Religious Education
Thinking Skills and Personal Capabilities
Progression Maps at Key Stage 3
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Purpose of this Guidance

The Northern Ireland Curriculum aims to empower pupils to achieve their potential and to make informed and responsible choices and decisions throughout their lives as individuals, as contributors to society and as contributors to the economy and environment.

Thinking skills are tools that help children to go beyond the acquisition of knowledge in order to search for meaning, apply ideas, analyse patterns and relationships, create and design something new and monitor and evaluate their progress.

Personal and interpersonal skills and capabilities underpin success in all aspects of life. It is important, therefore, that children’s self-esteem and self-confidence are explicitly fostered along with the ability to understand and manage their own emotions and to interact effectively with others.

The Thinking Skills and Personal Capabilities are tools that need to be made explicit in order to improve the quality of learning and understanding. Thinking Skills and Personal Capabilities are part of the minimum statutory requirement for all pupils at Key Stage 3 (see the learning outcomes on the minimum content documents) and they are a statutory part of the revised assessment procedures.

This guidance supports the implementation of the Thinking Skills and Personal Capabilities Framework by providing teachers with subject specific progression maps to:

- foster the development of a shared language which pupils and teachers can use to focus on the acquisition and development of the Thinking Skills and Personal Capabilities; and
- support assessment and facilitate teachers in making judgements about pupils’ progress in the Thinking Skills and Personal Capabilities within subject strands.

It is worth emphasising that when using the progression maps to arrive at judgements about an individual’s development, progress is not expected to be smooth and linear (see p17 of Thinking Skills and Personal Capabilities for Key Stage 3, distributed in the Key Stage 3 Curriculum Support and Implementation Box).

The boundaries between the five strands of the Thinking Skills and Personal Capabilities are ‘fuzzy’, both conceptually and in practice. For example, working in a group (‘Working with Others’) is likely to support a range of other types of skills and capabilities in the classroom: pupils might be learning with and from others in order to group, select and record information, which is an aspect of ‘Managing Information’. The five strands are best considered as overlapping sets.

This additional guidance for Thinking Skills and Personal Capabilities forms part of, and should be used in conjunction with, the support and implementation package for the Northern Ireland Curriculum. Already your school will have received a range of support materials, which include:

- the Statutory Curriculum at Key Stage 3: Supplementary Guidance;
- the Curriculum Support and Implementation Box, which includes the booklet Thinking Skills and Personal Capabilities for Key Stage 3; and
- Key Stage 3 Non-Statutory Guidance for Subject Strands.

These resources and additional learning and teaching materials are also available at www.nicurriculum.org.uk
Introducing the Thinking Skills and Personal Capabilities Progression Maps

The Thinking Skills and Personal Capabilities progression maps have been developed from CCEA’s Thinking Skills and Personal Capabilities Framework (see Appendix 1 for a reminder of the strands within the framework). They are constructed using a ‘from-to’ grid, which provides suggestions on how to make comments that record learners’ progress in a subject specific context.

Each of the five Thinking Skills and Personal Capabilities has been broken down into a series of key actions that contribute to the strand. The five Thinking Skills and Personal Capabilities are detailed in the Thinking Skills and Personal Capabilities for Key Stage 3 booklet, which was distributed as part of the Key Stage 3 Curriculum Support and Implementation Box.

For the purposes of the progression maps, the bullet points used to outline the key actions in the Thinking Skills and Personal Capabilities Framework (see p2-7 in Thinking Skills and Personal Capabilities for Key Stage 3 – available in the Curriculum Support and Implementation Box) have been amalgamated to provide a clear and concise encapsulation of the actions and processes. The progression maps provide subject specific examples for the five strands (see table opposite).

By breaking down the five strands in this way, teachers can choose particular actions as a focus for planning and for the purposes of assessment. Note: the sub-headings used here are an amalgamation of those seen in the Thinking Skills and Personal Capability for Key Stage 3 booklet (reproduced in Appendix 1).

Across all subject strands, the language and structure of the Thinking Skills and Personal Capabilities progression maps is similar, this is to promote the use of a common framework that shares familiar language about Thinking Skills and Personal Capabilities across all subject strands in the Key Stage 3 curriculum.

### Strands and Headings used in the Progression Maps

<table>
<thead>
<tr>
<th>Managing Information</th>
<th>Thinking, Problem-Solving and Decision-Making</th>
<th>Being Creative</th>
<th>Working with Others</th>
<th>Self Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioning and planning</td>
<td>Seeing relationships and patterns</td>
<td>Curiosity</td>
<td>Learning with and from others</td>
<td>Review and improve</td>
</tr>
<tr>
<td>Finding and selecting sources</td>
<td>Developing a line of reasoning</td>
<td>Exploration</td>
<td>Roles and responsibilities</td>
<td>Time management</td>
</tr>
<tr>
<td>Grouping, sorting and evaluating information</td>
<td>Examining evidence</td>
<td>Flexibility</td>
<td>Influencing and negotiating</td>
<td>Goals and targets</td>
</tr>
<tr>
<td>Recording and adapting information</td>
<td>Analysing multiple perspectives</td>
<td>Resilience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Components of the Thinking Skills and Personal Capabilities Framework

This table details the bullet-points which are used in the booklet _Thinking Skills and Personal Capabilities for Key Stage 3_, and relates them to the subheadings used in the progression maps. The bullet-points are listed down the left hand column, and to the right the relevant subheadings are shown. The only modification to the bullet-points as published in the booklet from the _Curriculum Support and Implementation Box_, is that in some cases the order of the bullet-points has been changed. This is so that they can be grouped together, showing how they have been amalgamated for the purposes of the progression maps. The full list of bullet-points would be too unwieldy for the purposes of mapping progression. The subheadings retain the impetus, while condensing the language, of the bullet-points.

**Managing Information**
- Ask focused questions
- Plan and set goals and break task into sub-tasks
- Use their own and others’ ideas to locate sources of information
- Select, classify, compare and evaluate information
- Use a range of methods for collating, recording and representing information
- Communicate with a sense of audience and purpose

**Thinking, Problem-Solving and Decision-Making**
- Sequence, order, classify and make comparisons
- Make links between cause and effect
- Justify methods, opinions and conclusions
- Make predictions, examine evidence, and distinguish fact from opinion
- Examine options and weigh up pros and cons
- Use different types of questions
- Make connections between learning in different contexts
- Generate possible solutions, try out alternative approaches, and evaluate outcomes

**Being Creative**
- Seek out questions to explore and problems to solve
- Experiment with ideas and questions
- Make new connections between ideas/information
- Make ideas real by experimenting with different designs, actions and outcomes
- Learn from and value other people’s ideas
- Challenge the routine method
- Value the unexpected or surprising
- See opportunities in mistakes and failures
- Take risks for learning

**Working with Others**
- Listen actively and share opinions
- Give and respond to feedback
- Adapt their behaviour and language to suit different people and situations
- Develop routines of turn-taking, sharing and cooperating
- Take personal responsibility for work with others and evaluate their own contributions to the group
- Suggest ways of improving their approach and working collaboratively
- Understand how words and actions affect others
- Be fair
- Respect the views and opinions of others and reach agreements using negotiation and compromise

**Self Management**
- Be aware of their personal strengths, limitations and interests
- Seek advice when necessary
- Review learning and some aspect that might be improved
- Compare their own approach with others’ and in different contexts
- Manage their behaviour in a range of situations
- Organise and plan how to go about a task
- Learn ways to manage their own time
- Set personal targets and review them
- Focus, sustain attention and persist with tasks

**Table 1** Relationship between the subheadings used in the Progression Maps and the bullet-points in the Thinking Skills and Personal Capabilities Framework
Structure of the Progression Maps

Each of the five strands of the Thinking Skills and Personal Capabilities Framework has a separate progression map. For each subheading within the maps a three stage progression is given, which can be read across from left to right.

The column which begins with the stem pupils begin to: represents a starting point for Key Stage 3 pupils to continue acquiring facility with the Thinking Skills and Personal Capabilities Framework. At this point, early in Key Stage 3, pupils are likely to experience some aspect of the sub-heading in a subject context with teacher guidance. Later in the key stage pupils may have moved towards the middle column, which gives examples of developing independence in applying the skill component in practice. By the end of the key stage, some pupils will have reached a degree of independence and mastery in the skill component. This is outlined in the right hand column of the maps.

Sample Table:

Religious Education
Managing Information

Questioning and Planning
- Ask some questions to clarify the task
- Suggest some questions on a moral issue
- Identify where and how to find answers
- Ask questions to clarify the task and explain the task to others
- Identify the questions that are central to a moral issue
- Select questions to establish a sequence for the investigation
- Help develop a plan for locating and recording information

For example:
When conducting an investigation on an issue such as the use/abuse of drugs ask: 'Who is affected by the issue? What are the effects? Where will I get the information I need?'

Ask specific questions about the task and give a detailed explanation of what they are doing.
For example:
When conducting an investigation on an issue such as the use/abuse of drugs ask: 'What is the central issue? Who can I ask to find out information? What questions will I ask?'

Draft and redraft questions to ensure clarity of information received.
For example:
When conducting an investigation on an issue such as the use/abuse of drugs ask: 'What is the relationship between abuse of drugs and other issues in society? (crime, social issues) Who do I need to ask questions to? What questions do I need to ask? Will the questions provide the information I need? How will I present findings?'

Ask questions. Ask focused questions. Ask focused questions using subject/specialised vocabulary.

Summary
From formulating questions to using specific, telling questions to structure inquiry. Developing the ability to plan investigations so as to explore those questions further.

Learning Outcome
The learning outcomes state the skills and capabilities pupils should be able to demonstrate over the course of the key stage. They can be found in the statements of minimum content for each subject strand.

Skill Statement
General statements identifying nature of skill. From pupils needing teacher guidance and given resources, towards working with some independence, to pupils achieving a degree of mastery.

Subject Example
Gives three stages of increasing demand in the sort of issues and activities pupils are likely to engage with when acquiring and developing the Thinking Skills and Personal Capabilities in subject contexts.

Summary
Provides an overview of the form progression towards developing mastery could take.
Overview of Progression

A summary of what progression through successive degrees of facility and competence might look like within a skill component is shown in the tables below.

### Managing Information

<table>
<thead>
<tr>
<th>Questioning and planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater focus on breadth of questions. More emphasis on using questions to help structure research/investigation/inquiry. More emphasis on ability to organise and plan independently – developing the ability to formulate questions and plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Finding and selecting sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus here on identifying sources. Progression relates to comparing a range of sources and making a judgement between them. Developing an alertness to bias, error or inaccuracy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grouping, sorting and evaluating information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moves from summarising information from single source to comparing and contrasting information from different sources and eventually synthesising information from a variety of sources – rearranging pieces of information from different sources until a new version emerges, fit for purpose and audience. Developing the motivation for precision and thoroughness.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recording and adapting information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shift the focus from recording to transforming information showing awareness of audience and purpose. Developing the ability to process information flexibly and precisely.</td>
</tr>
</tbody>
</table>

### Thinking, Problem-Solving and Decision-Making

<table>
<thead>
<tr>
<th>Summary: Seeing relationships and patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>From describing patterns/characteristics to explaining relationships, then interrelationships between a number of variables. Developing a desire to explore the parts and functions of things, to seek connections and explanations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary: Developing a line of reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>From giving reasons/opinions, to explaining reasons/opinions to addressing counter-arguments. From identifying causes, to explaining them, weighing them up and offering valid conclusions. Developing an ability to weigh and assess reasons, to build complex conceptualisations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary: Examining evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>From questioning evidence, to recognising different interpretations and validating findings. Developing an alertness for the need for evidence and to demand justification.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary: Analysing multiple perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>From showing awareness of another perspective, to empathising with different viewpoints to weighing up viewpoints and drawing own conclusions. Developing the tendency to explore, value and evaluate alternative views.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary: Making decisions/solving problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toward more systematic methods of decision-making/problem-solving to include a wider range of options/possible solutions. Developing the ability to generate and evaluate multiple options and solutions.</td>
</tr>
</tbody>
</table>
## Overview of Progression

### Being Creative

**Summary: Curiosity**

From initial curiosity towards an eagerness for discovery and greater knowledge. Developing the tendency to wonder, probe and find problems.

**Summary: Exploration**

From generating ideas to building on them and following them through. Developing a zest for inquiry.

**Summary: Flexibility**

From being open to new ideas to trying them out and reflecting critically on them. Developing the tendency to be open-minded, to be alert to narrow thinking.

**Summary: Resilience**

From recognising that progress can come from mistakes as well as successes, to treating setbacks as part of learning. Developing a belief that there is no failure, only feedback.

### Working with Others

**Summary: Learning with and from others**

From engaging with others to developing the interpersonal skills that help create the social context for learning to take place. Developing social and cognitive skills through cooperation.

**Summary: Roles and responsibilities**

From taking on a role towards actively organising monitoring and evaluating the efforts of the group. Developing responsibility for achieving collective goals.

**Summary: Influencing and negotiating**

From listening actively to positively changing the direction of group work/thinking taking account of others’ opinions. Developing an understanding of others.

### Self Management

**Summary: Review and improve**

From thinking about how to learn to developing a tool kit of strategies/approaches that can be used when required. Developing the ability to be aware of the flow of one’s own thinking, to exercise control of thinking processes and to be reflective.

**Summary: Time management**

From following instructions to independently planning and organising. Developing a habit of prioritising and meeting goals.

**Summary: Goals and targets**

From agreeing targets to working towards own targets, redirecting and evaluating accordingly. Developing an alertness to lack of direction and an ability to be strategic.
Progression Maps

Managing Information
Thinking, Problem-Solving and Decision-Making
Being Creative
Working with Others
Self Management
Religious Education
Managing Information

Learning Outcome to which this strand relates:
Research and manage information effectively to investigate religious, moral and ethical issues, using Mathematics and ICT where appropriate.

**Pupils begin to:**

**Questioning and Planning**
- Ask some questions to clarify the task.
- Suggest some questions on a moral issue. Identify where and how to find answers.

For example:
- When conducting an investigation on an issue such as the use/abuse of drugs ask: 'Who is affected by the issue? What are the effects? Where will I get the information I need?'

Ask questions.

**Summary**
From formulating questions to using specific, telling questions to structure inquiry. Developing the ability to plan investigations so as to explore those questions further.

**Pupils can:**

- Ask questions to clarify the task and explain the task to others.
- Identify the questions that are central to a moral issue. Select questions to establish a sequence for the investigation. Help develop a plan for locating and recording information.

For example:
- When conducting an investigation on an issue such as the use/abuse of drugs ask: 'What is the central issue? What effect is there on society? What do religious groups say about the issue? Who can I ask to find out information? What questions will I ask?'
- Draft and redraft questions to ensure clarity of information received.

Ask focused questions.

- Ask specific questions about the task and give a detailed explanation of what they are doing.
- Use own knowledge and understanding to identify moral issues and related questions.
- Establish own sequence of investigation of a religious and/or moral issue. Add further questions as appropriate.

For example:
- When conducting an investigation on an issue such as the use/abuse of drugs ask: 'What is the relationship between abuse of drugs and other issues in society (crime, social issues)? Who do I need to ask questions to? What questions do I need to ask? Will the questions provide the information I need? How will I present findings?'

- Ask focused questions using subject/specialised vocabulary.
### Thinking Skills and Personal Capabilities

#### Religious Education

**Managing Information**

<table>
<thead>
<tr>
<th>Pupils begin to:</th>
<th>Pupils can:</th>
<th>Pupils can:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Finding and Selecting Sources</strong></td>
<td>• Identify information needed.</td>
<td>• Identify limitations in information from a variety of sources.</td>
</tr>
<tr>
<td></td>
<td>• Find information from a range of sources beginning to select and reject sources.</td>
<td>• Identify information still required.</td>
</tr>
<tr>
<td></td>
<td>For example:</td>
<td>For example:</td>
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<tr>
<td></td>
<td>• Select, from a range, the most appropriate sources [written, interactive, verbal] to find information that is needed, i.e. information about a chosen key figure in religion.</td>
<td>• Compare sources, making a judgement between them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify fact from opinion.</td>
</tr>
<tr>
<td></td>
<td>Identify where to find answers.</td>
<td>Identify where to find answers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify limitations in information from a variety of sources.</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>For example:</td>
<td>For example:</td>
</tr>
<tr>
<td>From identifying potential sources of information such as books, periodicals, internet sites; to collecting and evaluating information at first-hand: Developing the facility to consider the reliability, objectivity and currency of available sources.</td>
<td>• Identify the purpose of the source from writer’s perspective.</td>
<td>• Identify unanswered questions and possible sources for finding information.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Compare information from sources, identify differing opinions and make judgements about the usefulness of information, i.e. information on a chosen key figure in religion.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Obtain responses and use supplementary inquiries to refine findings and consider the value of sources identified.</td>
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<tr>
<td></td>
<td></td>
<td>Draw conclusions based on the quality of responses and information obtained.</td>
</tr>
</tbody>
</table>
### Religious Education

#### Managing Information

<table>
<thead>
<tr>
<th>Pupils begin to:</th>
<th>Pupils can:</th>
<th>Pupils can:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grouping, Sorting and Evaluating Information</strong>&lt;br&gt; Extract key words/points from information. • Group and sort into categories.</td>
<td>• Compare and contrast information from different sources. • Evaluate the usefulness of information on a specific religious/moral issue. For example: • Compare different reports on a contemporary news story about religious/moral issue, such as gender equality in religion, commenting on the reliability of the information.</td>
<td>• Combine information from different sources. • Assess the extent to which sources address the key questions/issues related to a religious stance. For example: • Select and use information from a number of sources to report on a religious/moral issue, such as gender equality in religion, taking into account audience and purpose.</td>
</tr>
<tr>
<td>• Identify specific religious/moral vocabulary and a number of key points from a text. • Sort information on a religious/moral issue, such as gender equality in religion, into differing points of view.</td>
<td>• Consider the extent to which sources address the key questions/issues related to a religious stance. Construct meaning by combining information acquired from a range of sources.</td>
<td></td>
</tr>
<tr>
<td><strong>Summary</strong> From rearranging and re-combining information to generate new versions, to using own categories and justifying decisions when considering the meaning of information. Developing sensitivity when matching constructed meanings to audience and purpose.</td>
<td><strong>Summary</strong> From critically evaluating information to consolidating information collected from a range of sources. Developing an awareness of how to present conclusions taking account of audience and purpose.</td>
<td><strong>Summary</strong> From critically evaluating information to consolidating information collected from a range of sources. Developing an awareness of how to present conclusions taking account of audience and purpose.</td>
</tr>
</tbody>
</table>

| **Recording and Adapting Information**<br> Collate information. Use an appropriate format to record information and develop understanding of a religious issue/event such as a religious festival. For example: • Use a given template to take notes from a particular source about the main events in a celebration of Diwali. | • Record and present information about a religious issue/event, such as a religious festival, in a range of formats taking into account the audience and purpose. For example: • Select own format for recording and presenting information from sources about the celebration of Diwali. | • Structure information about a religious issue/event, such as a religious festival, in a logical and coherent way to present to audience using a range of appropriate formats. For example: • Use a number of sources for research on Diwali and present information in a way that suits the intended audience ensuring clarity of information. Process recorded information so as to communicate meaning and make it available to specific audiences and purposes. |
| • Keep accurate records of information and sources. | | |

**Learning Outcome to which this strand relates:**

Research and manage information effectively to investigate religious, moral and ethical issues, using Mathematics and ICT where appropriate.
Religious Education
Thinking, Problem-Solving and Decision-Making

Learning Outcome to which this strand relates:
Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate.

<table>
<thead>
<tr>
<th>Seeing Relationships and Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pupils begin to:</strong></td>
</tr>
<tr>
<td>• Recognise and describe a sequence of events by putting a given sequence of events in order. See the relationship between events.</td>
</tr>
<tr>
<td>• Describe some characteristics of religious belief and how this is linked to lifestyle. Connect a specific religious/moral standpoint with the lifestyle of the believer.</td>
</tr>
<tr>
<td>• Recognise and describe some religious symbols and artefacts. Group some religious symbols/artefacts with a particular religion giving a basic explanation for their use.</td>
</tr>
</tbody>
</table>

For example:
• Produce a timeline outlining events, such as a timeline of events in the last week of Jesus’ life.
• Connect belief with practice/lifestyle, such as belief in Jesus as saviour and the events of the Last Supper, to the practice of receiving communion or the link between belief that God created the world with the lifestyle of a believer in relation to the environment.
• Recognise that religious symbols/artefacts are used to represent aspects of religious belief such as the crucifix/cross in Christianity representing the death/resurrection of Jesus.

Discern common characteristics.

<table>
<thead>
<tr>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>From seeing patterns to analysing and explaining the reasons for the existence of those patterns. Seeking connections and explanations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pupils can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explain how events in a sequence relate to each other. See the relationship between events and the influence they may have on people at the time.</td>
</tr>
<tr>
<td>• Explain how different religious beliefs/attitudes are linked together.</td>
</tr>
<tr>
<td>• Compare and contrast religious beliefs and lifestyle within and between religions.</td>
</tr>
<tr>
<td>• Explain the use of religious symbols and artefacts within a religion and their significance for followers. Identify the main differences in religious symbols within a religion and explain reasons for their use by followers.</td>
</tr>
<tr>
<td>• Explain the importance of the events and how they link together, such as the events in the last week of Jesus’ life and their importance to his followers/Jewish leaders etc.</td>
</tr>
<tr>
<td>• Compare the common beliefs and practices within or between religions such as communion within two Christian denominations.</td>
</tr>
<tr>
<td>• Compare differing religious beliefs that impact on the lifestyle of believers in relation to the environment, i.e. belief in reincarnation, belief in God’s creation.</td>
</tr>
<tr>
<td>• Identify and explain the use of symbols/artefacts such as the various forms of the cross/crucifix.</td>
</tr>
</tbody>
</table>

For example:
• Compare differing religious beliefs that impact on the lifestyle of believers in relation to the environment, i.e. belief in reincarnation, belief in God’s creation.

| Give reasons for interpretation offered. |
| Recognise, interpret and explain complex interrelationships. |
## Religious Education

### Thinking, Problem-Solving and Decision-Making

#### Learning Outcome to which this strand relates:

Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate.

<table>
<thead>
<tr>
<th>Pupils begin to:</th>
<th>Pupils can:</th>
<th>Pupils can:</th>
</tr>
</thead>
</table>
| **Developing a Line of Reasoning** | • Offer ideas on a moral/ethical issue and give some reasons to support them. Give basic explanation for viewpoint expressed in discussion.  
• Describe an event/attitude and begin to give reasons for it.  
• Give basic explanation or definition of an event or attitude. | • Use specific evidence and information to support religious/moral arguments. Extract information from surveys/reports to support a particular argument.  
• Analyse an event/attitude and explain most likely causes. | • Predict and address counter-arguments about a moral/ethical issue.  
• Recognise flaws or weaknesses in a specific moral/ethical argument and challenge assumptions made.  
• Explain how people’s actions and reactions to a moral/ethical issue can affect/are affected by others.  
• Make judgements about the most likely explanations. Draw conclusions about specific moral/ethical issues based on sound and robust evidence. |

**For example:**
- Express an attitude giving basic stereotypical or unsubstantiated reasons, such as a stereotypical attitude towards an ethnic or minority group within our society.
- Define an issue such as prejudice and sectarianism.
- Use facts and information to support an argument, such as a particular attitude towards an ethnic or minority group within our society.
- Identify what makes something an issue, such as the causes of prejudice and sectarianism, and explain the effect these attitudes have on society.
- Use rebuttal in debate on issues, such as a migration. Assess the role of the media in influencing the views of people on topical issues, such as views towards an ethnic or minority group within our society.
- Assess the consequences of actions, such as the voicing of prejudice and sectarian views, the impact they have on society and how these views can be challenged.

**State opinions and ideas.**

**Summary**

From giving unsupported opinions to making reasoned arguments and recognising the existence of alternatives. Weighing and assessing reasons, building complex conceptualisations.
Religious Education
Thinking, Problem-Solving and Decision-Making

<table>
<thead>
<tr>
<th><strong>Pupils begin to:</strong></th>
<th><strong>Pupils can:</strong></th>
<th><strong>Pupils can:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examining Evidence</strong></td>
<td>• Pose questions about reliability/authenticity of evidence on a religious event/moral issue.</td>
<td>• Recognise a range of different interpretations on a religious/moral issue.</td>
</tr>
<tr>
<td></td>
<td>• Consider how useful and reliable evidence is.</td>
<td>• Distinguish fact, opinion, stereotyping, propaganda etc.</td>
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<td></td>
<td>For example:</td>
<td>• Consider ways of acquiring sources that are more reliable.</td>
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<td></td>
<td>• Question information from a given source such as ‘St Patrick’s Confession’: When was the information written? Is the information a first-hand account? Where does evidence come from about St. Patrick? How reliable is the source?</td>
<td>For example:</td>
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<td></td>
<td>• Explore differing accounts of one event, such as accounts of St. Patrick’s captivity in Ireland, asking questions such as: ‘What happened? What do various people believe happened? How have different sources portrayed the event? Can we find out what actually happened?’</td>
</tr>
<tr>
<td></td>
<td>Treat unverified information as conditional.</td>
<td>Apply appropriate standards in different circumstances.</td>
</tr>
</tbody>
</table>

**Summary**
From questioning evidence, to searching for reliability, developing the habit of seeking verification for theories and conclusions. Applying informed scepticism in weighing evidence.

Learning Outcome to which this strand relates:
Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate.
Religious Education
Thinking, Problem-Solving and Decision-Making

### Learning Outcome to which this strand relates:
Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate.

<table>
<thead>
<tr>
<th>Pupils begin to:</th>
<th>Pupils can:</th>
<th>Pupils can:</th>
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</thead>
<tbody>
<tr>
<td><strong>Analysing Multiple Perspectives</strong></td>
<td>• Recognise another view about a religious/moral issue and give reasons for somebody holding that view.</td>
<td>• Recognise and acknowledge the views of other groups and explain why they hold them.</td>
</tr>
<tr>
<td>For example:</td>
<td>• Contribute to a class debate on a controversial issue, such as promotion of gambling/alcohol.</td>
<td>• Suggest ways by which conflicts of interest on a religious/moral issue might be resolved to the benefit of most.</td>
</tr>
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<td></td>
<td>• List reasons for someone’s viewpoint, such as believing/not believing in the existence of God.</td>
<td>For example:</td>
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<tr>
<td></td>
<td></td>
<td>• Identify a variety of viewpoints on a controversial issue, such as promotion of gambling/alcohol, and provide explanations during a debate.</td>
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<td></td>
<td>• Use empathy to develop understanding of various religious/non-religious viewpoints, such as views on the existence of God and justify these views to others through debate.</td>
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<tr>
<td></td>
<td>Appreciate alternative views are possible.</td>
<td>Consider alternative viewpoints and differences of opinion.</td>
</tr>
</tbody>
</table>

### Summary
From seeing other viewpoints to gaining an insight into why they are held. Considering alternatives and arriving at own conclusions.
Religious Education
Thinking, Problem-Solving and Decision-Making

<table>
<thead>
<tr>
<th>Pupils begin to:</th>
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<th>Pupils can:</th>
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</thead>
<tbody>
<tr>
<td><strong>Making Decisions/Solving Problems</strong></td>
<td>• Explore a number of options around a religious/moral issue and identify pros and cons for each giving reasons for choice and views expressed.</td>
<td>• Systematically work through a range of options, identifying the pros and cons and examining the likelihood of each to justify final decision.</td>
</tr>
<tr>
<td></td>
<td>• Develop the pros and cons through exploring the role of conscience in making a more informed decision on a moral dilemma, such as, lying to help someone.</td>
<td>• Evaluate and refine choice based on experience of other situations.</td>
</tr>
<tr>
<td></td>
<td>• Develop the pros and cons of a number of solutions to a moral dilemma, making a judgement about final decision.</td>
<td>• Recognise that solutions have intended and unintended consequences.</td>
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<tr>
<td></td>
<td>• Weigh alternatives. Explore possibilities, critically evaluating the feasibility of each.</td>
<td>• Make reasoned decisions, taking cognisance of consequences.</td>
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</tbody>
</table>

**For example:**
- Ask questions to ensure clarity when putting the problem posed into own words. From a moral dilemma posed, such as lying to help someone, come up with some options/solutions and outline what are the pros and cons of each. Make a decision about what should be done.
- Develop the pros and cons through exploring the role of conscience in making a more informed decision on a moral dilemma, such as, lying to help someone.
- Explore the personal and more wide-ranging consequences of a decision based on a moral dilemma, such as lying to help someone.

**Summary**
From developing a systematic approach to problem-solving, to generating and evaluating a range of options when making decisions. Becoming systematic in looking for solutions.

Learning Outcome to which this strand relates:
Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate.
Religious Education

Being Creative

Learning Outcome to which this strand relates:
Demonstrate creativity and initiative when developing ideas and following them through.

**Pupils begin to:**

**Curiosity**
- Show eagerness to pose questions that do not have straightforward answers.

For example:
- Develop some willingness to look beyond their own personal experience through questioning, showing an interest in finding out more about religions, religious belief and religious/moral issues (such as Christian attitudes towards global poverty/giving to charity).

**Summary**
From initial inquisitiveness to an eagerness for discovery. Developing the tendency to seek out problems and find solutions, wanting to know and discover more.

**Pupils can:**
- Seek out and identify religious/moral issues/problems to investigate.
- Pose thoughtful questions and probe for more information.
- Search for meaningful answers to religious/moral issues/problems.
- Understand the complexity of the issues involved and make meaning and order from inconsistent and contradictory information.
- Recognise there are often a number of answers/solutions to religious or moral issues.
- Search for meaningful answers to religious/moral issues/problems.
- Develop an understanding that answers or solutions may not be straightforward.

For example:
- Willingly undertake individual investigation into issues identified, such as, differing attitudes towards local and global poverty/giving to charity.
- Question sources, look for further information, ask focused questions about the issue/problem.
- Continue to ask questions and investigate an issue in order to find meaningful answers.
- Develop some understanding of the complex interrelationship between issues such as global poverty/fair trade/air miles.
- Develop an understanding that answers or solutions may not be straightforward.

Speculate regarding possibilities.

**Pupils can:**
- Investigate alternatives.
- Actively seek to deepen comprehension.
## Religious Education
### Being Creative

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<thead>
<tr>
<th>Pupils begin to:</th>
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<tbody>
<tr>
<td><strong>Exploration</strong></td>
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<tr>
<td></td>
<td>• Explore open-ended questions/challenges generating own ideas and valuing the ideas of others.</td>
<td>• Generate, build on and combine ideas in response to open ended questions/challenges.</td>
</tr>
<tr>
<td></td>
<td>• Think through ideas, seeing where they might lead.</td>
<td>• Deliberately pursue unusual and different solutions to issues/problems.</td>
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<td></td>
<td>For example:</td>
<td>For example:</td>
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<td></td>
<td>• Use guided material, such as mysteries, to explore questions that have no single answer such as: ‘Is there life after death? Why do people suffer?’</td>
<td>• Use different methods, such as diagrams, music, images to explore various religious/non-religious views on why people suffer, or life after death.</td>
</tr>
<tr>
<td></td>
<td>• Think through one possible solution to a moral/ethical dilemma, looking at possible consequences and outcomes.</td>
<td>• Think through different solutions to a moral/ethical dilemma, detailing consequences of actions taken.</td>
</tr>
<tr>
<td></td>
<td><strong>Summary</strong></td>
<td><strong>Play with possibilities and try alternatives.</strong></td>
</tr>
<tr>
<td></td>
<td>From generating new ideas to exploring how to achieve them. Using imagination to explore new ideas.</td>
<td><strong>Pursue personal insights, predilections, instincts and desires for new knowledge.</strong></td>
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</tbody>
</table>

Learning Outcome to which this strand relates:
Demonstrate creativity and initiative when developing ideas and following them through.
### Religious Education
#### Being Creative

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<thead>
<tr>
<th>Pupils begin to:</th>
<th>Pupils can:</th>
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</thead>
<tbody>
<tr>
<td><strong>Flexibility</strong></td>
<td><strong>Examine and respond to some religious/moral points of view in an open manner.</strong></td>
<td><strong>Critically examine a variety of religious/moral views within and between religions.</strong></td>
</tr>
<tr>
<td>Be prepared to work in different ways.</td>
<td><strong>Examine and respond to new ideas and methods, following them through to conclusion.</strong></td>
<td><strong>Review and reflect on new ideas and methods responding to feedback.</strong></td>
</tr>
<tr>
<td>For example:</td>
<td><strong>For example:</strong></td>
<td><strong>For example:</strong></td>
</tr>
<tr>
<td>• Explore different responses to a religious/moral issue, within or between religions, such as wearing religious dress.</td>
<td>• Take on another’s point of view on a religious/moral issue, such as wearing religious dress, and explain it to others responding to their questions in role.</td>
<td>• Assess different points of view on a religious/moral issue, such as wearing religious dress, reflecting on the implications for lifestyle. Review own viewpoint. Take time to reflect on presentation of information following feedback, using information for future work.</td>
</tr>
<tr>
<td>• Try out a new way of note taking when researching, such as using a mind map when researching a key religious figure.</td>
<td>• Choose a new way of presenting researched information and follow this through taking into account the purpose of the presentation.</td>
<td></td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td><strong>Be inquisitive and receptive to ideas.</strong></td>
<td><strong>Be prepared to experiment and take risks.</strong></td>
</tr>
<tr>
<td>From being open to new ideas to trying them out and reflecting critically on them. Developing the tendency to be open-minded and alert to narrow focus thinking, becoming ingenious and adaptable.</td>
<td></td>
<td><strong>Become increasingly aware of alternatives.</strong></td>
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</tbody>
</table>
### Religious Education

**Being Creative**

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<thead>
<tr>
<th>Pupils begin to:</th>
<th>Pupils can:</th>
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<tbody>
<tr>
<td><strong>Resilience</strong></td>
<td><strong>Pursue excellence.</strong></td>
<td><strong>Turn mistakes and setbacks in to new approaches.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Persist in the face of difficulty and setback.</strong></td>
<td><strong>Seek excellence.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Be prepared to carry on.</strong></td>
<td><strong>Willingly debate religious/moral issues while justifying opinion and accepting that others may disagree.</strong></td>
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<td></td>
<td><strong>Develop own value judgements about the merits of work.</strong></td>
<td><strong>Articulate their point of view confidently, allowing others to question their standpoint.</strong></td>
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<tr>
<td></td>
<td><strong>Discuss their views on religious/moral issues with others who hold differing opinions.</strong></td>
<td><strong>Accept difference of opinion may be inevitable.</strong></td>
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<tr>
<td></td>
<td><strong>Anticipate difficulties.</strong></td>
<td><strong>Use determination to succeed.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Recognise or accept that mistakes and setbacks are part of learning.</strong></td>
<td><strong>Anticipate difficulties.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Accept that others may have a differing point of view on religious/moral issues.</strong></td>
<td><strong>Recognise or accept that mistakes and setbacks are part of learning.</strong></td>
</tr>
</tbody>
</table>

**For example:**
- Work with rough drafts on an investigation on a religious/moral issue.
- Show some awareness of differing points of view within group/class discussions.
- When faced with a challenge or unfamiliar circumstance, show willing to carry on with task.
- Willingly discuss work and opinions with others, allowing discussion to develop and difference of opinion to be aired in an appropriate manner.
- Adapt and adjust work as appropriate.

**Summary**

From understanding that experiments that don’t produce the expected results are also useful, to systematically using trial and error to solve problems. Recognising that progress is not always smooth and easy.
### Religious Education

#### Working with Others

<table>
<thead>
<tr>
<th>Pupils begin to:</th>
<th>Pupils can:</th>
<th>Pupils can:</th>
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</thead>
<tbody>
<tr>
<td><strong>Learning With and From Others</strong></td>
<td><strong>Help others to learn by sharing ideas and opinions.</strong></td>
<td><strong>Demonstrate and share expertise with a genuine desire to help others to learn.</strong></td>
</tr>
<tr>
<td> </td>
<td><strong>Respond positively to the beliefs and opinions of others through questioning ideas and building on others’ suggestions/points of view.</strong></td>
<td><strong>Demonstrate empathy and sensitivity when responding to the views and opinions of others.</strong></td>
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<tr>
<td> </td>
<td><strong>Give and take within a group situation.</strong></td>
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<tr>
<td>For example:</td>
<td>For example:</td>
<td>For example:</td>
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<td> </td>
<td>• Work together to plan a visit to a place of worship.</td>
<td>• Work together to plan and organise in detail a visit to a place of worship, helping others to see the significance and importance of the event for learning.</td>
</tr>
<tr>
<td> </td>
<td>• Discuss with peers own views on a controversial issue such as gambling/use of money.</td>
<td>• Within group and class discussions show awareness of the dynamics and sensitivities when discussing controversial issues such as gambling/use of money.</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td><strong>Recognise the usefulness of sharing.</strong></td>
<td><strong>Work as a member of a group or team.</strong></td>
</tr>
</tbody>
</table>

*From sharing within a group to collaborative working to support each others’ learning.*
*Developing interpersonal skills to support mutual learning.*

---

**Learning Outcome to which this strand relates:**

*Work effectively with others.*
Religious Education

Working with Others

Roles and Responsibilities

Pupils begin to:

- Show that they can work in different roles and take responsibility in group tasks.

For example:
- Willingly take on a role that has been assigned such as chairperson/secretary/timekeeper in a group discussion on an issue, such as organised religions’ responses to global warming, or an imaginative role such as role-playing a biblical story or contemporary play.

Pupils can:

- Show initiative in assigning and organising work within a group.
- Contribute constructively towards group goals.

For example:
- Use negotiation when working in a group to organise a debate on an issue, such as organised religions’ responses to global warming, taking on a particular role and working towards the group goal.
- Work with the group to assign and develop imaginative roles, taking responsibility for own role.

Pupils can:

- Identify and agree collective goals.
- Organise roles and responsibilities.
- Review progress and evaluate outcomes.

For example:
- Show awareness of group dynamics and sensitivities when negotiating group roles to organise a debate on an issue, such as religious response to global warming.
- Develop an imaginary role ensuring that the groups progress can be reviewed during the task and work can be evaluated.

Take on a range of roles.

Summary

From taking on a role within a group to organising activities within a group.
Optimising working methods to suit the situation.

Influencing and Negotiating

Pupils begin to:

- Show respect by listening to differences of opinions.

For example:
- Allow others to talk and share their own opinion. Listen to their views during a group/class discussion on a moral/ethical dilemma.
- Begin to question others about their point of view in an appropriate way, showing some awareness of sensitivities that may arise.

Pupils can:

- Express his/her opinion using appropriate language.
- Explore differences of opinion to reach an outcome.

For example:
- Give reasons for opinion on a moral/ethical dilemma during class discussion taking into account the views of others and the sensitivities that may arise.
- Allow others to develop their opinion identifying areas of agreement/disagreement, questioning the view of others in an appropriate manner.

Pupils can:

- Use explanation and reasoning to reach an acceptable outcome.

For example:
- Explore the various opinions of the group by asking appropriate and directed questions showing an awareness of sensitivities and group dynamics.
- Discuss whether issues/differences of opinion in a moral/ethical dilemma can be resolved through negotiation without people feeling they are compromising on strongly held religious beliefs.

Acknowledge diversity.

Summary

From listening actively to changing the direction of group thinking.
Developing an understanding of others and how to interact, using reasoned argument to convince or persuade.
### Religious Education

#### Self Management

**Learning Outcome to which this strand relates:**
Demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance.

<table>
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<tr>
<th>Pupils begin to:</th>
<th>Pupils can:</th>
<th>Pupils can:</th>
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<tbody>
<tr>
<td><strong>Review and Improve</strong></td>
<td>• Explain their approaches to thinking and learning.</td>
<td>• Avoid making quick decisions and snap judgements.</td>
</tr>
<tr>
<td></td>
<td>• Compare different approaches with a view to improvement.</td>
<td>• Readily and independently evaluate approaches to thinking and learning.</td>
</tr>
<tr>
<td></td>
<td>• Respond positively to feedback.</td>
<td>• Make connections between different learning approaches and apply them in new contexts.</td>
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<td></td>
<td>For example:</td>
<td>For example:</td>
</tr>
<tr>
<td></td>
<td>• Think before acting.</td>
<td>• Think carefully about possible approaches to research on a religious event, before making a decision.</td>
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<tr>
<td></td>
<td>• Review and discuss their thinking and learning.</td>
<td>• Evaluate the approach taken to the research during the task, reconsidering approach if necessary. Independently ask for advice during research on a religious event.</td>
</tr>
<tr>
<td></td>
<td>For example:</td>
<td>• Use experience of research to inform decisions in different contexts.</td>
</tr>
<tr>
<td></td>
<td>• Develop a plan to research and write about a religious event such as a festival or pilgrimage.</td>
<td>Systematically adapt strategies to achieve intentions.</td>
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<td></td>
<td>• Discuss the research and with some help, make some suggestions for improvement.</td>
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<td>For example:</td>
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<td></td>
<td>• In discussion with peers/teacher, identify what influenced their thinking and learning when researching a religious event such as a festival or pilgrimage.</td>
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<td>• With peers discuss the various approaches to task and select successful approaches.</td>
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<td>• Consciously use feedback on research to improve approach in subsequent activities.</td>
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<td></td>
<td>Consider options and strategies.</td>
<td>Establish grounds on which to base decisions.</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>For example:</td>
<td></td>
</tr>
<tr>
<td>From thinking about how they learn to choosing favoured methods. Analysing and applying feedback to achieve intentions.</td>
<td>• Think carefully about possible approaches to research on a religious event, before making a decision.</td>
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## Religious Education

### Self Management

**Learning Outcome to which this strand relates:**
Demonstrate self management by working systematically, persisting with tasks, evaluating and improving own performance.

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<tr>
<th>Pupils begin to:</th>
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<tbody>
<tr>
<td><strong>Time Management</strong></td>
<td>• Follow a sequence of activities and complete a task on time.</td>
<td>• Plan and organise a sequence of activities managing resources to meet deadlines.</td>
</tr>
<tr>
<td>For example:</td>
<td>• Follow set instructions to complete an investigation within a given time frame such as an investigation on the life of a founder of religion.</td>
<td>For example:</td>
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<td>Focus on task.</td>
<td>Decide on a strategy for completing work.</td>
<td>For example:</td>
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</table>

**Summary**

From following instructions to independently planning and organising activities so as to complete intentions within a required time. Prioritising tasks and activities.

### Goals and Targets

<table>
<thead>
<tr>
<th>Pupils can:</th>
<th>Pupils can:</th>
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</thead>
<tbody>
<tr>
<td>• Identify interests, aspirations, strengths and weaknesses.</td>
<td>• Prioritise individual learning needs and follow steps for improvement.</td>
</tr>
<tr>
<td>• Work with others to agree personal goals for learning.</td>
<td>For example:</td>
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<tr>
<td>For example:</td>
<td>• Use set self-assessment activities to become aware of interests, strengths and weaknesses in one aspect of Religious Education. Discuss these with others (peers/teacher) in order to agree areas for improvement. Set some goals for future work in this aspect of Religious Education.</td>
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<tr>
<td></td>
<td>• In discussion, identify personal areas for improvement in an aspect of Religious Education. Set realistic targets to improve learning in this area using a given template such as SMART.</td>
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<tr>
<td>Refine self-awareness.</td>
<td>Plan what needs to be done to build on strengths and address weaknesses.</td>
</tr>
</tbody>
</table>

**Summary**

From agreeing targets to establishing personal goals and targets. Becoming alert to where there is a lack of direction and thinking more strategically.
Appendices

Appendix 1
The Thinking Skills and Personal Capabilities Framework

Appendix 2
Structuring a Thinking Skills and Personal Capabilities Lesson: Opportunities for Infusion
Appendix 1
The Thinking Skills and Personal Capabilities Framework

Thinking Skills and Personal Capabilities Framework

Managing Information
Asking, accessing, selecting, recording, integrating, communicating

- Ask focused questions.
- Plan and set goals, break tasks into sub-tasks.
- Use own and other’s ideas to locate sources of information.
- Select, classify, compare and evaluate information.
- Select most appropriate method for a task.
- Use a range of methods for collating, recording and representing information.
- Communicate with a sense of audience and purpose.

The purpose of this strand is to develop pupils’ abilities in an information-intensive environment. Pupils should understand the potential and usefulness of accessing, selecting and integrating information from multiple sources to support their own learning and creativity. To do this they need to ask questions, clarify their purpose and what needs to be done. They need to be able to access a range of information sources (books, ICT, people), to select and evaluate the information for a purpose and to develop methods for recording and integrating information. Pupils will also need to learn how to plan, to set goals when carrying out their tasks and to develop a sense of audience and purpose when communicating information.

Thinking, Problem-Solving and Decision-Making
Searching for meaning, deepening understanding, coping with challenges

- Sequence, order, classify and make comparisons.
- Make predictions, examine evidence and distinguish fact from opinion.
- Make links between cause and effect.
- Justify methods, opinions and conclusions.
- Generate possible solutions, try out alternative approaches, evaluate outcomes.
- Examine options, weigh up pros and cons.
- Use different types of questions.
- Make connections between learning in different contexts.

The purpose of this strand is to engage pupils in active learning, so they can go beyond the mere recall of factual information and the routine application of procedures. Pupils need to be explicitly prompted to engage with a range of different kinds of thinking appropriate to their age so that they can deepen their understanding of curricular topics, be more critical of evidence, think more flexibly, be able to solve problems and make reasoned judgements and decisions rather than jumping to immediate conclusions. As they progress, pupils will become more adept at managing their own learning and making connections.
Being Creative

Imagining, generating, inventing, taking risks for learning

- Seek out questions to explore and problems to solve.
- Experiment with ideas and questions.
- Make new connections between ideas and information.
- Learn from and value other people’s ideas.
- Make ideas real by experimenting with different designs, actions and outcomes.
- Challenge the routine method.
- Value the unexpected or surprising.
- See opportunities in mistakes and failures.
- Take risks for learning.

The focus of this strand is on being creative and on providing opportunities for all pupils to realise their creative potential across the curriculum. The purpose is to develop dispositions for creativity as well as ways of thinking and doing. Being curious, exploring and playing, inventing and experimenting are identified as important ways of interacting with the world. Pupils need to be given opportunities for self-expression, be able to follow their intuition and become more resilient by learning from their mistakes and perceived failures.

Working with Others

Being collaborative, being sensitive to others’ feelings, being fair and responsible

- Listen actively and share opinions.
- Develop routines of turn-taking, sharing and cooperating.
- Give and respond to feedback.
- Understand how actions and words affect others.
- Adapt behaviour and language to suit different people and situations.
- Take personal responsibility for work with others.
- Be fair.
- Respect the views and opinions of others, reaching agreements using negotiation and compromise.
- Suggest ways of improving their approach to working collaboratively.

The purpose of this strand is to enable pupils to engage in collaborative activities and to make the most of their learning when working with others. To do this, they must develop the confidence and willingness to join in, the social skills associated with working in face-to-face groups. They must be able to show empathy and develop a more general social perspective. They also need to appreciate some aspects of group dynamics and the roles that can be assumed in groups. Collaborative work offers opportunities to learn negotiation skills and to develop a sense of fairness and respect that will connect with pupils’ general social and emotional development (links with Personal Development).

Self Management

Evaluating strengths and weaknesses, setting goals and targets, managing and regulating self

- Be aware of personal strengths, limitations and interests.
- Set personal targets and review them.
- Manage emotions and behaviour in a range of situations.
- Organise and plan how to go about a task.
- Focus, sustain attention and persist with tasks.
- Review learning and some aspects that might be improved.
- Learn ways to manage own time.
- Seek advice when necessary.
- Compare own approach with others’ and in different contexts.

The purpose of this strand is to help pupils become more self-directed, so that they can manage their learning in new situations and in the longer term. To do this they need to know more about themselves as learners, their personal strengths and weaknesses, their interests and limitations and how they feel about learning. They need to set personal targets and review them (with their teacher’s help), set goals for their work and organise their time. By regularly reviewing their work and how they feel about learning, pupils become more aware of their learning and how it can be improved. This strand links closely with Assessment for Learning and Personal Development.
Appendix 2
Structuring a Thinking Skills and Personal Capabilities Lesson: Opportunities for Infusion

The Thinking Skills and Personal Capabilities Framework does not stand alone nor is it isolated from the established areas of the curriculum. Rather, the skills and capabilities highlighted in the framework need to be developed and assessed and through the curriculum’s Areas of Learning.

When planning to introduce a specific Thinking Skills and Personal Capabilities action, it is important to ensure that the acquisition and development of the skill will deepen the learning. Consider carefully how to ensure that thinking is made explicit and that pupils can understand clearly the processes that are expected of them. The following template can be used to structure planning.

<table>
<thead>
<tr>
<th>Outline of Lesson/Series of Lessons</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Launch</strong></td>
<td>Share with the pupils the purpose of the lesson (for example through the learning intentions). The learning intentions should make reference to both the subject knowledge and understanding and the particular Thinking Skill and Personal Capabilities strand being developed.</td>
</tr>
</tbody>
</table>

**Strategies for infusion:**
- Make the context relevant to the learner’s experience, for example make it a meaningful challenge.
- Make thinking processes/personal capabilities explicit.
- Establish a common vocabulary for talking about thinking by using the language of the Thinking Skills and Personal Capabilities Framework.
- Model the thinking process, describe and explain the processes you want pupils to engage with.
- Identify success criteria to ensure pupils know what is expected and what success looks like.
- Link the skills and capabilities. Where have you done this before? Where else could you use this skill?
- Pupils could identify other lessons or out-of-school situations when they used that particular skill/capability.
- Scaffold visually for pupils, provide them with thinking diagrams, word banks, wall charts etc. to assist them in the task.

<table>
<thead>
<tr>
<th>Outline of Lesson/Series of Lessons</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity</strong></td>
<td>This is the main part of the lesson. It is dependent on setting an appropriately challenging, often open-ended task or activity. The pupils may work individually or in small/large groups to address the task.</td>
</tr>
</tbody>
</table>

Use modelling and effective questioning strategies to prompt and scaffold the learning. Thinking diagrams will help to focus the pupils on the relevant skill and make it important and explicit.

Observe the individuals/groups at work and use the evidence as a basis for feedback and judgement.

**Strategies for infusion:**
- Offer pupils opportunities to engage with the thinking process by providing challenging tasks.
- Facilitate appropriate ways of learning, for example, paired work, small groups, etc.
- Ask and respond to questions about thinking and learning while on-task.
- Jointly construct meaning (combining ideas, challenging opinions etc.).
- Allow pupils to explain and justify thinking.
- Focus on pupil learning and its transferability.
- Use the language of Thinking Skills and Personal Capabilities.
- Monitor progress by using the Thinking Skills and Personal Capabilities Progression Maps.
<table>
<thead>
<tr>
<th>Outline of Lesson/Series of Lessons</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Debrief</strong></td>
<td>This is about recognising the importance of allowing time for reflection and metacognition.</td>
</tr>
<tr>
<td></td>
<td>Encourage pupils to reflect on the particular type of thinking they have just completed and comment on how challenging they thought it was, how well they thought they did and how they might improve. Pupils may compare and contrast the strategies used by different groups in the class.</td>
</tr>
<tr>
<td></td>
<td>Enable pupils to apply the thinking to other areas of the curriculum and beyond. Near transfer is where the learner applies the new thinking to a similar situation or problem. Far transfer is where they apply it to unrelated contexts in other areas of the curriculum or beyond.</td>
</tr>
<tr>
<td></td>
<td>Strategies for infusion:</td>
</tr>
<tr>
<td></td>
<td>• Teacher-led plenary with mostly pupils talking, writing or responding.</td>
</tr>
<tr>
<td></td>
<td>• Review the specific Thinking Skills and Personal Capabilities used in the activity in order to focus learners on the processes of thinking.</td>
</tr>
<tr>
<td></td>
<td>• Review the quality of collaboration and the quality of talk.</td>
</tr>
<tr>
<td></td>
<td>• Evaluate what has been learned (for example, two stars and a wish).</td>
</tr>
<tr>
<td></td>
<td>• Connect learning to other contexts.</td>
</tr>
</tbody>
</table>