



	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5
<p>WHO WE ARE</p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</p>	<p>Central idea Every day I learn about who I am, with and through others.</p> <p>Key concepts Form, Function, Connection</p> <p>Related concepts Similarities and differences, Relationships</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Parts of my body (Form) What I can do (Function) How our families influence who we are (Connection) Myself as part of a group (Connection) <p>Learner Profile Courage, Caring</p> <p>Attitudes Confidence, Independence</p> <p>Skills Social, Communication, Self-management</p>	<p>Central idea Making balanced choices about daily routines contribute to a healthy lifestyle.</p> <p>Key concepts Function, Causation, Reflection</p> <p>Related concepts Balance, Well-being, Choice, Nutrition</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Daily habits and routines (work, exercise, hygiene, sleep, play, eating) (Function) Consequences of choices (Causation) Living a balanced lifestyle (Reflection) <p>Learner Profile Reflective, Balanced</p> <p>Attitudes Integrity, Independence</p> <p>Skills Social, Self-management</p>	<p>Central idea People in our world are connected to places</p> <p>Key concepts Form, Connection</p> <p>Related concepts Identity, Similarities & differences, Relationships</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The world is divided into geographical divisions (Form) Our connection to places (Connection) <p>Learner Profile Open minded, Knowledgeable</p> <p>Attitudes Tolerance, Respect, Appreciation</p> <p>Skills Thinking, Social</p>	<p>Central idea Cultural identity is influenced by customs and traditions</p> <p>Key concepts Form, Connection, Perspective</p> <p>Related concepts Open mindedness, Empathy, Diversity</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Customs and traditions of indigenous communities in our region (Form) Stories, music, art and dance of different cultures affect cultural identity (Connection) How we perceive the relevance of other people's customs and traditions (Perspective) <p>Learner Profile Open Minded, Knowledgeable</p> <p>Attitudes Respect, Appreciation</p> <p>Skills Social, Research</p>	<p>Central Idea The way people manage relationships can have positive and negative effects.</p> <p>Key concepts Responsibility, Perspective, Reflection</p> <p>Related concepts Friendship, Emotional Intelligence</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> We have rights and responsibilities to ourselves and others within our communities. (Responsibility) The choices we make can affect others (Perspective) Reflection leads to change of behavior. (Reflection) <p>Learner Profile Principled, Caring, Open-minded, Reflective</p> <p>Attitudes Respect, Tolerance, Cooperation</p> <p>Skills: Social, Communication, Self-management</p>	<p>Central idea Cultural identity changes over time</p> <p>Key concepts Form, Causation, Change</p> <p>Related concepts History, Identity</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> What is culture (Form) The reasons cultures develop and change (Causation) How culture evolves over time (Change) <p>Learner Profile Inquirer, Open-minded</p> <p>Attitudes Tolerance, Empathy, Respect</p> <p>Skills Thinking, Communication, Research</p>
<p>WHERE WE ARE IN PLACE AND TIME</p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.</p>	<p>Central idea Toys and games change over time</p> <p>Key concepts Change, Reflection</p> <p>Related concepts Similarities and differences, Materials and tools, Forces and movement</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Similarities and differences between old and new toys (Change) Toys and games around the world (Reflection) Ways new and old toys move and function (Change, Reflection) <p>Learner Profile Thinker, Reflective</p> <p>Attitudes Creativity, Appreciation</p> <p>Skills Thinking, Research</p>	<p>Central idea Journeys can lead new opportunities</p> <p>Key concepts Form, Causation, Change</p> <p>Related concepts Similarities and differences, Consequences, Decision making/Choice</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Types of journeys people make and their purpose (Form) How transport impacts our journey (Causation) Changes experienced because of making a journey (Change) <p>Learner Profile Knowledgeable, Courageous, Reflective</p> <p>Attitudes Creativity, Appreciation</p> <p>Skills Thinking, Communication</p>	<p>Central idea Knowledge of our past connects to the present</p> <p>Key concepts Change, Perspective</p> <p>Related concepts Growth, Transformation, Adaptation, Consequences, Impact</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> How daily life has changed over time (Change) What changes have a positive and negative impact on our lives (Perspective) <p>Learner Profile Open minded, Reflective</p> <p>Attitudes Commitment, Creativity, Independence</p> <p>Skills Thinking, Research</p>	<p>Central idea People are connected to the history of the community</p> <p>Key concepts Causation, Connection, Change</p> <p>Related concepts Identity, Relationships</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Our local community and why it is the way it is (Causation) The ways in which our past is recorded and represented (Connection) How and why things have changed (Change) <p>Learner Profile Reflective, Inquirers</p> <p>Attitudes Curiosity, Enthusiasm</p> <p>Skills Social, Communication, Research</p>	<p>Central Idea Journeys lead to challenges, risks and opportunities</p> <p>Key concepts Causation, Form, Change</p> <p>Related concepts Family histories, Early settlers, Migration, Refugees, Transport vessels</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The differences between a migrant, a refugee and a tourist (Causation) The reasons people migrate (Causation) What challenges and risks people face when going on a journey (Form) How was it the same and /or different? How did they adapt? (Change) <p>Learner Profile Risk takers, Knowledgeable</p> <p>Attitudes Empathy, Curiosity</p> <p>Skills : Thinking, Research</p>	<p>Central idea Despite obstacles, there are always opportunities for growth and development</p> <p>Key concepts Causation, Change, Perspective</p> <p>Related concepts Adversity and Opportunity; Migration and Settlements</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> How personal and community obstacles emerge (Causation) How obstacles can lead to growth and change (Change) The different ways people experience and respond to obstacles (Perspective) <p>Learner Profile Principled, Knowledgeable</p> <p>Attitudes Tolerance, Independence, Empathy,</p> <p>Skills Self-management, Research</p>
<p>HOW WE EXPRESS OURSELVES</p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>Central idea We can learn more about ourselves and each other by understanding the reasons people celebrate and how.</p> <p>Key concepts Function, Perspective, Reflection</p> <p>Related concepts Celebrations, Similarities, Features</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> What a celebrations is (Function) Features of celebrations (Form) Reasons people celebrate (Perspective) Similarities and differences between celebrations (Reflection) <p>Learner Profile Communicators, Open-minded</p> <p>Attitudes Creativity, Tolerance, Respect</p> <p>Skills Social, Research</p>	<p>Central idea Different art forms provide ways to express emotions.</p> <p>Key concepts Form, Perspective, Connection</p> <p>Related concepts Expression, Improvisation, Performance, Inspiration</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> We can express ourselves in many ways (Form) We can interpret the ways in which people communicate about themselves (Perspective) Connections between art and emotions (Connection) <p>Learner Profile</p> <p>Attitudes Appreciation, Creativity</p> <p>Skills Communication, Self-management</p>	<p>Central idea Audiences respond to stories</p> <p>Key concepts Form, Reflection</p> <p>Related concepts Structure, Pattern, Review, Interpretation</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Elements of a good story (Form) How stories make us feel (Reflection) <p>Learner Profile Communicators, Thinkers</p> <p>Attitudes Creativity, Appreciation</p> <p>Skills Social, Communication</p>	<p>Central idea People express cultural and religious beliefs through celebrations</p> <p>Key concepts Function, Causation</p> <p>Related concepts World festivals, World religions, History of festivals</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The significance of celebrations (Function) Religious and cultural aspects of celebrations (Causation) <p>Learner Profile, Inquirers, communicators, Open-minded</p> <p>Attitudes Respect, Creativity, Enthusiasm</p> <p>Skills Social, Research, Communication</p>	<p>Central idea People's artistic contributions make a difference</p> <p>Key concepts Responsibility, Form, Reflection</p> <p>Related concepts Artists, Musicians</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The importance of individual action and character (Responsibility) How successful artists from the past have made a difference (Form) How I make a difference (Reflection) <p>Learner Profile Risk Takers, Communicators, Principled</p> <p>Attitudes Respect, Commitment, Integrity, Confidence</p> <p>Skills Research, Thinking, Communication</p>	<p>Central idea Stories help us to explain and understand the world</p> <p>Key concepts Perspective, Connection</p> <p>Related concepts Indigenous culture, Storytelling</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Stories contain cultural values and traditions (Perspective) How stories connect people (Connection) <p>Learner Profile</p> <p>Attitudes</p> <p>Skills Communication</p>

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5
<p>HOW THE WORLD WORKS</p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.</p>	<p>Central idea Living in a world with changing seasons.</p> <p>Key concepts Form, Change, Causation</p> <p>Related concepts Seasons, Adaption, Weather</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Different types of weather (Form) • Seasons vary and change (Change) • Human activity in different seasons (Causation) <p>Learner Profile Knowledgeable, Balanced</p> <p>Attitudes Curiosity, Appreciation</p> <p>Skills Thinking, Self-management, Research</p>	<p>Central idea Habitats support living things by providing food, shelter and protection</p> <p>Key concepts Form, Function, Change</p> <p>Related concepts Classification, Features, Habitats, Adaptation</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • What is a habitat? (Form) • How animals adapt to survive in their habitat (Change) • How different habitats work (Function) <p>Learner Profile Inquirer, Knowledgeable, Communicator</p> <p>Attitudes Curiosity, Enthusiasm, Respect</p> <p>Skills Thinking, Communication, Research</p>	<p>Central idea Plants have needs to grow</p> <p>Key concepts Change, Causation, Responsibility</p> <p>Related concepts Adaptation, Cycles, Growth, Sequences, Transformation</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • How plants grow (Change) • Why plants adapt (Causation) • Our responsibility to care for plants (Responsibility) <p>Learner Profile Caring, Knowledgeable, Inquirers</p> <p>Attitudes Commitment, Curiosity</p> <p>Skills Research, Communication</p>	<p>Central idea Materials have a range of properties and applications</p> <p>Key concepts Function, Change</p> <p>Related concepts Prediction, Behaviour</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Changing properties of materials (Change) • Behaviour and uses of materials (Function) • Manipulation of materials for specific purposes (Change) <p>Learner Profile Risk-Taker, Reflective</p> <p>Attitudes Cooperation, Independence</p> <p>Skills Social, Communication, Self-management</p>	<p>Central idea Forces affect the movement of objects</p> <p>Key concepts Causation, Connection</p> <p>Related concepts Process, Scientific method</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Investigating forces (Causation) • Exploring how forces impact our daily lives (Connection) <p>Learner Profile Inquirer, Knowledgeable</p> <p>Attitudes Cooperation, Curiosity</p> <p>Skills Social, Self-management, Research</p>	<p>Central idea Scientific understanding impacts people's lives</p> <p>Key concepts Function, Causation, Reflection</p> <p>Related concepts Exploration, Discovery, Testing, Natural laws & principles</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The solar system (Function) • The physical laws of the Universe (Causation) • Advances in scientific knowledge (Causation/Reflection) • Fair testing (Reflection) <p>Learner Profile Inquirer, Knowledgeable, Reflective</p> <p>Attitudes Appreciation, Curiosity</p> <p>Skills Self-management, Research</p>
<p>HOW WE ORGANISE OURSELVES</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on society and the environment</p>	<p>Central idea We belong to a school community, where we can grow and learn together</p> <p>Key concepts Function, Responsibility, Connection</p> <p>Related concepts Community, School, Roles, Responsibilities</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • School staff and their jobs (Function) • Class and school rules (Responsibility) • The importance of teams (Connection) <p>Learner Profile Inquirers, Principled</p> <p>Attitudes Cooperation, Enthusiasm</p> <p>Skills Social, Communication, Self-management</p>	<p>Central idea People use maps to help them explore their world</p> <p>Key concepts Form, Function, Change</p> <p>Related concepts History, Direction, Location, Position, Communication</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Types of maps and their features (Form) • Using, interpreting and making maps (Function) • How maps have changed over time (Change) <p>Learner Profile Inquirer, Thinker</p> <p>Attitudes Curiosity, Confidence</p> <p>Skills Thinking, Communication, Self-management</p>	<p>Central idea Money and its place in our world.</p> <p>Key concepts Causation, Function</p> <p>Related concepts Systems, Consequences, Sequences</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The purpose of money (Causation) • The value of money (Function) <p>Learner Profile Risk Takers, Balanced, Principled</p> <p>Attitudes Cooperation, Enthusiasm</p> <p>Skills Social, Self-management</p>	<p>Central idea Roles and responsibilities lead to success in communities</p> <p>Key concepts Reflection, Responsibility</p> <p>Related concepts Values, Behaviour, Initiative, Review</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Process and strategies involved to overcome challenging experiences (Reflection) • Understanding of best hygiene practices (Responsibility) • Managing responsibilities successfully (Responsibility) <p>Learner Profile Balanced, Communicators</p> <p>Attitudes Confidence, Integrity</p> <p>Skills Social, Self-Management</p>	<p>Central idea Community spaces affect the way we live</p> <p>Key concepts Function, Connection, Perspective</p> <p>Related concepts Local government, Slums, Town planning</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The use of space within human communities (Function) • Connections between human settlement and the environment (Connections) • Planning priorities for urban living (Perspective) <p>Learner Profile Thinker, Balanced, Open-minded</p> <p>Attitudes Tolerance, Empathy</p> <p>Skills Thinking, Social</p>	<p>Central idea Consumers are influenced by marketing</p> <p>Key concepts Function, Responsibility</p> <p>Related concepts Market research, Advertising, Rights & Responsibilities</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The process of marketing (Function) • Rights and responsibilities of consumers, suppliers and advertisers (Responsibility) <p>Learner Profile Thinker, Communicator</p> <p>Attitudes Commitment, Cooperation, Integrity</p> <p>Skills Social, Research, Self-management</p>
<p>SHARING THE PLANET</p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people, with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>	<p>Central idea Living things grow and change</p> <p>Key concepts Form, Change, Responsibility</p> <p>Related concepts Features and classification, Habitats, Survival</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Basic needs of living things (Form) • The way things grow and change (Change) • Caring for living things (Responsibility) <p>Learner Profile Inquirer, Knowledgeable</p> <p>Attitudes Commitment, Empathy</p> <p>Skills Thinking, Self-management, Research</p>	<p>Central idea Personal choices can impact the environment</p> <p>Key concepts Causation, Responsibility, Reflection</p> <p>Related concepts Resources, Conservation, Lifestyle, Interdependence</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Limited nature of the Earth's resources (Causation) • Reducing waste, reusing & recycling different materials (Responsibility) • Personal choices that can help sustain our environment (Reflection) <p>Learner Profile Caring, Principled</p> <p>Attitudes Commitment, Respect</p> <p>Skills Thinking, Research</p>	<p>Central idea Water is a resource</p> <p>Key concepts Change, Function, Responsibility</p> <p>Related concepts Conservation, Pollution, Behaviour</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • How water changes (Change) • Different ways water is used (Function) • The impact that peoples' actions have on water (Responsibility) <p>Learner Profile Inquirer, Caring</p> <p>Attitudes Confidence, Creativity, Respect</p> <p>Skills Thinking, Research</p>	<p>Central idea People are responsible for coastal ecosystems</p> <p>Key concepts Form, Responsibility</p> <p>Related concepts Conservation, Processes</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • What constitutes a coastal ecosystem (Form) • Significance of sustaining and maintaining an ecosystem (Responsibility) <p>Learner Profile Principled, Caring</p> <p>Attitudes Tolerance, Empathy</p> <p>Skills Thinking, Social, Self-Management</p>	<p>Central Idea Ecosystems are a community of organisms interacting with one another and with their environment</p> <p>Key concepts Form, Function, Causation</p> <p>Related concepts Life cycles & food chains, Environmental responsibility, Interdependence, Natural resources</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The components of an ecosystem (Form) • Food chains and interdependence (Function) • Factors that affect the balance of an ecosystem (Causation) <p>Learner Profile Inquirer, Knowledgeable</p> <p>Attitudes Appreciation, Independence</p> <p>Skills Communication, Research</p>	<p style="text-align: center;">PYP EXHIBITION in 2016</p> <p>Central idea communities can be strengthened when individuals promote kindness</p> <p>Lines of Inquiry and Key Concepts will be selected by students as part of their individual inquiry process</p> <p>The UOI Learner Profile and Elements will be incorporated within the whole unit as part of the Exhibition process</p>

Early Learning Centre - 3 Year Old Program of Inquiry (POI)

WHO WE ARE	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANISE OURSELVES
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on society and the environment.
<p>Central idea Every day I can learn about myself, my family and my friends</p> <p>Key concepts Form, Function, Perspective</p> <p>Related concepts</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • What it means to be me (Form) • How families are similar and different (Perspective) • Being a friend (Function) <p>Learner Profile Communicator, Knowledgeable, Balanced</p> <p>Attitudes Confidence, Cooperation, Curiosity, Respect, Integrity</p> <p>Transdisciplinary skills Communication, Social, Self-management</p>	<p>Central idea Stories enrich our lives</p> <p>Key concepts Form, Connection</p> <p>Related concepts</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Stories are shared in many ways (Form) • We can all be storytellers (Connection) <p>Learner Profile Reflective, Open-minded</p> <p>Attitudes Appreciation, Creativity</p> <p>Skills Communication</p>	<p>Central idea Living things and non-living things surround us</p> <p>Key concepts Form, Connection, Responsibility</p> <p>Related concepts</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Living and non-living are different (Form) • Living things have needs (Connection) • Caring for living things (Responsibility) <p>Learner Profile Inquirer, Caring, Knowledgeable</p> <p>Attitudes Curiosity, Appreciation</p> <p>Skills Research</p>	<p>Central idea Being responsible helps us to share and learn together</p> <p>Key concepts Form, Function, Responsibility</p> <p>Related concepts Market research, Advertising, Rights & Responsibilities</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Keeping our SPW ELC a safe and happy place (Form) • Why we have rules and routines (Function) • Our different responsibilities (Responsibility) <p>Learner Profile Caring, Courageous, Principled</p> <p>Attitudes Respect, Confidence, Independence</p> <p>Skills Social, Self-management</p>

Early Learning Centre - 4 Year Old Program of Inquiry (POI)

WHO WE ARE	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANISE OURSELVES
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on society and the environment.
<p>Central idea Every day I can learn about myself, my family and my friends</p> <p>Key concepts Form, Function, Perspective</p> <p>Related concepts</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • What it means to be me (Form) • How families are similar and different (Perspective) • Being a friend (Function) <p>Learner Profile Communicator, Knowledgeable, Balanced</p> <p>Attitudes Confidence, Cooperation, Curiosity, Respect, Integrity</p> <p>Transdisciplinary skills Communication, Social, Self-management</p>	<p>Central idea Stories enrich our lives</p> <p>Key concepts Form, Connection</p> <p>Related concepts</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Stories are shared in many ways (Form) • Stories bring out our feelings (Connection) <p>Learner Profile Reflective, Open-minded</p> <p>Attitudes Appreciation, Creativity</p> <p>Skills Communication</p>	<p>Central idea Living things and non-living things surround us</p> <p>Key concepts Form, Connection, Responsibility</p> <p>Related concepts</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Living and non-living are different (Form) • Living things have needs (Connection) • Caring for living things (Responsibility) <p>Learner Profile Inquirer, Caring, Knowledgeable</p> <p>Attitudes Curiosity, Appreciation</p> <p>Skills Research</p>	<p>Central idea Being responsible helps us to share and learn together</p> <p>Key concepts Form, Function, Responsibility</p> <p>Related concepts Market research, Advertising, Rights & Responsibilities</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Keeping our SPW ELC a safe and happy place (Form) • Why we have rules and routines (Function) • Our different responsibilities (Responsibility) <p>Learner Profile Caring, Courageous, Principled</p> <p>Attitudes Respect, Confidence, Independence</p> <p>Skills Social, Self-management</p>