

Skills	PSE Framework Learners should be given opportunities to:	The Welsh Bacallaureate – ideas for activities or personal investigation themes based on AWSLCP	AWSLCP
Developing Thinking 	<ul style="list-style-type: none"> • use prior knowledge to explain links between cause and effect, and make predictions • analyse information and ideas in order to assess bias, reliability and validity • take different perspectives into account when making informed decisions and choices effectively • use a range of techniques for personal reflection. 	<p>WEW</p> <ul style="list-style-type: none"> • Presentation on the effect of energy drinks on youngsters today at both local and national level e.g. in your school, in Wales and internationally. <p>PSE</p> <ul style="list-style-type: none"> • Personal Space – discovering your values. What is acceptable behaviour? (link to our lessons -'Dangerous Deception' and 'No means No!') 	<p>Social Behaviour and Community Strand – Lesson - Save Me! School Behaviour and Community Strand- Lesson - COW Social Behaviour and Community Strand – Lesson – Rights and Responsibilities Safety strand – Lesson - Dangerous Deception Safety Strand – Lesson -Sexual Consent – No Means No! Drug and Substance misuse – Lesson – Class Act Drug and Substance misuse – Lesson – Double Trouble</p>
Developing Communication 	<ul style="list-style-type: none"> • listen perceptively in a range of situations, and respond appropriately • communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods • appreciate, reflect on and critically evaluate other points of view. 	<p>Individual Investigation</p> <p>WEW</p> <ul style="list-style-type: none"> • Talk on a specific topic e.g. the rights of young people. <p>PSE</p> <ul style="list-style-type: none"> • Discussion on personal safety <p>WRE</p> <ul style="list-style-type: none"> • Leaflet on health issues to staff in a work place e.g. binge drinking. <p>For all of the above – study the situation in Wales and compare with another country.</p>	<p>Social Behaviour and Community Strand – Lesson - Save Me! School Behaviour and Community Strand- Lesson COW Social Behaviour and Community Strand – Lesson – Rights and Responsibilities Safety strand – Lesson - Dangerous Deception Safety Strand – Lesson - Sexual Consent – No Means No! Drug and Substance misuse – Lesson – Class Act Drug and Substance misuse – Lesson – Double Trouble</p>

<p>Developing ICT</p> 	<ul style="list-style-type: none"> • find and develop information and ideas. • create and present information and ideas • use ICT safely, responsibly and independently, complying with data protection regulations and following safe practices. 	<p>Individual Investigation</p> <p>WEW</p> <ul style="list-style-type: none"> • Produce report on 'What is anti-social behaviour?' Conduct a survey and include questionnaire results and an analysis on the situation in Wales. . Use internet resources for further research and to compare with another country. • Use census data to track changes in crime in England and Wales. Compare figures with another country. <p>PSE</p> <ul style="list-style-type: none"> • Produce an educational leaflet on alcohol consumption amongst teens. Compare the situation in Wales with another country. <p>WRE</p> <ul style="list-style-type: none"> • Produce a presentation to take to primary school children about a topic of your choice which derives from one of the All Wales School Liaison Core Programme lessons. 	
<p>Developing Number</p>	<ul style="list-style-type: none"> • access numerical data from written and graphical sources • select from and interpret a variety of methods of 	<p>WEW</p> <ul style="list-style-type: none"> • Collection and analysis of data crime in your area. 	

	<p>presenting data, including pie charts, scatter graphs and line graphs, to support understanding of PSE-related issues.</p>	<p>PSE</p> <ul style="list-style-type: none"> Conduct a survey in your school on an aspect of diversity. 	
<p>Working with Others</p>	<ul style="list-style-type: none"> work both independently and cooperatively to plan and complete a range of tasks reflect on the roles played in group situations, including leadership make and maintain friendships and negotiate behaviour effectively in relationships be assertive and resist unwanted peer and other influence resolve conflict with a win/win solution manage anger, frustration and aggressive feelings effectively adapt to changing situations evaluate and access a range of local and national sources of information, support and advice confidently. 	<p>WRE</p> <ul style="list-style-type: none"> Team Enterprise – setting up a survey on 'Where do we feel safe and unsafe in school?' 	<p>Social Behaviour and Community Strand – Lesson - Save Me! School Behaviour and Community Strand – Lesson - COW Social Behaviour and Community Strand – Lesson – Rights and Responsibilities</p> <p>Safety Strand – Lesson - Sexual Consent – No Means No!</p> <p>Safety strand – Lesson - Dangerous Deception Drug and Substance misuse – Lesson – Class Act Drug and Substance misuse – Lesson – Double Trouble</p>
<p>Improving Own learning</p>	<ul style="list-style-type: none"> apply learning styles to improve learning review learning and action plan effectively, setting priorities for development and targets for improvement apply learning to unfamiliar or more abstract situations manage time and organise 		

	<p>themselves effectively to meet deadlines</p> <ul style="list-style-type: none"> • apply a range of revision techniques to reinforce learning • recognise and manage stress • develop the practical skills necessary for everyday life, e.g. administer basic first aid. 		
Range			
Active Citizenship	<ul style="list-style-type: none"> • develop respect for themselves and others • value diversity and equal opportunity, and be affronted by injustice, exploitation and denial of human rights • engage in practical involvement in the community <p>and to understand:</p> <ul style="list-style-type: none"> • the principles of the Universal Declaration of Human Rights • how political systems work locally, nationally and internationally, e.g. <i>the European Union, the UN</i> • the main features of the major political parties in Wales • the opportunities for young people to participate in decision-making, both locally and nationally • the importance of participating in democratic elections and the links between political decisions and their own lives • the importance of access to unbiased information, including the 	<p>PSE Element 3 Active Citizenship</p> <ul style="list-style-type: none"> • Social and moral issues in contemporary society – e.g. 'Produce a presentation on the importance of Sexual Consent'. • Legal and human rights – an investigation into 'Arranged Marriages'. <p>WEW Element 1. Politics A discussion on 'Anti-social behaviour in my area'.</p> <p>WEW Element 2 Social issues Role play to explore an issue e.g. Binge drinking, (roles to include policeman, magistrate, parent ,shopkeeper, teenager, MP, local councillor etc.).</p>	<p>Social Behaviour and Community Strand – Lesson - Save Me!</p> <p>School Behaviour and Community Strand- Lesson COW</p> <p>Social Behaviour and Community Strand – Lesson – Rights and Responsibilities</p> <p>Safety strand – lesson - Dangerous Deception</p> <p>Safety Strand - Sexual Consent – No Means No!</p> <p>Drug and Substance misuse – lesson – Double Trouble</p>

	<p>Internet, and be prepared to challenge views propagated by the media</p> <ul style="list-style-type: none"> • how to challenge assertively expressions of prejudice, racism and stereotyping • local and global contemporary issues and events, <i>e.g. homelessness and international migration.</i> 		
<p>Health and emotional well-being</p>	<ul style="list-style-type: none"> • accept personal responsibility for keeping the mind and body safe and healthy. • develop a responsible attitude towards personal relationships <p>and to understand:</p> <ul style="list-style-type: none"> • the short and longer term consequences when making decisions about personal health. • the personal, social and legal consequences of the use of legal and illegal substances. • the range of sexual attitudes, relationships and behaviours in society. • the importance of sexual health and the risks involved in sexual activity including potential sexual exploitation • the features of effective parenthood and the effect of loss and change in relationships • the factors that affect mental health and the ways in which emotional well-being can be fostered. 	<p>PSE Element 1 Positive Relationships</p> <ul style="list-style-type: none"> • Changing relationships in school/college and the family. • 'The value of relationships'. Study a fictional soap opera relationship and examine characteristics of healthy and unhealthy relationships. • The nature of relationships within the wider community. <p>PSE Element 2 Health and emotional well-being</p> <ul style="list-style-type: none"> • The benefits of a healthy lifestyle • Legal and illegal drugs • Sexual health • Sexual exploitation 	<p>School Behaviour and Community Strand- Lesson COW Safety Strand – Lesson – No Means No! Social Behaviour and Community Strand – Lesson – Rights and Responsibilities Drug and Substance misuse – Lesson – Double Trouble Drug and Substance misuse – Lesson – Class Act Safety strand – Lesson - Dangerous Deception</p>

	<ul style="list-style-type: none"> the statutory and voluntary organisations which support health and emotional well-being. how to access professional health advice and personal support with confidence. 		
Moral and Spiritual Development	<ul style="list-style-type: none"> consider questions and issues involving the meaning and purpose of life <p>and to understand:</p> <ul style="list-style-type: none"> how beliefs and values affect personal identity and lifestyle the factors involved in making moral judgements the range of values and principles by which people live. 	<p>PSE Element 3 Active Citizenship</p> <ul style="list-style-type: none"> Social and moral issues in contemporary society – based on 'No means No' lesson. Legal and human rights? Discussion, presentation or essay based on either 'Save Me' or 'Dangerous Deception' lessons. <p>WEW Element 4. Cultural issues</p> <ul style="list-style-type: none"> Visit and interview someone from a different religious background or with particular belief. Write an article on your findings. 	<p>Social Behaviour and Community Strand – Lesson - Save me! Safety Strand - Sexual Consent – No Means No! Safety strand – Lesson - Dangerous Deception Social behaviour and community – lesson – Rights and Responsibilities.</p>
Preparing for Lifelong Learning	<ul style="list-style-type: none"> be ambitious, adaptable and embrace learning opportunities be well-organised and take responsibility for their actions and decisions related to learning <p>and to understand:</p> <ul style="list-style-type: none"> the relevant opportunities available to them in education and training their rights as consumers and their 		

	<ul style="list-style-type: none"> responsibilities in terms of managing a budget the importance of planning for their financial futures and how to access financial advice. 		
Sustainable Development and global Citizenship	<ul style="list-style-type: none"> recognise the rights of future generations to meet their basic needs take personal responsibility for changing their own lifestyle as a response to local and global issues <p>and to understand:</p> <ul style="list-style-type: none"> the interdependence of global economic systems and the effects of human development on natural systems the tensions between economic growth, sustainable development and basic human needs, <i>e.g. the causes of inequality within and between societies.</i> 		