

North Petherwin and Werrington Knowledge and Skills Organiser Personal, Social, Health Education



Purpose of Study

The aim of the Cornwall and Isle of Scilly PSHE curriculum, which North Petherwin and Werrington School has adopted, is to provide a consistent, high quality PSHE education for all young people across the region. By using this curriculum, all statutory government guidance for mandatory relationship and sex education and all PSHE Association principals and outcomes will be met. Key messages will be introduced, reinforced and built upon year on year at developmentally appropriate stages, through a spiral curriculum which has been arranged on a 3-year rolling programme. This has ensured the needs of their children and young people within our setting have been met.

The curriculum is divided into three core themes, which run throughout the key stages:

Health and Wellbeing

Includes lessons on mental health, lessons on puberty and the changing body, dental health, benefits of keeping active and healthy eating.

Relationships

Includes lessons on respectful and healthy relationships both on and offline, kindness and sex education.

Living in the Wider World

Includes lessons on career planning, financial literacy and exploring our rights and responsibilities.

The lessons have been sequenced to reinforce learning and build on knowledge.

Capabilities Curriculum

The Capabilities Curriculum is a creative curriculum which measures social and emotional capabilities which improve children's learning, valuing the development of the whole child and preparing them for the future.

An Daras Trust have chosen to adopt a curriculum framework informed by pupil's social and emotional well-being. The class capability scores are used to inform a teachers approach to the lesson, which will help growth in these valuable characteristics.

These capabilities are evidenced as being necessary for future success, and by measuring them we are placing real value on them.

There are 7 capability strands: Managing feelings, Confidence, Communication, Relationships and Leadership, Planning and Problem-Solving, Creativity, Resilience and Determination

Visible Learning (metacognition)

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning – the thinking about their thinking. Pupils are given opportunity to understand their own cognitive abilities, knowledge of tasks and strategies that could be used to support their learning. Pupils are also encouraged to self-reflect. The following questions will be used to deepen pupils understanding of their learning:

Visible Learning	Surface Learning Strategies	Deep Learning Strategies	Transfer Learning Strategies
	<p><i>Do I know what I need to do to complete my task?</i></p> <p><i>Can I plan and organise my learning before I start?</i></p> <p><i>Where am I with my learning?</i></p> <p><i>How well have I achieved my success criteria?</i></p> <p><i>What is my next step?</i></p> <p><i>I can seek feedback from others to help me in my next steps.</i></p>	<p><i>Can I explain my learning to someone else?</i></p> <p><i>I know and can explain what strategies I have used in my learning.</i></p> <p><i>I can make links between new content and ideas and learning I already know.</i></p> <p><i>I can share my ideas and questions to deepen my understanding.</i></p> <p><i>I know how I did at the end of my learning.</i></p> <p><i>I can explain how things link together.</i></p>	<p><i>Can I organise my knowledge to support new learning?</i></p> <p><i>I can look for and recognise similarities and differences in my tasks.</i></p> <p><i>I can organise my knowledge to support new learning.</i></p> <p><i>When have I applied my learning to another area?</i></p> <p><i>I know where I am heading in my learning.</i></p> <p><i>I understand what I am learning, where I am going and how to get there.</i></p> <p><i>I know what success looks like.</i></p>

EYFS

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development.

Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary.

Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

3 & 4-year-olds will be learning to:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.

Children in reception will be learning to:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/988004/Development_Matters.pdf

EYFS Areas of Learning codes

PSED- Making Relationships PSED(MR)

PSED- Self-Confidence and Self-Awareness PSED(SC&SA)

PSED- Managing Feelings and Behaviour PSED(MF&B)

Metacognition	Planning	Monitoring	Evaluation
	<i>What resources do I need to carry out my task? Can I describe what I am going to do?</i>	<i>Am I doing well?</i>	<i>How did I do? Am I able to re-tell stories and link them to other areas of learning?</i>

	<i>How can I link my learning with my own experiences to help me?</i>		
	Autumn	Spring 1	Summer 1
Year A 1,2,3 Knowledge Relationships Health Living in the wider world	Respecting uniqueness Explain what special and unique mean Describe their own special and unique characteristics Explain how we respect the special and unique characteristics of others Our communities Explain what a community is Discuss what communities they belong to Understand what a stereotype is Explain how stereotypes can be harmful Everyday safety Refresh knowledge about calling 999 in an emergency Understand dangers in everyday situations and how to keep safe Recognise how to keep safe at home, including fire safety with electrical appliances, lighters and matches Identify that some household products and medicines are harmful Recognise how to stay safe outdoors, especially around water and roads Know who to ask for help if we're worried about our/someone else's safety Basic first aid Learn first aid skills Feel confident to help someone who needs first aid Feel able to help someone in need of first aid	Healthy relationships Identify what makes a good friend Describe how to be a good friend Be able to use some simple tools to help solve conflicts Understand how to get help to make a friendship better Horrible hands Understand that infection can be spread through touch Understand that we can pick up microbes through things we touch and spread them to others Understand that we wash hands to remove microbes Understand that washing hands is the best way to prevent the spread of microbes Understand that washing with soap and water is better than using water alone Jessie and friends (2. sharing pictures) Describe what might happen if we share a picture Identify the effect of people's actions online and consider ways of keeping myself and others safe Recognise that I can be an 'upstander' by choosing not to join in Identify up to four adults in my life who I trust and how I can ask them for help if I have a problem online	Jessie and friends (2. Playing games) Describe what personal information is and the importance of not sharing this Recognise different feelings they might encounter online and how the body might tell them something 'doesn't feel right' Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online NSPCC Pants Understand and learn the PANTS rules Name body parts and know which parts should be private Know the difference between appropriate and inappropriate touch Understand that I have the right to say "no" to unwanted touch Start thinking about who I trust and who I can ask for help Keeping our teeth clean Understand the importance of brushing, flossing and rinsing Explain how to brush, floss and rinse Understand what healthy teeth are and name basic parts of a tooth Know what foods to avoid to keep teeth healthy Understand what happens during a dentist appointment Sun safety

		<p>Jessie and friends (1. Playing games)</p> <p>Describe what personal information is and the importance of not sharing this</p> <p>Recognise different feelings they might encounter online and how the body might tell them something 'doesn't feel right'</p> <p>Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online</p>	<p>Explain what ultraviolet or UV light is</p> <p>Explain how our skin can be damaged by UV light</p> <p>Explain how we can keep skin safe and healthy with some simple measures</p> <p>Explain how sunblock or sunscreen can protect our skin</p> <p>Big feelings</p> <p>Recognise that feelings can intensify (get stronger)</p> <p>Describe how big feelings can affect their behaviour</p> <p>Identify what can help them feel better when they have a big feeling (including talking to trusted adults)</p> <p>Use words or phrases to ask for help with feelings</p>
<p>Skills</p>	<p>Core theme 1- Health and well being:</p> <p>Healthy Lifestyles- Maintain a healthy body. Maintain my personal hygiene. Develop simple skills to help prevent diseases spreading.</p> <p>Growing and Changing- Recognise and celebrate my strengths and set simple but challenging goals. Explain change and loss and the associated feelings.</p> <p>Keeping Safe- Make sure I am safe from household products, including medicines. Recognise people who look after me, my family networks, who to go to if I am worried and how to attract their attention. Help the people who look after me to more easily protect me. Know how to ask for help if I am worried about something. Keep myself safe and others safe. I know that I do not need to keep secrets.</p>	<p>Core theme 2- Relationships</p> <p>Feelings and Emotions- Recognise feelings in myself and in others. Share my feelings.</p> <p>Valuing Difference- Respect similarities and differences in others. Share my views and ideas.</p> <p>Healthy Relationships- Identify my special people and explain what makes them special. Care for others.</p>	
	<p>Core theme 3- Living in the wider world</p> <p>Rights and Responsibilities-</p>	<p>General knowledge and SMSC</p> <p>School values</p>	

	<p>Contribute to the life of the classroom and school. Help construct, and agree to follow, group and class rules. Recognise ways in which I am unique and understand that there has never been and will never be another 'me'. Explain the ways in which we are the same as all other people and what we have in common with everyone else.</p> <p>Environment Develop strategies and skills needed to care for environments (including conserving energy).</p> <p>Money Understand money, including the concepts of spending and saving. Understand the difference between spending and saving money.</p>	<p>Use imagination and creativity in learning Understand own heritage</p>	
<p>Year B 1,2,3 Knowledge</p> <p>Relationships</p> <p>Health</p> <p>Living in the wider world</p>	<p>World of work</p> <p>Identify my strengths and goals Identify different career paths Explore factors that influence job decisions (stereotypes, family, values, money) Explain key skills that will help me get a job Identify a range of different education and training opportunities</p> <p>Spending and saving money</p> <p>Identify different types of money Explain where money comes from Identify different ways that people choose to use their money (including savings) Identify the difference between needing and wanting to spend money Explain how to keep money safe</p> <p>Road safety</p> <p>Identify and model the 'Stop, Look, Listen, Think' sequence Recognise safer places to cross the road Understand their responsibilities as a pedestrian, a cyclist, a passenger in a car or on public transport</p>	<p>Physical activity</p> <p>Explain the benefits of physical activity on our body and mind Identify the recommendations of regular physical activity for their age group Explain how physical activity makes our bodies feel Describe why exercise makes us feel good</p> <p>Everyday drugs</p> <p>Identify that some drugs are legal, and some are illegal Have a basic understanding of the health risks of legal drugs</p> <p>Turn off, let's play</p> <p>Describe how someone might feel if people are always on their devices Evaluate how much time they spend on my digital devices Identify the benefits of taking time to disconnect from digital devices</p>	<p>Sun safety</p> <p>Explain what ultraviolet or UV light is Explain how our skin can be damaged by UV light Explain how we can keep skin safe and healthy with some simple measures Explain how sunblock or sunscreen can protect our skin</p> <p>NSPCC Pants</p> <p>Understand and learn the PANTS rules Name body parts and know which parts should be private Know the difference between appropriate and inappropriate touch Understand that I have the right to say "no" to unwanted touch Start thinking about who I trust and who I can ask for help</p> <p>Expressing feelings</p> <p>Name a wide range of feelings and emotions Match feelings to a scale of intensity and identify strong feelings</p>

	<p>Understand risk and the effect of risky behaviour Identify the strategy of ‘Stop and Think’ to cope with dangerous situations caused by others</p> <p>Individual and collective strengths Identify what skills are needed to work with others in a team Understand that everyone brings different strengths to working in a team Recognise what they are good at when working in a team</p>	<p>Have a basic understanding of the dangers of illegal drugs Be aware of the reasons that some people may choose to use legal drugs Be aware that they can always ask for help and who to ask for support</p> <p>Everyday feelings Identify those feelings/emotions are part of a person’s health and wellbeing Recognise that feelings usually change throughout the day Give examples of everyday things that can affect feelings Describe what can help people to feel good/better</p>	<p>Describe different feelings and how they are experienced in the body Recognise why it is important for people to express their feelings</p> <p>Wellbeing Recognise that mental health is as important as physical health Understand that everyone experiences ups and downs in their mental health Identify key strategies and techniques to support positive mental wellbeing Know where to go for help if they or a friend is feeling unhappy</p>
Skills	<p>Core theme 1- Health and well being:</p> <p>Healthy Lifestyles- Make healthy choices. Describe my feelings to others. Use simple strategies for managing my feelings.</p> <p>Growing and Changing- Recognise what I am good at. Set goals. Name the main parts of the body and explain how these change over time.</p> <p>Keeping Safe- Keep safe in different situations. Ask for help if I am worried about something. Keep things private and respect others’ privacy.</p>	<p>Core theme 2- Relationships</p> <p>Feelings and Emotions- Recognise what is fair and unfair, kind and unkind, and right and wrong. Respond correctly when people are being unkind to me or others. Recognise when my body or feelings are hurt or when others are hurt.</p> <p>Valuing Difference- Respect similarities and differences in others. Share my views and ideas with individuals and with the whole class.</p> <p>Healthy Relationships- Listen to other people and play and work cooperatively. Resolve simple arguments. Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond. Get help if I experience or witness teasing or bullying.</p>	
	<p>Core theme 3- Living in the wider world</p> <p>Rights and Responsibilities- Respect my needs and the needs of others. I know who the special people in my community are and know how to contact those people when I need their help, including dialling 999 in an emergency.</p> <p>Environment</p>	<p>General knowledge and SMSC</p> <p>School and own values Responsibility for behaviour choices Distinguish between right and wrong Willingness to reflect on experiences Use a range of social skills</p>	

	Look after the local environment (including conserving energy). Money Save and spend money. Make choices and keep track of money spent/saved.	Understand the heritage of others	
Metacognition	Planning <i>What resources do I need to carry out my task?</i> <i>Have I done anything like this before?</i> <i>How can I link my learning with my own experiences to help me?</i>	Monitoring <i>Am I doing well?</i> <i>Do I need any different techniques to improve my learning/task?</i>	Evaluation <i>Am I able to re-tell stories and link them to other areas of learning?</i> <i>How did I do in my task?</i>
Year A 4,5,6 Knowledge Relationships Health Living in the wider world	A diverse community Describe the different communities that we belong to Explain what diversity means Describe my personal identify in simple terms Understand that we shouldn't discriminate against others Understand that we are all connected Respectful relationships Identify the features of a positive family life Recognising similarities and differences between people in the community Understand how to respect differences within the community and classroom Defines what self respect is and why this is important Recognises how to have and encourage polite, respectful relationships Illness Explain what it feels like when we are unwell Explain what the immune system is Describe different ways to keep our bodies healthy Understand how some medications and vaccinations can help to keep us healthy Identify who can help us when we are feeling unwell	Puberty 1 Correctly identify parts of external genitalia and internal reproductive organs Understand that everyone's bodies are different and we should respect this Describe key facts about reproduction and pregnancy Know where to ask for help with questions about their bodies Puberty 2 Define what puberty means Understand that everyone will experience puberty differently Identify key changes which happen during puberty Understand what menstruation is Online content Understand that not everything online is trustworthy Recognise some of the differences between fact and opinion	Social media Recognise what wellbeing and social media mean Describe actions a person can take to look after their wellbeing with a balance of online and offline activities Evaluate the positives and negatives of social media Managing change and challenge Explain what is meant by the term 'mental health' Identify everyday behaviours that can help to support mental (and physical) health Recognise that we can take care of our mental health (as well as our physical health) Mental health and keeping well 1: Mental health and keeping well 2: Managing challenges and change 3: Exploring risk in everyday situations Exploring risk

	<p>Nutrition and healthy eating</p> <p>Be able to identify the different food groups in a balanced diet</p> <p>To explain what foods are not healthy and reasons why</p> <p>Be able to plan a healthy meal</p>	<p>Describe how to make decisions on what they trust online using agreed criteria</p> <p>Understand where to go for help and support around puberty and their bodies</p> <p>Spending decisions</p> <p>Identify ways to keep money safe from loss or theft</p> <p>Explain how money impacts well-being</p> <p>Identify how spending decisions affect others including the environment and supporting charities</p> <p>Gambling</p> <p>Explain risk in relation to gambling</p> <p>Identify how winning or losing can affect a person's feelings and what makes someone want to take the risk</p> <p>Describe what can influence someone to gamble or feel pressure to do so</p> <p>Recognise who to ask for help if concerned about gambling or the pressure to do something like gambling</p> <p>Online contact</p> <p>Recognise that it is their own choice to accept something online</p> <p>Recognise ways that people may seek to persuade them online</p> <p>Know what to do if they have any concerns about something they experience online</p>	<p>Assess how risky different everyday activities are</p> <p>Describe how important it is to 'stop and think' before taking a risk</p> <p>Explain what makes a risk worth taking and what makes it too risky</p> <p>Changing schools</p> <p>Identify the differences between primary and secondary school</p> <p>Describe how it might feel to move to secondary school</p> <p>Explain different ways of managing change</p>
Skills	Core theme 1- Health and well being: Healthy Lifestyles-	Core theme 2- Relationships Feelings and Emotions-	

	<p>Recognise what positively and negative affects health and wellbeing. Make informed choices. Maintain and explain a healthy lifestyle. Recognise what might influence my choices.</p> <p>Growing and Changing- Reflect on and celebrate my achievements. Identify my strengths and areas for improvement. Set high aspirations and goals. Recognise feelings and explain their range and intensity to others. Listen to and overcome conflicting emotions. Use strategies to cope with change, including transitions, loss, separation, divorce and bereavement.</p> <p>Keeping Safe- Keep physically and emotionally safe including road safety and safety in the environment. Keep safe online. Protect my personal information. Use mobile phones responsibly, including safe keeping and safe user habits.</p>	<p>Recognise and respond appropriately to a wider range of feelings in others.</p> <p>Valuing Difference- Listen and respond respectfully and fully to a wide range of people. Be confident when raising my concerns and raise them considerately. Recognise and care about other people’s feelings and respond to them appropriately. Try to see, respect and if necessary constructively challenge, their points of view regularly.</p> <p>Healthy Relationships- Recognise how my actions affect themselves and others and begin to consider my actions as a result. Work collaboratively towards shared goals. Solve disputes and conflict through negotiation and appropriate compromise. Give rich and constructive feedback and support to benefit others as well as myself.</p>	
	<p>Core theme 3- Living in the wider world</p> <p>Rights and Responsibilities- Research, discuss and debate topical issues, problems and events that are important to me. Explain rules and laws and understand why different rules are needed in different situations. Resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices.</p> <p>Environment Exercise my responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p>Money Recognise the role money plays in my own and others’ lives. Manage my money. Be a critical consumer. Discuss loans, interest, debt and tax.</p>	<p>General knowledge and SMSC</p> <p>Values of others Understand how to contribute to society Be reflective on own beliefs Show initiative Understand consequences of behaviour and actions Volunteer and cooperate well with others Explore and understand different faiths and cultural diversity</p>	
<p>Year B 4,5,6 Knowledge</p> <p>Relationships</p>	<p>Different types of families</p> <p>Identify the shared characteristics of healthy family life Explain different types of romantic relationships Identify why some people chose to marry or have a civil partnership</p>	<p>Understand where to go for help and support around puberty and their bodies Spending decisions</p>	<p>Social media</p> <p>Recognise what wellbeing and social media mean</p>

<p>Health</p> <p>Living in the wider world</p>	<p>Identify different family structures and the similarities between these families</p> <p>Explain how to get support if a family relationship is making me feel unhappy or unsafe</p> <p>Health/Harmful relationships</p> <p>Identify on/ offline bullying and how to manage this</p> <p>Identify some harmful behaviours in a relationship</p> <p>Explain what forced marriage is and how to get support</p> <p>Define stereotype and discrimination and some strategies to challenge this</p> <p>Understand where to go for help or support with harmful behaviour</p> <p>Keeping your body safe 1</p> <p>Define safe and unsafe</p> <p>Identify which parts of the body are private</p> <p>Define inappropriate or unwanted touch</p> <p>Recognise the right of each individual to decide who can touch their body, where and in what way</p> <p>Identify places and people who can offer help if we are feeling unsafe</p> <p>Keeping your body safe 2</p> <p>Recognise the right of each individual to decide who can touch their body, where, and in what way</p> <p>Can explain consent</p> <p>Recognise the importance of permission seeking/giving behaviour, and how this can be communicated</p> <p>Identify places and people who can offer help if we are feeling unsafe</p>	<p>Identify ways to keep money safe from loss or theft</p> <p>Explain how money impacts well-being</p> <p>Identify how spending decisions affect others including the environment and supporting charities</p> <p>Gambling</p> <p>Explain risk in relation to gambling</p> <p>Identify how winning or losing can affect a person's feelings and what makes someone want to take the risk</p> <p>Describe what can influence someone to gamble or feel pressure to do so</p> <p>Recognise who to ask for help if concerned about gambling or the pressure to do something like gambling</p> <p>Share away (1. Alex)</p> <p>Understand the dangers of taking personal photographs and sharing them online</p> <p>Share away (2. Lucy)</p> <p>Understand the dangers of chatting to strangers online</p>	<p>Describe actions a person can take to look after their wellbeing with a balance of online and offline activities</p> <p>Evaluate the positives and negatives of social media</p> <p>Puberty 1</p> <p>Correctly identify parts of external genitalia and internal reproductive organs</p> <p>Understand that everyone's bodies are different and we should respect this</p> <p>Describe key facts about reproduction and pregnancy</p> <p>Know where to ask for help with questions about their bodies</p> <p>Puberty 2</p> <p>Define what puberty means</p> <p>Understand that everyone will experience puberty differently</p> <p>Identify key changes which happen during puberty</p> <p>Understand what menstruation is</p> <p>Changing schools</p> <p>Identify the differences between primary and secondary school</p> <p>Describe how it might feel to move to secondary school</p> <p>Explain different ways of managing change</p>
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<p>Skills</p>	<p>Core theme 1- Health and well-being:</p> <p>Healthy Lifestyles- Recognise how images in the media do not always reflect reality. Recognise images in the media can affect how people feel about themselves. Identify the risks and effects of drugs.</p> <p>Growing and Changing- Reflect on and celebrate my achievements. Confidently identify my strengths. Accurately identify areas for improvement. Set high aspirations and goals.</p> <p>Keeping Safe- Differentiate between risk, danger and hazard. Recognise, predict and assess risks in different situations and decide how to manage them responsibly. Undertake increasing responsibility. Resist pressures linked to behaving in unacceptable, unhealthy or risky ways. Recognise when I need to ask for help. Explain my right to protect my body and the law linked to contact and abuse. Recognise people who are responsible for keeping me healthy and safe and how help them with this.</p>	<p>Core theme 2- Relationships</p> <p>Feelings and Emotions- Understand confidentiality. I know when to break a confidence. Manage dares.</p> <p>Valuing Difference- Listen and respond respectfully and fully to a wide range of people. Be confident when raising my concerns and raise them considerately. Try to see, respect and if necessary, constructively challenge, their points of view regularly. Recognise and challenge stereotypes. Identify the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. I know how to challenge bullying and abuse in all its forms</p> <p>Healthy Relationships- Maintain positive and healthy relationships. Recognise when a relationship is unhealthy and know who to talk to for support. Identify healthy types of relationships. Judge what kind of physical contact is acceptable or unacceptable and how to respond. Recognise and respect personal boundaries and everyone's right to privacy. Identify how my body and emotions may change through puberty. Explain human reproduction.</p>	<p>Core theme 3- Living in the wider world</p> <p>General knowledge and SMSC</p>

	<p>Rights and Responsibilities- Research, discuss and debate topical issues, problems and events that are important to me and offer recommendations. Understand human rights and children’s rights. Contribute to my community and recognise the role of groups, especially in relation to health and wellbeing. Explore and critique how the media present information. Critically examine what is presented to me in the media and explain why it is important to do so. Be careful online and in relation to the information I pass on and understand how information can be misinterpreted.</p> <p>Environment Explain resource allocation and the impact of these choices at an individual, community and global level.</p> <p>Money Develop my enterprising skills.</p>	<p>Further tolerance and understanding of different cultural traditions Investigate and offer reasoned views about moral and ethical issues Understand and appreciate the viewpoints of others Resolve conflicts effectively Accept, respect and celebrate diversity locally, nationally and globally</p>	
Metacognition	<p>Planning</p> <p><i>What resources do I need to carry out my task? Where do I start and what strategies will I use? What type of resources and materials will I need to complete my learning? How can I break down the task into smaller steps?</i></p>	<p>Monitoring</p> <p><i>Am I finding this challenging? Is there anything I need to stop and change to improve the understanding of my learning? Do I need to re-read information to make it clearer? Do I need to change my strategies?</i></p>	<p>Evaluation</p> <p><i>Did I use the right strategy? How did the feedback I received help me? For future tasks, would I use another strategy? Did I pace myself appropriately to get the task done?</i></p>