



Primary Years
Programme



The IB Primary Years Programme



International Baccalaureate®
Baccalauréat International
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Education for a better world

The IB Primary Years Programme (PYP) for children aged 3 to 12 nurtures and develops young students as caring, active participants in a lifelong journey of learning.

The PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. It reflects the best of educational research, thought leadership and experience derived from IB World Schools. The PYP has evolved to become a world leader in future-focused education. The PYP is an example of best educational practice globally, responding to the challenges and opportunities facing young students in our rapidly changing world.

What is the IB Primary Years Programme (PYP)?

The PYP curriculum is a **student-centered approach to education for children aged 3-12**. The framework begins with the premise that students are agents of their own learning and partners in the learning process. It prioritizes people and their relationships to build a strong learning community.

PYP students use their initiative to take responsibility and ownership of their learning. By learning through inquiry and reflecting on their own learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB learner profile to make a difference in their own lives, their communities and beyond.

The framework emphasizes the central principle of agency, which underpins the three pillars of school life:

- the learner
- learning and teaching
- the learning community

The IB learner profile in the PYP

The IB learner profile represents a broad range of human dispositions, capacities and traits that encompass intellectual, personal, emotional and social growth. Developing and demonstrating the attributes of the learner profile is an expression of what the IB means by international-mindedness.

The IB learner profile permeates all facets of school life in the PYP. All members of the learning community from the youngest learners to school leaders to parents, educators and beyond, have a responsibility to be guided by and demonstrate a commitment to the development of the IB learner profile attributes.

Informed by the values described in the learner profile, an IB education:

- focuses on learners—the IB’s student-centred programmes promote healthy relationships, ethical responsibility and personal challenge
- develops effective approaches to learning and teaching—IB programmes help students to develop the knowledge, dispositions and skills needed for both academic and personal success
- works within global contexts—IB programmes increase understanding of languages and cultures, and explore globally significant ideas and issues
- explores significant content—IB programmes offer a curriculum that is broad and balanced, conceptual and connected

The PYP is designed to focus 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 approaches to learning (ATL) skills. The PYP is flexible enough to accommodate the demands of most national or local curriculums and provides the best preparation for students to engage in the IB Middle Years Programme (MYP).



The IB Primary Years Programme

- acknowledges learner agency and the importance of self-efficacy to enable students to become partners in the learning process
- addresses students’ academic, social and emotional well-being
- encourages students to develop independence and to take responsibility for their own learning
- supports students’ efforts to gain understanding of the world and to function comfortably within it
- helps students establish personal values as a foundation upon which international mindedness will develop and flourish
- provides the opportunity to learn more than one language from the age of seven

The six subject areas identified within the PYP are:

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

The PYP is organized around the six transdisciplinary themes. Transdisciplinary learning in the PYP conveys learning that has relevance between, across and beyond subjects and transcends borders connecting to what is real in the world.

Through the six transdisciplinary themes, PYP students learn to appreciate knowledge, conceptual understandings, skills and personal attributes as a connected whole. They can reflect on the significance of their learning to take meaningful action in their community and beyond. Through this process of learning in the PYP, students become competent learners, self-driven to have the cognitive, affective and social tools to engage in lifelong learning.



• Who we are

Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

• Where we are in place and time

Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.

• How we express ourselves

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.

• How the world works

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 on the environment.

• How we organize ourselves

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 humankind and the environment.

• Sharing the planet

Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

Each theme is addressed each year by all students. (Students aged 3 to 6 engage with four of the themes each year.) 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.

Since these ideas relate to the world beyond the school, students see their relevance and connect with it in an engaging and challenging way. Students who learn in this way understand their roles and responsibilities in the learning process. PYP students know that a unit of inquiry involves in-depth exploration of an important idea. They partner with teachers to document and collect evidence of how well they understand that idea. They will expect to be able to work in a variety of ways, on their own and in groups, to allow them to learn to their best advantage.

“The recognition of Seneca Academy as an IB World School delivering the Primary Years Programme, makes me extremely proud of our teachers, staff and parents who have dedicated themselves to helping our students become lifelong learners. By creating an environment where students make connections between what they are learning in the classroom and the world around them, we are creating global citizens who will be well prepared to take leading roles in the world.”

Head of School, Dr. Brooke Carroll, Seneca Academy, U.S.



The Exhibition

In the final year of the PYP, students take part in the PYP exhibition. The exhibition is an authentic process for students to explore, document and share their understanding of an issue or opportunity of personal significance. The whole learning community shares and celebrates this culminating event in the journey students have experienced through their PYP years.

How to become a PYP school?

Any schools teaching students aged 3 to 12 can apply to become an IB World School and implement the PYP.

The PYP is found in a wide range of contexts around the world. Its design is adaptable to meet the needs of learners in their local context, and can align with local, state or national curricula.

Any school interested in offering the PYP must first complete an authorization process to become an IB World School. During this process, the IB supports schools in building the understanding and organizational structures needed to implement the PYP as well as other IB programmes.

The 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.

If you'd like to learn more about how the IB can benefit your school, and how we can support you on your journey, please contact us.

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