



Developing pupil personal and social competencies

The building on and continuing development of pupil personal and social competencies is central to young people becoming responsible citizens who want and know how to make a positive contribution to society. We have chosen a small selection of personal and social skills that are expressed in 'I can' statements. These are some of the skills that would enable young people to communicate and act in a way which demonstrates their understanding and respect for others.

We believe the development of personal and social skills for all young people actually deserve intentional and systematic planning and teaching in the same way we approach the other essential skills of literacy and numeracy. The 'I can' statements can be used as targets and over time pupils practise and reflect upon their skill development. 'I can' statements inform learning objectives and their success criteria.

We recommend that the 'I can' statements are systematically introduced and displayed one at a time in an intentional way in each phase as suggested in the Implementation Plan in the Learning Unit. We would expect that each statement could be explored through discussion with pupils. This discussion is really necessary to ensure that pupils will understand what skill success will look like.

A simple way to do this is to suggest different places/familiar scenarios and ask students to describe what they would see others/themselves doing if they used the 'I can' statement successfully. Since the skills are for learning and life it is valuable to ask students to think about the use of their 'I can' statements, for example, at home, at out of school activities as well as in class but also around the school at different times of day – arriving, whilst eating lunch, at play time, moving between classes, during P.E.

Teachers will need to refer frequently to the 'I can' statement of the phase (or the previous phases) where relevant, for example – This 'I can' statement.....

Could be referred to in different contexts, for example:

- In conversation with a friend at lunch time
- In pair or group work in subject related classroom activities
- During a visit to or a visit from a religious leader or lay person

At the end of the phase pupils can reflect upon their progress in that skill – there is an Interfaith Explorers personal and social competency self assessment record in the Classroom and Teaching Resources.