

# Personal and social education framework for 7 to 19-year-olds in Wales



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<b>Audience</b>	Teachers, headteachers and governing bodies of maintained schools in Wales; colleges and other learning providers who work with 14 to 19-year-olds in Wales; local education authorities; initial teacher training providers; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales with an interest in education.
<b>Overview</b>	This document sets out the Welsh Assembly Government's requirements for personal and social education for 7 to 19-year-olds in Wales. It is issued pursuant to the powers contained in Section 108 of the Education Act 2002 and which are vested in the Welsh Ministers. The Welsh Ministers form part of the Welsh Assembly Government.
<b>Action required</b>	From 1 August 2008, teachers, headteachers and governing bodies of maintained schools, colleges and other learning providers should base their personal and social education provision on this document.
<b>Further information</b>	Enquiries about this document should be directed to: Curriculum and Assessment 3–14 Division Department for Children, Education, Lifelong Learning and Skills Welsh Assembly Government Floor 10, Southgate House Wood Street Cardiff CF10 1EW Tel: 0800 083 6003 Fax: 029 2037 5496 e-mail: C&A3-14.C&A3-14@wales.gsi.gov.uk
<b>Additional copies</b>	Can be obtained from: Tel: 029 2037 5427 Fax: 029 2037 5494 Or by visiting the Welsh Assembly Government's website <a href="http://www.wales.gov.uk">www.wales.gov.uk</a> or <a href="http://www.wales.gov.uk/personalandsocialeducation">www.wales.gov.uk/personalandsocialeducation</a>

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## Introduction

Personal and social education (PSE) forms **part of the basic curriculum for all registered pupils aged 7 to 16 at maintained schools.**

Essentially, it is the responsibility of schools to plan and deliver a broad, balanced programme of PSE to meet the specific needs of learners.

The PSE framework is the key document which schools and colleges should use to review and develop existing PSE provision for 7 to 19-year-olds. It builds upon the Personal and Social Development, Well-Being and Cultural Diversity Area of Learning in the *Foundation Phase framework for children's learning for 3 to 7-year-olds in Wales* and progresses into the 14–19 Learning Core components that relate to PSE such as Personal, Social, Sustainability and Health Matters, Attitudes and Values, and Community Participation.

The framework has been updated to incorporate Welsh Assembly Government cross-cutting themes, policies and relevant guidance. This will help schools and colleges to plan, coordinate and deliver learner entitlement.

Web-based guidance has been developed to support the implementation of broad, balanced, holistic PSE provision based on the PSE framework. It exemplifies opportunities to deliver the key stage learning outcomes, signposts sources of support and makes links to other Welsh Assembly Government documents. Advice is given about the management and coordination of a holistic approach to PSE.

The guidance is available at [www.wales.gov.uk/personalsocialeducation](http://www.wales.gov.uk/personalsocialeducation)

## Aims

PSE prepares learners to be personally and socially effective by providing learning experiences in which they can develop and apply skills, explore personal attitudes and values, and acquire appropriate knowledge and understanding.

Specifically the aims of PSE are to:

- develop learners' self-esteem and a sense of personal responsibility
- promote self-respect, respect for others and celebrate diversity
- equip learners to live safe, healthy lives
- prepare learners for the choices and opportunities of lifelong learning
- empower learners to participate in their schools and communities as active responsible citizens locally, nationally and globally
- foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship
- prepare learners for the challenges, choices and responsibilities of work and adult life.

## A holistic approach to PSE

**PSE comprises all that a school or college undertakes to support and promote the personal and social development and well-being of its learners.**

PSE enables children and young people to develop a sense of self-worth and interact effectively with others. Learners are equipped to be more informed, confident and skilled in order to take an active and responsible part in society and enhance learning, motivation and achievement.

The aims of PSE outlined in this framework provide the foundation for a broad, balanced holistic approach to PSE which features a range of experiences to promote the personal and social development and well-being of learners. This includes all the planned learning experiences and other opportunities which are features of the ethos and community life of the school or college.

Some experiences will inevitably be incidental but PSE should involve comprehensive planning of the contexts within which personal and social development takes place and well-being is promoted. **All staff have a crucial part to play as does the ethos and organisation of the school or college.**

Features of an effective coordinated holistic approach include:

- an up-to-date PSE policy which has been agreed by all staff
- planned teaching of relevant PSE skills, attitudes and values, and knowledge and understanding, within national curriculum subjects and RE
- teaching and learning strategies which use interactive and experiential approaches
- PSE activities, regular sessions and accredited courses
- valuing all learners
- promoting positive relationships and self-esteem
- effective coordination, and staff training and support
- pastoral care, guidance and monitoring of progress
- positive behaviour approaches
- opportunities to participate in decision-making
- active citizenship projects
- good use of links with and involvement of the community
- involvement in recognised national programmes
- appropriate use of visitors and visits
- extra-curricular experiences, clubs, etc.

## Including all learners

### **Responsibilities of schools, colleges and other learning providers**

Under the United Nations Convention on the Rights of the Child and the Welsh Assembly Government's overarching strategy document *Rights to Action*, all children and young people must be provided with an education which develops their personality and talents to the full. The Education Act 2002 further strengthens schools' duty to safeguard and promote the welfare of all children and young people.

The equal opportunities legislation which covers age, disability, gender, race, religion and belief, and sexual orientation further places a duty on learning providers in Wales towards present and prospective learners to eliminate discrimination and harassment, to promote positive attitudes and equal opportunities, and to encourage participation.

Learning providers should develop in every learner a sense of personal and cultural identity that is receptive and respectful towards others. They should plan across the curriculum to develop the knowledge and understanding, skills, values and attitudes that will enable learners to participate in our multi-ethnic society in Wales. Learning providers should develop approaches that support the ethnic and cultural identities of all learners and reflect a range of perspectives, to engage learners and prepare them for life as global citizens.

Learning providers must work to reduce environmental and social barriers to inclusion and offer opportunities for all learners to achieve their full potential in preparation for further learning and life. Where appropriate, learning providers will need to plan and work with specialist services to ensure relevant and accessible learning experiences.

For learners with disabilities in particular, they should:

- improve access to the curriculum
- make physical improvements to increase participation in education
- provide information in appropriate formats.

Learning providers should seek advice regarding reasonable adjustments, alternative/adapted activities, and appropriate equipment and resources which may be used to support the full participation of all learners, including those who use a means of communication other than speech.

For learners whose first language is neither English nor Welsh, learning providers should take specific action to help them learn both English and Welsh through the curriculum. They should provide learners with material that is appropriate to their ability, previous education and experience, and which extends their language development. They should also encourage the use of learners' home languages for learning.



## Learner entitlement

Learning providers in Wales should ensure that all learners are engaged as full members of their learning communities, accessing the wider curriculum and all activities, and working wherever possible alongside their peers. Learning providers should teach all programmes of study and frameworks in ways appropriate to learners' developing maturities and abilities, and ensure that learners are able to use fully their preferred means of communication to access the curriculum. In order to extend their learning, learners should experience a variety of learning and teaching styles.

To enable all learners to access relevant skills, knowledge and understanding at an appropriate level, learning providers may use content from earlier phases or key stages within the curriculum. They should use material in ways suitable for the learners' age, experience, understanding and prior achievement to engage them in the learning process.

For more-able and talented learners working at higher levels, learning providers should provide greater challenge by using material in ways that extend breadth and depth of study and opportunities for independent learning. The level of demand may also be increased through the development and application of thinking, and communication, ICT and number skills across the curriculum.

Learning providers should choose material that will:

- provide a meaningful, relevant and motivating curriculum for their learners
- meet the specific needs of their learners and further their all-round development.

Learners of all abilities should have access to appropriate assessment and accreditation.

## Skills across the curriculum

A non-statutory *Skills framework for 3 to 19-year-olds in Wales* has been developed in order to provide guidance about continuity and progression in developing thinking, communication, ICT and number for learners from 3–19.

At Key Stages 2 and 3, learners should be given opportunities to build on skills they have started to acquire and develop during the Foundation Phase. Learners should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks in a variety of contexts across the curriculum. Progress can be seen in terms of the refinement of these skills and by their application to tasks that move from: concrete to abstract; simple to complex; personal to the ‘big picture’; familiar to unfamiliar; and supported to independent and interdependent.

For 14–19 learners, the framework should provide the basis for making effective progress in these skills, which can be assessed through a range of qualifications, including Key Skills.

### Developing thinking



Learners develop their thinking across the curriculum through the processes of **planning, developing** and **reflecting**.

In **personal and social education**, learners engage in a wide range of personal and social issues that require decision-making and action through planning personal responses, developing understanding, and reflecting upon outcomes for themselves and others.

### Developing communication



Learners develop their communication skills across the curriculum through the skills of **oracy, reading, writing** and **wider communication**.

In **personal and social education**, learners communicate through researching, listening to others and discussing in small and large groups, and sharing information and ideas with peers about a wide variety of personal, social and community issues.

## Developing ICT



Learners develop their ICT skills across the curriculum by **finding, developing, creating and presenting information and ideas** and by using a wide range of equipment and software.

In **personal and social education**, learners develop both their purposeful application of ICT skills and their understanding of the benefits and risks of using current and emerging technologies. They gain an understanding of the importance of adopting safe and legal practices which minimise risks to themselves and others when using digital communications, along with an appreciation of the need to show respect towards others.

## Developing number



Learners develop their number skills across the curriculum by **using mathematical information, calculating, and interpreting and presenting findings**.

In **personal and social education**, learners gather, select and analyse numerical information to develop evidence to support their understanding of issues.

## Learning across the curriculum

At Key Stages 2 and 3, learners should be given opportunities to build on the experiences gained during the Foundation Phase, and to promote their knowledge and understanding of Wales, their personal and social development and well-being, and their awareness of the world of work.

For 14–19 learners, knowledge and understanding should be developed and applied within the contexts of their individual 14–19 pathways including the Learning Core.

### Curriculum Cymreig (7–14) and Wales, Europe and the World (14–19)



Learners aged 7–14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. Learners aged 14–19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales as part of the world as a whole. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

In **personal and social education**, learners develop an understanding of the nature of communities in Wales and the roles, relationships, conflicts and inequalities that affect the quality of life. Learners acquire the skills, values and knowledge that equips them to participate in decision-making within their communities, locally, nationally and globally.

### Personal and social education



Learners should be given opportunities to promote their health and emotional well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

### Careers and the world of work



Learners aged 11–19 should be given opportunities to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life. For 14–19 learners, this is a part of their Learning Core entitlement and is a requirement at Key Stage 4.

In **personal and social education**, learners develop an understanding of the opportunities available in education, training and employment. They develop the skills of self-analysis, identifying personal strengths and setting targets for improvement, recognising the importance of acquiring new skills needed for the world of work.

## The themes of PSE

The themes identified in the PSE framework are:

- Active citizenship
- Health and emotional well-being
- Moral and spiritual development
- Preparing for lifelong learning
- Sustainable development and global citizenship.

It is important to recognise that these themes are not discrete areas of development but are inextricably linked.

The key stage learning outcomes for each theme are presented under the heading 'Range'. The 'Range' section details the attitudes and values, and knowledge and understanding that should be used as learning contexts to develop PSE-related skills.

### **Active citizenship**

Learners can be helped to enjoy successful relationships within their families and friendship groups, and can be encouraged to become active citizens in their communities, both local and global. They should develop a practical understanding of their rights and of the links between political decisions and their own lives.

Successful relationships demand competent interpersonal skills, a willingness to value others and respect difference. Good relationships are the result of care and support, communication and the willingness to accept responsibility. Learners need to be able to make and maintain friendships, deal with conflict, challenge stereotyping and prejudice, and cope with peer and other influence. More generally, the world of work and employment will demand cooperation and team work.

Learners are members of communities, from local through national to global, and can be helped to play a meaningful and active part in them. Such active citizenship implies a number of considerations. There needs to be an understanding of the nature of communities in Wales and beyond and the roles, relationships, conflicts and inequalities that affect the quality of life. Learners should explore their rights in a democratic society as underpinned by the United Nations Convention on the Rights of the Child. They have a right to be involved in making decisions, and planning and reviewing any actions that might affect them. Learners should also consider their responsibilities as young citizens and be equipped to participate in community life through service and action which promotes the well-being of that community.

Finally, learners need to develop a political 'literacy' which enables them to make effective decisions and judgements in the world of political and legal systems.

## Health and emotional well-being

Learners can be helped to maintain their emotional and physical health and well-being, sustain their growth and development, and know how to keep themselves safe. As children and young people develop sexually they need to understand bodily changes, manage sexual feelings and enjoy safe, responsible and happy relationships. Learners can also be enabled to explore their feelings, develop self-awareness and self-respect and develop their self-esteem.

The physical development of learners depends upon proper nutrition, sufficient exercise, appropriate hygiene, safety and positive healthy choices. Central to the process is equipping them with the knowledge and practical skills to make informed choices in all these areas. In addition to understanding positive health choices, learners should be aware of the potential risks of the use and misuse of legal and illegal substances.

The context for exploring the many aspects of sexuality is that of responsible, appropriate and healthy personal relationships. Sex and relationships education is required to be placed within a clear framework of values and an awareness of the law on sexual behaviour. Features such as family life in all its different forms, including marriage, sexual behaviours, parenthood and sensitive issues such as abortion need to be presented in a balanced way and ethical issues discussed objectively. However, it is equally important to equip learners to take responsibility for their behaviour in their personal relationships and how to recognise inappropriate behaviour. Learners should know where and how to access personal information and support.

'Emotional intelligence' involves the successful management of feelings and emotions and has a great impact upon personal and social effectiveness. Self-esteem affects learners' confidence, ambition and ability to deal with life generally. Understanding and managing emotions improves mental health by increasing learners' ability to cope with conflict, stress, loss and change.

## **Moral and spiritual development**

Learners can be helped to develop a personal code of morality and the decision-making skills necessary to make reasoned and responsible moral judgements. They can be helped to extend their personal insights, and to reflect upon their experiences and upon some of life's deeper questions and issues.

The school ethos, enshrined in democratically agreed rules, can provide a stable and ordered environment in which values such as respect, honesty, fairness and responsibility can be promoted. Learners should be encouraged to reflect on their personal beliefs and values and apply them to their own experiences. They can also be inspired to express their inner feelings using imagination and creativity. This can be evoked by a sense of awe and wonder at the natural world, by the mysteries of life and death, by the limitations of human understanding or by a response to a divine being.

## **Preparing for lifelong learning**

Learners can be helped to improve their learning and performance and to develop their potential and capabilities in the world of lifelong learning.

The main contexts of this theme are equipping learners for educational and life choices. This includes developing personal management and basic practical skills needed for daily life. Learners need help to develop effective learning skills and insight into their own learning processes. They need support in developing skills of self-analysis, reflecting on progress, identifying strengths and weaknesses and setting targets for improvement. There is the need to motivate learners towards an enthusiasm for and commitment to lifelong learning.

Learners also need to develop an understanding of the role and importance of money. They need help to understand their role and responsibilities as consumers and to cultivate a financial capability which enables them to make effective economic judgements and decisions. Learners need to appreciate the difference between paid and unpaid work and to recognise the importance of acquiring the new skills essential in a competitive and rapidly changing world of work.

## **Sustainable development and global citizenship**

Learners need to develop the skills, knowledge, attitudes and values to participate in individual and collective decision-making, both locally and globally, that will improve the quality of life now without damaging the planet for the future. They need to be helped to understand the global forces which shape their lives and to acquire the ability to challenge injustice and inequality that will equip them to promote a more equitable and sustainable world.

Education for sustainable development and global citizenship involves learning about the links between society, economy and the environment and between our own lives and those of people throughout the world; about the needs and rights of both present and future generations; about the relationships between power, resources and human rights; and about the local and global implications of human activities and the actions that individuals and organisations can take in response to local and global issues. Concepts such as energy use, climate change, loss of biodiversity and the impact of global poverty are brought to life, understood, acted upon and evidenced through actions by learners, whilst at school or college and through their lives in the wider community.





## Progression in PSE

### **Personal and Social Development, Well-Being and Cultural Diversity in the Foundation Phase**

Personal and Social Development, Well-Being and Cultural Diversity is at the heart of the Foundation Phase and children's skills are developed across all Areas of Learning through participating in experiential learning activities indoors and outdoors. Children learn about themselves, their relationships with other children and adults, both within and beyond the family. They are encouraged to develop their self-esteem, their personal beliefs and moral values. They develop an understanding that others have differing needs, abilities, beliefs and views. The Foundation Phase supports the cultural identity of all children, to celebrate different cultures and help children recognise and gain a positive awareness of their own and other cultures. Positive attitudes should be developed to enable children to become increasingly aware of, and appreciate the value of, the diversity of cultures and languages that exist in a multicultural Wales. They should become increasingly aware of the traditions and celebrations that are important aspects of the cultures within Wales.

Motivation and commitment to learning is encouraged, as children begin to understand their own potential and capabilities. Children are supported in becoming confident, competent and independent thinkers and learners. They develop an awareness of their environment and learn about the diversity of people who live and work there. Positive attitudes for enjoying and caring for their environment are fostered. As their self-identity develops, children begin to express their feelings and to empathise with others. They experience challenges that extend their learning.

### **PSE at Key Stage 2**

At Key Stage 2, learners build on the skills, attitudes and values, and knowledge and understanding they have started to acquire and develop during the Foundation Phase.

PSE offers learning opportunities and experiences which reflect the increased independence and physical and social awareness of learners. They need to be equipped with the skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. PSE assists learners to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

## **PSE at Key Stage 3**

At Key Stage 3, learners build on the skills, attitudes and values, and knowledge and understanding they have acquired and developed at Key Stage 2.

PSE acknowledges and addresses the changes that learners are experiencing, beginning with transition to secondary school and the challenges of adolescence. Learners are equipped with the skills which will enable them to acquire greater self-assurance. They are encouraged to manage diverse relationships in society and cope with the increasing influence of peer pressure and the media. This allows them to be more confident in addressing the challenges of active citizenship and effective learning.

## **PSE at Key Stage 4**

At Key Stage 4, learners build on the skills, attitudes and values, and knowledge and understanding they have acquired and developed at Key Stage 3.

PSE reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. Learners are equipped with the skills to manage changing situations with increased confidence and to become financially capable. PSE enables learners to develop a critical awareness of local and global contemporary issues and to participate within their communities as active citizens in the twenty-first century.

## **PSE for post-16 learners**

Post-16 PSE provision acknowledges the independence of learners and enables them to set and achieve personal goals in terms of education and training. They should accept readily responsibility for personal and social development and well-being, and have an increasing awareness of self-identity. PSE equips learners to be resourceful, financially literate, informed citizens who are willing to participate for the benefit of their communities both locally and globally.



## Skills

### Developing thinking



**Learners should be given opportunities to:**

- identify links between cause and effect
- distinguish between 'facts', beliefs and opinions
- form personal opinions and make informed decisions
- use appropriate techniques for personal reflection.

### Developing communication



**Learners should be given opportunities to:**

- listen carefully, question and respond to others
- express their views and ideas confidently through a range of appropriate methods
- contribute to class discussions and take part in debates.

## Range

### Active citizenship

**Learners should be given opportunities to:**

- develop respect for themselves and others
- value families and friends as a source of mutual support
- value diversity and recognise the importance of equality of opportunity
- participate in school life

**and to understand:**

- their rights, e.g. *the UN Convention on the Rights of the Child*, and responsibilities
- the importance of democratic decision-making
- the benefits of families and friends and the issues that can arise
- situations which produce conflict and the nature of bullying
- aspects of the cultural heritage and diversity in Wales
- how injustice and inequality affect people's lives
- what is meant by disability
- the challenges learners might have in accessing learning opportunities in school.



### Health and emotional well-being

**Learners should be given opportunities to:**

- take increasing responsibility for keeping the mind and body safe and healthy
- feel positive about themselves and be sensitive towards the feelings of others

**and to understand:**

- the features and physical and emotional benefits of a healthy lifestyle, e.g. *food and fitness*
- the harmful effects, both to themselves and others, of tobacco, alcohol and other legal and illegal substances
- the reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth
- the range of their own and others' feelings and emotions
- the importance of personal safety
- how to distinguish between appropriate and inappropriate touching
- what to do or to whom to go when feeling unsafe.



## Developing ICT



**Learners should be given opportunities to:**

- find and develop information and ideas
- create and present information and ideas
- use ICT safely with appropriate support and guidance.

## Developing number



**Learners should be given opportunities to:**

- select data from given information presented in a range of numerical and graphical ways
- gather information in a variety of ways, including simple questionnaires or databases to support understanding of PSE-related issues.

## Moral and spiritual development

**Learners should be given opportunities to:**

- explore their personal values
- be honest and fair and have respect for rules, the law and authority

**and to understand:**

- how cultural values and religious beliefs shape the way people live
- that people differ in what they believe is right and wrong
- that personal actions have consequences.

## Preparing for lifelong learning

**Learners should be given opportunities to:**

- enjoy and value learning and achievements
- take increasing responsibility for their learning

**and to understand:**

- the range of jobs carried out by people in their community
- that money is earned through work and can buy goods and services
- the importance of looking after their money and the benefits of regular saving.





## Working with others

### Learners should be given opportunities to:

- work cooperatively to solve problems
- make and maintain friendships and other relationships
- resist unwanted peer pressure and behaviour
- empathise with others' experiences and feelings
- manage different emotions and develop strategies to resolve conflict and deal with bullying
- ask for personal support and advice.

## Improving own learning

### Learners should be given opportunities to:

- experience various learning styles and recognise the ways in which they learn best
- reflect on progress, identify strengths and weaknesses and set targets for improvement
- apply learning to similar situations within school
- develop practical skills necessary for everyday life.

## Sustainable development and global citizenship

### Learners should be given opportunities to:

- appreciate the natural world as a source of inspiration
- take an active interest in varied aspects of life in school and the wider environment
- develop a positive attitude on issues of poverty and fairness

### and to understand:

- how the environment can be affected by the decisions we make individually and collectively
- that local actions have global effects because of connections between places and people
- how poverty and inequality can cause problems.

**Fold out for more of the Key Stage 2 learning outcomes.**



## Skills

### Developing thinking



Learners should be given opportunities to:

- use some prior knowledge to explain links between cause and effect
- identify and assess bias and reliability, e.g. *evaluate messages from the media*
- consider others' views to inform opinions and make informed decisions and choices effectively
- use a range of techniques for personal reflection.

### Developing communication



Learners should be given opportunities to:

- listen attentively in different situations and respond appropriately
- communicate confidently personal feelings and views through a range of appropriate methods
- express opinions clearly and justify a personal standpoint
- take part in debates and vote on issues.


## Range

### Active citizenship

Learners should be given opportunities to:

- develop respect for themselves and others
- value and celebrate diversity and equality of opportunity locally, nationally and globally
- be moved by injustice, exploitation and denial of human rights
- participate in school and the wider community

and to understand:

- their rights, e.g. *the UN Convention on the Rights of the Child*, and entitlements, e.g. *Extending Entitlement*
- their responsibilities as young citizens in Wales
- the principles of democracy in Wales, the UK and the EU 
- how representatives, e.g. *School Councils, Youth Forums, Funky Dragon, Councillors, AMs, MPs, MEPs*, are elected and understand their roles
- how young people can have their views listened to and influence decision-making
- how to recognise and challenge effectively expressions of prejudice, racism and stereotyping

- the key aspects of the criminal justice system and how they relate to young people
- issues of access within the community and be able to distinguish between different levels of learning needs and disability
- topical local and global issues.





## Developing ICT



**Learners should be given opportunities to:**

- find and develop information and ideas
- create and present information and ideas
- use ICT safely and responsibly, following safe practices.

## Developing number



**Learners should be given opportunities to:**

- access and select data from relevant information presented in a variety of ways and from different sources to support understanding of PSE-related issues.

## Health and emotional well-being

**Learners should be given opportunities to:**

- display a responsible attitude towards keeping the mind and body safe and healthy
- develop positive attitudes towards themselves and others

**and to understand:**

- the relationship between diet, exercise, and good health and well-being
- the effects of and risks from the use of a range of legal and illegal substances and the laws governing their use
- how to use alcohol responsibly and the risks of binge drinking
- the law relating to aspects of sexual behaviour
- about contraception, sexually transmitted infections and HIV within the context of relationships
- the features of safe and potentially abusive relationships
- the role of marriage, the importance of stable family relationships and the responsibilities of parents

- the range of emotions they experience and how to develop strategies for coping with negative feelings
- the benefits of accessing different sources of information, support and advice.



## Working with others

### Learners should be given opportunities to:

- work both independently and cooperatively
- make and maintain friendships, and begin to negotiate behaviour in personal relationships
- be assertive and resist unwanted peer pressure
- empathise with others' experiences, feelings and actions
- develop and use a range of strategies to manage anger and resolve conflict
- adapt to new situations
- access an appropriate range of sources for help, support and advice.

## Improving own learning

### Learners should be given opportunities to:

- recognise and develop learning styles to improve learning
- review and reflect on learning and analyse strengths and weaknesses
- apply learning to similar situations within and outside school
- manage time and meet deadlines
- action plan and set targets
- develop a range of revision techniques to reinforce learning
- develop practical skills necessary for everyday life, e.g. *basic emergency aid procedures*.

## Moral and spiritual development

### Learners should be given opportunities to:

- develop an insight into their values
- show sensitivity to the values of others

### and to understand:

- what they believe to be right and wrong actions and the moral dilemmas involved in life situations
- their beliefs in the context of those in society.

## Preparing for lifelong learning

### Learners should be given opportunities to:

- value their achievements and be committed to lifelong learning
- take personal responsibility for actions and decisions related to learning

### and to understand:

- their aptitudes and interests in order to make informed choices about learning and future studies
- the economic and ethical consequences of personal financial decision-making as a consumer, e.g. *Fairtrade*
- how to become competent at managing personal finances and recognise that saving provides financial independence.

## Sustainable development and global citizenship

### Learners should be given opportunities to:

- develop a sense of personal responsibility towards local and global issues, e.g. *protecting biodiversity*
- appreciate that people's actions and perspectives are influenced by their values

### and to understand:

- the key issues of sustainable development and global citizenship, e.g. *climate change*, and the need to reflect on personal decisions about lifestyle choices
- global issues which threaten the planet, e.g. *inequalities of wealth and differences in health provision*
- how conflict can arise from different views about global issues and be aware of the role of pressure groups.

**Fold out for more of the Key Stage 3 learning outcomes.**



## Skills

### Developing thinking



Learners should be given opportunities to:

- use prior knowledge to explain links between cause and effect, and make predictions
- analyse information and ideas in order to assess bias, reliability and validity
- take different perspectives into account when making informed decisions and choices effectively
- use a range of techniques for personal reflection.

### Developing communication



Learners should be given opportunities to:

- listen perceptively in a range of situations, and respond appropriately
- communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods
- appreciate, reflect on and critically evaluate other points of view.

## Range

### Active citizenship

Learners should be given opportunities to:

- develop respect for themselves and others
- value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights
- engage in practical involvement in the community

**and to understand:**

- the principles of the Universal Declaration of Human Rights
- how political systems work locally, nationally and internationally, e.g. *the European Union, the UN*
- the main features of the major political parties in Wales
- the opportunities for young people to participate in decision-making, both locally and nationally



- the importance of participating in democratic elections and the links between political decisions and their own lives
- the importance of access to unbiased information, including the internet, and be prepared to challenge views propagated by the media
- how to challenge assertively expressions of prejudice, racism and stereotyping
- local and global contemporary issues and events, e.g. *homelessness* and *international migration*.



## Developing ICT



**Learners should be given opportunities to:**

- find and develop information and ideas.
- create and present information and ideas
- use ICT safely, responsibly and independently, complying with data protection regulations and following safe practices.

## Developing number



**Learners should be given opportunities to:**

- access numerical data from written and graphical sources
- select from and interpret a variety of methods of presenting data, including pie charts, scatter graphs and line graphs, to support understanding of PSE-related issues.

## Health and emotional well-being

**Learners should be given opportunities to:**

- accept personal responsibility for keeping the mind and body safe and healthy
- develop a responsible attitude towards personal relationships

**and to understand:**

- the short and longer term consequences when making decisions about personal health
- the personal, social and legal consequences of the use of legal and illegal substances
- the range of sexual attitudes, relationships and behaviours in society
- the importance of sexual health and the risks involved in sexual activity including potential sexual exploitation
- the features of effective parenthood and the effect of loss and change in relationships
- the factors that affect mental health and the ways in which emotional well-being can be fostered

- the statutory and voluntary organisations which support health and emotional well-being
- how to access professional health advice and personal support with confidence.

## Moral and spiritual development

**Learners should be given opportunities to:**

- consider questions and issues involving the meaning and purpose of life

**and to understand:**

- how beliefs and values affect personal identity and lifestyle
- the factors involved in making moral judgements
- the range of values and principles by which people live.



## Working with others

### Learners should be given opportunities to:

- work both independently and cooperatively to plan and complete a range of tasks
- reflect on the roles played in group situations, including leadership
- make and maintain friendships and negotiate behaviour effectively in relationships
- be assertive and resist unwanted peer and other influence
- resolve conflict with a win/win solution
- manage anger, frustration and aggressive feelings effectively
- adapt to changing situations
- evaluate and access a range of local and national sources of information, support and advice confidently.

## Improving own learning

### Learners should be given opportunities to:

- apply learning styles to improve learning
- review learning and action plan effectively, setting priorities for development and targets for improvement
- apply learning to unfamiliar or more abstract situations
- manage time and organise themselves effectively to meet deadlines
- apply a range of revision techniques to reinforce learning
- recognise and manage stress
- develop the practical skills necessary for everyday life, e.g. *administer basic first aid.*

## Preparing for lifelong learning

### Learners should be given opportunities to:

- be ambitious, adaptable and embrace learning opportunities
- be well-organised and take responsibility for their actions and decisions related to learning

### and to understand:

- the relevant opportunities available to them in education and training
- their rights as consumers and their responsibilities in terms of managing a budget
- the importance of planning for their financial futures and how to access financial advice.

## Sustainable development and global citizenship

### Learners should be given opportunities to:

- recognise the rights of future generations to meet their basic needs
- take personal responsibility for changing their own lifestyle as a response to local and global issues

### and to understand:

- the interdependence of global economic systems and the effects of human development on natural systems
- the tensions between economic growth, sustainable development and basic human needs, e.g. *the causes of inequality within and between societies.*

**Fold out for more of the Key Stage 4 learning outcomes.**



## Skills

### Developing thinking



**Learners should be given opportunities to:**

- use prior knowledge to explain links between cause and effect, and justify predictions
- evaluate information and ideas in order to gauge bias, reliability and validity
- in more abstract situations, take several perspectives into account to inform opinions and decisions
- use a range of techniques for personal reflection.

### Developing communication



**Learners should be given opportunities to:**

- communicate complex views and express opinions in a wide range of situations through a range of appropriate methods
- listen, reflect on and critically evaluate another person's point of view and respond appropriately.

## Range

### Active citizenship

**Learners should be given opportunities to:**

- demonstrate respect for self, others and for diversity
- be committed to active involvement in the community

**and to understand:**

- the electoral procedures, processes and powers of local, national, European and international political systems
- the main policies of the major UK political parties
- the role of Europe within the constitutional government of the UK
- the opportunities to participate in the democratic process locally, nationally and internationally
- how individuals and voluntary groups can bring about change locally, nationally and internationally
- how public opinion, lobby groups, and the media can contribute to and have an influence on democratic decision-making
- local and global contemporary issues.

### Health and emotional well-being

**Learners should be given opportunities to:**

- accept responsibility for all aspects of personal and social development and well-being
- act as positive role models for younger students

**and to understand:**

- how to critically evaluate personal lifestyle choices in the context of physical health and emotional well-being, considering the short and long term consequences of such decisions
- the need to exercise responsibility for personal and group safety in social settings
- the potential consequences of sexual activity for themselves and personal relationships
- the life experiences which enhance or damage self-esteem and explore how best to cope with the demands of such situations
- the role of the state in promoting public health and emotional well-being.





## Developing ICT



**Learners should be given opportunities to:**

- find and develop information and ideas
- create and present information and ideas
- use ICT safely, responsibly and independently, embedding appropriate behaviours and techniques into activities to ensure they remain both safe and legal at all times.

## Developing number



**Learners should be given opportunities to:**

- choose how to obtain relevant information from different sources
- collate and use relevant data to support understanding of PSE-related issues.

## Moral and spiritual development

**Learners should be given opportunities to:**

- develop a consistent set of personal values and have the confidence to apply these in practice

**and to understand:**

- the concept of moral responsibility and the need for shared values
- the moral and ethical problems faced by society and individuals and reflect upon how such issues may be resolved
- the moral, social, ethical and environmental implications of scientific discoveries and technological development.

## Preparing for lifelong learning

**Learners should be given opportunities to:**

- be positive and resourceful in their approach to learning
- develop the confidence and drive to set personal goals and put their ideas into action

**and to understand:**

- the relevant opportunities available to them in education, training and the world of work
- their increasing independence in terms of managing personal finances and accessing credit.



## Working with others

### Learners should be given opportunities to:

- work both independently and cooperatively to plan and complete a range of tasks
- negotiate effectively in relationships with peers and adults
- be assertive and resist unwanted peer and other influence
- adapt readily to changing situations
- independently access and evaluate information, support and advice
- reflect on the process of participating.

## Improving own learning

### Learners should be given opportunities to:

- review learning and action plan independently, setting realistic priorities for development and targets for improvement
- apply learning in abstract situations
- apply effectively a range of revision techniques to reinforce learning and exam preparation
- research and prepare high quality applications for employment, training or higher education
- evaluate financial advice, take personal responsibility for financial planning and manage personal finances effectively.

## Sustainable development and global citizenship

### Learners should be given opportunities to:

- actively demonstrate personal responsibility as a global citizen
- appreciate why equity and justice are necessary in a sustainable community

### and to understand:

- the challenges and impacts of globalisation and global interdependence for communities in different parts of the world
- the need for international cooperation and appreciate the role played by non-governmental organisations.

**Fold out for more of the Post-16 learning outcomes.**

## Notes