

# Learning for Life and Work for Key Stage 3



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The Education and Library Boards  
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# Rationale and Overview

Learning for Life and Work (LLW) is a statutory requirement in the Revised Northern Ireland Curriculum. This guidance aims to help you:

- understand the distinctive characteristics of Learning for Life and Work;
- understand its place within the Revised Curriculum; and
- connect and integrate the individual Learning for Life and Work strands to school life.

The table below illustrates Learning for Life and Work’s provision across the Key Stages of compulsory education:

<b>Key Stages 1 &amp; 2</b> Personal Development and Mutual Understanding	<b>Key Stage 3</b> Learning for Life and Work	<b>Key Stage 4</b> Learning for Life and Work
<ul style="list-style-type: none"> <li>• Personal Understanding and Health</li> <li>• Mutual Understanding in the Local and Global Community</li> </ul> <p>(Education for Employability is a key element underpinning the curriculum aim and objectives.)</p>	<ul style="list-style-type: none"> <li>• Education for Employability</li> <li>• Home Economics</li> <li>• Local and Global Citizenship</li> <li>• Personal Development</li> </ul>	<ul style="list-style-type: none"> <li>• Education for Employability</li> <li>• Local and Global Citizenship</li> <li>• Personal Development.</li> </ul> <p>Home Economics is offered as a GCSE.</p>

**CPD Unit 2** details the statutory minimum requirements for Learning for Life and Work.

The Statements of Minimum Requirement (SOMR) for Learning for Life and Work at Key Stage 3 are set out in the form of key themes and learning outcomes. The SOMR are based on research and the results of pilot projects. Further information on pilots and trials is available online at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk).

Learning for Life and Work has been included as a key component of the Revised Curriculum because research indicated a need for closer links between the curriculum and the development of skills and capabilities necessary for life and work. It concluded that young people require an engaging and relevant curriculum that:

- helps them develop as individuals and members of society;
- delivers the skills and capabilities needed for adult life and work;
- helps them cope with the changing global economy; and
- helps them learn how to make informed choices.

To meet this need, the Revised Curriculum objectives and LLW contribute directly to developing the young person as:

- an individual;
- a contributor to society; and
- a contributor to the economy and environment.

For instance in terms of developing the individual, good personal and interpersonal skills are vital. The individual's self-esteem, the ability to understand and manage emotions, and the ability to relate and interact effectively with others underpins success in all aspects of life. Personal Development and Home Economics will help our pupils develop the ability to think and interact in ways that take account of their own needs and also the well-being of others who may be affected by their actions.

In becoming contributors to society, critical and creative thinking are also necessary competences. The individual's ability to develop and use these skills underpins the success of a democratic society. Pupils need to develop the ability to use rational thought processes to arrive at decisions that take account of their and others' needs. Local and Global Citizenship will help our pupils develop critical thinking skills and help them to be fair-minded, objective and committed to clarity and accuracy.



To become a contributor to the economy and the environment, pupils need to be both creative and flexible in responding to personal, social, local and global challenges in an increasingly complex world. There is a need, therefore, for our pupils to become creative thinkers with the ability to generate new ideas, make connections between ideas and address problems using a range of perspectives. The Education for Employability and Home Economics strands give our pupils opportunities to practise and apply these skills and capabilities in readiness for independent living and work.

Learning for Life and Work supports other key components of the Revised Curriculum like *Thinking Skills and Personal Capabilities*. It provides opportunities for pupils to develop skills, knowledge, understanding, attitudes and values that help them:

- prepare for adult life, independent living and work;
- meet the challenges and opportunities of contemporary society; and
- make informed decisions and take responsible action throughout their lives.

**CPD Unit 3** examines the learning environment and methodologies required to support Learning for Life and Work.

## How Should Learning for Life and Work Be Delivered?

You may currently offer significant LLW opportunities within and beyond the school curriculum to help your pupils acquire the knowledge, skills and understanding they need. The Revised Curriculum seeks to build on the good work you are already doing to prepare young people for adult life and work.

It is important that opportunities for the development of skills, knowledge, attitudes and values in LLW are embedded in topical issues. You can do this by providing your pupils with structured opportunities to explore issues actively, explore problems and events through school and community involvement, and take part in critical discussions that are challenging and relevant to their lives.

The *Areas of Learning* offer you opportunities to deliver LLW by exploring and reinforcing its themes in relevant subject contexts. Well planned and organised work within subjects can make a distinctive and natural contribution to LLW and help strengthen and enrich LLW as a whole by:

- raising awareness about LLW concepts;
- developing more detailed understanding about LLW concepts within subject areas; and
- exploring some LLW concepts in sufficient depth to enable an *Area of Learning*/subject strand to take full responsibility for a particular statement of requirement.

When delivering LLW, we recommend that you use teaching and learning approaches, activities and experiences that promote active learning and that recognise and build on existing good practice. Active learning approaches:

- emphasise group and collaborative strategies;
- maximise opportunities for pupils to take responsibility for their own learning;
- increase pupil choice;
- encourage pupils to reflect on their learning;
- encourage pupils to learn from experience; and



- facilitate decision-making and problem-solving.

The main focus of active learning methods is on experiential learning, which encourages pupils to:

- talk about how they feel about the topical issues that arise from the Learning for Life and Work themes and how they would like things to be in the future;
- research, understand and think about relevant information to inform and clarify their personal viewpoints and values about the themes; and
- respond positively to the challenges and opportunities of these themes in real life situations.

The Revised Curriculum gives you the flexibility to develop teaching and learning approaches that are appropriate to the needs and abilities of your pupils.

You can find further information about a variety of active learning approaches in *Active Learning and Teaching Methods*, which is included in your *Curriculum Support and Implementation Box*. This booklet is also available at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk).



# Education for Employability

Education for Employability is not a new concept. Most schools already place a high value on preparing young people for the world of work. However, within the Revised Curriculum, Education for Employability:

- is now an entitlement for all pupils;
- should be explicit both in terms of the timetable and schemes of work;
- requires a coherent approach across all year groups;
- requires a progressive approach from Year 8 right through to Year 12 and beyond, if there is post-16 provision in your school; and
- requires the involvement of all staff, each of whom has a unique contribution to make to this area of the curriculum.

In addition, a new Entitlement Framework for Key Stages 4 and 5 will be introduced in the next few years. The Entitlement Framework means that all young people will have access to a wider range of courses (24 at Key Stage 4 and more than 27 at post-16). The consequences of this legislation are at least two-fold:

- The Education for Employability agenda must be led and driven by the curriculum and by you.
- The emphasis on employability begins in the primary school, although the language and ideas will need to be tailored for pupils in this age group. At Key Stage 3, the Education for Employability strand focuses on three themes:
  - **Work in the Local and Global Economy**  
Exploring work in the Local and Global Economy allows young people opportunities to investigate the impact of the global market on Northern Ireland and to reflect on the implications for their personal career planning.
  - **Career Management**  
The concept of career is changing, moving away from the likelihood of a job for life to the expectation that individuals will experience several career changes. Exploring Career Management provides opportunities for young people to investigate future careers. It also teaches the importance of lifelong learning, self-marketing and effective personal career planning.

– **Enterprise and Entrepreneurship**

Enterprise and Entrepreneurship provides opportunities for young people to investigate the need for employers and employees to demonstrate creativity and enterprise. It also allows them to identify and practise some of the skills and develop the attributes associated with being enterprising.

These three themes are underpinned by the *Thinking Skills and Personal Capabilities* framework.

You must work to provide appropriate and stimulating learning and teaching experiences that encourage pupils to address:

- how to learn and to think for themselves and to view learning as a lifelong process;
- how to be creative, innovative and empathetic thinkers in their response to problems and how to utilise the full potential of information and communications technologies;
- how to apply what they are learning to life and work-related situations for the common good;
- how to take greater responsibility for their own personal development;
- work in the local and global economy;



- career planning;
- skills and qualities for work; and
- enterprise and entrepreneurship.

Education for Employability, therefore, is not a narrow, marginal or separate activity. It is central to the role of the curriculum just as work is central to most people's lives. It is important to recognise that any Education for Employability programme must cater for pupils' changing needs as they develop and move through post-primary school.

## Why Is Education for Employability So Important?

Education for Employability is important because it can deliver necessary skills and personal qualities, knowledge, understanding and attitudes to help your pupils prepare for the world of work. For example, it can deliver a career planning programme to help your pupils plan their future career and manage key decisions and transitions throughout their lives. Career management activities can provide your pupils with opportunities to explore the exciting work opportunities in the knowledge economy, where people and ideas are the most valuable resources.

Education for Employability can also help your pupils 'market' themselves. This is an important skill to acquire, as it will help them to manage their working and personal lives in the future. It also works to create a future workforce that is multi-skilled, creative and adaptable and thus able to compete in a global marketplace.

Education for Employability is also critical for preparing young people for the rapidly evolving world of work. Advances in technology and the increasingly sophisticated tastes of consumers have brought about changes to industry. In particular, many companies are now involved in the production of high added-value commodities to cater for individuals in niche markets. As a result, there are a lot of small businesses in which people are the key resource.

Today's employers expect school leavers to join the workforce with good levels of attainment in literacy, numeracy and information and communication technology. However, it's not enough to have these basic skills. Increasingly employers are looking for other personal qualities, competences and experiences including the ability to work in teams, to show an aptitude for problem-solving, and being able to display effective inter-personal skills.

Education for Employability can help deliver these personal qualities and skills. Through Education for Employability, your pupils can develop competence in the skills, qualities and attributes required for work including:

- managing information;
- critical thinking for problem-solving;
- creativity;
- working with others;
- improving personal learning; and
- communication.

Education for Employability is also important for the local economy. In order to function competitively in a dynamic global marketplace, Northern Ireland needs a workforce that is adaptable, creative, enterprising and flexible. Education for Employability can empower your pupils to make positive contributions to an organisation and to question how things are done rather than just respond to demands. It can teach them to show initiative, be creative, and to continually look for ways to improve their performance and that of their organisation. Education for Employability also encourages young people to be enterprising and develop their ideas. This is useful in later life for those who decide to open their own business and for those making contributions as employees.



## Getting Started – Planning and Implementing Education for Employability

The *Planning for the Revised Curriculum at Key Stage 3* booklet, which is included in the *Curriculum Support and Implementation Box*, will help you plan how to implement Learning for Life and Work and the Education for Employability strand. Please read this document before you begin your whole-school planning process.

### Schools already involved in pilot programmes

Currently, almost half of post-primary schools – secondary, grammar and special – offer pupils the Employability pilot programme developed by CCEA (in partnership with the Education and Library Boards). In this programme, Year 8 pupils have at least one period per week dedicated to Employability. The Employability Programme progresses through Year 9 and continues to Years 12 and beyond. If you are running this pilot at your school, you may be tempted to stay with this ‘ready made’ resource. However, we encourage you to adapt and customise the resources to reflect your local circumstances.

### Establishing Education for Employability teams

Begin the planning and implementation process by developing an ‘employability team.’ When establishing the employability team, consider the staff with the most appropriate expertise and experience. Your employability team will require a visionary leader who can develop a short, medium and long-term strategy for Education for Employability implementation. The leader’s role is crucial, and an effective leader will not only have sufficient expertise in relation to the programme content and planning but he or she will also need to be able to:

- communicate effectively and persuasively with the senior management team to secure sufficient time and resources to plan and implement Education for Employability;
- ensure that your school is committed to an Education for Employability programme and that this is reflected in development plans, policy documents, schemes of work, contacts with parents and in the learning and teaching; and
- produce a clearly costed and staged strategy for how the employability agenda will be taken forward over the next few years.

The team leader should also maintain a close working relationship with the members of staff involved in implementing the other strands of Learning for

Life and Work. Your employability team should also include:

- teachers who are innovative in their approach to using, adapting and developing stimulating and 'fit for purpose' materials;
- teachers who are prepared to capitalise on technology to develop an interesting and stimulating programme;
- some or all of the existing careers teachers;
- new teachers who have an interest in developing your pupils' employability skills; and
- teachers who are skilled in promoting an enquiring and questioning approach to learning and teaching.

### How should Education for Employability be delivered?

Education for Employability is a whole-school agenda and should be reflected not only in the ethos of the school but also in its policies, development plans and teaching. Therefore, your delivery of Education for Employability should:

- be through both discreet timetabled time and school-wide endeavours;
- be linked to the other LLW strands; and
- ensure your pupils have access to specialist guidance.

Education for Employability is a broadening and deepening of current careers provision – we need to better prepare young people for the world of work and to make informed education, training and employment decisions. Specified employability classes will allow your teachers to:

- be given adequate time and experience to come to terms with the new materials provided by CCEA and the Education and Library Boards;
- participate in training sessions led by the Education and Library Board officers;
- meet with other practitioners to share good practice and ideas; and
- reflect on the whole process of managing change, particularly as they develop employability teams.

However it is not enough to deliver Education for Employability through discrete timetabled lessons. You must also provide opportunities to support Education for Employability through whole-school programmes, special events with outside agencies and through activities such as work experience, enterprise programmes and occupational qualifications.

It is also important to identify and establish connections with the other strands of Learning for Life and Work: Personal Development, Local and Global Citizenship and Home Economics. We realise it will take time to establish meaningful connections to other subject strands, but as you become more confident with the Education for Employability programme you will identify and act upon useful practical links resulting in less duplication and more efficiency of effort. Successful provision will depend on how clearly the links are understood by both your school's teachers and pupils. Because of the whole-school scope of this work, we recommend that a member of your senior management team takes overall responsibility for your Education for Employability programme.

The Education for Employability programme at Key Stage 3 must offer pupils a wide range of learning opportunities to develop and produce personal career plans as their ideas about their future develop, change and mature. Consequently, your pupils will need access to someone who can provide specialist guidance, training and expertise when needed.

We recommend that you refer to CCEA's *Education for Employability Year 8 Lesson Plans and Resources*, which provide you with a broad introduction to the three themes of Education for Employability: Work in the Local and Global Economy, Career Management, and Enterprise and Entrepreneurship. However, your Year 9 programme should include a stronger emphasis on the enterprise dimension. In Year 10, you will need to deliver all Education for Employability lessons in the first two terms, because in most cases, pupils make significant choices for study around the end of term two. For this reason, your Year 10 programme should focus on career planning. Pay particular attention to the different qualifications your pupils can attain and career paths they can follow. It is important that your pupils become aware from an early age that there are different pathways to particular career options.

### **Links to key stakeholders in the community**

We expect Education for Employability programmes to include well planned, effective and comprehensive links with the local community, particularly employers. This contact with the world of work will help your pupils to gain exposure to a broad range of occupations and inspire them.



Here are some ways you can cultivate links to the local community:

- Make lessons relevant to your pupils by referring to local circumstances, for example employment opportunities in the community;
- Involve your pupils in active-learning opportunities by encouraging them to explore real issues and communicate ideas to each other;
- Invite representatives of the community to take part in lessons. These could include non-teaching staff, parents, former pupils, local role models, entrepreneurs and particularly employers; and
- Arrange visits to places of work to expose your pupils to a wide range of occupational opportunities.

We realise that creating links with employers in your community will add to the bureaucratic burden you are already under. To counter this, work is already underway to place project officers strategically across Northern Ireland. These officers will liaise with your school's employability team leader and identify opportunities for collaboration with employers or other community stakeholders. The project officer will make the connection and undertake any administration required.



# Home Economics

Home Economics is a discrete strand of the Learning for Life and Work learning area and is based on the following key themes:

- **Healthy Eating**  
Through the exploration of healthy eating, pupils develop the knowledge, understanding and practical skills required for healthy living. They learn how to plan, prepare, serve, handle and store food safely.
- **Home and Family Life**  
This dimension provides opportunities for young people to understand the importance of the family as a caring unit.
- **Independent Living**  
Pupils learn how to manage resources effectively as well as the importance of being discerning consumers.

## Why Is Home Economics So Important?

Good nutrition plays a vital role in promoting and protecting health. It helps prevent heart disease and some cancers as well as other health problems common in Northern Ireland, such as obesity and oral disease. However, social, economic and technological changes have changed the way we obtain and choose food. The current trend for convenient, fast, effortless eating has already started to take a negative toll on the health of the nation.

In Home Economics, pupils learn about diet and health in a practical context – through the preparation of food and the planning of meals. It also encourages pupils to think about their relationship with food in a positive way, to challenge the way they choose food, and to inspire a love for food and a willingness to experiment and be creative with food.

Society's make-up is also changing, and today many different family structures exist. Young people need the opportunity to learn how to cope as future parents and be made aware of their roles and responsibilities within these changing family patterns. Home Economics helps to meet these needs by allowing pupils to explore and debate topics around the key concepts of home and family life and independent living. As a result, pupils become more able to make informed and responsible choices about their health, their family relationships and their resources now and in the future.

## How Should Home Economics Be Delivered?

All *Areas of Learning*/subject strands contribute directly to Home Economics through the key element of Personal Health. However, other key elements of the *Areas of Learning*/subject strands can also be used to support aspects of Home Economics, for example Mutual Understanding, Cultural Understanding and Economic Awareness. You can also combine discreet lessons with whole-school activities, guest visitors, field trips, links with other schools, themed days/week and special events hosted by outside agencies to support your Home Economics provision.

The teaching approaches and methodologies you use to deliver Home Economics will be crucial to its effectiveness. To ensure that your pupils benefit as much as possible from this strand, we recommend that you:

- use active and participatory learning methods;
- follow an issues-based approach; and
- explore your pupils' and society's attitudes and beliefs.



## Active and participatory

Active and participatory learning approaches encourage pupils to investigate issues for themselves, to suggest solutions and to make decisions based on what they have learned. Active learning contributes significantly to fostering young people's self confidence, self-discipline and self-control. Encourage your pupils to take an active part in their own learning by using active learning approaches such as group work, discussion, debate, and case studies.

For example, have your pupils prepare food, learn and practice cooking techniques, research and develop nutritious menus, and research and present on how diets have changed over the years and why. Help your pupils to explore fundamental questions, such as:

- What are the main influences on people's food choices?
- What skills do I need to handle, prepare, cook and store safe, nutritious food?
- What can I do to ensure I am healthy now and in the future?
- How can I become a responsible and effective parent or carer?
- What strategies do I need to use in order to deal with the pressures that threaten family relationships?
- What do I need to know to become an independent and resourceful adult?

Competitions are another good way for your pupils to actively develop their learning and to demonstrate skills. Encourage your pupils to participate in competitions such as 'Young Cook of the Year' and 'Future Chef'. These will require your pupils to practise cookery skills and demonstrate time, task and money management skills. They will also help promote your pupils' independence.

## Issues-based approach

Many of the themes of Home Economics can be explored through current issues and questions that are relevant to your pupils' needs, interests and experiences. In particular, Home Economics' three key themes (Healthy Eating, Home and Family Life and Independent Living) should be managed through an issues-based teaching approach that considers:

- diet-related health issues (which could include body image in relation to weight and eating disorders);
- current pressures on family life and relationships; and
- issues faced by today's consumers.

By using this approach, your pupils will develop the skills needed to research relevant issues, collate information, analyse a variety of viewpoints, arrive at personal conclusions, take action and evaluate processes.

### Exploring values and attitudes

Home Economics offers opportunities for your school's teachers and pupils to explore attitudes and values to health, relationships and general living. Here, you should encourage your pupils to verbalise their own attitudes and viewpoints and the opinions of others. This approach does not focus on right or wrong; it instead encourages pupils to take responsibility for their values and opinions.

However, to engage pupils thoroughly in these discussions, you must create a safe and secure environment within which views can be expressed and challenged without judgement or reprisal. Advice on how to create this classroom climate is available in the *Introduction to the Curriculum Support and Implementation Box* booklet.

When exploring values and attitudes, you may, at times, find it useful to draw on expertise from beyond the classroom by inviting guest speakers to participate. This can help to reinforce earlier learning and challenge your pupils' views on the lives and needs of others. It will also expose your pupils to factors that influence their lives and give them a connection to their community. Guest visitors don't necessarily need to be from an educational background, but they do need to work closely with teachers before and during the event.



## What Additional Teaching and Learning Resources are Available?

The flexible approach encouraged by Home Economics and the range of possible issues for exploration mean that any single resource is unlikely to support the whole programme in an effective way. However, there are many resources available that can individually contribute to the overall success of your Home Economics programme.

For example, non-governmental organisations and voluntary groups can play a significant role in supporting Home Economics. Organisations such as the General Consumer Council for Northern Ireland and The Trading Standards Department have collaborated with teachers to produce a wide range of classroom-friendly materials for the Home Economics curriculum. Agencies such as the Health Promotion Agency and the British Nutrition Foundation provide accurate and current information on diet, nutrition and health. You can obtain more specific materials and information relevant to nutrition and health from societies such as The National Osteoporosis Society and The Vegetarian Society. Support, advice and speakers are also available from relevant voluntary groups such as the Parents Advice Centre, Family Mediation Northern Ireland, Age Concern, and the Chest, Heart and Stroke Association.

Before using any resources from a non-governmental organisation, we suggest you keep a number of questions in mind:

- What is the purpose or mission statement of the organisation? Each organisation is likely to have its own agenda and will reflect a particular view, which may or may not be widely shared.
- Are the aims of the organisation appropriate and consistent with the needs of your pupils?
- How can they contribute to the education of your pupils?
- What are their reasons for wanting to collaborate with your school? The main purpose of their interaction with schools may be the promotion of a particular view, fundraising or recruitment.

We have also developed resources with other partners for use in the Home Economics classroom. These include the following:

– ***Safefood for Life***

This is a web-based programme that offers post-primary pupils the chance to develop an understanding and awareness of food safety. Pupils can take an online examination in Food Hygiene with the Chartered Institute of Environmental Health.

– ***Shop Around***

This resource pack is produced by the General Consumer Council and includes an interactive CD-Rom, scenario discussion cards and a team quiz. It encourages pupils to consider consumer issues in an entertaining and informative way.

– ***Money Talks***

This resource was produced in partnership with the Citizens Advice Bureau and Northern Bank. It aims to teach young people how to manage their personal finances. The pack includes a booklet for pupils, a teacher's pack and an outreach pack.



# Local and Global Citizenship

Local Global Citizenship is based on the following themes, which are addressed in local, national, European and global contexts:

– **Human Rights and Social Responsibility**

The principles of human rights and social responsibility are central to all learning in the Local and Global Citizenship strand. Young people learn that a globally accepted values base exists. This is documented in various international human rights charters, which outline the rights and responsibilities of individuals and groups in democratic societies.

– **Diversity and Inclusion**

Pupils consider the range and extent of diversity and inclusion in local and global societies and identify the challenges and opportunities this presents.

– **Equality and Social Justice**

Through investigating the themes of equality and social justice, pupils learn that inequality and injustice exist and have an impact on individuals, groups and society. They begin to recognise that individuals, governments and society have responsibilities to promote equality and justice on a local and global level.

– **Democracy and Active Participation**

Young people gain an understanding of how to participate in, and to influence, democratic processes. They also gain an awareness of some key democratic institutions and their role in promoting inclusion, justice and democracy.

Best practice suggests that Local and Global Citizenship provision must:

- provide explicit opportunities for pupils to develop their understanding of the key themes and processes involved in Local and Global Citizenship;
- encourage a whole-school approach to the promotion of the principles of citizenship education;
- allow for continuity and progression through the key stage; and
- provide opportunities for student reflection and action.

## Why Is Local and Global Citizenship So Important?

Low-cost air travel, increased global trade and modern communications have introduced an increasingly global dimension to our lives. More than ever, young people need to be able to make informed choices in relation to:

- society, the economy and the environment at both local and global levels;
- the needs of both present and future generations;
- the local and global implications of lifestyle choices; and
- the eradication of poverty and the struggle for social justice.

Local and Global Citizenship is important because it helps young people learn how to participate positively in society, to influence democratic processes and to make informed and responsible decisions as local and global citizens throughout their lives. Through looking at real life situations, pupils explore and express their own values and attitudes about current issues and are challenged to develop an appreciation of the needs and perspectives of others. Through critical evaluation, informed decision-making and responsible action, Local and Global Citizenship also helps pupils develop a morally and ethically sound value system based on internationally recognised principles of equality, human rights, justice and democracy. It provides important opportunities to help our pupils develop:

- self-management skills;
- listening skills and empathy; and
- leadership, team work and negotiating skills.

Local and Global Citizenship involves the discussion of controversial issues surrounding diversity, equality and justice, democracy and active participation. Pupils are given opportunities to identify and clarify their own values and attitudes and learn how to recognise, understand and manage their emotions and behaviour in a range of situations.

Pupils are encouraged to be assertive in challenging prejudice and stereotyping but also to communicate their feelings about diversity, equality, justice and democracy in an appropriate and non-threatening manner.



Through Local and Global Citizenship, pupils develop their listening skills and are encouraged to show empathy. Pupils take part in discussions and are challenged to:

- hear and respond to the literal and emotional content of others' points of view on a range of issues and demonstrate sensitivity about the diversity and challenges of others' life experiences;
- recognise positive contributions to debates and deal positively with opposing opinions; and
- use human rights principles as a touchstone for their responses to others.

Pupils are also encouraged to show initiative in group work to and accept responsibility when required, for example through leading a discussion or by acting as chairperson during a debate. Pupils are also expected to demonstrate initiative and flexibility, recognise and support leadership in others, and also work co-operatively with other pupils to achieve common goals. Through Local and Global Citizenship, pupils develop negotiating and influencing skills as they resolve difficulties, conflict or differences of opinion using consensus and other non-violent means.

## How Should Local and Global Citizenship Be Delivered?

Before starting to plan Local and Global Citizenship, you should read the *Planning for the Revised Curriculum at Key Stage 3* booklet provided in your *Curriculum Support and Implementation Box*. This will help you to plan for and implement Local and Global Citizenship.

We also advise that you carry out an audit in order to develop the most appropriate model of Local and Global Citizenship for your school and the needs and interests of your pupils. Advice on this process can also be found in *Planning for the Revised Curriculum at Key Stage 3*.

When planning Local and Global Citizenship, remember that it is a whole-school agenda and can be delivered through a combination of the following ways:

– **Discrete provision**

Dedicated Local and Global Citizenship classes can be delivered on a weekly, block timetabled, or carousel/modular basis, and, where appropriate, involve links to the *Areas of Learning*.

– **Areas of Learning**

Specific Local and Global Citizenship themes are channelled through specific subjects, but shared themes are managed through connected learning in which subject strands explore certain aspects of the shared theme. For example the theme 'Growing up in Northern Ireland' is shared by History, Citizenship, Music and English.

– **Integrated approach**

Teachers and pupils work on an integrated project or collaborative theme over a set period of time.

– **Additional or whole-school activities**

Activities such as action projects, visits from guest speakers, field trips, links to other schools, themed days/week and/or special events hosted by outside agencies are used.

At the classroom level, we recommend that you deliver the Local and Global Citizenship strand using:

- active and participatory learning methods;
- enquiry-based approaches; and
- values-based approaches.



## Active and participatory

Pupils learn more effectively if the themes of Local and Global Citizenship are modelled in the classroom. Pupil participation is central to the Local and Global Citizenship classroom and encourages them to take responsibility for their own learning. Active learning approaches such as group work, discussion and debate will engage your pupils in the topics and help foster learning independence.

For example, you can help your pupils to see the relevance of citizenship to life now and in the future by exploring and discussing fundamental questions, such as:

- What rights and responsibilities do people have?
- Why are there so many conflicts over rights?
- What does it mean to exercise your rights responsibly?
- Why do we have rules and laws?
- How can I make a difference?
- How can I use the skills and knowledge I have developed in this area in my future life and work?

Action Projects are another good form of active and participatory learning. They provide creative and practical opportunities for your pupils to apply skills, knowledge and understanding and help them to engage with issues under investigation.

You can create or take part in action projects that involve collaboration within and across different *Areas of Learning*, link between schools (supported by the Department of Education Community Relations strategy) and/or involve youth groups or other external agencies. Further information on action projects is available at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk).

## Enquiry-based

The enquiry approach demands flexibility, and young people should be given the opportunity to make choices about their own learning. You will find that pupils often set the agenda for learning through posing questions about local or global situations.

In Local and Global Citizenship, the key themes (Human Rights and Social Responsibility, Diversity and Inclusion, Equality and Social Justice, and

Democracy and Active Participation) are closely connected. They are also understood in varying and often conflicting ways, especially when related to specific issues. Often there will be no 'correct' answers to questions that arise in your school's classrooms, and sometimes conclusions won't be found. We recommend that you have your pupils investigate these themes through the study of current affairs (some of which directly relate to Northern Ireland) and consider:

- issues of current concern;
- identity and cultural expression;
- human rights principles and legislation; and
- the role of the media.

Through investigation, your pupils will develop a greater understanding of the complexity of certain issues and learn how to express their own and others' opinions.

### Values-based

A citizen may be defined as a person who has rights and responsibilities in a democratic society. Pupils have rights and responsibilities; they are citizens already. Local and Global Citizenship challenges pupils to take responsibility for their own values and actions. Human Rights documents, such as *The Universal Declaration of Human Rights*, the *UN Convention on the Rights of the Child* and the proposed *Bill of Rights for Northern Ireland*, can be used to encourage pupils to clarify and consider their own values and to explore others' views and values. Guest speakers can also be a valuable resource. Inviting guest speakers to participate in lessons can help to reinforce earlier learning, expose pupils to views not normally heard in the classroom or school, allow views to be challenged, and give pupils a connection to wider society. Guest speakers don't need to come from an educational background, but they will need to work closely with teachers before and during the event.

However, to engage pupils thoroughly in discussions about views and values, you must create a safe and secure environment within which views can be expressed and challenged without judgement or reprisal. Advice on how to create this classroom climate is available in Learning for Life and Work's CPD Unit 3: *The Learning Environment and Methodologies*.

## What teaching and learning resources are available?

The flexible approach encouraged by Local and Global Citizenship and the range of possible issues for exploration mean that any single resource is unlikely to be able to support the whole programme in an effective way. At times, you may require additional resources to explore specific topics. Non-governmental organisations and voluntary groups can play a significant role in supporting the Local and Global Citizenship strand. Many of these organisations have substantial resources to support learning, including:

- curriculum materials;
- guest speakers/visitors to the classroom;
- expertise and specialist advice; and
- information in publications and websites.

Before using any resources from a non-governmental organisation, consider carefully whether the aim of the organisation is appropriate and consistent with the needs of your pupils. Also, keep a number of questions in mind:

- What is the organisation's agenda? Each organisation is likely to have its own agenda and will reflect a particular view, which may or may not be widely shared.
- What is their education role?
- Why do they want to work with your school? The main purpose of their interaction with schools may be the promotion of a particular view, fundraising or recruitment.

CCEA has also partnered with the Education and Library Boards to produce exemplar resources for Local and Global Citizenship. You should refer closely to these documents, as they reflect the Key Stage 3 Statements of Minimum Requirement, demonstrate recommended approaches and suggest key activities. These, and other useful resources, are listed below:

– ***Thematic Units***

This publication contains themed teaching and learning units that link Local and Global Citizenship to other subject strands.

– ***Local and Global Citizenship: A resource for post-primary schools***

This document was created jointly by CCEA and the ELB and gives guidance on how to interpret the Statements of Minimum Requirement. This document should already be with your school.

# Personal Development

Personal Development is a process that involves the entire world of the young person. We define Personal Development as:

‘Encouraging each child to become personally, emotionally, socially and physically effective, to lead healthy, safe and fulfilled lives and to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives.’

Your school plays a significant part in helping your pupils to cope with the challenges of everyday living and helping them to develop a sense of social responsibility as they move towards adulthood.

Personal Development is concerned with:

- knowledge;
- attitudes;
- skills;
- relationships;
- behaviour that can be utilised in and outside the classroom;
- thinking skills and personal capabilities;
- emotional awareness;
- values; and
- life skills.

Personal Development is based on the following key themes:

– **Self-awareness**

Exploring self-awareness allows pupils to consider the importance of self-confidence and self-esteem to physical and emotional/mental health throughout life. Pupils explore their sense of self and their personal morals, values and beliefs. They investigate influences on self and others and develop skills to improve their own learning.

– **Personal Health**

This dimension provides opportunities for pupils to understand the importance of recognising and managing the factors that may influence their physical and emotional/mental health throughout their life. Pupils explore the concepts of holistic health, personal safety and influences that can have both a positive and negative impact on their health, including legal and illegal substances and accidents.

– **Relationships**

Exploring relationships enables pupils to understand how important forming and maintaining relationships is to good physical and emotional/mental health throughout life. Pupils explore relationships including friendships and loving, respectful relationships. They also examine ways to cope with challenging relationships and conflict situations, and they explore the implications of sexual maturation and early sexual activity.

## Why Is Personal Development a Component of the Revised Curriculum?

There is a growing body of evidence to support the inclusion of Personal Development in the Revised Curriculum. In particular, research indicates that young people: require more understanding of the risks and protective factors that concern their personal, physical, emotional and mental health; need to develop essential life skills as they enter adulthood; and require higher self-esteem and resiliency if they are to withstand the social, cultural, academic and workplace pressures in their lives.

– **Risk and protective factors**

Research indicates that young people are less likely to endure substance misuse, teenage pregnancy, crime and mental health issues when risk factors are reduced for the individual across the family, school and community environment and when protective factors are enhanced. Personal Development, and in particular those elements that encourage pupils to protect themselves from danger, has a significant impact on the health and well-being of young people.

– **Life skills**

The Personal Development curriculum delivers important protective factors to young people through teaching life skills such as decision-making, assertiveness, resilience and communication. These life skills help pupils develop the positive social skills necessary for making healthy choices, developing positive relationships and preparing them to cope with life's many challenges.



Teaching life skills in the classroom has been shown to significantly reduce tobacco, alcohol, and illicit drug use. There is a strong relationship between healthy behaviours and academic success. Research shows that when emotional social health is taught in the classroom, multiple positive outcomes result. These range from increased attachment to school to improved examination scores. Pupils who engage in positive relationships and social interactions tend to achieve above average academically.

It is not enough to teach life skills in isolation. For the life skills to properly take hold and be utilised regularly, they must be anchored by connections to other protective processes. A programme of Personal Development delivered across all *Areas of Learning* can offer this connectivity.

#### – **Self-esteem**

Young people's self-esteem is largely moulded by the significant adults around them: parents, carers, teachers, and as they grow older, their peers. When young people possess low self-esteem, they are more susceptible to low self-worth and a lack of self-belief and, therefore, are more at risk of entering into unhealthy personal relationships. In some cases, a pupil's difficulties in learning (or any reluctance to learn) may be caused more by poor self-esteem, a lack of motivation or fear of failure than a lack of ability. Pupils need to see themselves as worthy and capable if they are to take responsibility for their learning, enjoy learning success and thrive as individuals. A programme of Personal Development can promote healthy behaviours as well as successful learning by creating climates and teaching practices that honour and meet these developmental needs.



– **Resilience**

Young people need to develop strength of character and the capacity to adjust to pressure, bounce back from adversity and develop the social, academic and vocational competencies necessary to do well in life. These are all forms of resilience, an attribute that can be developed and fostered. The following are protective factors that build resilience and can be developed within the school setting through Personal Development:

- positive bonding;
- clear and consistent boundaries;
- life skills;
- care and support;
- high expectations; and
- meaningful participation.

– **Emotional connections to the school**

Personal Development can help promote genuine relationships within your school's community, enable your pupils to achieve their potential, and help them to become confident interdependent and participative citizens. It can give them the tools they need to make informed and responsible choices throughout their lives. It also helps pupils to form a morally and ethically sound value system based on self and mutual respect, and it helps them to develop strategies to cope with the stresses and strains of life as a teenager as well as life in the future.

## How Should You Plan for Personal Development?

Before starting to plan Personal Development, you should read the *Planning for the Revised Curriculum at Key Stage 3* booklet provided in your *Curriculum Support and Implementation Box*. This will help you to plan for and implement Personal Development.

When planning Personal Development, remember that it is a whole-school agenda that can be delivered through a combination of the following ways:

– **Discrete provision**

Dedicated Personal Development classes can be delivered on a weekly, block timetabled, or carousel/modular basis, and, where appropriate, involve links to the *Areas of Learning*.

– **Areas of Learning**

Specific Personal Development themes are channelled through specific subjects, but shared themes are managed through connected learning in which subject strands explore certain aspects of the shared theme.

– **Additional or whole-school activities**

Activities such as action projects, visits from guest speakers, field trips, links to other schools, themed days/week and/or special events hosted by outside agencies are used to deliver Personal Development.

### School ethos

Effective Personal Development doesn't just depend on the taught curriculum and the context in which this learning area is experienced. Your school's ethos and climate, and the ways in which your school utilises the expertise of those in its community, are also important. Planning for Personal Development must take into account your established school ethos, build on the existing good practice and reflect how you and your colleagues can promote the all-round development of your pupils. More information on the importance of a positive school ethos is available in *Introduction to the Curriculum Support and Implementation Box*.

## How Should Personal Development be Delivered?

As Personal Development is very much about the development of values and attitudes, it is extremely important that pupils have an opportunity to develop these naturally as a consequence of their investigations and guided critical reflection on issues. The teaching approaches and methodologies you use to deliver Personal Development are crucial to its effectiveness. To ensure that your pupils benefit as much as possible from this strand, we recommend that you:

- use active and participatory learning methods;
- create a safe learning environment; and
- allow for emotional dimensions.

### Active and participatory

Active and participatory learning approaches are most effective for Personal Development. These focus on group and collaborative strategies for problem-solving and maximise opportunities for pupils. Active learning contributes significantly to fostering pupils' self-confidence, self-discipline and self-control. When young people are given opportunities to become actively engaged in their learning at different levels, they will:

- experience and discover learning for themselves;
- construct new meanings and acquire new understanding;
- take increasing responsibility for their learning;

- become more critical and discerning; and
- be able to transfer the learning to different situations.

Help your pupils to explore issues that are relevant to their needs, interests and experiences by using a variety of active learning approaches. For example, children will learn more about fairness by actually engaging in and experiencing democratic processes in the safe forum of the classroom or school than from reading about it in a book. You can also use active and participatory approaches to help your pupils explore fundamental questions such as:

- What influences me?
- How can I be my own person?
- How do I learn best and how can I improve to achieve my ambitions?
- How does my emotional state change and why?
- How can I learn to cope with and resolve conflict?
- What should I do to keep myself healthy and safe now and in the future?
- What strategies do I need to form safe and healthy relationships?

### **A safe environment**

Caring environments are an essential foundation for academic success. Young people will work harder and do things for people who care for them. To deliver Personal Development effectively, and to build resilience in pupils, a trusting relationship built around mutual respect and understanding is essential. You must foster an environment in which your pupils feel fairly treated, feel safe (both physically and emotionally), feel close to others and feel a part of the school. If your school's teachers allow pupils to feel understood and reassured during more challenging sessions, and if they display a passion and enthusiasm for Personal Development, they will encourage the best participation from their pupils. Your staff can convey care and support to your school's pupils by:

- listening to them;
- validating their feelings;
- demonstrating kindness; and
- showing them compassion and respect.

Doing this will encourage pupils to respond positively, as they will feel they are not being judged, that there is an understanding that they are doing their best that they can, and that the teacher does not take their behaviour personally.

### **The emotional dimension**

From time to time, Personal Development issues may generate conflict. All conflicts have both rational and emotional dimensions. When delivering Personal Development, your school's teachers must allow pupils to explore ways to manage conflict, learn how to manage their own emotions and learn how to show sensitivity to the emotions of others. This emotional dimension has important consequences for teaching and learning approaches, especially when exploring controversial or sensitive issues.

Through carefully managed lessons, your pupils will be able to explore issues that are difficult to discuss in an open forum and will develop a better understanding of the internal processes that impact on their feelings and behaviour.

### **What teaching and learning resources are available?**

In partnership with the Education and Library Boards, CCEA has developed the '*In-Sync*' Exemplar Personal Development Programme to help you interpret the Statutory Statements of Minimum Requirement for Personal Development. This programme is both holistic and flexible to allow both discrete delivery and more integrated approaches as part of a connected learning framework.

The programme has been developed around 10 themes, which reflect the development of the whole person and address the Statements of Minimum Requirement. The themes are broken down into sub-themes and mapped across Years 8, 9 and 10 to ensure clear and appropriate links and progression throughout Key Stage 3. Each sub-theme is explored through a list of suggested activities. We are currently working to expand this programme to include resources for classroom delivery.

The exemplar programme is part of an overall package of guidance and support that is available to help all schools implement the Statements of Minimum Requirement. You should use this as a framework from which to build a whole-school approach to Personal Development as part of Learning for Life and Work. But remember it is not a prescribed formula. You must choose the model of Personal Development that will best meet the needs of your pupils and school. The '*In-Sync*' Exemplar Programme is available at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk).

Additional resource and support materials are listed below:

– ***Thematic Units***

This publication shows how elements of Personal Development can be supported and delivered through the *Areas of Learning*. The units written for Personal Development can be used as stand-alone units of work.

– **Bespoke Textbooks**

These are being developed by commercial publishers to support the Revised Curriculum.

Additionally, we encourage you to use:

- existing resources already being used to deliver a Personal Development programme in your school. Much of this material is still relevant and can be amended and/or supplemented to help you create a more holistic approach to Personal Development;
- external organisations whose work is related to aspects of Personal Development. However, ensure that the information provided by external organisations reflects your school's ethos and values; and
- other school initiatives/guidance that will, in part, help support the personal development of your pupils and staff. For example, the Health Promotion Agency has produced guidance for schools called Healthy Schools. This is available online at [www.healthpromotionagency.org.uk](http://www.healthpromotionagency.org.uk).

# Appendix 1: Statements of Minimum Requirement for LLW

## Area of Learning: Learning For Life and Work - Education for Employability

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.

Work in the Local and Global Economy	Career Management	Enterprise and Entrepreneurship
<p><b>Exploring Work</b> in the Local and Global Economy allows young people opportunities to investigate the impact of the global market on Northern Ireland and to reflect on the implications for their personal career planning.</p> <p><b>Pupils should have opportunities to:</b></p> <p>Describe different types of work and investigate the range of employment in the local area, including any changes in employment trends, taking account of the implications for career planning, for example <i>finding out about the main occupational sectors in Northern Ireland and how these change over time.</i></p> <p>Investigate the local impact of the global market, for example <i>explore the reasons for and benefits of workers who have come from other European states and beyond.</i></p> <p>Investigate how technology is affecting life and work, for example <i>examine some of the pros and cons of technology in the workplace and how this can affect work/life balance.</i></p> <p>Investigate how an employer might deal with issues affecting work, for example <i>examine why is health and safety so important in work.</i></p> <p>Investigate how environmental considerations are affecting work and work practices, for example <i>consider what the consequences to the economy are if organisations do not support environmental priorities.</i></p> <p>Investigate how work organisations contribute to the community, for example <i>examine the impact that positive contributions have on a community.</i></p>	<p><b>Career Management</b> provides opportunities for young people to investigate the changing concept of career, which is moving away from the likelihood of a job for life to the expectation that individuals will experience several career changes and this will involve lifelong learning, updating knowledge and skills, self- marketing and effective personal career planning.</p> <p><b>Pupils should have opportunities to:</b></p> <p>Assess personal skills and achievements to date; identify areas of interest and set targets for self-improvement, for example <i>consider the impact that subject choices and personal interests have on future career options.</i></p> <p>Explore the changing concept of career, for example <i>find out about the range of jobs some people have had and consider the importance of developing transferable skills for future career opportunities .</i></p> <p>Engage in the personal career planning process to investigate and reach decisions about post-14 options, recognising that attitudes to work will change over time and are influenced by family and community values, for example <i>consider some of the reasons why people work and the importance of fulfilling work.</i></p> <p>Practise presentational and self-marketing skills, for example <i>find out about the qualities employers look for in potential employees.</i></p> <p>Investigate a variety of both familiar and unfamiliar jobs, for example <i>explore career opportunities within various employment sectors.</i></p> <p>Access guidance (on career management), for example <i>explore different pathways to a range of careers.</i></p>	<p><b>Enterprise and Entrepreneurship</b> provides opportunities for young people to investigate the need for creativity and enterprise, whether as an employer or employee, and to identify and practise some of the skills and develop the attributes associated with being enterprising.</p> <p><b>Pupils should have opportunities to:</b></p> <p>Identify and practise the skills and attributes which make one enterprising, for example <i>find out how various people are enterprising in their work.</i></p> <p>Understand the importance of innovation and develop strategies to promote an entrepreneurial spirit, considering possible implications for career planning, for example <i>research familiar people who have had good ideas and develop strategies for generating and building upon ideas.</i></p> <p>Find out what makes an entrepreneur and develop an awareness of the challenges and benefits of building your own business, for example <i>find out about some of the factors that have encouraged entrepreneurs to realise their ideas.</i></p> <p>Explore the range of small businesses in the life of the community and consider possible implications for career planning, for example <i>examine the importance of small businesses in an economy.</i></p>
<p><b>Learning Outcomes</b></p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of Employability.</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> <li>• research and manage information effectively to investigate employability issues, using Mathematics and ICT where appropriate;</li> <li>• show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;</li> <li>• demonstrate enterprise, creativity and initiative when developing ideas and following them through;</li> <li>• work effectively with others;</li> <li>• demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own learning and performance; and</li> <li>• communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</li> </ul>		

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.

**Area of Learning: Learning for Life and Work - Home Economics**

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.

<p><b>Healthy Eating</b></p> <p>Exploring Healthy Eating provides opportunities to develop understanding required in the choice, planning, storage, preparation, cooking and serving of food.</p> <p>Pupils should have opportunities to:</p> <p><b>Develop practical skills in the safe, hygienic, healthy and creative use of foods to plan, prepare, cook and serve a range of meals</b>, for example <i>creative use of ingredients, cooking for different cultures and occasions, etc.</i></p> <p><b>Develop the practical skills in the safe use of a range of utensils and appliances in the preparation, cooking and serving of a variety of dishes</b>, for example <i>selecting the equipment appropriate to the task, making use of labour saving appliances and new technology in the kitchen, etc.</i></p> <p><b>Investigate the impact of storage, preparation and cooking on food</b>, for example <i>nutritional value, prevention of food poisoning and spoilage, etc.</i></p> <p><b>Explore ways to achieve a healthy diet</b>, for example <i>an understanding of the current dietary recommendations and how they can be applied to food choice and preparation and diet related disorders as a consequence of poor food choice.</i></p>	<p><b>Home and Family Life</b></p> <p>Exploring Home and Family Life provides opportunities to understand the importance of the family as a caring unit.</p> <p>Pupils should have opportunities to:</p> <p><b>Explore the roles and responsibilities of individuals within a variety of home and family structures</b>, for example <i>sharing roles within the family, role reversal, etc.</i></p> <p><b>Develop awareness of parenting skills</b>, for example <i>how parents/carers can nurture physical, intellectual, emotional, social and moral development, etc.</i></p> <p><b>Investigate some of the changing needs of family members at different stages of the life cycle</b>, for example <i>physical (including nutritional), intellectual, emotional and social needs, etc.</i></p> <p><b>Explore strategies to manage family scenarios</b>, for example <i>managing changes in family circumstances such as sibling rivalry, caring for relatives, etc.</i></p>	<p><b>Independent Living</b></p> <p>Exploring Independent Living provides opportunities to understand the importance of becoming discerning consumers and effective managers of resources.</p> <p>Pupils should have opportunities to:</p> <p><b>Develop a range of skills to promote independence through planning, managing and using resources</b>, for example <i>task and time management, cooking for and managing self, managing money, etc.</i></p> <p><b>Investigate a range of factors that influence consumer choices and decisions</b>, for example <i>media and advertising, peer pressure, ethical issues, value for money, methods of payment, impulse/planned purchases, etc.</i></p> <p><b>Investigate consumer rights, responsibilities and support available in a range of scenarios</b>, for example <i>making use of relevant legislation and consumer organisations, complaining effectively, etc.</i></p>
<p><b>Learning Outcomes</b></p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of PD.</p> <p>Young people should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate skills in the safe, hygienic, healthy and creative use of food;</li> <li>• research and manage information effectively to investigate Home Economics issues, using Mathematics and ICT where appropriate;</li> <li>• show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;</li> <li>• demonstrate creativity and initiative when developing ideas and following them through;</li> <li>• work effectively with others;</li> <li>• demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance; and</li> <li>• communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</li> </ul>		

**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.

**Area of Learning: Learning For Life and Work - Local and Global Citizenship**

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. Investigations may combine different concepts and should span local, national, European and global contexts. The illustrations offered aim to relate this strand to Life and Work contexts.

<p><b>Diversity and Inclusion</b></p> <p>Exploring Diversity and Inclusion provides opportunities to consider the range and extent of diversity in societies locally and globally and to identify the challenges and opportunities that diversity and inclusion present in local, national, European and global contexts.</p>	<p><b>Human Rights and Social Responsibility</b></p> <p>Exploring Human Rights and Social Responsibility provides opportunities to understand that a globally accepted values base exists that reflects the rights, as outlined within various international human rights instruments, and responsibilities of individuals and groups in democratic society.</p>	<p><b>Equality and Social Justice</b></p> <p>Exploring Equality and Social Justice provides opportunities to understand that society needs to safeguard individual and collective rights to try and ensure that everyone is treated fairly.</p>	<p><b>Democracy and Active Participation</b></p> <p>Exploring Democracy and Active Participation provides opportunities for young people to understand how to participate in and to influence democratic processes and to be aware of some key democratic institutions and their role in promoting inclusion, justice and democracy.</p>
<p><b>Pupils should have opportunities to:</b></p> <p>Investigate factors including religious and political that influence individual and group identity, for example <i>age, gender, youth culture, ethnicity, community background, multiple identity, changing identities, etc.</i></p> <p>Investigate ways in which individuals and groups express their identity, for example dress code, language, musical and sporting traditions, religious and political opinion, beliefs, etc.</p> <p>Investigate how and why conflict, including prejudice, stereotyping, sectarianism and racism may arise in the community.</p> <p>Investigate ways of managing conflict and promoting community relations, reconciliation.</p>	<p><b>Pupils should have opportunities to:</b></p> <p>Investigate why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, protecting individuals and groups of people.</p> <p>Investigate key human rights principles as outlined in, for example <i>The Universal Declaration of Human Rights (UDHR), The European Convention of Human Rights (ECHR) and The United Nations Conventions of the Rights of Children (UNCRC) as a value base.</i></p> <p>Investigate why different rights must be limited or balanced in our society, for example <i>individual rights v group rights, freedom of expression, movement, mode of protest, etc.</i></p> <p>Investigate local and global scenarios where human rights have been seriously infringed, for example <i>child labour, prisoners of conscience, instances where the actions of the state have been questioned and challenged, etc.</i></p>	<p><b>Pupils should have opportunities to:</b></p> <p>Explore how inequalities can arise in society including how and why some people may experience inequality or discrimination on the basis of their group identity, for example <i>groups named in Section 75, The Northern Ireland Act 1998.</i></p> <p>Investigate how and why some people may experience inequality/social exclusion on the basis of their material circumstances in local and global contexts, for example <i>absolute and relative poverty, homelessness, the experience of refugees and asylum seekers, etc.</i></p> <p>Explore the work of inter-governmental, governmental and non governmental organisations (NGOs) which aim to promote equality and social justice, for example <i>the work of the United Nations, the Equality Commission for N. Ireland, local and global development agencies, etc.</i></p>	<p><b>Pupils should have opportunities to:</b></p> <p>Investigate the basic characteristics of democracy, for example <i>participation, the rule of law, promotion of equality and human rights, etc.</i></p> <p>Investigate various ways to participate in school and society, for example <i>school councils, peer mediation, mock elections, volunteering, community action/involvement, lobbying and campaigning through NGOs, local councillors, MLA or MEP, etc.</i></p> <p>Investigate why rules and laws are needed, how they are enforced and how breaches of the law affect the community, for example <i>school rules, classroom charter, age related law, the young person in the criminal justice system, etc.</i></p> <p>Investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation, for example <i>how to improve local youth services; enhance an existing play area; design a community garden, drop in centre or multi-cultural mural/event; environmental activities; involvement in campaigns on global issues such as: Education for All, Fair Trade, etc.</i></p>
<p><b>Learning Outcomes</b></p> <p>The Learning outcomes require the demonstration of skills and application of knowledge and understanding of Local and Global Citizenship.</p> <p>Young people should be able to:</p>	<ul style="list-style-type: none"> <li>• research and manage information effectively to investigate Citizenship issues, using Mathematics and ICT where appropriate;</li> <li>• show deeper understanding by thinking critically and flexibly, exploring problems and making informed decisions, using Mathematics and ICT where appropriate;</li> <li>• demonstrate creativity and initiative when developing ideas and following them through;</li> <li>• work effectively with others;</li> <li>• demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance; and</li> <li>• communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</li> </ul>		

**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.**



**Area of Learning: 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.

<p><b>Self-awareness</b></p> <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><b>Personal Health</b></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><b>Relationships</b></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><b>Pupils should have opportunities to:</b></p> <p><b>Explore and express a sense of self</b>, for example <i>temperament, feelings and emotions, personal responsibility, personal needs, aspirations, etc.</i></p> <p><b>Explore personal morals, values and beliefs</b>, for example <i>the origin of personal values, developing a moral framework, personal integrity, etc.</i></p> <p><b>Investigate the influences on a young person</b>, for example <i>peer pressure, media, social and cultural trends, fears, anxieties and motivations, etc.</i></p> <p><b>Explore the different ways to develop self-esteem</b>, 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><b>Develop skills and strategies to improve own learning</b>, 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><b>Pupils should have opportunities to:</b></p> <p><b>Explore the concept of Health as the development of a whole person</b>, for example <i>defining what makes up a whole person, physical, mental, social, moral, cognitive development etc.</i></p> <p><b>Investigate the influences on physical and emotional /mental personal health of</b>, for example <i>immunisation, regular physical activity, personal hygiene, diet, stress, addiction, life / work balance, etc.</i></p> <p><b>Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour</b>, for example <i>puberty, body image, mood swings, etc.</i></p> <p><b>Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse</b>, for example <i>effects on behaviour, physical and mental health, life and work changes, etc.</i></p> <p><b>Develop preventative strategies in relation to accidents in the home, school and on the road</b>, for example <i>safe practices in relation to appliances and equipment, chemicals, machinery, vehicles, road safety; knowing what to do in the event of cuts, burns, fire and emergency first aid, etc.</i></p> <p><b>Develop strategies to promote personal safety</b>, 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><b>Pupils should have opportunities to:</b></p> <p><b>Explore the qualities of relationships including friendship</b>, for example <i>conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc.</i></p> <p><b>Explore the qualities of a loving, respectful relationship</b>, for example <i>how choices within a relationship affect both physical and emotional development, friendships, etc.</i></p> <p><b>Develop coping strategies to deal with challenging relationship scenarios</b>, 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><b>Develop strategies to avoid and resolve conflict</b>, for example <i>active listening, assertiveness, negotiation, mediation, etc.</i></p> <p><b>Explore the implications of sexual maturation</b>, for example <i>sexual health, fertility, contraception, conception, teenage pregnancy, childbirth, etc.</i></p> <p><b>Explore the emotional, social and moral implications of early sexual activity</b>, for example <i>personal values, attitudes and perceptions, the Law, STIs, the impact of underage parenting, etc.</i></p>
<p><b>Learning Outcomes</b></p> <p>The learning outcomes require the demonstration of skills and application of knowledge and understanding of PD.</p> <p>Young people should be able to:</p>	<ul style="list-style-type: none"> <li>• develop an awareness of emergency first aid procedures;</li> <li>• research and manage information effectively to investigate PD issues, using Mathematics and ICT where appropriate;</li> <li>• show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;</li> <li>• demonstrate creativity and initiative when developing ideas and following them through; and</li> <li>• work effectively with others;</li> <li>• demonstrate self-management by working systemically, persisting with tasks, evaluating and improving own performance; and</li> <li>• communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose.</li> </ul>	

**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.**

