

LEARNING FOR LIFE AND WORK: Personal Development

The statutory requirements are set out in **bold** under the **Key Concepts** and **Learning Outcomes**. Additional guidance appears in plain text. All examples are in italics. All of the illustrations offered aim to relate this strand to Life and Work contexts.

Key Concept – Self awareness	Key Concept – Personal Health	Key Concept – Relationships
<p>Exploring Self Awareness provides opportunities to consider the importance of self confidence and self esteem to physical and emotional/mental health throughout life.</p>	<p>Exploring Personal Health provides opportunities to understand the importance of recognising and managing factors that may influence physical and emotional/mental health throughout life.</p>	<p>Exploring Relationships provides opportunities to understand the importance of forming and maintaining relationships to physical and emotional/mental health throughout life.</p>
<p>Pupils should have opportunities to:</p> <p>Explore and express a sense of self, for example, <i>temperament, feelings and emotions, personal responsibility, personal needs, aspirations etc.</i></p> <p>Explore personal morals, values and beliefs, for example, <i>the origin of personal values, developing a moral framework, personal integrity etc.</i></p> <p>Investigate the influences on a young person, for example, <i>peer pressure, media, social and cultural trends, fears, anxieties and motivations etc.</i></p> <p>Explore the different ways to develop self esteem, for example, <i>enhanced self-awareness, sense of security and self worth, setting achievable targets, developing resilience, new interests and skills, learning to recognise achievement, etc.</i></p> <p>Develop skills and strategies to improve own learning, for example, <i>self management, time management, attitudes and motivation towards learning, organisation and recognition of own learning preferences, developing ambitions for life and work etc.</i></p>	<p>Pupils should have opportunities to:</p> <p>Explore the concept of Health as the development of a whole person, for example, <i>defining what makes up a whole person, the need to develop physical, mental, social, moral, cognitive etc</i></p> <p>Investigate the influences on physical and emotional /mental personal health of, for example, <i>immunisation, regular physical activity, personal hygiene, diet, stress, addiction, life / work balance etc.</i></p> <p>Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour, for example, <i>puberty, body image, mood swings, etc.</i></p> <p>Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse, for example, <i>effects on behaviour, physical and mental health, life and work changes etc.</i></p> <p>Develop preventative strategies in relation to accidents in the home, school and on the road, for example, <i>safe practices in relation to appliances and equipment, chemicals, machinery, vehicles, road safety;</i></p>	<p>Pupils should have opportunities to:</p> <p>Explore the qualities of relationships including friendship, for example, <i>conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc.</i></p> <p>Explore the qualities of a loving, respectful relationship, for example, <i>how choices within a relationship affect both physical and emotional development, friendships etc.</i></p> <p>Develop coping strategies to deal with challenging relationship scenarios, for example, <i>sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, change in family circumstances, coping with rejection, loneliness and loss, etc.</i></p> <p>Develop strategies to avoid and resolve conflict, for example, <i>active listening, assertiveness, negotiation, mediation etc.</i></p> <p>Explore the implications of sexual maturation, for example, <i>sexual health, fertility, contraception, conception, teenage pregnancy, childbirth etc.</i></p>

	<p><i>knowing what to do in the event of cuts, burns, fire and emergency first aid etc.</i></p> <p>Develop strategies to promote personal safety, for example, <i>responding appropriately to different forms of bullying, abuse, physical violence; developing safe practice in relation to the internet, getting home; understanding and managing risk, the place of rules and boundaries etc.</i></p>	<p>Explore the emotional, social and moral implications of early sexual activity, for example, <i>personal values, attitudes and perceptions, the Law, STIs, the impact of underage parenting etc.</i></p>
<p>Learning Outcomes</p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of PD.</p> <p>Pupils should be able to:</p>	<ul style="list-style-type: none"> • develop an awareness of emergency first aid procedures; • research and manage information effectively to investigate PD issues; using Mathematics and ICT where appropriate; • show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate; • demonstrate creativity and initiative when developing ideas and following them through; • work effectively with others; • demonstrate self-management by working systemically, persisting with tasks, evaluating and improving own performance; • communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose. 	

NB Teachers may develop activities that combine many of the statutory requirements provided that, across **the Key Stage**, all of the statutory aspects highlighted in **BOLD** (including each of the **Key Concepts**) are met.