

# The Cayman Islands

## National Curriculum 2008

### Personal, social and moral learning

### Programme of study and attainment targets for Key Stages 1- 3

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The overview document sets out the guiding philosophy and principles of the new Cayman Islands curriculum. It guides all the subject documents and approaches to teaching and learning in the revised curriculum.

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## Aims

Personal, social and moral learning (PSML) contributes to the achievement of the curriculum aims for all young people (the 'educated Caymanian') to become:

- Enthusiastic and motivated about learning, and willing to continue to extend his/her knowledge and skills after leaving school
- Well rounded, good at finding solutions to problems, flexible and adaptable to changing circumstances and demands
- Literate, numerate and adept at using information and communication technology
- Aware of global issues affecting life in the 21<sup>st</sup> century
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

The programme of study for PSML aims to help students develop a number of important attitudes, in particular: curiosity, safety-awareness, creativity, tolerance, integrity, open-mindedness, cooperation, perseverance and commitment, initiative, critical thinking, confidence, motivation, and an appreciation of the contribution of personal, social and moral learning to everyday life.

## Overview

This curriculum area encourages students to initiate, maintain and manage positive social relationships with a range of people in a range of contexts. It also focuses on providing students with the knowledge, skills and behaviours to be successful, positive learners both at school and throughout their lives.

Throughout the curriculum, students should be given opportunities to develop the confidence and ability to be adaptive and take an active role in shaping their own futures in a world of constant change. Through the development of positive social relationships, students should be encouraged to develop a sense of belonging to society, in both global and Caymanian contexts, and to learn to live and work with others.

The Cayman Islands is a country with people of varying interests, values and beliefs. It is essential that individuals learn to participate in groups whose members are from diverse backgrounds. In this learning area there is a particular focus on developing students' capacity to work cooperatively as part of a team. This skill is widely acknowledged as being a core requirement for success in the workplace and in the community.

Individuals need to be empathetic, and able to deal effectively with their own emotions and inner moods. It also requires them to be aware of the social conventions and responsibilities that underpin effective relationships. All social relationships have the potential to create conflict. Students need to develop the skills and strategies to manage and resolve conflict in a sensible, fair and effective manner and not see it as something to avoid or eliminate.

Students need to understand what it means to learn, who they are as learners and how emotions affect learning. They also need to develop skills in planning, monitoring and revising their work, and reflecting on and modifying their learning practices. Consequently, as students progress through school they need to be encouraged and supported to take greater responsibility for their learning, their participation in learning activities and the quality of their learning outcomes. They need to develop a sense of themselves as learners and develop the knowledge and skills to manage their own learning and emotions. As they do this, they move from being supported learners to autonomous learners.

## How teachers should use the programme of study and attainment targets

The programme of study identifies the experiences and opportunities that students must be given to enable them to achieve the knowledge, skills and understanding specified in the attainment targets for PSML.

### The strands

The programme for PSML is divided into two strands:

- i. Personal and moral learning
- ii. Social learning

This division into strands is a convenient way of emphasising the outcomes for personal, moral and social learning in schools. It does not mean that learning in each strand has to be developed independently.

PSML should not be seen as a separate subject, taught in isolation. By its very nature, aspects of PSML run throughout all other subjects (see appendix 3). Teachers of all subjects are therefore expected to contribute to the development of PSML in their students.

The programme of study is set out in terms of curriculum opportunities to be delivered in a wide range of contexts.

### Personal and moral learning

This strand is associated with:

- Acquiring self-knowledge and dispositions that support learning
- Learning with peers, including seeking and responding appropriately to feedback

- Increasingly managing their own learning and growth, including setting goals and managing resources to achieve these
- Recognising and enacting appropriate values within and beyond the school
- Human relationships, human sexuality, gender and related community attitudes in an international context
- Codes of behaviour, growth and development
- Personal behaviour as it relates to growth and development - drawing upon aspects delivered in the science curriculum

Moral education in schools has traditionally been associated with religious education. One reason for this is that all religions stress the importance of morality and provide guidance in the form of general principles, codes or rules. In this country in particular, it is often argued that 'the Christian ethic' is at the basis of our laws and moral values. While it is undoubtedly true that one cannot be religious without being concerned with morality, it is also possible to show moral concern and commitment without necessarily basing these on a religious view of life.

Moral education is a function of the whole school, conveyed through other aspects of the curriculum as well as through religious education. It is transmitted through the relationships that exist in the school community. Religious education makes an important contribution to moral education **but has no monopoly over it.**

Traditional ideas about right and wrong are continually challenged by changing circumstances and new technology. This gives rise to two complementary aspects of moral education: appreciation of common values such as honesty, liberty, justice, fairness, respect for others; and a personal process of clarification of values and decision-making to enable the individual to cope with change.

### Social learning

This is associated with:

- Building positive social relationships
- Working and learning in teams
- Managing and resolving conflict.

Social learning contributes to equipping students for a communal, mentally-healthy life. It makes them aware of potential hazards and how to make informed choices

**Progression** in this subject requires students to develop in parallel their skills in personal and moral learning and social learning. They should start with activities linked to themselves and their immediate environment and move on to less familiar situations and contexts.

**The attainment targets** specify the knowledge, understanding and skills that students should acquire through the key stage. More detail is given about how to interpret them in appendix 1.

# Personal, social and moral learning programme of study for Key Stage 1

## Introduction

During Key Stage 1 students should develop the foundations of personal, moral and social learning. Students at this key stage should experience a variety of activities that develop a wide range of personal and social skills. A sense of fun, enjoyment and achievement should pervade all activities.

At the beginning of Key Stage 1, learning will be mainly exploratory play in which students, individually, with a partner, or in a small group, respond to suggestions of the teacher, or to the stimuli and challenges provided by others, music, space or apparatus. Students should be allowed time to develop confidence, both as individuals and members of a group. They should learn to listen and respond, and to talk about their experiences.

### Students should be given the opportunity to:

- Play constructively together and to develop friendships with peers
- Manage their impulses by developing habits and routines that help them to be cooperative class members
- Develop an interpersonal vocabulary
- Describe the emotions they experience when interacting with others
- Identify and develop (with suitable support) the skills required to work together in a group, including taking turns, sharing, and caring for equipment and resources
- Share their thoughts on group collaboration and learn to describe and practise skills that contribute to

The formation of positive relationships, and explain why these skills are desirable

- Practise (*by playing games and participating in classroom activities*) listening to others and recording or retelling what others have said
- Practise, with teacher support, using these skills with their peers in a variety of contexts and begin to identify when it would be useful to apply these skills in other situations
- Develop (with teacher support) appropriate language to explain what happens and how they feel when experiencing conflict and/or bullying
- Begin to understand how their actions affect others
- Learn that some people have special needs and to respect the rights, feelings and efforts of others

## Suggested activities

### Students should be helped to:

- *Take responsibility (for example, looking after the school environment; as a 'buddy'; looking after animals properly)*
- *Feel positive about themselves (for example, by producing personal accounts, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take)*
- *Participate (for example, in the class decision-making process)*
- *Make real choices and decisions (for example, about issues affecting their health and well-being)*
- *Meet and talk with people (for example, people who work in the school and the neighbourhood, such as religious leaders, community police officers)*

## Personal, social and moral learning programme of study for Key Stage 2

Building on the experiences gained during Key Stage 1, students should be given opportunities to develop their personal, social and moral learning experiences and apply them in more involved contexts. Students should be given guidance to cope with these challenges. They should continue to experience success in order to reinforce a positive attitude to personal, moral and social learning.

### Personal and moral learning

#### Students should have opportunities to:

- Talk and write about their opinions, and explain their views on issues that affect them and society
- Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- Face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- Recognise, how people's emotions change as they approach puberty, and how to deal with their feelings towards themselves, their family and others in a positive way
- Learn about the range of jobs carried out by people they know, and understand how they can develop skills to make their own contribution in the future
- Look after their money and realise the importance of saving for their future wants and needs

- Explore what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices
- Recognize that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- Find out about how the body changes as they approach puberty
- Learn about which commonly available substances and drugs are legal and illegal, their effects and risks
- Recognise the risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable
- Recognize that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong
- Learn the school rules about health and safety, basic emergency aid procedures and where to get help

### Social learning

#### Students should have opportunities to:

- Recognise that their actions affect themselves and others
- Learn to care about other people's feelings and to try to see things from their points of view
- Think about the lives of people living in other places and times, and people with different values and customs
- Be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- Realise the nature and consequences of racism, teasing, bullying and aggressive behaviour, and how to respond to them and ask for help
- Recognise and challenge stereotypes
- Recognise that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability
- Find out where individuals, families and groups can get help and support

## **Suggested activities**

### **Students should be helped to:**

- *Take responsibility (for example, for planning and looking after the school environment, for the needs of others, such as by acting as a peer supporter, as a 'buddy', or as a playground mediator for younger students; looking after animals properly; identifying safe, healthy and sustainable means of travel when planning their journey to school)*
- *Feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take)*
- *Participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting)*
- *Make real choices and decisions (for example, about issues affecting their health and well-being, such as smoking, the use of scarce resources, how to spend money, including pocket money and contributions to charities)*
- *Meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers)*
- *Develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, e-mail or letters)*
- *Consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment)*
- *Find information and advice (for example, through helplines; by understanding about welfare systems in society)*
- *Prepare for change (for example, transferring to secondary school)*

## Personal, social and moral learning programme of study for Key Stage 3

Building on the experiences gained during Key Stage 2, students should apply their personal, social and moral learning in the context of more complex considerations. These opportunities for personal, moral and social learning should increasingly prepare them for a fulfilling adult life. They should be given sufficient guidance to cope with these challenges and so continue to experience success.

### Personal and moral learning

#### Students should have opportunities to:

- Reflect on and assess their strengths in relation to their personality, schoolwork and leisure activities
- Respect differences between people, as they develop their own sense of identity
- Recognise how others see them, and be able to give and receive constructive feedback and praise
- Recognise the stages of emotions associated with loss and change caused by death, divorce, separation and new family members, and how to deal positively with the strength of their feelings in different situations
- Relate job opportunities to their personal qualifications and skills, and understand how the choices they will make at Key Stage 4 should be based not only on knowledge of their personal strengths and aptitudes, but also on the changing world of work
- Plan realistic targets for Key Stage 4, seeking out information and asking for help with career plans
- Recognise what influences how we spend or save money and how to become

competent at managing their personal money

- Recognise the physical and emotional changes that take place at puberty and how to manage these in a positive way
- Research how to keep healthy and what influences health, including the impact of the media
- Recognise that good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health
- Find out about basic facts and laws, including school rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs
- In a context of the importance of relationships, find out about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity
- Recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel
- Recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help
- Learn about basic emergency aid procedures and where to get help and support

### Social learning

#### Students should have opportunities to:

- Learn about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively

- Learn how to empathise with people who are different from themselves
- Learn about the nature of friendship and how to make and keep friends
- Recognise some of the cultural norms in society, including the range of lifestyles and relationships
- Learn about the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
- Learn about the role and importance of marriage in family relationships
- Learn about the role and feelings of parents and carers and the value of family life
- Recognise that goodwill is essential to positive and constructive relationships
- Negotiate within relationships, recognising that actions have consequences, and when and how to make compromises
- Resist pressure to do wrong, to recognise when others need help and how to support them
- Communicate confidently with their peers and adults

## **Suggested activities:**

### **Students should be helped to:**

- *Take responsibility (for example, for carrying out tasks and meeting deadlines such as taking assembly, running the school newspaper)*
- *Feel positive about themselves (for example, by taking part in a public performance)*
- *Participate (for example, in developing and putting into practice school policies about anti-bullying; in an action research project designed to reduce crime and improve personal safety in their neighbourhood)*
- *Make real choices and decisions (for example, about options for their future, based on their own research and career portfolios)*
- *Meet and work with people (for example, people who can give them reliable information about health and safety issues, such as school nurses, community drug awareness workers)*
- *Develop relationships (for example, by working in a range of groups and social settings with their peers and others; by being responsible for a mini-enterprise scheme as part of a small group)*
- *Consider social and moral dilemmas (for example, how the choices they make as consumers affect other people's economies and environments)*
- *Find information and advice (for example, about the risks of early sexual activity, drug misuse, self-defence for keeping safe)*
- *Prepare for change (for example, by anticipating problems caused by changing family relationships and friendships, and by preparing for new styles of learning at Key Stage 4)*
- *Use a portfolio approach for target setting*
- *Use ICT to keep a personal record*
- *Prepare an individual learning plan*

## Appendix 1 Attainment targets

The learning outcomes or attainment targets are expressed at eight levels of increasing difficulty. These levels are the same for all key stages and are not age or year-group-dependent, which will make it easier to see how a student progresses as he/she moves up the year groups and from primary to secondary school.

Students learn at different rates and, therefore, individual students or groups of students of the same age could be working towards different levels within and across the key stage boundaries. By the end of a key stage, **most** students should be performing at the '**expected**' level, but some will be above this level and others will be below.

The range of levels covered by the key stage and the 'expected' levels for the end of each key stage are given in the table below:

Key Stage	Year Groups	Range of levels covered by the programme of study	Expected level at end of the Key Stage
1	1 - 3	1-3	2
2	4 - 6	2-5	4
3	7 - 9	3-7	5 or 6

Teachers will be expected to make judgements about the levels attained by each of their students, particularly at the end of a key stage. In deciding on a student's level of attainment, teachers should judge which description in the attainment targets best fits the student's performance. When doing so, each description should be considered alongside those for adjacent levels. It is not necessary for a student to have satisfied the entire range of a particular level to be awarded it.

It can be helpful to divide levels into three sub-levels to support tracking of progress and target setting.

For example:

- 3a – Represents a performance that demonstrates a good understanding of all the descriptors in level 3
- 3b – Represents understanding of the majority of level 3 descriptors
- 3c– Represents understanding at level 2a (ie the full understanding of the previous level) plus an understanding of some of the descriptors at level 3

## Strand i Personal and moral learning

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>•Students talk about their own experiences and feelings.</li> <li>•They describe what they find interesting, puzzling, of value and concern to themselves and to others.</li> <li>•They set simple goals.</li> </ul>	<ul style="list-style-type: none"> <li>•Students ask, and respond sensitively to questions about their own and others' experiences and feelings.</li> <li>•In relation to matters of right and wrong, they recognise their own values and those of others.</li> <li>•They identify personal strengths that contribute to a sense of self-worth and effective learning.</li> </ul>	<ul style="list-style-type: none"> <li>•Students identify what influences them, making links between aspects of their own and others' experiences.</li> <li>•They describe how beliefs, values and obligations, affect their own attitudes and behaviour.</li> <li>•They describe how their own feelings, beliefs, and actions, as well as those of other people, contribute to their personal sense of self-worth.</li> <li>•They set short-term, achievable goals in relation to specific tasks.</li> </ul>	<ul style="list-style-type: none"> <li>•Students ask, and suggest answers to, questions about identity, belonging, meaning, purpose, truth, values and commitments.</li> <li>•They describe the characteristics of changes during puberty and discuss ways to cope with them.</li> <li>•They find and use information to make and action safe choices in a range of contexts.</li> <li>•They describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth.</li> <li>•They undertake some set tasks independently, identifying stages for completion.</li> <li>•They describe their progress as learners, identifying their strengths and weaknesses and take actions to address their weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>•Students ask, and suggest answers to, questions about identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives.</li> <li>•They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.</li> <li>•They describe physical, social, emotional, and intellectual processes of growth and relate these to features of adolescent development and effective self-management strategies.</li> <li>•In a context of the importance of relationships, they learn about human reproduction, and high-risk behaviours, including early sexual activity.</li> <li>•They set realistic short-term and long-term learning goals to respond to a range of tasks and timeframes set by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>•Students use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues.</li> <li>•They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth.</li> <li>•They demonstrate an understanding of factors that contribute to personal identity and they celebrate individuality and affirm diversity.</li> <li>•They independently complete competing short, extended and group tasks within set timeframes.</li> <li>•They review the effectiveness of their management of tasks, identifying successes and suggesting strategies that would improve outcomes.</li> </ul>

Level 7	Level 8
<ul style="list-style-type: none"> <li>•Students clearly express personal and critical responses to questions of meaning, purpose and about issues to do with truth and ethics.</li> <li>•They evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.</li> <li>•They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.</li> <li>•Students initiate personal short-term and long-term learning goals and negotiate appropriate courses of action to achieve them.</li> <li>•They determine, monitor and modify learning improvement goals, taking into account current and future learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>•Students analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitment.</li> <li>•They synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others.</li> <li>•They critically analyse the impact that concepts of personal, cultural, and national identity have on people's well-being.</li> <li>•They evaluate the causes, symptoms and treatments for stress and depression, identifying strategies for prevention and management.</li> <li>•Students work independently, identifying and implementing a range of appropriate strategies to maximize their learning.</li> <li>•They determine the factors that contribute to the creation of positive learning environments and establish, follow and monitor sets of rules for a variety of learning situations</li> </ul>

**Strand ii Social learning**

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>•Students explore and share ideas about relationships with other people.</li> <li>•They demonstrate sharing and co-operative skills in groups.</li> <li>•They listen to ideas from other people.</li> <li>•They talk about what they like and dislike, what is fair and unfair, and what is right and wrong.</li> </ul>	<ul style="list-style-type: none"> <li>•Students recognise how their behaviour affects other people.</li> <li>•They express their ideas, needs, and feelings confidently and listen sensitively to other people.</li> <li>•They identify and respect the differences and similarities between people.</li> <li>•They recognise that there are different types of teasing and bullying, and that bullying is wrong, and talk about how to get help to deal with bullying.</li> <li>•They identify safe and unsafe aspects of different environments and describe appropriate action.</li> </ul>	<ul style="list-style-type: none"> <li>•Students describe different types of relationships, including marriage and those between friends and families, and identify the skills to be effective in these relationships.</li> <li>•They realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, identifying how to respond to them and ask for help.</li> <li>•They identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these.</li> </ul>	<ul style="list-style-type: none"> <li>•Students identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.</li> <li>•They recognise instances of discrimination and identify how to act responsibly to support their own rights and feelings and those of other people.</li> <li>•They describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people.</li> <li>•They identify the characteristics of healthy relationships (e.g., <i>showing consideration of others' feelings by avoiding negative communication</i>).</li> </ul>	<ul style="list-style-type: none"> <li>•Students identify challenging issues associated with relationships and describe options to achieve positive outcomes.</li> <li>•They demonstrate an understanding of how attitudes and values relating to difference influence their own safety and that of other people.</li> <li>•They demonstrate a range of interpersonal skills and processes that help them to make safe choices for themselves and other people in a variety of settings.</li> </ul>	<ul style="list-style-type: none"> <li>•Students demonstrate an understanding of how individuals and groups affect relationships by influencing people's behaviour, beliefs, decisions, and sense of self-worth.</li> <li>•They plan and evaluate strategies recognising their own and other people's rights and responsibilities to avoid or minimise risks in social situations.</li> <li>•They plan strategies and demonstrate interpersonal skills to respond to challenging situations appropriately.</li> <li>•They identify major issues in occupational health and safety about the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make.</li> </ul>

<b>Level 7</b>	<b>Level 8</b>
<ul style="list-style-type: none"> <li>•Students analyse the nature and benefits of meaningful interpersonal relationships.</li> <li>•They analyse the beliefs, attitudes, and practices that reinforce stereotypes and role expectations, identifying ways that these shape people's choices at individual, group, and societal levels.</li> <li>•They evaluate information, make informed decisions, and use interpersonal skills effectively to manage conflict, competition, and change in relationships.</li> <li>•In the context of the importance of relationships, they understand how different forms of contraception work, and where to get advice, in order to inform future choices.</li> </ul>	<ul style="list-style-type: none"> <li>•Students critically analyse the dynamics of effective relationships in a range of social contexts.</li> <li>•They critically analyse attitudes, values, and behaviours that contribute to conflict and identify and describe ways of creating more harmonious relationships.</li> <li>•They analyse and evaluate attitudes and interpersonal skills that enable people to participate fully and effectively as community members in various situations.</li> </ul>

## Appendix 3

### Examples of opportunities for personal social and moral learning in the programmes of study for other subject areas

Subject	Personal and moral learning	Social learning	Careers and economic understanding
<b>Art (and Design)</b>	Take pleasure in works of art Appreciate and enjoy competent and intelligent making Work safely with print and other materials Take risks and learn from mistakes	Make art work for local and community settings Work with others to produce art	Explore different careers in art and design
<b>Citizenship</b>	Take informed and responsible action Engage in debate about relevant topical issues Improve self-esteem and mental health through participation in effective action Make informed judgements and reflect on consequences	Work with a range of community partners Challenge inequalities and discrimination Argue on behalf of others	Explore political problems Understand the impact of purchasing decisions Consider the best use of time and resources
<b>Design and Technology</b>	Think creatively to improve quality of life Apply creative thinking and learn to innovate Carry out practical tasks hygienically Learn about healthy eating Solve technical problems Assess products for sustainability	Work with others to respond creatively to briefs	Discuss how to be discriminating users of products
<b>English</b>	Take pleasure in language and literature Inspire creativity and imagination Gain confidence in speaking and listening in unfamiliar situations	Take part in performance and oral activities Explore texts from different cultures Work in groups	Develop communication skills needed for employment Make formal presentations Write for minutes, plans and advertisements
<b>Geography</b>	Make sense of the complex and dynamically changing world Work safely outside the classroom	Work with others to explore a variety of information sources Value interconnections and interrelationships in the world Participate in responsible action	Consider economic development in the wider world
<b>History</b>	Become curious and use imagination Increase confidence and ability to question Understand the changing lives of men, women and children Increase self-esteem by investigating personal and community history Learn lessons from the past Understand the changing nature of conflict and its lasting impact Understand cause and effect	Engage with local sources and local historical sites	Develop knowledge and skills that enhance employability

<b>Subject</b>	<b>Personal and moral learning</b>	<b>Social learning</b>	<b>Careers and economic understanding</b>
<b>ICT</b>	Make confident, creative and productive use of ICT Be discriminating in use of information sources Use communications technology safely and responsibly Check the accuracy of information	Share, exchange and present information Use ICT to participate in and engage with modern society	Mastery of technical skills and techniques and the knowledge to apply them in the workplace
<b>Mathematics</b>	Take pleasure when a problem is solved Assess risk Solve problems Learn from mistakes	Work with others in a range of contexts	Develop financial capability Develop numeracy skills needed for employment
<b>Modern language</b>	Gain personal fulfilment from learning a language Deal with unfamiliar and unexpected situations	Appreciate different countries, cultures, communities and people Gain a mutual understanding	Develop language as a lifelong skill for employment
<b>Music</b>	Enjoy performing, listening to and composing music Develop a sense of identity Address personal concerns and emotions through music	Perform in groups and orchestras Appreciate the roles and contributions of different members of groups Appreciate the role of music in society	Develop leadership skills Develop an understanding of intellectual property rights
<b>Physical Education</b>	Improve performance Discover aptitudes and preferences Make informed choices Lead healthy lifestyles Develop physical and mental fitness Improve management skills	Improve leadership skills Work in teams Take personal and social responsibility	Learn how to be effective in competitive situations
<b>Religious Education</b>	Discover that beliefs, values and attitudes can change the world Prepare for adult life Develop a sense of identity and belonging Examine what religions and beliefs say about health Investigate ethics and relationships	Engage in inter-faith dialogue Engage with a diverse and globalised world Make a commitment to respect and include others	Examine what religions and beliefs say about wealth
<b>Science</b>	Become curious about the world Learn to question and discuss issues that may affect their own lives Learn about diet, drugs and disease Learn about substance abuse, sexual health and reproduction Take part in ethical and moral debates Learn how to work safely with dangerous materials Perform risk assessments	Carry out practical and investigative fieldwork in groups Appreciate that societies and cultures may have different approaches to science Recognise the importance of sustainable development in relation to the needs of future generations	Career opportunities in science Discuss the economic arguments for and against scientific research