<table>
<thead>
<tr>
<th>Skills</th>
<th>PSE Framework</th>
<th>The Welsh Baccalaureate – ideas for activities or personal investigation themes based on AWSLCP</th>
<th>AWSLCP</th>
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<tbody>
<tr>
<td>Developing Thinking</td>
<td>• use prior knowledge to explain links between cause and effect, and make predictions</td>
<td>WEW • 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.</td>
<td>Social Behaviour and Community Strand – Lesson - Save Me!</td>
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<td></td>
<td>• analyse information and ideas in order to assess bias, reliability and validity</td>
<td>PSE • Personal Space – discovering your values. What is acceptable behaviour? (link to our lessons -‘Dangerous Deception’ and ‘No means No!’)</td>
<td>School Behaviour and Community Strand - Lesson - COW</td>
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<td></td>
<td>• take different perspectives into account when making informed decisions and choices effectively</td>
<td></td>
<td>Social Behaviour and Community Strand – Lesson – Rights and Responsibilities</td>
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<td></td>
<td>• use a range of techniques for personal reflection.</td>
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<td>Safety strand – Lesson - Dangerous Deception</td>
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<td>Safety Strand – Lesson - Sexual Consent – No Means No!</td>
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<td>Drug and Substance misuse – Lesson – Class Act</td>
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<td>Drug and Substance misuse – Lesson – Double Trouble</td>
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<tr>
<td>Developing Communication</td>
<td>• listen perceptively in a range of situations, and respond appropriately</td>
<td>Individual Investigation WEW • Talk on a specific topic e.g. the rights of young people.</td>
<td>Social Behaviour and Community Strand – Lesson - Save Me!</td>
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<td>• communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods</td>
<td>PSE • Discussion on personal safety</td>
<td>School Behaviour and Community Strand - Lesson COW</td>
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<td>• appreciate, reflect on and critically evaluate other points of view.</td>
<td>WRE • Leaflet on health issues to staff in a workplace e.g. binge drinking.</td>
<td>Social Behaviour and Community Strand – Lesson – Rights and Responsibilities</td>
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<td>For all of the above – study the situation in Wales and compare with another country.</td>
<td>Safety strand – Lesson - Dangerous Deception</td>
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<tr>
<td>Developing ICT</td>
<td>Individual Investigation</td>
<td>Developing Number</td>
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<tr>
<td>• find and develop information and ideas.&lt;br&gt;• create and present information and ideas&lt;br&gt;• use ICT safely, responsibly and independently, complying with data protection regulations and following safe practices.</td>
<td><strong>WEW</strong>&lt;br&gt;• 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.&lt;br&gt;• Use census data to track changes in crime in England and Wales. Compare figures with another country.</td>
<td>• access numerical data from written and graphical sources&lt;br&gt;• select from and interpret a variety of methods of</td>
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<td><strong>PSE</strong>&lt;br&gt;• Produce an educational leaflet on alcohol consumption amongst teens. Compare the situation in Wales with another country.</td>
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<td><strong>WRE</strong>&lt;br&gt;• 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.</td>
<td>• Collection and analysis of data crime in your area.</td>
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<td>Working with Others</td>
<td>PSE</td>
<td>WRE</td>
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| - 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. | - Conduct a survey in your school on an aspect of diversity. | - Team Enterprise – setting up a survey on ‘Where do we feel safe and unsafe in school?’ |

| Improving Own learning | 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 - Sexual Consent – No Means No!  
Safety strand – Lesson - Dangerous Deception  
Drug and Substance misuse – Lesson – Class Act  
Drug and Substance misuse – Lesson – Double Trouble |
|------------------------|--------------------------------------------------|
| - 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 | |

Adnoddau cefnogol ar gael ar www.schoolbeat.org
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<tr>
<th><strong>Range</strong></th>
<th><strong>Active Citizenship</strong></th>
<th><strong>PSE Element 3</strong></th>
<th><strong>Social Behaviour and Community Strand – Lesson - Save Me!</strong></th>
</tr>
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</table>
|          | themselves effectively to meet deadlines  
|          | - 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. | **Active Citizenship**  
|          | - 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 | **Social and moral issues in contemporary society – e.g. ‘Produce a presentation on the importance of Sexual Consent’**.  
|          | and to understand:  
|          | - the principles of the Universal Declaration of Human Rights  
|          | - how political systems work locally, nationally and internationally, *e.g.* the European Union, the UN  
|          | - the 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 | **Legal and human rights – an investigation into ‘Arranged Marriages’**.  
|          | | **WEW Element 1.**  
|          | | **Politics**  
|          | | A discussion on ‘Anti-social behaviour in my area’.*  
|          | | **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.).  
|          | | **Drug and Substance misuse – lesson – Double Trouble**.
### Health and emotional well-being

- accept personal responsibility for keeping the mind and body safe and healthy.
- develop a responsible attitude towards personal relationships and to understand:
  - 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.

### PSE Element 1
#### Positive Relationships
- 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.

### PSE Element 2
#### Health and emotional well-being
- The benefits of a healthy lifestyle
- Legal and illegal drugs
- Sexual health
- Sexual exploitation

### 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

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### Moral and Spiritual Development

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

### PSE Element 3

**Active Citizenship**
- 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.

**WEW Element 4. Cultural issues**
- Visit and interview someone from a different religious background or with particular belief. Write an article on your findings.

### Preparing for Lifelong Learning

- Be ambitious, adaptable and embrace learning opportunities
- Be well-organised and take responsibility for their actions and decisions related to learning

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- 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**

- 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

**and to understand:**
- 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, *e.g.* the causes of inequality within and between societies.