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presents

The Ultimate IB PYP Survival Guide 2026

Your Complete Companion for the IB Primary Years Programme

For Students Ages 3–12	For Parents & Educators	Edition 2026 Updated & Revised

Introduction: Why This Guide Exists

The International Baccalaureate Primary Years Programme (IB PYP) is one of the most dynamic and holistic educational frameworks in the world today. Designed for students aged 3 to 12, it goes far beyond rote learning and standardized testing to cultivate curious, caring, and principled young people who are prepared for the complexities of a globalised world.

Yet for many families and educators stepping into the PYP for the first time — and even for veterans navigating the 2026 updates — the programme can feel overwhelming. How does the inquiry cycle work? What exactly is the Exhibition? How do you support an IB learner at home without doing the work for them?

Eclassopedia created this guide to answer all of those questions and more. We have worked with IB coordinators, experienced PYP teachers, and learning specialists to compile the most comprehensive, practical, and parent-friendly survival guide available in 2026. Whether you are a student starting your PYP journey, a parent wanting to understand your child's school day, or an educator looking for fresh classroom strategies, this is your go-to companion.

What You Will Learn in This Guide

- The foundations and philosophy of the IB PYP
- How the curriculum is structured across six transdisciplinary themes
- The role of inquiry-based learning and how to support it
- The IB Learner Profile explained simply
- How assessment works in the PYP — and what it means for your child
- A breakdown of the PYP Exhibition
- Practical tips for students, parents, and teachers
- How Eclassopedia supports PYP learners in 2026

Section 1: Understanding the IB PYP Framework

1.1 What Is the IB Primary Years Programme?

The IB Primary Years Programme is an internationally recognised educational framework developed by the International Baccalaureate Organisation. It is taught in authorised IB World Schools globally and is designed to develop the whole child — intellectually, socially, emotionally, and physically.

Unlike traditional curricula that organise learning around separate subjects, the PYP takes a transdisciplinary approach. This means students explore big, meaningful ideas that cut across subject boundaries — connecting mathematics to art, science to social studies, and language to personal growth.

The PYP has been refined over decades and the 2022–2026 updates have placed even greater emphasis on student agency, global citizenship, and well-being. In 2026, schools worldwide are implementing enhanced versions of the programme with stronger links to the UN Sustainable Development Goals and a renewed focus on diversity, equity, and inclusion.

1.2 The Five Essential Elements

The PYP curriculum is built on five interconnected essential elements that guide both teaching and learning:

Element	Description
Knowledge	The transdisciplinary and disciplinary concepts and content students engage with. Structured around six Units of Inquiry per year.
Concepts	Eight key concepts — Form, Function, Causation, Change, Connection, Perspective, Responsibility, and Reflection — that drive inquiry.
Skills	Transdisciplinary skills including thinking, communication, social, self-management, and research skills.
Attitudes	Twelve dispositions including appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect, and tolerance.
Action	Responsible action inspired by learning — anything from personal behaviour changes to community projects.

1.3 The Six Transdisciplinary Themes

The heart of the PYP curriculum is organised around six transdisciplinary themes. These themes provide the lenses through which students explore the world, and every school designs Units of Inquiry (UOIs) within each theme per year level.

- **Who We Are:** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health.
- **Where We Are in Place and Time:** An inquiry into orientation in place and time; personal histories; homes and journeys.
- **How We Express Ourselves:** An inquiry into the ways we discover and express ideas, feelings, nature, culture, beliefs, and values.
- **How the World Works:** An inquiry into the natural world and its laws; the interaction between the natural world and human societies.
- **How We Organize Ourselves:** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations.
- **Sharing the Planet:** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things.

Section 2: The IB Learner Profile — Building Character for Life

One of the most distinctive features of any IB programme is the IB Learner Profile. Rather than simply listing academic outcomes, the Learner Profile describes the ten attributes that the IB believes all students should develop throughout their education. These attributes are not add-ons — they are woven into every lesson, every unit, every school day.

Understanding the Learner Profile is essential because it explains why PYP schools operate the way they do. When you see students leading discussions, managing their own projects, or volunteering in the community, they are enacting the Learner Profile in action.

2.1 The Ten Attributes Explained

Attribute	What It Means in Practice
Inquirers	Students develop natural curiosity and use skills of inquiry to learn independently and with others.
Knowledgeable	Students explore concepts, ideas, and issues that have local and global significance.
Thinkers	Students use critical and creative thinking skills to tackle complex problems and make ethical decisions.
Communicators	Students express ideas confidently in multiple languages, including the language of mathematics and the arts.
Principled	Students act with integrity and honesty, with a strong sense of fairness and justice.
Open-Minded	Students appreciate their own cultures and personal histories, and are open to the perspectives of others.
Caring	Students show empathy, compassion, and respect for others, and make a positive difference.
Risk-Takers	Students approach uncertainty with courage and forethought, and are resourceful in new situations.
Balanced	Students understand the importance of balancing intellectual, physical, and emotional well-being.
Reflective	Students thoughtfully consider the world and their own ideas and experience.

2.2 How to Nurture Learner Profile Attributes at Home

Parents often ask: 'What can I do at home to support the IB Learner Profile?' The answer is simpler than you might think. The Learner Profile is not a school-only thing — it is a way of engaging with the world.

- **Encourage questions over answers:** When your child asks 'Why?' resist the urge to answer immediately. Ask them what they think first.
- **Model open-mindedness:** Discuss different perspectives on news stories or local events at the dinner table.
- **Celebrate effort, not just results:** Reinforce risk-taking by praising attempts and treating mistakes as learning opportunities.
- **Foster reflection:** At bedtime, ask 'What did you learn today?' or 'What would you do differently?'
- **Practise caring:** Involve children in community service, charitable giving, or simply acts of kindness toward neighbours.

Section 3: Inquiry-Based Learning — The Engine of the PYP

3.1 What Is Inquiry-Based Learning?

Inquiry-based learning (IBL) is the pedagogical foundation of the PYP. Rather than teachers delivering information for students to memorise, IBL positions students as active investigators who construct meaning through questioning, exploring, and reflecting.

In a PYP classroom, you will rarely see a teacher lecturing at a whiteboard for an extended period. Instead, you will see students designing experiments, debating ideas, creating models, conducting research, and sharing findings with peers. The teacher acts as a facilitator — asking provocative questions, providing resources, and guiding the learning without dictating outcomes.

3.2 The Inquiry Cycle

PYP schools often use variations of the inquiry cycle to structure units of learning. The most widely used model has five stages:

1. Tuning In — Students are provoked into curiosity about the central idea. Teachers use provocations such as images, videos, objects, or scenarios to spark questions.
2. Finding Out — Students gather information through research, experiments, interviews, and observations.
3. Sorting Out — Students organise and analyse what they have found, looking for patterns, making connections, and constructing their understanding.
4. Going Further — Students deepen their inquiry by asking new questions, exploring multiple perspectives, or extending their investigation.
5. Taking Action — Students apply their understanding in meaningful ways, often connecting to real-world issues.

Eclassopedia Pro Tip: Supporting Inquiry at Home

- Don't rush to give answers — be curious together.
- Visit museums, nature reserves, or local businesses related to the unit topic.
- Help your child find credible sources online. Teach them to question what they read.
- Ask open-ended questions: 'What do you wonder about this? What surprised you?'
- Encourage your child to keep a learning journal or sketchbook.

3.3 The Central Idea and Lines of Inquiry

Every Unit of Inquiry in the PYP is organised around a Central Idea — a broad, concept-driven statement that captures the essence of what students will explore. Central Ideas are designed to be thought-provoking and open to interpretation.

Supporting the Central Idea are three to four Lines of Inquiry — more focused questions that guide student investigation. These lines help students break down the big idea into manageable aspects.

Example (Grade 4, 'How the World Works'):

Central Idea: Natural forces shape our physical environment and influence human activities.

- **Line of Inquiry 1:** Types and causes of natural forces
- **Line of Inquiry 2:** How natural forces affect ecosystems and communities
- **Line of Inquiry 3:** Human responses to and responsibilities toward natural forces

Section 4: Assessment in the PYP — Beyond Tests and Grades

Assessment in the PYP looks very different from traditional schools. While grades and percentages may still exist in some contexts, PYP assessment is fundamentally about understanding each learner's growth across the full range of skills, knowledge, and attitudes — not simply ranking students by academic performance.

4.1 Philosophy of PYP Assessment

The IB's approach to assessment is guided by three principles: it should be purposeful, authentic, and ongoing. This means that assessment in the PYP is never just about a single test at the end of a unit — it is a continuous process of gathering evidence about student learning.

Assessment in the PYP serves four key purposes:

- Monitoring — Tracking student progress over time.
- Documenting — Creating records of learning through portfolios, videos, and work samples.
- Measuring — Evaluating student achievement against agreed criteria.
- Reporting — Communicating student progress to parents and the wider community.

4.2 Types of Assessment

Assessment Type	What It Looks Like
Formative Assessment	Ongoing checks during learning — observations, class discussions, exit tickets, journal entries, quizzes, peer feedback.
Summative Assessment	End-of-unit tasks that assess the central idea — presentations, projects, performances, written reports, creative products.
Self-Assessment	Students reflect on their own learning using rubrics, learning journals, or Learner Profile checklists.
Peer Assessment	Students give structured feedback to classmates using agreed criteria.
Portfolio Assessment	Collections of student work over time that demonstrate growth, reflection, and achievement.

4.3 What Parents Should Know About Reports

PYP school reports often use descriptors rather than traditional letter grades, especially in primary years. Parents may see terms like 'Beginning,' 'Developing,' 'Accomplished,' and 'Exceeding,' or

similar language. Do not be alarmed if your child's report looks very different from your own school experience.

Key things to look for in a PYP report:

- Growth in transdisciplinary skills (thinking, communication, research, self-management, social)
- Development of Learner Profile attributes
- Engagement with unit concepts
- Specific comments about the student as an individual learner
- Action taken in response to learning

A Note for Parents: Three-Way Conferences

Many PYP schools use student-led conferences, also called three-way conferences, where the student presents their own learning to their parents and teacher. If your school offers this, embrace it! It is one of the most powerful experiences in the PYP — students who articulate their own learning demonstrate genuine understanding.

Section 5: The PYP Exhibition — The Pinnacle of Primary Learning

For Grade 5 (or the final year of PYP) students, the Exhibition stands as the most important and memorable experience of the entire programme. It is a rite of passage — a showcase of everything the PYP stands for.

5.1 What Is the Exhibition?

The PYP Exhibition is a collaborative, transdisciplinary inquiry project that culminates the Primary Years Programme. Students work in small groups to investigate an issue of global significance using the skills, knowledge, and attitudes developed throughout their PYP journey.

The Exhibition is guided by one of the six transdisciplinary themes and students select their own central ideas, research questions, and forms of presentation. The entire process — which typically spans six to eight weeks — is student-driven with teachers acting as mentors rather than directors.

5.2 The Exhibition Process Step by Step

6. Choosing a Theme and Topic: Students collectively identify issues they are passionate about — poverty, climate change, mental health, cultural identity, technology's impact.
7. Forming Groups: Students form small groups around shared interests and agree on a central idea and lines of inquiry.
8. Research and Investigation: Groups gather information from diverse sources, conduct interviews, design surveys, and create experiments.
9. Creating the Exhibition: Students design and build their presentations — which might include physical displays, digital presentations, performances, or interactive installations.
10. Presenting to the Community: On Exhibition Day, students present their findings to an audience of parents, teachers, younger students, and community members.
11. Reflection: Following the event, students reflect on their learning, their collaboration, and the action they have taken or plan to take.

Eclassopedia Exhibition Checklist for Students

✓ Have I identified a meaningful central idea connected to a real-world issue?
✓ Are my lines of inquiry diverse — factual, conceptual, and debatable?
✓ Have I used at least three different types of sources?
✓ Does my presentation reflect my understanding, not just information from sources?
✓ Have I taken — or planned — genuine action as a result of my inquiry?
✓ Can I explain my learning to someone who knows nothing about the topic?
✓ Have I reflected on what I would do differently?

5.3 Tips for Supporting Exhibition Students

The Exhibition can be both thrilling and stressful for students. Here is how parents and educators can support without taking over:

- **Listen more than you advise:** Ask 'What is your biggest challenge right now?' before offering solutions.
- **Help with logistics, not content:** Driving to the library, printing materials, or setting up the display are great ways to help without taking ownership.
- **Practise presentations:** Encourage your child to explain their project to grandparents, neighbours, or siblings.
- **Celebrate the process:** Acknowledge the hard work and growth regardless of how polished the final product looks.
- **Encourage action:** Help your child identify one real-world action they can take as a result of their inquiry.

Section 6: Language Learning in the PYP

Language is at the heart of all learning, and the PYP places enormous emphasis on developing strong language skills across all areas of the curriculum. Language in the PYP is understood both as a subject and as a vehicle for learning across all disciplines.

6.1 Language Across the Curriculum

PYP teachers collaborate to develop language skills within every subject area. A student exploring a unit on migration will write reports, read primary sources, give oral presentations, and discuss emotional themes — all within the same unit. Language development is therefore authentic, purposeful, and contextualised.

6.2 Language Profiles in the PYP

The IB recognises that students in PYP schools come from incredibly diverse linguistic backgrounds. The programme supports:

- **Language of Instruction:** The primary language used in the school for teaching and learning.
- **Additional Language:** Many PYP schools offer instruction in a second language, usually beginning in the early years.
- **Mother Tongue:** The IB strongly values the development and maintenance of students' home languages as a foundation for learning.

If your child's home language is different from the school's language of instruction, advocate for mother tongue support. Research consistently shows that children who maintain strong foundations in their home language become more proficient in additional languages and demonstrate stronger academic achievement overall.

6.3 Supporting Readers and Writers at Home

- Read aloud together regardless of your child's age. Shared reading builds vocabulary, comprehension, and a love of books.
- Create a writing culture at home — encourage journaling, letter writing, storytelling, or blogging.
- Discuss books, films, and news together. Asking 'What do you think will happen?' builds comprehension and critical thinking.
- Celebrate multilingualism — if your family speaks more than one language, encourage your child to read and write in all of them.
- Connect writing to passion — if your child loves football, encourage match reports; if they love cooking, recipe writing is excellent writing practice.

Section 7: Mathematics in the PYP

Mathematics in the PYP is not about drilling procedures. It is about understanding mathematical concepts, developing problem-solving skills, and seeing mathematics as a powerful tool for making sense of the world. PYP mathematics is organised around five strands: Data and Statistics, Measurement, Number, Pattern and Function, and Shape and Space.

7.1 Constructivist Mathematics

PYP schools use a constructivist approach to mathematics, meaning students are encouraged to build their own understanding through exploration and discovery rather than being taught algorithms first. Students might use physical manipulatives, visual models, and real-world contexts before moving to abstract representations.

This approach can sometimes alarm parents who learned mathematics through drill and practice. Trust the process. Research consistently shows that students who develop conceptual understanding alongside procedural fluency outperform those who learn procedures alone — especially as mathematics becomes more complex in secondary school.

7.2 Mathematics Across the Curriculum

One of the hallmarks of PYP mathematics is its integration with other subjects. Students measure and collect data in science, analyse graphs in social studies, use geometry in art, and apply number concepts in financial literacy contexts. This makes mathematics feel relevant and applicable rather than abstract and disconnected.

Home Maths: Making Numbers Come Alive

- Cook together and use recipes to explore fractions, measurement, and ratio.
- Go shopping and involve your child in calculating change, discounts, and budgets.
- Play strategy board games — chess, Catan, Blokus — which develop mathematical thinking.
- Explore patterns in nature: spirals in shells, symmetry in leaves, tessellations in tiles.
- Use apps like Prodigy, Mathletics, or Khan Academy to supplement school learning.
- Ask 'How did you figure that out?' instead of just checking if the answer is right.

Section 8: Well-Being and Student Agency in the PYP 2026

One of the most significant updates to the PYP framework in recent years is the expanded emphasis on student well-being and student agency. The IB now explicitly recognises that students cannot thrive academically if their emotional, social, and physical needs are not met — and that genuine learning requires students to have real voice and choice in their education.

8.1 The IB Well-Being Framework

The IB well-being framework in the PYP considers five dimensions of student well-being:

- **Cognitive:** Intellectual engagement, curiosity, and challenge.
- **Emotional:** Self-awareness, emotional regulation, and resilience.
- **Physical:** Health, movement, rest, and nutrition.
- **Social:** Relationships, collaboration, and belonging.
- **Spiritual/Values:** A sense of meaning, purpose, and ethical identity.

Schools implementing the updated 2026 framework are investing in dedicated well-being programmes, building time for mindfulness and reflection into the school day, and ensuring that all students feel seen, valued, and included.

8.2 Student Agency in Practice

Student agency means giving students the power to make meaningful choices about their learning. In 2026, PYP schools are moving away from teacher-directed instruction toward co-constructed learning where students help design units, choose their inquiry questions, and decide how to demonstrate their understanding.

Signs that your child's school is embracing student agency include:

- Students are involved in creating classroom agreements and learning goals
- Learners have choice in how they present their understanding (essay, video, model, performance)
- Students are encouraged to pursue personal passion projects
- Feedback is sought from students about how the curriculum could better serve their interests
- Students take leadership roles in school events, committees, and community projects

8.3 Managing PYP Stress: A Guide for Families

Despite the PYP's holistic approach, students — especially in upper primary — can experience significant pressure, particularly around the Exhibition. Here are strategies for managing well-being throughout the PYP year:

- **Maintain routine:** Consistent sleep, nutrition, and physical activity are the foundation of academic performance.
- **Limit screen time:** Unstructured play and outdoor time are as important as study for cognitive development.
- **Normalise struggle:** Reassure your child that confusion and difficulty are normal parts of learning.
- **Keep perspective:** The PYP is not a race. Every child's journey through the programme is unique.
- **Stay connected with teachers:** PYP educators genuinely want to hear from parents. Reach out early when concerns arise.

Section 9: Technology in the PYP Classroom — 2026 Update

Technology in 2026 plays a far more integrated role in PYP classrooms than ever before. Rather than being used simply as a research tool or word processor, technology is now embedded into inquiry, creation, collaboration, and global connection.

9.1 Digital Citizenship in the PYP

The IB expects PYP schools to explicitly teach digital citizenship as part of the transdisciplinary skills framework. Students are taught to:

- Evaluate online sources critically
- Understand and protect their digital footprint
- Communicate respectfully and responsibly online
- Understand intellectual property, copyright, and creative commons
- Recognise misinformation and bias in digital media

These skills are not taught as separate 'technology lessons' but are integrated into units of inquiry wherever relevant. A Grade 4 student researching climate change will practise digital citizenship naturally as they evaluate websites, credit sources, and discuss media bias.

9.2 AI and the PYP — Navigating the New Frontier

In 2026, artificial intelligence is reshaping education globally, and PYP schools are grappling with how to address it appropriately. The IB's position is clear: AI tools should be used to enhance and extend learning, not to replace thinking.

In PYP classrooms, students are being taught to use AI tools as thinking partners — to brainstorm ideas, check understanding, explore possibilities, and get feedback on drafts — while developing the critical skills to evaluate and build on what AI produces.

Eclassopedia Guide: Using AI Responsibly in PYP Learning

- Use AI to spark questions, not to find answers without thinking.
- Always fact-check AI responses using credible sources.
- Cite AI assistance honestly when submitting work.
- Use AI to explain concepts differently, not to write assignments for you.
- Discuss AI's limitations with your child — it is a tool, not a truth machine.

Section 10: Practical Tips for PYP Success in 2026

10.1 For Students: Your Daily PYP Toolkit

Being a PYP student in 2026 means being an active, curious, and reflective learner every day. Here are habits to build:

- Start each day by asking one genuine question about what you are learning
- Keep a learning journal — note ideas, sketches, questions, and reflections
- Be willing to change your mind when evidence challenges your ideas
- Contribute to group work with generosity — share ideas and give credit
- When you are stuck, ask 'What strategies have I tried?' before asking for help
- Connect your school learning to real life — watch the news, talk to experts, explore your community
- Look after your well-being — sleep, move, eat well, and make time for joy

10.2 For Parents: The Best PYP Parent Checklist

Your role as a PYP parent is not to replicate the classroom at home — it is to create the conditions in which curious, resilient, thoughtful learners can flourish.

12. Communicate regularly with your child's teacher — not to monitor, but to understand and connect.
13. Attend curriculum evenings and parent workshops offered by the school.
14. Ask open-ended questions about your child's units: 'What are you wondering about? What surprised you?'
15. Create a quiet, organised space for reflection and study at home.
16. Model life-long learning yourself — let your child see you reading, asking questions, and reflecting.
17. Trust the PYP process. Resist the urge to supplement with rote learning unless genuinely needed.
18. Celebrate effort, creativity, and growth — not just academic achievement.
19. Get involved in the school community — volunteer, attend events, contribute to the Exhibition audience.

10.3 For Teachers: Professional Practices for 2026

PYP teaching in 2026 demands continuous professional growth. Here are practices that distinguish exceptional PYP educators:

- **Plan for student agency:** Build choice points into every unit. Let students help shape the lines of inquiry.
- **Embrace the discomfort of not knowing:** Model genuine inquiry by exploring questions you do not yet have answers to.

- **Document learning visibly:** Use classroom walls, digital portfolios, and learning walks to make thinking visible.
- **Collaborate deeply:** The PYP is a team sport. Plan units with colleagues, share strategies, and observe each other's practice.
- **Assess formatively every day:** Do not wait for summative tasks to understand where your students are.
- **Prioritise relationships:** Students learn best from teachers they trust. Invest time in knowing each learner as an individual.

Section 11: Transitioning to the IB MYP — Preparing for Middle Years

For many PYP students and families, a major question emerges in Grade 5: What comes next? For students in IB World Schools, the natural progression is into the IB Middle Years Programme (MYP) for students aged 11 to 16.

11.1 From PYP to MYP: Key Shifts

PYP Feature	How It Evolves in the MYP
Transdisciplinary themes	Replaced by Global Contexts that organise interdisciplinary learning
Units of Inquiry	Become Interdisciplinary Units with more rigorous academic depth
Central Ideas	Become Statement of Inquiry with conceptual understanding
Learner Profile	Continues throughout all IB programmes
Exhibition (Grade 5)	Evolves into the Personal Project (Grade 10)
Student Agency	Increases significantly — more self-directed research and independent projects

11.2 How to Prepare Your PYP Student for the MYP

The best preparation for the MYP is not extra academic tutoring — it is developing the habits and dispositions that the PYP has been nurturing all along.

- Strengthen time management and independent study habits
- Practise extended writing and referencing sources properly
- Build a growth mindset around challenging subjects
- Maintain curiosity and the habit of asking questions
- Develop digital literacy and research skills

Students who have genuinely engaged with the PYP — rather than just gone through the motions — arrive in the MYP well prepared to take on the increased rigour and independence the programme demands.

Section 12: How Eclassopedia Supports IB PYP Learners in 2026

At Eclassopedia, we are passionate about making world-class IB education accessible to every learner — wherever they are in the world. We have designed our platform and resources specifically to complement and extend the learning that happens in IB World Schools, supporting students, parents, and teachers every step of the way.

12.1 What Eclassopedia Offers PYP Learners

Service	How It Helps
PYP Unit Support Sessions	Expert tutors help students explore Units of Inquiry more deeply, ask better questions, and connect concepts across subjects.
Exhibition Coaching	Dedicated coaching from experienced IB educators to support students at every stage of the Exhibition process — from choosing a topic to presenting with confidence.
Language Development	Targeted support in the language of instruction and additional languages, grounded in authentic PYP contexts.
Mathematics Enrichment	Concept-driven maths support that aligns with PYP strands and uses visual, hands-on, and real-world approaches.
Parent Workshops	Regular workshops and webinars explaining PYP curriculum, assessment, and how to support learning at home.
Teacher Resources	A growing library of unit planners, assessment tools, inquiry starters, and professional development resources.
Digital Learning Tools	Interactive digital resources including concept maps, multimedia inquiry starters, and student portfolio tools.

12.2 Our Teaching Philosophy

Everything at Eclassopedia is rooted in the belief that all children are capable of extraordinary learning when given the right conditions, the right support, and the right encouragement. We believe in:

- **Student-centred learning:** Every session begins with what the student knows and cares about.
- **High expectations with high support:** We set challenging goals and provide the scaffolding students need to reach them.
- **Joyful learning:** We believe learning should feel meaningful, engaging, and even fun.

- **Family partnership:** We work closely with parents to ensure learning at Eclassopedia connects seamlessly with school.
- **Continuous improvement:** Our educators are life-long learners who regularly update their practice.

Join the Eclassopedia Community in 2026

Whether you are a student preparing for the Exhibition, a parent trying to understand the PYP, or a teacher looking for fresh resources, Eclassopedia is here to support you.

• Website: www.eclassopedia.com
• Free consultation: Book a no-obligation chat with one of our IB specialists
• Parent Webinars: Monthly free webinars on PYP topics — register online
• Student Assessment: Complimentary learning assessment for new students
• Teacher Resources: Access our growing free resource library today

Conclusion: The Journey Is the Destination

The IB Primary Years Programme is not simply a curriculum — it is a philosophy of education that believes in the potential of every child to become a thoughtful, caring, and engaged member of a global community. As we navigate 2026 and the ever-changing landscape of education, the PYP's core values — inquiry, international-mindedness, and the whole-child approach — are more relevant than ever.

The families and educators who get the most out of the PYP are those who lean into its principles rather than fighting against them. Trust the inquiry process. Celebrate the questions as much as the answers. Value the development of character alongside academic achievement. Understand that a child who is principled, caring, and reflective will be ready not just for secondary school but for a lifetime of meaningful contribution.

Eclassopedia is proud to be a trusted companion for IB PYP learners across the world. We will continue to update this guide as the programme evolves and new resources become available. We wish every student, parent, and educator a remarkable 2026 full of curiosity, discovery, and growth.

Learn. Inquire. Grow. — Eclassopedia 2026

Glossary of Key PYP Terms

Term	Definition
Central Idea	A concept-driven statement that captures the essence of a unit and is broad enough to be interpreted in multiple ways.
Exhibition	The culminating project of the PYP in which Grade 5 students collaboratively inquire into an issue of global significance.
Formative Assessment	Ongoing assessment used to monitor learning and inform teaching throughout a unit.
Inquirer	One of the ten IB Learner Profile attributes; a student who develops natural curiosity and the skills to learn independently.
Lines of Inquiry	Focused questions or statements that guide student inquiry within a unit, exploring different aspects of the central idea.
Learner Profile	The ten attributes — inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker, balanced, and reflective — that the IB aims to develop in all students.

MYP	The IB Middle Years Programme, designed for students aged 11–16, which follows the PYP.
PYP	The IB Primary Years Programme, designed for students aged 3–12.
Student Agency	The capacity and empowerment of students to make choices about their own learning.
Summative Assessment	An end-of-unit task that assesses what students have understood about the central idea.
Transdisciplinary	An approach to learning that crosses traditional subject boundaries to explore broad themes and concepts.
Unit of Inquiry (UOI)	A structured, concept-driven inquiry unit organised around a central idea within one of the six transdisciplinary themes.