**LEARNING FOR LIFE AND WORK: Personal Development**

The statutory requirements are set out in **bold** under the **Key Concepts** and **Learning Outcomes**. Additional guidance appears in plain text. All examples are in italics. All of the illustrations offered aim to relate this strand to Life and Work contexts.

<table>
<thead>
<tr>
<th>Key Concept – Self awareness</th>
<th>Key Concept – Personal Health</th>
<th>Key Concept – Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Self Awareness provides opportunities to consider the importance of self confidence and self esteem to physical and emotional/mental health throughout life.</td>
<td>Exploring Personal Health provides opportunities to understand the importance of recognising and managing factors that may influence physical and emotional/mental health throughout life.</td>
<td>Exploring Relationships provides opportunities to understand the importance of forming and maintaining relationships to physical and emotional/mental health throughout life.</td>
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</table>

**Pupils should have opportunities to:**

**Explore and express a sense of self,** for example, temperament, feelings and emotions, personal responsibility, personal needs, aspirations etc.

**Explore personal morals, values and beliefs,** for example, the origin of personal values, developing a moral framework, personal integrity etc.

**Investigate the influences on a young person,** for example, peer pressure, media, social and cultural trends, fears, anxieties and motivations etc.

**Explore the different ways to develop self esteem,** for example, enhanced self-awareness, sense of security and self worth, setting achievable targets, developing resilience, new interests and skills, learning to recognise achievement, etc.

**Develop skills and strategies to improve own learning,** for example, self management, time management, attitudes and motivation towards learning, organisation and recognition of own learning preferences, developing ambitions for life and work etc.

**Explore the concept of Health as the development of a whole person,** for example, defining what makes up a whole person, the need to develop physical, mental, social, moral, cognitive etc

**Investigate the influences on physical and emotional/mental personal health of,** for example, immunisation, regular physical activity, personal hygiene, diet, stress, addiction, life / work balance etc.

**Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour,** for example, puberty, body image, mood swings, etc.

**Develop the qualities of relationships including friendship,** for example, conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc.

**Explore the qualities of a loving, respectful relationship,** for example, how choices within a relationship affect both physical and emotional development, friendships etc.

**Develop coping strategies to deal with challenging relationship scenarios,** for example, sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, change in family circumstances, coping with rejection, loneliness and loss, etc.

**Develop strategies to avoid and resolve conflict,** for example, active listening, assertiveness, negotiation, mediation etc.

**Explore the implications of sexual maturation,** for example, sexual health, fertility, contraception, conception, teenage pregnancy, childbirth etc.
### Learning Outcomes

The learning outcomes require the demonstration of skills and application of knowledge and understanding of PD.

Pupils should be able to:

- develop an awareness of emergency first aid procedures;
- research and manage information effectively to investigate PD issues; using Mathematics and ICT where appropriate;
- show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using Mathematics and ICT where appropriate;
- demonstrate creativity and initiative when developing ideas and following them through;
- work effectively with others;
- demonstrate self-management by working systemically, persisting with tasks, evaluating and improving own performance;
- communicate effectively in oral, visual, written and ICT formats, showing clear awareness of audience and purpose.

**NB** Teachers may develop activities that combine many of the statutory requirements provided that, across the **Key Stage**, all of the statutory aspects highlighted in **BOLD** (including each of the **Key Concepts**) are met.