

# **RAFFLES WORLD ACADEMY**



**RAFFLES**  
WORLD ACADEMY

**PSPE - IDENTITY**  
**RWA SCOPE AND SEQUENCE**

# RWA Scope and Sequence – PSPE - Identity

## MISSION AND CORE VALUES

Raffles World Academy (RWA) was founded in September 2008. It is an independent co-educational private international day school operated by Innoventures Educational Investments LLC (aka Innoventures Education). The school began its history as Raffles International School (West Campus) and changed its name to Raffles World Academy in September 2012. The Academy is authorised to provide IBPYP in KG1-G5, IBMYP curriculum in G6-10 and IB Diploma and Courses to G11-12. It is an IB World School. The school also provides other programmes including College Board PSAT and SAT, Trinity, and Mother Tongue language programmes including CNED and DELF for French. Raffles World Academy is regulated by the Dubai Knowledge and Human Development Authority (KHDA).

## OUR GUIDING STATEMENTS

### Our Vision

Providing world class education.

### Our Mission

To empower students with a rigorous, holistic and international education for success in an ever-changing world.

### Our Philosophy

- To be recognized by the success of our students in achieving their personal goals
- To make student development the centre of all school decisions
- To aspire to the highest internationally recognized performance standards
- To build and celebrate a culture based on internationalism
- To enable the staff to become life-long learners through the development of their professional practice

### Our Core Values

Achievement | Collaboration | Integrity | Respect | Responsibility | Innovation

### The RWA Motto

Towards Excellence

### The RWA Mascot

Arabian Stallion

### The RWA definition of International-Mindedness:

International Mindedness begins when we are open to and curious about the world in which we live, respect our own culture and want to know about the culture of others. We progress to acknowledge our common humanity and to recognize and value diversity existing within our communities, whether local, national or global. We exercise our individual and collective responsibilities as world citizens to safeguard the planet we share, promote peace, challenge injustice and engage in improving welfare for all, especially the disadvantaged. We seek to develop a deep understanding of the complexity, diversity and motives that underpin human actions and interactions. We strive to foster mutual respect, dialogue and cooperation through being open and willing to see the world through the lens of all those who share it with us.

As an IB school, international-mindedness is embodied in our implementation of the IB Learner Profile, which challenges students to be communicators in multiple languages, principled in their promotion of international justice, risk-takers in the spirit of exploring new cultures, knowledgeable about world issues, thinkers about complex problems, caring and committed to service, inquirers about the world, open-minded toward other perspectives, balanced in their approach to life, and reflective about their own personal development.

## RWA Scope and Sequence – PSPE - Identity

### IB MISSION STATEMENT

IB mission statement The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

**Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

**RWA Scope and Sequence – PSPE - Identity**

**Phase 1**

**Overall Expectation 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.

**PYP Conceptual Understanding:**

- Each person is an individual. As people grow and change they develop new skills, understandings and abilities.
- Emotions, attitudes and beliefs influence the way we act.
- Positive thoughts help us to develop a positive attitude.
- Knowing how we are similar to and different from others helps shape our understanding of self.
- Reflecting on our experiences helps us to understand ourselves better.
- Developing independence builds self-worth<sup>1</sup> and personal responsibility

**Learning Objectives:**

	P1	P2	P3	P4	P5	P6	P7	P8
Learning Ladder Ban (P1-P8)	<ul style="list-style-type: none"> <li>• Interested in others’ play and starting to join in.</li> <li>• Seeks out others to share experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows affection and concern for people who are special to them.</li> <li>• May form a special friendship with another child.</li> </ul>	<ul style="list-style-type: none"> <li>• Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>• Initiates play, offering cues to peers to join them.</li> </ul>	<ul style="list-style-type: none"> <li>• Keeps play going by responding to what others are saying or doing.</li> <li>• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise</li> </ul>	<ul style="list-style-type: none"> <li>• Play co-operatively, taking turns with others</li> </ul>	<ul style="list-style-type: none"> <li>• Take account of one another’s ideas about how to organise their activity</li> </ul>	<ul style="list-style-type: none"> <li>• how sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</li> </ul>

## RWA Scope and Sequence – PSPE - Identity

### Phase 2

**Overall Expectation 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.

#### PYP Conceptual Understandings:

- There are many factors that contribute to a person’s individual identity.
- Understanding and respecting other peoples’ perspectives helps us to develop empathy.
- Identifying and understanding our emotions helps us to regulate our behaviour.
- A positive attitude helps us to overcome challenges and approach problems.
- A person’s self-concept<sup>2</sup> can change and grow with experience. Using self- knowledge allows us to embrace new situations with confidence.
- Different challenges and situations require different strategies.

#### Learning Objectives:

Identity	
Learning Ladder Ban (1c-3B)	<ul style="list-style-type: none"> <li>• describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences</li> <li>• describe how personal growth has resulted in new skills and abilities</li> <li>• explain how different experiences can result in different emotions</li> <li>• identify feelings and begin to understand how these are related to behaviour</li> <li>• express hopes, goals and aspirations</li> <li>• solve problems and overcome difficulties with a sense of optimism</li> <li>• examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help</li> <li>• recognize others’ perspectives and accommodate these to shape a broader view of the world</li> <li>• identify and understand the consequences of actions</li> <li>• are aware of their emotions and begin to regulate their emotional responses and behaviour</li> <li>• reflect on inner thoughts and self-talk</li> <li>• demonstrate a positive belief in their abilities and believe they can reach their goals by persevering</li> </ul>
Identity	
Learning Ladder Ban (3B-5B)	<ul style="list-style-type: none"> <li>• describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity, and personal preferences</li> <li>• describe how personal growth has resulted in new skills and abilities</li> <li>• explain how different experiences can result in different emotions</li> <li>• identify feelings and begin to understand how these are related to behaviour</li> <li>• express hopes, goals and aspirations</li> <li>• solve problems and overcome difficulties with a sense of optimism</li> <li>• examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help</li> <li>• recognize others’ perspectives and accommodate these to shape a broader view of the world</li> <li>• identify and understand the consequences of actions</li> <li>• are aware of their emotions and begin to regulate their emotional responses and behaviour</li> <li>• reflect on inner thoughts and self-talk</li> <li>• demonstrate a positive belief in their abilities and believe they can reach their goals by persevering</li> </ul>

## RWA Scope and Sequence – PSPE - Identity

### Phase 3

**Overall Expectation 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.

#### PYP Conceptual Understandings:

- A person’s identity evolves as a result of many cultural influences.
- A person’s self-concept is influenced by how others regard and treat him or her.
- Embracing and developing optimism helps us to have confidence in ourselves and our future.
- Understanding ourselves helps us to understand and empathize with others.
- Self-efficacy influences the way people feel, think and motivate themselves, and behave.
- Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity.
- Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous.

#### Learning Objectives

Identity	
Learning Ladder Ban (5B-6B)	<ul style="list-style-type: none"> <li>• 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</li> <li>• examine different factors (heritable and non-heritable) that shape an identity (for example, gender, sexuality, nationality, language group)</li> <li>• identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions</li> <li>• recognize personal qualities, strengths and limitations</li> <li>• analyse how they are connected to the wider community</li> <li>• reflect on how they cope with change in order to approach and manage situations of adversity</li> <li>• reflect on their own cultural influences, experiences, traditions and perspectives, and are open to those of others</li> <li>• use understanding of their own emotions to interact positively with others</li> <li>• embrace optimism to shape a positive attitude towards themselves and their future</li> <li>• explain how self-talk can influence their behaviour and their approach to learning</li> <li>• motivate themselves intrinsically and behave with belief in themselves</li> <li>• work and learn with increasing independence.</li> </ul>
Identity	
Learning Ladder Ban (6B-8B)	<ul style="list-style-type: none"> <li>• 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</li> <li>• examine different factors (heritable and non-heritable) that shape an identity (for example, gender, sexuality, nationality, language group)</li> <li>• identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions</li> <li>• recognize personal qualities, strengths and limitations</li> <li>• analyse how they are connected to the wider community</li> <li>• reflect on how they cope with change in order to approach and manage situations of adversity</li> <li>• reflect on their own cultural influences, experiences, traditions and perspectives, and are open to those of others</li> <li>• use understanding of their own emotions to interact positively with others</li> <li>• embrace optimism to shape a positive attitude towards themselves and their future</li> <li>• explain how self-talk can influence their behaviour and their approach to learning</li> <li>• motivate themselves intrinsically and behave with belief in themselves</li> <li>• work and learn with increasing independence.</li> </ul>

## RWA Scope and Sequence – PSPE - Identity

### Phase 4

**Overall Expectation 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.

#### PYP Conceptual Understandings:

- 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 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.

#### Learning Objectives:

Identity	
Learning Ladder Ban (8B-9B)	<ul style="list-style-type: none"> <li>• examine the complexity of their own evolving identities</li> <li>• recognize how a person's identity affects self-worth</li> <li>• recognize how a person's identity affects how they are perceived by others and influences interactions</li> <li>• analyse how society can influence our concept of self-worth (for example, through the media and advertising)</li> <li>• identify how aspects of a person's identity can be expressed through symbols, spirituality, dress, adornment, personal attitudes, lifestyle, interests and activities pursued</li> <li>• analyse how assumptions can lead to misconceptions</li> <li>• recognize, analyse and apply different strategies to cope with adversity</li> <li>• accept and appreciate the • diversity of cultures, experiences and perspectives of others</li> <li>• identify causal relationships and understand how they impact on the experience of individuals and groups</li> <li>• use emotional awareness and personal skills to relate to and help others</li> <li>• identify how their self-knowledge can continue to support the growth and development of identity</li> <li>• understand the role of and • strategies for optimism in the development of their own well- being</li> <li>• analyse self-talk and use it constructively</li> <li>• embrace a strong sense of self-efficacy that enhances their accomplishments, attitudes and personal well-being.</li> </ul>
Identity	
Learning Ladder Ban (9B-11B)	<ul style="list-style-type: none"> <li>• examine the complexity of their own evolving identities</li> <li>• recognize how a person's identity affects self-worth</li> <li>• recognize how a person's identity affects how they are perceived by others and influences interactions</li> <li>• analyse how society can influence our concept of self-worth (for example, through the media and advertising)</li> <li>• identify how aspects of a person's identity can be expressed through symbols, spirituality, dress, adornment, personal attitudes, lifestyle, interests and activities pursued</li> <li>• analyse how assumptions can lead to misconceptions</li> <li>• recognize, analyse and apply different strategies to cope with adversity</li> <li>• accept and appreciate the • diversity of cultures, experiences and perspectives of others</li> <li>• identify causal relationships and understand how they impact on the experience of individuals and groups</li> <li>• use emotional awareness and personal skills to relate to and help others</li> <li>• identify how their self-knowledge can continue to support the growth and development of identity</li> <li>• understand the role of and • strategies for optimism in the development of their own well- being</li> <li>• analyse self-talk and use it constructively</li> <li>• embrace a strong sense of self-efficacy that enhances their accomplishments, attitudes and personal well-being.</li> </ul>



