changes that occur during puberty and the impact of these on well-being
<ul style="list-style-type: none"> • identify safety hazards in the environment 	<ul style="list-style-type: none"> • explain how different feelings, emotions and ideas are related to a person's identity 	<ul style="list-style-type: none"> • identify different stages of life and how these can affect physical, mental and emotional performance 	<ul style="list-style-type: none"> • describe how they feel when they participate in performances and how this affects their physical, mental, and social well-being
<ul style="list-style-type: none"> • identify different characteristics of safe and unsafe places 	<ul style="list-style-type: none"> • recognise safety hazards in the environment (such as behaviours that may lead to conflict with others) 	<ul style="list-style-type: none"> • identify basic first aid and emergency procedures for various scenarios 	<ul style="list-style-type: none"> • evaluate ways to reduce or prevent injuries in a variety of environments
<ul style="list-style-type: none"> • identify personal risk-taking behaviours 	<ul style="list-style-type: none"> • recognise the need to act responsibly to help ensure the safety of themselves and others in a variety of environments, including using online security protocols 	<ul style="list-style-type: none"> • identify behaviours to reduce or avoid conflict, harassment or violent situations 	<ul style="list-style-type: none"> • identify different types of harassment and possible ways to report and prevent them
	<ul style="list-style-type: none"> • recognise personal and group risk-taking behaviours 	<ul style="list-style-type: none"> • identify potential personal and group outcomes for risk-taking behaviours 	<ul style="list-style-type: none"> • recognise the importance of moderation in relation to safe personal behaviour

Movement

Kindergarten	Grade 1 & 2	Grade 3 & 4	Grade 5
<ul style="list-style-type: none"> engage in active play 	<ul style="list-style-type: none"> identify different intensities of physical activity and use these in different activities and contexts 	<ul style="list-style-type: none"> recognise the benefits that different activities produce in their physical health and fitness 	<ul style="list-style-type: none"> choose and participate in activities that improve physical health and fitness
<ul style="list-style-type: none"> engage in health- and skill-related components of physical fitness 	<ul style="list-style-type: none"> demonstrate health- and skill-related components of physical fitness 	<ul style="list-style-type: none"> recall and identify the health- and skill- related components of physical fitness 	<ul style="list-style-type: none"> identify and understand the health- and skill-related components to well-being
<ul style="list-style-type: none"> explore gross-body coordination through locomotor movements and non-locomotor movements 	<ul style="list-style-type: none"> explore and recall gross-body coordination through locomotor movements and non-locomotor movements 	<ul style="list-style-type: none"> recall and identify gross-body movement through locomotor movements and balance distributing weight 	<ul style="list-style-type: none"> identify and understand different gross- and fine-body movements, balances distributing weight, as well as locomotor skills
<ul style="list-style-type: none"> explore fine and gross-motor manipulative skills 	<ul style="list-style-type: none"> explore and recall fine and gross-motor manipulative skills 	<ul style="list-style-type: none"> identify and perform gross-motor manipulative skills from different directions and distances 	<ul style="list-style-type: none"> understand and perform the most efficient gross-motor manipulative skills in different contexts
<ul style="list-style-type: none"> explore new materials, environments and situations 	<ul style="list-style-type: none"> use trial and error to safely explore options and solutions with materials and situations 	<ul style="list-style-type: none"> trial various techniques and strategies across contexts to help solve a movement challenge 	<ul style="list-style-type: none"> identify risks and opportunities in technique and strategy to assess solutions to movement challenges
<ul style="list-style-type: none"> express a dominant side and begin to perform tasks consistently with it 	<ul style="list-style-type: none"> recognise and identify a dominant side in themselves, being able to identify left versus right 	<ul style="list-style-type: none"> perform skills with a dominant side and recognise a dominant side in others, and then apply this to strategy in games 	<ul style="list-style-type: none"> reflect on the importance of the development of the non-dominant side
<ul style="list-style-type: none"> explore and attempt to follow different rhythmic activities 	<ul style="list-style-type: none"> follow rhythmic activities 	<ul style="list-style-type: none"> create simple choreographies individually 	<ul style="list-style-type: none"> create simple group choreographies
<ul style="list-style-type: none"> use the body as a mode of expression 	<ul style="list-style-type: none"> use the body to express feelings, attitudes and emotions 	<ul style="list-style-type: none"> use external stimuli to influence how the body responds through movement 	<ul style="list-style-type: none"> understand how body expression sends a message to others in motor and non-motor contexts