



PERSONAL AND SOCIAL EDUCATION FRAMEWORK

for 7–19-year-olds
in Wales

Title of document

Personal and Social Education Framework for 7–19-year-olds in Wales

Audience

Headteachers and governing bodies of maintained schools in Wales; local education authorities; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales with an interest in education.

Overview

This document sets out the Welsh Assembly Government's proposed changes to the personal and social education framework.

Action required

Responses to this consultation document must be received by 30 March 2007. Responses can be sent to the address shown below, using the freepost envelope provided, or submitted electronically to rhodri.bowen@btconnect.com. Alternatively, online questionnaires are available at www.wales.gov.uk/consultations

Further information

Enquiries about this consultation should be directed to Adrienne Rees on 029 2037 5420.

Additional copies

Can be obtained from:

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Or by visiting the Welsh Assembly Government's website www.wales.gov.uk/consultations

Address for return of comments

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This document contains the proposals for personal and social education in Wales. These are for consultation. The consultation lasts until 30 March 2007. It would be helpful if you would submit your views on the response questionnaire provided with the consultation pack or respond via the website at www.wales.gov.uk/consultations

Wales Curriculum 2008: The objectives

The Welsh Assembly Government intends that, from 2008, there exists in Wales:

- a single coherent framework for curriculum, assessment and qualifications 3–19 which will help schools to raise standards of achievement and widen educational opportunity
- a set of revised subject Orders which are manageable and reflect whole curriculum characteristics and those of each key stage.

The agenda for the development of this revised curriculum and assessment framework for Wales is based on the Minister's acceptance of the key recommendations in ACCAC's *Review of the school curriculum and assessment arrangements 5–16: A Report to the Welsh Assembly Government April 2004*. That report described the context for the review and the evidence that was gathered to inform ACCAC's advice.

Advisory groups for cross-phase (primary and secondary) and additional educational needs worked alongside the personal and social education and subject advisory groups to help revise the curriculum.

In revising the Personal and Social Education (PSE) Framework, opportunities have been taken to:

- evaluate and extend the framework to include 16–19-year-olds
- update the framework to reflect Welsh Assembly Government policies and cross-cutting themes and to ensure clearer links with the other elements of the school curriculum.

Commentary on the proposals: key changes

The main changes to the current (2000) framework are:

- The framework has been revised to:
 - emphasise opportunities for skill development
 - rationalise, update and reduce content
 - ensure relevance to the twenty-first century
 - respond to the Clywch Report recommendations
 - extend the framework for post-16 learners.
- The introductory text has been redrafted and updated to reflect the continuum of personal and social development from the Foundation Phase to the 14–19 Learning Core. The main changes are that:
 - the underpinning 'Aims' of PSE have been given greater prominence
 - there is clearer guidance to explain the role of PSE in developing skills across the curriculum
 - descriptions of the five key themes have been written
 - an overview for each key stage has been developed to illustrate continuity and progression across the revised PSE Framework 7–19.
- In each key stage the skills section has been extended and given greater prominence. For clarity, skills learning outcomes have been grouped under common headings from the *Skills Framework* and the Key Skills of Working with Others and Improving Own Learning and Performance.
- In the revised framework the learning outcomes for attitudes and values, and knowledge and understanding have been merged under the heading '**Range**'.
- To reflect Welsh Assembly Government cross-cutting themes and priorities, and assist curricular planning, the ten aspects from the existing framework have been rationalised into **five key themes**:
 - Health and emotional well-being
 - Moral and spiritual development
 - Active citizenship
 - Sustainable development and global citizenship
 - Preparing for lifelong learning.
- Learning outcomes for Key Stages 2, 3, 4 have been rationalised, redrafted to increase relevance and, where possible, content reduced resulting in less prescription. Learning outcomes for post-16 learners have been drafted.

Personal and Social Education (PSE) forms **'part of the basic curriculum for all registered pupils at maintained schools who are of compulsory school age'**. 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 7–19-year-olds. They build upon the Personal and Social Development and Well-Being area of learning in the *Foundation Phase: Framework for Children's Learning* for 3–7-year-olds and progress 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.

Supplementary guidance will be developed to support the implementation of broad, balanced, holistic PSE provision based on the PSE Framework. It will exemplify opportunities to deliver the key stage learning outcomes and signpost resources and sources of support. Advice will be given about the organisation, management and coordination of a holistic programme of PSE.

PSE prepares learners to be personally and socially effective by providing learning experiences in which learners 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 for diversity
- inspire learners to live healthy fulfilled lives
- prepare learners for the choices and opportunities of lifelong learning
- empower learners to participate in their schools and communities as active responsible citizens and to develop a global perspective
- foster positive attitudes and behaviour towards the environment and the principles of sustainable development locally, nationally and globally
- 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, performance 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:

- 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 sessions, courses and projects
- 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 national programmes
- extra-curricular experiences, clubs, etc.

Responsibilities on schools, colleges and other learning providers

Under the requirements of equal opportunities legislation covering race, gender and disability, all learning providers in Wales have a duty towards present and prospective learners to:

- eliminate discrimination and harassment and promote positive attitudes
- promote equal opportunities and encourage participation.

Every learner should develop a sense of personal and cultural identity that is receptive and respectful towards others. Learning providers should plan in all subjects to develop the knowledge and understanding, skills, values and attitudes which will enable learners to participate in our multi-ethnic society in Wales. They should develop approaches which support the ethnic/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 and provide an inclusive curriculum which will offer opportunities for **all** learners to achieve in preparation for further learning and life.

Learning providers will need to plan and work with specialist services to ensure relevant and accessible learning experiences for all. They should make reasonable adjustments in order to:

- improve access to learning
- increase access to education and associated services
- provide information in a range of formats.

Learning providers should provide access to appropriate equipment and approaches with alternative/adapted activities to ensure 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 spoken and written English and/or Welsh through the curriculum. They should ensure that learners are provided with material which is appropriate to their ability and previous education/experience and which extends their language development and challenges them cognitively.

Learner entitlement

Learning providers in Wales should teach in ways appropriate to learners' developing maturities and abilities. They should ensure that learners' preferred systems of communication are used to maximise access to the curriculum and should recognise the value of the home language in learning. Learners should experience a variety of styles to extend their learning.

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

For learners working at higher levels, greater challenge should be incorporated by presenting material in ways which extend breadth and depth of study. The level of demand may also be increased through the development and application of communication, number, information and communication technology (ICT) and thinking skills across the curriculum.

Providers should choose material (to be covered in depth or in outline) which will:

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

Developing skills across the curriculum

A non-statutory *Skills Framework* has been developed in order to provide guidance about continuity and progression in thinking skills, communication, number and ICT 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 at 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.

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.

Learners also develop their abilities to work with others. Personal and social education provides opportunities to engage in activities in pairs, and small or large groups which allow for cooperation and interaction with others to deepen their understanding of personal and social issues.

Learners gain an insight into their own learning processes and develop the skills of self-analysis. Through practising various learning styles, they recognise the ways in which they learn best and develop their abilities to improve their own learning and performance.

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.

ICT



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

In personal and social education, learners develop their ICT skills through finding information, presenting their ideas and communicating their learning to other audiences.

Number



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

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

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

Curriculum Cymreig



Learners should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

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 well-being and moral and spiritual development; to become active citizens and promote sustainable development and global citizenship; and to prepare for lifelong learning.

The themes identified in the PSE Framework which should be developed are:

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

It is important to recognise that these themes are not discrete areas of development but are inextricably linked. The learning outcomes for each theme are presented under the heading 'Range'.

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.

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, 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 the ability 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, tolerance, 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 those 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.

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. They should develop a practical understanding of their rights.

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 and responsibilities in a democratic society as underpinned by the United Nations Convention on the Rights of the Child. Learners should also be encouraged and 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.

Sustainable development and global citizenship

Learners need to be helped to develop the skills, values and knowledge to participate in decisions about the way we do things individually and collectively, 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 skills, values and knowledge, that will equip them to participate in decision-making, both locally and globally, which promotes 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 everything we do and the actions that individuals and organisations can take in response to local and global issues.

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.

The learning opportunities identified in the *14–19 Learning Core Guidance* (ACCAC 2005) will make important contributions to work on this theme. There are also clear connections and a common philosophy with the proposed framework for *Careers and the World of Work*.

PSE at Key Stage 2

At Key Stage 2, learners will be given opportunities to build on the skills, attitudes and values, and knowledge and understanding they have started to acquire and develop at 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 will be given opportunities to 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 will be given opportunities to 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.

Key Stage 2 Learning outcomes

Skills

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.

Thinking

Learners should be given opportunities to:

- distinguish between facts, beliefs and opinions
- form personal opinions and make informed decisions
- use appropriate techniques for personal reflection.

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.

Range

Health and emotional well-being

Attitudes and values

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.

Knowledge and understanding

Learners should be given opportunities to know and understand:

- the features and the benefits of a healthy lifestyle e.g. *food and fitness*
- the harmful effects, both to themselves and others, of legal and illegal substances
- the reasons for the physical and emotional changes which take place at puberty
- 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.

Moral and spiritual development

Attitudes and values

Learners should be given opportunities to:

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

Knowledge and understanding

Learners should be given opportunities to know and understand that:

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

Active citizenship

Attitudes and values

Learners should be given opportunities to:

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



Improving own learning and performance

Learners should be given opportunities to:

- practise 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.

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.

ICT

PSE provides opportunities to develop each of the ICT strands:

- Create and present information and ideas.
- Find and develop information and ideas.

Knowledge and understanding

Learners should be given opportunities to know and understand:

- their rights and responsibilities e.g. *the UN Convention on the Rights of the Child*
- 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 and understand the difficulties learners might have in accessing learning opportunities in school.

Sustainable development and global citizenship

Attitudes and values

Learners should be given opportunities to:

- take an active interest in varied aspects of life in school and the wider environment
- develop a positive attitude on issues of poverty, fairness and tolerance.

Knowledge and understanding

Learners should be given opportunities to know and understand:

- how the environment can be affected by human activity
- that local actions have global effects.

Preparing for lifelong learning

Attitudes and values

Learners should be given opportunities to:

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

Knowledge and understanding

Learners should be given opportunities to know and understand:

- the range of jobs carried out by people they know
- 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.

Key Stage 3 Learning outcomes

Skills

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.

Thinking

Learners should be given opportunities to:

- 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.

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 and feelings
- 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.

Range

Health and emotional well-being

Attitudes and values

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.

Knowledge and understanding

Learners should be given opportunities to know and understand:

- the relationship between diet, exercise and good health
- the effects of and risks from the use of a range of legal and illegal substances
- the importance of sexual health and how to avoid unplanned pregnancy
- the features of changing, safe and potentially abusive relationships
- the role and importance of marriage in family relationships and the parenting role
- 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.

Moral and spiritual development

Attitudes and values

Learners should be given opportunities to:

- develop an insight into their values
- show sensitivity to the values of others in the context of a multi-faith society.

Knowledge and understanding

Learners should be given opportunities to know and 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.

Active citizenship

Attitudes and values

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 affronted by injustice, exploitation and denial of human rights
- participate in school and the wider community.



Improving own learning and performance

Learners should be given opportunities to:

- recognise and develop preferred 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 techniques to assist learning and exam preparation
- develop practical skills necessary for everyday life, e.g. *basic emergency aid procedures*.

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.

ICT

PSE provides opportunities to develop each of the ICT strands:

- Create and present information and ideas.
- Find and develop information and ideas.

Knowledge and understanding

Learners should be given opportunities to know and understand:

- their entitlements, rights, e.g. *UNCRC*, and 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.

Sustainable development and global citizenship

Attitudes and values

Learners should be given opportunities to:

- develop a sense of personal responsibility towards local and global issues
- live and act sustainably.

Knowledge and understanding

Learners should be given opportunities to know and understand:

- the key issues of sustainable development and how to live and act sustainably, including actions that will improve the quality of life without damaging the planet for the future
- the main global environmental issues which threaten the planet
- how conflict can arise from different views about global issues and be aware of the role of pressure groups.

Preparing for lifelong learning

Attitudes and values

Learners should be given opportunities to:

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

Knowledge and understanding

Learners should be given opportunities to know and 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.

Key Stage 4 Learning outcomes

Skills

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.

Thinking

Learners should be given opportunities to:

- 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 preferred range of techniques for personal reflection.

Working with others

Learners should be given opportunities to:

- work both independently and cooperatively to plan and complete a range of tasks
- 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 situation
- manage anger, frustration and aggressive feelings effectively
- adapt to changing situations
- evaluate and access information, support and advice confidently
- reflect on the process of participating.

Range

Health and emotional well-being

Attitudes and values

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.

Knowledge and understanding

Learners should be given opportunities to know and understand:

- the short and longer term consequences when making decisions about personal health
- the sensible use of alcohol and the risks of binge drinking
- the range of sexual attitudes, relationships and behaviours in society
- 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 impact on 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

- how to evaluate the range of local and national sources of information, support and advice.

Moral and spiritual development

Attitudes and values

Learners should be given opportunities to:

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

Knowledge and understanding

Learners should be given opportunities to know and 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.

Active citizenship

Attitudes and values

Learners should be given opportunities to:

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



Improving own learning and performance

Learners should be given opportunities to:

- apply preferred 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 techniques to assist exam preparation
- recognise and manage stress.

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.

ICT

PSE provides opportunities to develop each of the ICT strands:

- Create and present information and ideas.
- Find and develop information and ideas.

Knowledge and understanding

Learners should be given opportunities to know and 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 opportunities for young people to participate in decision making, both locally and nationally, and recognise the importance of participating in democratic elections
- how individuals, public opinion, lobby groups and the media can contribute and have an influence on democratic decision-making
- how to recognise and challenge assertively expressions of prejudice, racism, stereotyping and injustice
- local and global contemporary issues and events.

Sustainable development and global citizenship

Attitudes and values

Learners should be given opportunities to:

- take personal responsibility towards local and global issues and to live sustainably.

Knowledge and understanding

Learners should be given opportunities to know and understand:

- local Agenda 21 and how to participate in collective decisions to live and act sustainably
- the interdependence of global systems and the effects of human development on natural systems
- the tensions associated with economic growth, sustainable development and the provision of basic human needs, *e.g. the growing pressure on finite resources and issues of waste disposal.*

Preparing for lifelong learning

Attitudes and values

Learners should be given opportunities to:

- be ambitious, adaptable and open to different styles of learning
- be well-organised and take responsibility for their actions and decisions.

Knowledge and understanding

Learners should be given opportunities to know and 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.

Post-16 Learning outcomes

Skills

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.

Thinking

Learners should be given opportunities to:

- 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 preferred techniques for personal reflection.

Working with others

Learners should be given opportunities to:

- work both independently and cooperatively to plan and complete a range of tasks in a wide range of situations
- 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.

Range

Health and emotional well-being

Attitudes and values

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.

Knowledge and understanding

Learners should be given opportunities to know and 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 well-being.

Moral and spiritual development

Attitudes and values

Learners should be given opportunities to:

- develop an awareness of self-identity and self-worth
- develop a consistent set of personal values and have the confidence to apply these in practice.

Knowledge and understanding

Learners should be given opportunities to know and 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.

Active citizenship

Attitudes and values

Learners should be given opportunities to:

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



Improving own learning and performance

Learners should be given opportunities to:

- review learning and action plan independently, setting realistic priorities for development and targets for improvement
- effectively apply a range of preferred techniques to assist learning and exam preparation
- apply learning in abstract situations
- 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.

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.

ICT

PSE provides opportunities to develop each of the ICT strands:

- Create and present information and ideas.
- Find and develop information and ideas.

Knowledge and understanding

Learners should be given opportunities to know and 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
- the importance of access to unbiased information, including the internet and be prepared to challenge views propagated by the media
- local and global contemporary issues.

Sustainable development and global citizenship

Attitudes and values

Learners should be given opportunities to:

- actively demonstrate personal responsibility for sustainable development.

Knowledge and understanding

Learners should be given opportunities to know and understand:

- the challenges of, and approaches to, solving global interdependence
- the need for international cooperation and appreciate the role played by non-governmental agencies.

Preparing for lifelong learning

Attitudes and values

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.

Knowledge and understanding

Learners should be given opportunities to know and 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.

