

## PERSONAL, SOCIAL AND PHYSICAL EDUCATION

### SUBJECT CONTINUUM



*The TRINT PSPE program aims to teach students how to pursue and maintain a healthy lifestyle while supporting their wellbeing. This will be done through a combination of outdoor activities, swimming, games, dance, sports, and other movement activities.*

*To support their personal and social development, students at TRINT will also inquire into fair play, their identity, active living and interactions amongst people, as well as between people and nature.*

*The TRINT PSPE program will motivate students to challenge themselves both physically and mentally*

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## HOW TO READ THIS DOCUMENT:

*The document is sectioned into two parts; the Primary Years Programme (PYP) and the Middle Years Programme (MYP).*

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### **PRIMARY YEARS PROGRAMME,**

*IN THE SECTION FOR THE PYP YOU WILL FIND:*

#### **Written Curriculum for the various year levels.**

Contains conceptual understandings from the International Baccalaureate PYP subject documents as well as competency targets from the Norwegian curriculum. We are obliged to teach the Norwegian curriculum, and we teach through the framework and lens of the IB. Therefore, they are written parallel to each other to show correlation.

#### **Examples of taught curriculum**

Examples of how we work with the targets above in our lessons and our units. This is not an extensive list, neither is it a representation of what is done every year. It gives insight into methods and approaches that may be used by our teachers.

#### **Milestones**

The milestones refer to skills and understandings that we believe a child will reach by the end of this age-mix. These are milestones that we are working towards, connected to the written curriculum.

#### **How can you support your child**

These are tips from our teachers on how you can support your child in the subject at home, outside of the regular homework.

# PRIMARY YEARS PROGRAMME

How are personal and social education practices changing?	
Increased emphasis on:	Decreased emphasis on:
concept-driven and transdisciplinary teaching taking place both inside and outside the programme of inquiry	teaching an isolated subject or topic
every teacher as a personal and social education teacher	the class or homeroom teacher as the sole personal and social education teacher
flexible inquiries including issues initiated by the students	rigid, set courses of study
different cultural, religious or social perspectives; celebrating differences	one cultural, religious or social perspective
personal and social education activities taking place throughout the school	personal and social education activities taking place only inside the classroom
parents' involvement in personal and social education learning experiences and issues	parents not being informed about personal and social education issues, or not being invited to participate in personal and social education learning experiences
empowered students taking action, with the teacher modelling behaviour	teaching about responsibility and the need to take action
discovering students' prior or existing beliefs, questions and concerns	instruction based on grade levels and preparation for the next academic year
challenging students to find applications for, and take action on, what they have learned	students simply learning facts and skills
the idea that what is or feels right for one person is not always right for another person.	the idea that one answer or feeling is right for everyone.
skills learned, practised and applied in the context of inquiry	skills learned and practised in isolation
rigorous activities directly linked to the concepts and driving questions of the inquiry	activities of superficial value; activities that are included only because they are fun
development of cooperative skills	acquisition of physical skills
engaging students at their own level	activities favouring skilled students
assessment/achievement based on the learner profile.	assessment/achievement based on skill level.

## PYP 1 – 2 Written Curriculum

PYP conceptual understandings	Norwegian curriculum
Knowing how we are similar to and different from others helps shape our understanding of self.	explore personal physical movement in play and other activities, alone and with others
Each person is an individual.	
Emotions, attitudes and beliefs influence the way we act.	
A person's self-concept <sup>2</sup> can change and grow with experience.	
	explore and carry out basic movements such as crawling, walking, running, hop, landing, turning and rolling in different environments and situations
	practice throwing, catching and playing with different types of balls and tools
Positive thoughts help us to develop a positive attitude.	Playing and being with others in activity in varied movement environments
Understanding and respecting other peoples' perspectives helps us to develop empathy.	
A positive attitude helps us to overcome challenges and approach problems.	
	play and perform basic exercises and water safety such as diving, floating, gliding, making propulsion, jumping and orienting in water
Reflecting on our experiences helps us to understand ourselves better.	understand and practice simple rules for interaction in various movement activities
Identifying and understanding our emotions helps us to regulate our behaviour.	
Developing independence builds self-worth <sup>1</sup> and personal responsibility.	understand and practice hiking rules and the use of weather appropriate clothing and gears
	practice traffic safety
	practice water safety and being able to call for help
	follows principles of good hygiene in connection with cooking (mat og helse)
As people grow and change they develop new skills, understandings and abilities.	explore the environment in the local area with varied activities for different seasons

## EXAMPLES OF TAUGHT CURRICULUM

- **Working with identity and class environment** through taking a trips and making sure they are working in different groups and on the two focus languages.
- **Observing changes in the seasons and being taught about clothing and safety.**
- **Working with active living through gross motor movements**, teaching them how to jump, skip, hop, throw and catch through games.
- **Working with interactions through play** and developing a positive attitude. Learning that we don't always win games. Being taught about emotions.
- **Other subjects should be incorporated into the lessons**, for example: measuring distance, timing a lap, skipping songs with counting, learning game rules in English and Norwegian, reading a map, positional language, prepositions.

## MILESTONES:

- They know the different emotions and can communicate how they are feeling.
- They can skip either alone or as part of a team.
- Developing balance and coordination by skiing, playing and being active in the playground.
- They know the position for throwing an over-arm and under-arm throw.
- They can get their outside clothes on by themselves.
- Gross motor skills such as crawling, hopping, running, jumping etc.

## HOW YOU CAN SUPPORT YOUR CHILD:

- Practice traffic safety – especially if you are new to the country.
- Encourage physical activity,
- Establish clothing routines to support independence,
- Support them in keeping their wardrobes and school supplies organized,
- Be active with your child (swim, ski, cycle, play games etc),
- Inquire into the activity offers in your community,
- Develop good hygiene routines – brushing teeth, washing and talking about it.

## PYP 3 – 4 Written Curriculum

PYP conceptual understandings	Norwegian curriculum
Understanding ourselves helps us to understand and empathize with others.	Explore and complete games, sports, dances, and other movement activities
	Use the body to explore activities and develop basic movements
	Practice and use basic skills like dribbling, throwing, bouncing, kicking and receiving balls in different movement activities
Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous.	While swimming, be able to fall off deep end of pool, swim 100 meters on front, diving while swimming and picking something up from the bottom, floating for 3 minutes, turning around while floating, swim 100 meters on back, and then be able to get out of pool
Being emotionally aware helps us to manage relationships and support each other.	Understand and use rules for cooperation in games and movement activities
There are many factors that contribute to a person's individual identity.	Understand that everyone's physical body is different, and include others in different movement activities
A person's self-concept is influenced by how others regard and treat him or her.	
The physical changes people experience at different stages in their lives affect their evolving identities.	
Stereotyping or prejudging can lead to misconceptions and conflict.	
	Explore activities outside and collaborate with others during different seasons in the local area
Using self- knowledge <sup>3</sup> allows us to embrace new situations with confidence.	Make and use maps to orient oneself in familiar terrain
Different challenges and situations require different strategies.	Practice being safe and traveling without making an impact nature
	Understand and follow traffic rules
Self-efficacy influences the way people feel, think and motivate themselves, and behave.	
Embracing and developing optimism helps us to have confidence in ourselves and our future.	

## EXAMPLES OF TAUGHT CURRICULUM

- Working with **identity** through trending dances, folkedans , teach dances from different cultures, , focus on body image, traffic walks, trygg trafikk.
- Working with **active living** through zumba and other guided dances online, games targetting basic ball control such as softball, swimming lessons, hiking and skiing, biking.
- Working with **interactions** through design and teach games or revise the rules for a game, orienteering, taking a bike trip.

## MILESTONES:

- **Hygiene: showering, changing clothes**
- **Cooperation and teamwork in games and other activities**
- **Develop awareness and respect for physical changes and different abilities**
- **Develop strategic thinking in sports and games alone and with your team**
- **To pass and receive a ball to another child.**
- **Feeling safe in water and develop floating and movement techniques in water**
- **Make and use a map to orient yourself**
- **Safety in nature**
- **Traffic rules**

## HOW YOU CAN SUPPORT YOUR CHILD:

- **If your child is new to Tromsø inquire together on rules and regulations for traffic and nature.**
- **Familiarize yourself and visit different places to be active**
- **Parents who know tromsø well, support families and share your knowledge**
- **Be a role model with spikes, high viz equipment and good clothing.**
- **Talk about how to get help**
- **Being active together**
- **Go camping, skiing, hiking – use the nature and discuss equipment and clothing.**

PYP 5 – 6, MYP 2 Written Curriculum

PYP CONCEPTUAL UNDERSTANDINGS	NORWEGIAN CURRICULUM
	explore and actively participating in games and play together with others in various movement activities
	practice multi-step-movements individually and together with others
A strong sense of self-efficacy enhances human accomplishments and personal well-being.	actively participate in activities based on their own interests and abilities in dance, outdoor life, sports activities and other movement activities
	use maps, digital tools and signs in nature to orient themselves in natural and local environment
	understand and practice rules of different activities and games and respect the results
Many different and conflicting cultures influence identity formation.	understand differences between themselves and others and participate in movement activities that can be adapted not only to their own and others abilities.
Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity.	perform basic techniques in swimming on your front, back and under water
	assess safety in outdoor recreational activities and carry out self-rescue in water
A person’s identity evolves as a result of many cultural influences.	use the local environment and explore local cultures for outdoor recreational activities
	explain the Norwegian "Allemannsretten" while travelling and staying outdoors
Coping with situations of change, challenge and adversity develops our resilience.	participate in an overnight trip and reflect on your own nature experiences.
The values, beliefs and norms of a society can impact on an individual’s self-concept and self-worth.	
A person’s self-worth is reinforced and reflected in engagement with and/or service to others.	



## EXAMPLES OF TAUGHT CURRICULUM

- Working with **identity** through providing choices or use station work to allow for multiple interests, student led warmup, Setting personal goals (i.e. number of situps), inuit games/arctic games.
- Working with **active living** through geocaching/stolpejakt, plan a ski trip, camping trip, learn how to build lean-to/shelter, learn how to build lean-to/shelter, learn how to take care of yourself in nature, practice self-rescue in water, contact reddningsselskapet, Ykikassen (professional snowball fighting).
- Working with **interactions** through capture the flag and other games involving working with other people, play basketball, bucketball/benchball, softball, kickball, Relays and other cooperative games, dogsledding with humans – design their own sled, planning a trip, working together

## MILESTONES:

- **Hygiene: showering, puberty,**
- **Allemannsretten and making bonfires.**
- **Start to take ownership of exercise and nutrition**
- **Understand and share own interests**
- **Respect and be open to other activities**
- **First aid knowledge**
- **Develop emotional intelligence**
- **Food and health**
- **Use tactics in games – fake throwing, misleading, calling the wrong person etc.**

## HOW YOU CAN SUPPORT YOUR CHILD:

- **Show interest in your child's interest and that it might change**
- **Go camping, skiing, hiking – use the nature.**
- **Make fires and eat outside.**
- **Discuss equipment and clothing for different types of activities.**
- **Discuss hygiene connected to puberty.**
- **Have conversations about their interests, feelings and their challenges.**
- **Get them involved in planning and preparation of the family meal.**

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## **MIDDLE YEARS PROGRAMME,**

*IN THE SECTION FOR THE MYP YOU WILL FIND:*

### ***Written Curriculum for the various year levels.***

This section contains the competency targets from the Norwegian curriculum, and a brief outline of the four criteria used for assessment. *We are obliged to teach the Norwegian curriculum, and we teach through the framework and lens of the IB.*

### ***Examples of taught curriculum***

*Here you will see examples of how we work with the targets above in our lessons and our units. This is not an extensive list, neither is it a representation of what is done every year. It gives insight into methods and approaches that may be used by our teachers.*

### ***Milestones***

*The milestones refer to skills and understandings that we believe a child will reach by the end of this age-mix. These are milestones that we are working towards, connected to the written curriculum.*

### ***How can you support your child***

*These are tips from our teachers on how you can support your child in the subject at home, outside of the regular homework.*

# MIDDLE YEARS PROGRAMME

MYP Physical and Health Education is a framework fostering conceptual knowledge and excitement for a life-long relationship to physical activity. The IB framework has not set any pre-made targets but have listed areas that could be covered during the students' years at MYP, but with no regard to order.

In the MYP the students will have assessments leading to a final grade in the subject. In comparison to many other programmes and countries, the MYP assess students in four pre-set criteria that links to the main objectives of the subject.

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## **Criterion A: Knowledge and understanding**

**Students develop knowledge and understanding about health and physical activity in order to identify and solve problems**

## **Criterion B: Planning for performance**

**Students through inquiry design, analyse, evaluate and perform a plan in order to improve performance in physical and health education**

## **Criterion C: Applying and performing**

**Students develop and apply practical skills, techniques, strategies and movement concepts through their participation in a variety of physical activities.**

## **Criterion D: Reflecting and improving performance**

**Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others**

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## MYP 3-5 Written Curriculum

### Norwegian competency targets

**Explore one's own possibilities for training, health and wellness through games, dance, outdoor recreational activities, sports, and other movement activities**

**practice and develop skills in varied movement activities.**

**Practice and actively participate in dance activities from youth cultures and other cultures, and compose and present dances with other students**

**Reflect how body image in the media and society affects movement activities, body image and self image**

**Plan and actively participate in movement activities that can be completed during injuries or sickness**

**Use own skills and knowledge in a way that they can contribute to others' progress**

**Acknowledge differences between your self and others in movement activities and include everyone, independent of circumstances**

**Understand different types of maps and digital tools and use them to orient oneself in known and unknown environments**

**Be able to swim using various techniques and be able to swim a longer distance based on your own targets**

**Understand and be able to practice CPR in, on, and around water in natural environments**

**Understand and be able to practice lifesaving first aid**

**Participate in outdoor activities in different seasons, with overnight trip, and reflect over how experiences in nature can impact oneself and others**

**Evaluate risks and safety issues during different outside activities, understand and practice no-environmental impact, and how to travel safely**

## EXAMPLES OF TAUGHT CURRICULUM

- The students will create sessions that they teach the rest of the class a drill or session that they planned and execute.
- The students will partake and learn new skills in different team sports. These sports range from basketball, football, rugby, hand ball etc.
- The students will have guided swimming lessons by the coaches at Tromsø swimming pool.
- MYP 4-5 will have the opportunity to build snow holes and look at the movement on snow in skiing modules.
- In the outdoor unit students will look at map reading skills and plan a route for themselves.

## MILESTONES:

- Understand the value of physical activity
- Achieve and maintain a healthy lifestyle inside and outside of school
- Collaborate and communicate effectively in a variety of environments and sporting situations
- Build positive relationships and demonstrate social responsibility
- Reflect on their learning experiences within physical education
- The students plan for an overnight trip (set up the camp, tent, bonfire, outside toilet area).
- The students can pack their own bags for trips

## HOW YOU CAN SUPPORT YOUR CHILD:

Be curious about what they are doing in the current unit and try and ask them about the sport and encourage them to practice the skills at home. Think about the benefits of a healthy lifestyle and encourage them to be outside with their friends' playing sports or activities. As parents also be aware of social media and the positive and negative effect this can have upon our students.

## MYP 3-5

### Written Curriculum

- **Explore one's own possibilities for training, health and wellness through games, dance, outdoor recreational activities, sports, and other movement activities**
- **practice and develop skills in varied movement activities. (Ball sports)**
- **Practice and actively participate in dance activities from youth cultures and other cultures, and compose and present dances with other students**
- **Reflect how body image in the media and society affects movement activities, body image and self image**
- **Plan and actively participate in movement activities that can be completed during injuries or sickness**
- **Use own skills and knowledge in a way that they can contribute to others' progress**
- **acknowledge differences between yourself and others in movement activities and include everyone, independent of circumstances (**
- **Understand different types of maps and digital tools and use them to orient oneself in known and unknown environments ( Orienteering module)**
- **Be able to swim using various techniques and be able to swim a longer distance based on your own targets**
- **Understand and be able to practice CPR in, on, and around water in natural environments**
- **Understand and be able to practice lifesaving first aid**
- **Participate in outdoor activities in different seasons, with overnight trip, and reflect over how experiences in nature can impact oneself and others**
- **Evaluate risks and safety issues during different outside activities, understand and practice no-environmental impact, and how to travel safely**

### Examples of Taught Curriculum

- The students will create sessions that they teach the rest of the class a drill or session that they planned and execute.
- The students will partake and learn new skills in different team sports. These sports range from basketball, football, rugby, hand ball etc.
- The students will have guided swimming lessons by the coaches at Tromsø swimming pool.
- MYP 4-5 will have the opportunity to build snow holes and look at the movement on snow in skiing moulés.
- In the outdoor unit students will look at map reading skills and plan a route for themselves.

- Design their own training program, including diet and healthy lifestyle
- Each person makes a plan for what they do if they are injured (to avoid students skipping out of gym when they are sick)
- Teaching others skills you have – planning and delivering a lesson based on your interests and skills
- Team sports
- Swimming lessons
- Collaborate with dance clubs
- Design their own dance
- Perform a dance for graduation
- Explore local opportunities to stay active (troms turlag, charlottenlund, etc.)
- Sailing day?
- Learn how to build snow caves, avalanche safety
- Kayaking?
- Fishing
- Trip planning, orienteering in the local environment
- Planning a dream trip
- Using media (TikTok), Mental Health Monday: What tip can they give other students and use social media to spread it, target PYP 5-6 and present it to them
- First aid and CPR lessons throughout the year and in different environments – coordinate with Redcross/local service providers
- First aid simulations throughout the year
- Formal relationship with certification for staff at school