

WHAT IS THE PRIMARY YEARS PROGRAMME PYP?

The Primary Years Programme: Preparing Students to be Active Participants in a Lifelong Journey

The PYP is designed for students aged 3 to 12. It prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them.

The PYP aims to help students develop the skills, knowledge and dispositions they need to excel not only in their studies, but also in their personal growth. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry. The PYP is flexible enough to accommodate the demands of most national or local curriculums.

Accordingly, the programme helps students establish personal values as a foundation upon which **international-mindedness** will develop and flourish. By becoming internationally-minded, students learn to respect and value others' cultures and perspectives. They will be better prepared for the 21st century global challenges. They will be aware that the world is much larger than the community they live in and thus will grow to be responsible members of the community as well as global citizens.

THE PROGRAMME KEY POINTS

Transdisciplinary learning is authentic and relevant to the real world. It is the exploration of a relevant concept, issue, or problem that integrates the perspectives of multiple disciplines in order to connect new knowledge and deeper understanding to real life experiences. Learning is not confined by traditional subjects but is supported and enriched by them.

Concept based learning is a framework to study everything. It is about big transferable ideas that transcend time, place, and situation. Content just focuses on facts, while concept focuses on making sense of those facts and the world around us. Concepts are a way to organize and make sense of learning.

Inquiry based learning includes teaching methods built on learners' individual knowledge and interests and emphasizes how to learn and how to find out, using both traditional and contemporary media. Learning should be engaging, relevant, challenging, and significant. It must be specific to the needs of each learner.

Constructivism is a theory of how learning happens: learners construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. They learn best when they construct new ideas based on comparison with their current and previous knowledge. Learning needs to be active.

RHHS VISION STATEMENT

Empowering a community of self-directed learners and responsible global citizens.

RHHS MISSION STATEMENT

RHHS aims to develop compassionate, respectful and lifelong inquirers. We are committed to promoting well-being, education for sustainability, and innovation, nurturing learners to become proactive change agents in an interconnected world.

References

- ▶ <https://www.ibo.org/globalassets/early-years-agency.pdf>
- ▶ <https://www.ibo.org/contentassets/71f2f66b529f48a8a61223070887373a/james-swetz.pdf>
- ▶ <https://www.whatisib.com/concept-based-learning.html>
- ▶ <https://www.thinkib.net/leadership/page/22536/a-note-on-constructivism>
- ▶ <https://www.whatisib.com/inquiry-based-learning.html>
- ▶ <https://www.whatisib.com/a-transdisciplinary-approach.html>
- ▶ <https://www.magellanschool.org/transdisciplinary-education-approach-learning-authentic-relevant-real-world/>
- ▶ <https://mckinnon-primary.vic.edu.au/pyp-news/transdisciplinary-themes/>



PYP PARENTS' BROCHURE



THE LEARNER PROFILE

As IB learners we strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life our lives.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups. Principled

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Concepts

What do we want students to understand?

Powerful ideas that have relevance within the subject areas but also transcend them and that students must explore and re-explore in order to develop a coherent, in-depth understanding.

Knowledge

What do we want students to know about?

Significant, relevant content that we wish the students to explore and know about, taking into consideration their prior experience and understanding.

Approaches to Learning

What do we want students to be able to do?

Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or transdisciplinary in nature.

Action

How do we want students to act?

Demonstrations of deeper learning in responsible behaviour through responsible action; a manifestation in practice of the other essential elements.



The most significant and distinctive feature of the IB PYP is the six transdisciplinary themes.

These themes provide IB World Schools with the opportunity to incorporate local and global issues into the curriculum and effectively allow students to "step up" beyond the confines of learning within subject areas.

- ▲ **Who we are**
- ▲ **Where we are in place and time**
- ▲ **How we express ourselves**
- ▲ **How the world works**
- ▲ **How we organize ourselves**
- ▲ **Sharing the planet**

These transdisciplinary themes help teachers to develop a programme of inquiries—investigations into important ideas, identified by the schools, and requiring a high level of involvement on the part of the students. These inquiries are substantial, in-depth and usually last for several weeks.

The six subject areas identified within the IB PYP:

- ▲ language
- ▲ social studies
- ▲ mathematics
- ▲ arts
- ▲ science
- ▲ personal, social and physical education

THE ENHANCED PYP

Based on the belief that students achieve their best when they actively participate in their learning, with a strong sense of voice, choice, and ownership, the Primary Years Programme is built on three key pillars:

- ▲ **The learner:** The PYP focuses on the individual learner, recognizing the importance of nurturing each student's academic, social, and emotional development. By promoting active participation, students are encouraged to practice agency and take ownership of their learning. The program aims to develop well-rounded individuals through the IB Learner Profile, preparing them to be lifelong learners and responsible global citizens.
- ▲ **Learning and teaching:** This pillar emphasizes inquiry-based learning, where students explore topics that interest them, fostering critical thinking and problem-solving skills. Teachers act as facilitators, guiding students through a collaborative and reflective learning process. The focus on formative assessment helps differentiate instruction and supports students in understanding their progress.
- ▲ **The learning community:** The PYP values the entire learning community, including students, teachers, parents, and the broader community. Collaboration and strong partnerships are key, creating a supportive environment where education extends beyond the classroom. The program also promotes international-mindedness, encouraging students to appreciate diverse cultures and perspectives.