



The  
**ORATORY**  
RC PRIMARY  
School

**In terms of their  
Personal, Social, Health  
and Economic Education,  
what do we want our  
children to know,  
understand and be able  
to do before they leave  
Year 6?**



## **Vision for life and learning at Oratory Primary**

**Our aim is to nurture in our children a strong sense of self belief, to be loving and considerate with others, and keen to make the most of the years which stretch before them to do good.**

### **Core Concepts**

1. **Identity:** To know about their own their personal qualities, attitudes, skills, attributes and achievements and what influences these. To be able to understand and maintain boundaries around their personal privacy, including online.
2. **Relationships** To know about and understand how to have different types of relationships in different settings, including online.
3. **A healthy balanced lifestyle:** To be able to live a healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk & Safety:** To know how to identify, assess and manage risk, rather than simply avoid risk for themselves and others. To understand how to act safely, using behaviour and strategies for different settings, including online.
5. **Diversity and equality:** To understand and respect diversity and equality in all its forms.
6. **Rights, responsibilities and consent:** To know about rights, including the notion of universal human rights. To understand responsibilities, including fairness and justice. To understand and know how to act with consent in different contexts.
7. **Change and resilience:** To be able to manage change and know how to be resilient (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance).
8. **Power:** To understand how power is used and encountered in a variety of contexts including online. To know how it manifests through behaviours including bullying, persuasion, coercion. To know how to challenge or managed it through negotiation and 'win-win' strategies.
9. **Career:** To know how to think enterprisingly, to understand skill that will help with employability and to have basic economic understanding.

## **Essential Skills & Attributes**

### **a. Personal Effectiveness**

- Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)
- Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
- Resilience (including self-motivation, perseverance and adaptability)
- Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)
- Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
- Self-organisation (including time management)
- Strategies for identifying and accessing appropriate help and support
- Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
- Recalling and applying knowledge creatively and in new situations
- Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

### **b. Interpersonal & Social Effectiveness**

- Empathy and compassion (including impact on decision-making and behaviour)
- Respect for others' right to their own beliefs, values and opinions
- Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
- Skills for employability, including
- Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills
- Presentation skills
- Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
- Recognising, evaluating and utilising strategies for managing influence
- Valuing and respecting diversity  
(Using these skills and attributes to build and maintain healthy relationships of all kinds)

### **c. Managing Risk and Decision Making**

- Identification, assessment (including prediction) and management of positive and negative risk to self and others
- Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
- Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
- Assessing the validity and reliability of information
- Identify links between values and beliefs, decisions and action
- Making decisions