

RAFFLES WORLD ACADEMY



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PSPE – INTERACTIONS
RWA SCOPE AND SEQUENCE

RWA Scope and Sequence – PSPE – Interactions

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.

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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 – Interactions

Phase 1

Overall Expectation 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.

PYP Conceptual Understanding:

- Interacting with others can be fun.
- Group experiences depend on cooperation of group members.
- Ideas and feelings can be communicated with others in a variety of modes.
- Our relationships with others contribute to our well-being (for example, parent:child; teacher:student; friend:friend).
- Our behaviour affects others.
- Caring for local environments fosters appreciation.

Learning Objectives:

	P1	P2	P3	P4	P5	P6	P7	P8
Learning Ladder Ban (P1-P8)	<ul style="list-style-type: none"> • Separates from main carer with support and encouragement from a familiar adult. • Seeks comfort from familiar adults when needed. • Can express their own feelings such as sad, happy, cross, scared, worried. • Responds to the feelings and wishes of others. • Aware that some actions can hurt or harm others 	<ul style="list-style-type: none"> • Expresses own preferences and interests. • Tries to help or give comfort when others are distressed. • Shows understanding and cooperates with some boundaries and routines. • Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. • Growing ability to distract self when upset, e.g. by engaging in a new play activity. 	<ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. 	<ul style="list-style-type: none"> • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. 	<ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. 	<ul style="list-style-type: none"> • Confident to try new activities, and say why they like some activities more than others 	<ul style="list-style-type: none"> • Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities 	<ul style="list-style-type: none"> • Say when they do or don't need help.

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Phase 2

Overall Expectation 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.

PYP Conceptual Understandings:

- Participation in a group can require group members to take on different roles and responsibilities.
- There are norms of behaviour that guide the interactions within different groups, and people adapt to these norms.
- Accepting others into a group builds open-mindedness.
- Relationships require nurturing.
- Our actions towards others influence their actions towards us.
- Responsible citizenship involves conservation and preservation of the local environment.

Learning Objectives:

	Interactions
Learning Ladder Ban (1C-3B)	<ul style="list-style-type: none"> • 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.
	Interactions
Learning Ladder Ban (3B-5B)	<ul style="list-style-type: none"> • 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.

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Phase 3

Overall Expectation 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.

PYP Conceptual Understandings:

- A plan of action is a necessary strategy for a group to achieve its goal.
- An effective group capitalizes on the strengths of its individual members.
- Healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion.
- Behaviour can be modified by applying deliberate strategies.
- Communities and societies have their own norms, rules and regulations.
- Communities and their citizens have a collective responsibility to care for local and global environments.

Learning Objectives

Interactions	
Learning Ladder Ban (5B-6B)	<ul style="list-style-type: none"> • 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.
Interactions	
Learning Ladder Ban (6B-8B)	<ul style="list-style-type: none"> • 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.

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Phase 4

Overall Expectation 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.

PYP Conceptual Understandings:

- An effective group can accomplish more than a set of individuals.
- An individual can experience both intrinsic satisfaction and personal growth from interactions.
- Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others.
- People are interdependent with, and have a custodial responsibility towards, the environment in which they live.
- People have a responsibility to repair and restore relationships and environments where harm has taken place.

Learning Objectives:

Interactions	
Learning Ladder Ban (8B-9B)	<ul style="list-style-type: none"> • reflect critically on the effectiveness of the group during and at the end of the process • build on previous experiences to improve group performance • independently use different strategies to resolve conflict • work towards a consensus, understanding the need to negotiate and compromise • take action to support reparation in relationships and in the environment when harm has been done.
Interactions	
Learning Ladder Ban (9B-11B)	<ul style="list-style-type: none"> • reflect critically on the effectiveness of the group during and at the end of the process • build on previous experiences to improve group performance • independently use different strategies to resolve conflict • work towards a consensus, understanding the need to negotiate and compromise • take action to support reparation in relationships and in the environment when harm has been done.