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Aligned PYP curriculum Model Outline

PYP CUR Understanding Sustainability

Physical, Social and Personal Education (PSPE) | Primary Years
Programme (PYP)

♦ Big Ideas (Conceptual Understandings)

- Sustainability is about meeting our needs without harming the ability of future generations to meet theirs.
 - Everyone has a role and responsibility in protecting Earth's resources and supporting fairness.
 - Our choices affect the health of people, places, and the planet.
 - Working together to solve problems builds empathy, resilience, and positive change.
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♦ PSPE Strands Integration

Strand

Learning Focus

Active Living Engage in daily actions and routines that promote environmental and personal health.

Identity Reflect on how personal values, habits, and actions relate to sustainable living.

Interactions Practise collaboration and empathy when acting for a more sustainable world.

♦ Sample Learning Objectives

✓ **Active Living**

- Demonstrate actions that promote sustainability in daily routines (e.g. reduce waste, walk instead of ride).
- Understand the link between healthy lifestyles and a healthy environment.
- Participate in outdoor activities that support sustainable practices.

✓ **Identity**

- Recognise one's role in caring for the planet and others.
- Reflect on personal values and habits related to sustainability (e.g. using water and energy wisely).
- Build confidence to make positive, sustainable choices independently.

✓ **Interactions**

- Collaborate with others to plan and take part in sustainable actions (e.g. school garden, eco club).
 - Respect and consider others' perspectives when discussing sustainability issues.
 - Practise conflict resolution when addressing sustainability challenges in groups.
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♦ Transdisciplinary Theme Connections

Theme

Application Example

Who We Are	Exploring how our lifestyle, values, and actions shape sustainability.
Where We Are in Place and Time	Investigating how people have lived sustainably in the past and what we can learn.
How We Express Ourselves	Using creative arts to communicate sustainability messages and inspire change.
How the World Works	Understanding natural systems and human impact on them.
How We Organise Ourselves	Exploring how communities and systems support or challenge sustainable living.
Sharing the Planet	Engaging with global and local issues of resource sharing, justice, and care.

♦ **Key Inquiry Concepts and Sample Questions**

Concept	Inquiry Question
Form	What is sustainability? What does a sustainable lifestyle look like?
Function	How do systems (natural and human-made) support or affect sustainability?
Causation	Why are some human actions unsustainable? What causes environmental challenges?

Change How can small changes in our behaviour lead to big impacts over time?

Connection How are people, places, and the environment connected?

Perspective What do different cultures and people value about nature and sustainability?

Responsibility What can we do to support a more sustainable world?

♦ **Sample Learning Experiences**

- **Eco-Role Play:** Learners take on roles (e.g. farmers, engineers, activists) to explore sustainability challenges.
- **Sustainability Pledge:** Learners create and track personal commitments to greener choices.
- **Trash Audit:** Investigate classroom waste and suggest sustainable alternatives.
- **Global Action Journals:** Reflect weekly on personal, community, or global sustainability actions.
- **Art for the Earth:** Use recycled materials or performance to share messages about sustainability.

♦ **Relevant SDGs Covered**

Goal	Title
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SDG 3	Good Health and Well-being
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SDG 4	Quality Education
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SDG 11 Sustainable Cities and Communities

SDG 12 Responsible Consumption and Production

SDG 13 Climate Action

SDG 15 Life on Land

SDG 17 Partnerships for the Goals

♦ Mini Unit Snapshot

Unit Title ***“Living Lightly: Our Role in a Sustainable World”***

Central Idea Sustainable living helps people and the planet to thrive.

Lines of Inquiry - What it means to live sustainably

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- How our actions affect the planet
- Ways we can act responsibly in everyday life |
| **Learner Action** | Learners propose a sustainability improvement in school, home, or neighbourhood. |

