

Global PSHE & Citizenship Audit - Learning Outcomes

Skills	Key Stage 3 Pupils should be able to:	Source code	Key Stage 4 Pupils should be able to:	Source code
Self awareness	<ul style="list-style-type: none"> • Reflect on and assess their strengths in relation to personality, work and leisure. • Recognise how others see them, and be able to give and receive constructive feedback and praise. • Recognise that failure can help them to learn. • Assess their own lifestyle and their contribution to sustainability. 	(1aP)	<ul style="list-style-type: none"> • Assess their personal qualities, skills, achievements and potential, so that they can set personal goals • Have a sense of their own identity and present themselves confidently in a range of situations • Be aware of how others see them, manage praise and criticism, and success and failure in a positive way and learn from the experience • Recognise influences, pressures and sources of help and respond to them appropriately. 	(1aP)
		(1c)		1bP)
		(Pass)		(1cP)
		(ESD)		(1a-dP)
Emotional literacy	<ul style="list-style-type: none"> • Deal positively with the strength of their feelings in different situations 	(1dP)	<ul style="list-style-type: none"> • Be able to talk about relationships and feelings. • Detect emotional nuances, from tone of voice and body language. 	(3eP) (Pass)
Making the most of their abilities	<ul style="list-style-type: none"> • Relate job opportunities to their personal qualifications and skills. • Plan realistic targets for key stage 4, seeking out information and asking for help with career plans. • Manage time and learning effectively. 	(1eP)	<ul style="list-style-type: none"> • Organise work and meet deadlines in course work and revision. • Work effectively alone and as part of a team. • Use the careers service to help them choose their next steps, negotiate and plan their post-16 choices with parents and others, develop career management skills, and prepare and put into practice personal action plans. 	(Pass)
		(1f)		(Pass)
		(Pass)		(1gP)
Financial capability	<ul style="list-style-type: none"> • Show competence at managing personal money. 	(1gP)	<ul style="list-style-type: none"> • Use a range of financial tools and services, including budgeting and saving, in managing personal money. 	(1eP)

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Cooperation and relationship skills	<ul style="list-style-type: none"> • Make and keep friends. 	(3cP)	<ul style="list-style-type: none"> • Deal with changing relationships in a positive way, showing goodwill to others. 	(3fP)
	<ul style="list-style-type: none"> • Recognise some of the cultural norms in society, including the range of lifestyles and relationships. 	(3dP)	<ul style="list-style-type: none"> • Develop working relationships with a range of adults, including people they meet during work experience, personal guidance and community activities. 	(3kP)
	<ul style="list-style-type: none"> • Recognise the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help. • Recognise that goodwill is essential to positive and constructive relationships. • Recognise when others need help and support them. 	(3eP) (3hP) (3jP)	<ul style="list-style-type: none"> • Work cooperatively with a range of people who are different from themselves • Challenge offending or unfair behaviour in others. • Work with others in partnership to resolve issues. 	(Pass) (ESD)
Humour	<ul style="list-style-type: none"> • Continue to develop and use an increasing repertoire of non-offensive humour that is appreciated by other children and adults. • Use humour at appropriate times. 		<ul style="list-style-type: none"> • To appreciate and use appropriately an increasingly sophisticated level of humour including affirmative teasing and parody. 	
Promoting equality and diversity	<ul style="list-style-type: none"> • Respect the differences between people as they develop their own sense of identity. • Challenge stereotyping, prejudice, bullying, racism and discrimination assertively. 	(1bP) (3aP)	<ul style="list-style-type: none"> • Challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support. 	(3cP)

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Skills	Key Stage 3 Pupils should be able to:	Source code	Key Stage 4 Pupils should be able to:	Source code
Enquiry, information management and reflection	<ul style="list-style-type: none"> • Think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT based sources, and developing appropriate questions. • Research information independently. • Learn from different cultural experiences, norms and perspectives. • Detect bias and omission in the media and in others' arguments. • Analyse and criticise features of cultural traditions and identify incidents of prejudice, intolerance and discrimination. • Reflect critically on the factors which influence and determine the quality of their own lives as well as those of others. 	(2a) (Pass) (EQ) (Pass) (EQ) (ESD)	<ul style="list-style-type: none"> • Research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT based sources, showing awareness of the use and abuse of statistics. • Gain access to information independently. • Interpret media messages. • Think critically, systemically and creatively about sustainable development ideas, solutions and alternatives through the study of examples. • Evaluate the benefits and drawbacks of the application of scientific and technological developments for individuals, communities and events in relation to sustainable development. 	(2a) (Pass) (Pass) (ESD) (ESD)
Communication	<ul style="list-style-type: none"> • Communicate confidently with their peers and adults. • Conduct an interview. • Justify orally and in writing a personal opinion about such issues, problems or events. • Contribute to group and exploratory class discussions, and take part in debates. (2c) • To learn to develop/change position through reasoned argument. 	(3kP) (EL) (2b) (2c) (Ox)	<ul style="list-style-type: none"> • Express, justify and defend orally and in writing a personal opinion about such issues, problems or events. • Present ideas to a variety of audiences, large and small. • Contribute to group and exploratory class discussions, and take part in formal debates. • Do this with people with traditions other than one's own. • Handle complex issues. • Argue a case around moral, ethical, social and environmental issues rationally and persuasively from an informed position. 	(2b) (Pass) (2c) (EQ) (Ox) (Ox)
Empathy	<ul style="list-style-type: none"> • Use their imagination to consider other peoples' experiences and be able to think about, express and explain views that are not their own. • Empathise with people different from themselves. 	(3a) (3bP)	<ul style="list-style-type: none"> • Use their imagination to consider other peoples' experiences and be able to think about, express, explain and critically evaluate views that are not their own. • Empathise with and express how it might feel to be a person living in an economically less developed country. 	(3a) (Pass)

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Skills	Key Stage 3 Pupils should be able to:	Source code	Key Stage 4 Pupils should be able to:	Source code
Problem solving and handling conflict	<ul style="list-style-type: none"> • Use imagination and intuition, as well as logic and facts, in order to generate fresh insights. • Negotiate within relationships, recognising that actions have consequences, and when and how to make compromises. • Resolve conflicts without anyone losing face. 	(SIS) (3iP) (Pass)	<ul style="list-style-type: none"> • Use strategies to resolve disagreements peacefully. • Negotiate effectively. • Use mediation. 	(3fP) (Ox)
Drawing conclusions and making decisions	<ul style="list-style-type: none"> • Develop and use their own criteria to determine the moral rightness or wrongness of an idea or course of action, while recognising that the views of others may differ. • Make informed choices. 	(SIS) (Ox)	<ul style="list-style-type: none"> • Relate their understanding of democracy to how decisions are made in government. • Be active participants in group decision-making. • Use the precautionary principle in decision making in the light of uncertainty. 	(Pass) (ESD)
Participation	<ul style="list-style-type: none"> • Negotiate, decide and take part responsibly in both school and community based activities. • See a task through to completion. • Reflect on the process of participating. 	(3b) (Pass) (3c)	<ul style="list-style-type: none"> • Negotiate, decide and take part responsibly in school and community based activities including those that contribute to greater social justice, equity and sustainability. • To reflect on the process of participating, including their contribution to a group task - what they have learned and what they have given. 	(3b) (3c) + (Pass)
Responsible action	<ul style="list-style-type: none"> • Start to challenge viewpoints which perpetuate inequality. • Identify social and environmental issues on which they could have some impact. 	(Ox) (Pass)	<ul style="list-style-type: none"> • Be an active member of the local and school community. • Select appropriate, informed action to take against inequality and to promote sustainable development. • Critically consider choices and alternatives in terms of different lifestyles in the context of defining needs and wants. 	(Pass) (Ox) (ESD)