



Department
for Education

Draft PSEQ National Standards for consultation

Independent Living Content areas

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Personal, Social and Employability National Standards Overview

The Department has worked closely with panellists and an Education Advisor to ensure we considered the needs of students, educators and employers and deliver the skills needed for life and work.

The standards include content areas at level one and three entry sub-levels.

Level 1 and below should enable progression to level 2 or provide an exit point for those who may not achieve at level 2.

Using the standards

The primary audience for the National Standards is Awarding Organisations (AOs) who will design and develop PSEQs.

The language in the standards and guidance is chosen for this audience. AOs are able to use different wording in their qualification specifications and assessments.

National Standards Purpose and Structure

There are three National Standards (Personal and Social Development; Independent Living; and Employability).

Each National Standard comprises a number of content areas, each of which represents an area of learning relevant to the standard.

Each content area includes Performance Standards, Knowledge, Skills and Behaviours for each level of study available (four levels, from entry level 1, entry level 2, entry level 3 to level 1).

Performance Standards

These represent the mandatory learning outcomes for each content area. They are what students should be able to achieve once they have studied and been assessed on that content area.

The Performance Standards have not been written as assessment criteria or a checklist of assessment requirements. Awarding organisations will be required to design qualifications and assessments which enable students to provide evidence against each of these Performance Standards. This will support consistent qualification outcomes while allowing for flexibility in assessment approach.

Knowledge, Skills and Behaviours (KSBs)

For each content area, KSBs are provided to indicate examples of how the achievement of the Performance Standards could be demonstrated. These examples are not intended to be an exhaustive list, and awarding organisations have the flexibility to expand on this.

The consultation is seeking the public's views on the suitability of the draft PSEQ National Standards for improving employment and social outcomes for students.

Agency and self-awareness

Purpose and scope

With our capacity to act and to influence our environment comes a corresponding requirement to take responsibility for this agency (to be accountable for our actions and influence), and to reflect on its effects on ourselves and on others (self-awareness).

In combination, these are important aspects of being a positive and constructive person in an inter-connected world.

This content area focuses on the ability to take action, to assert ourselves constructively, and to positively influence factors and conditions in which we live.

Learners will be provided with valuable insights, abilities, and practices for living independently, and to become aware of connections to the world around them. This includes understanding rights and responsibilities, and the values and behaviours that apply to different aspects of their personal and social activities. It helps learners to better appreciate the choices available to them as well as the contributions that they can make to social, cultural, and economic life.

The knowledge, understanding, skills and behaviours delivered are positive and enabling for learners, and will help them become more considerate and supportive of others.

This content area focuses on:

- Social and relational aspects of independent living
- Taking action and exercising control over affairs and using influence positively and constructively
- Balancing personal and collective interests and understanding rights and responsibilities

Performance standards

LEVEL 1

At Level 1, the learner can:

- Demonstrate agency, control, and accountability in a range of contexts (e.g., communicating opinions and preferences and making informed choices and decisions), while demonstrating awareness of responsibilities and effects of actions and choices (e.g., self-care and agency with responsibilities, respect, and duties towards others)
- Research, confirm, and evaluate rights and responsibilities (including where unfamiliar) which apply to their personal context (e.g., specific needs and requirements)

- Exercise key rights, responsibilities, and duties in personal affairs and as a citizen (e.g., basic rights in housing, voting, fulfilling agreed actions)
- Explain how and why personal desires, interests, needs, and actions need to be balanced with the desires, interests, needs, and actions of others, providing examples (e.g. living socially or constructively with neighbours)
- Explain the nature, purpose, benefits, and application of “British values” in real-life contexts, with relevant examples

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Demonstrate agency and accountability in given contexts (e.g., communicating opinions and preferences and making choices and decisions), and showing awareness of responsibilities and effects of actions on others (e.g., personal choices and responsibilities)
- Identify, describe, and exercise some basic rights, responsibilities, and duties which apply to personal context, seeking guidance and support where necessary
- Identify their own strengths, areas and opportunities for development, and where further support and guidance are needed
- Describe how personal desires, interests, needs, and actions should be balanced with the desires, interests, needs, and actions of others, providing examples
- Describe what is meant by “British values”, outlining their purposes and possible benefits, with supporting examples

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Identify and list simple examples of rights and responsibilities
- Recognise some basic rights and responsibilities, and effects of actions, relating to self, others, and society
- Access information on basic rights and responsibilities
- Complete a basic activity to exercise a right
- Consider and describe basic issues and effects of rights and responsibilities in simple given scenarios
- Express simple benefits of values (e.g. British values) in familiar situations and their own experience

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Express some simple rights and responsibilities, including how actions affect others (with support)
- List basic rights that apply to self and to others (with support)
- Complete a basic activity to exercise a right (with support)
- Express some basic benefits of familiar values, when explained or shown in simple examples (e.g. tolerance, honesty, trust, respect, legal conduct)
- Show some awareness of familiar (e.g. British) values in activities or their own experience (with support)

Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<p>Examples could include:</p> <ul style="list-style-type: none">• Knowing their basic rights and responsibilities in a range of everyday contexts and where to find further information about them• Understanding the need to balance rights and responsibilities and obligations and entitlements in personal, social, and civic contexts	<p>Examples could include:</p> <ul style="list-style-type: none">• Skills, methods, and techniques for accessing and confirming details about rights and entitlements which apply in different situations• Skills, methods, and techniques for managing personal affairs and living arrangements (e.g. establishing trust, maintaining obligations, and taking accountability for actions)• Skills, methods, and techniques for evaluating situations (e.g. tenancy rights and responsibilities) and deciding how best to assert and protect one's own interests	<p>These could include:</p> <ul style="list-style-type: none">• Confidence to engage with new situations, experiences, challenges, and relationships• Self-reflection, sincerity, and a determination to learn from new and unfamiliar situations, experiences, challenges, and errors, and improve performance

Entry Level 3

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none">• Knowing some basic rights and responsibilities and where to find further information about them• Understanding the need to balance basic rights and responsibilities in personal, community, and national contexts	<p>These could include:</p> <ul style="list-style-type: none">• Skills, methods, and techniques for accessing and confirming details about some basic rights• Skills, methods, and techniques for dealing with personal affairs and living arrangements (e.g. establishing trust, maintaining obligations, and taking accountability for actions)• Skills, methods, and techniques for evaluating situations and deciding how to protect one's own interests	<p>These could include:</p> <ul style="list-style-type: none">• Confidence to engage with unfamiliar situations, experiences, challenges, and relationships• Self-reflection and modesty to learn from new situations, experiences, challenges, and errors

Entry Level 2

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none">• Knowing some basic rights and responsibilities and where to find information about them• Understanding the balance between rights and responsibilities in familiar contexts	<p>These could include:</p> <ul style="list-style-type: none">• Basic skills and methods for accessing and confirming details about basic rights• Basic skills and methods for handling personal affairs and living arrangements (e.g. establishing trust, maintaining obligations, and being responsible)• Basic skills and methods for looking at situations and deciding how to protect self (e.g. rights and interests)	<p>These could include:</p> <ul style="list-style-type: none">• Confidence to engage with new situations, experiences, challenges, and relationships• Self-reflection and simple review to learn from situations, experiences, challenges, and errors

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none"> • Knowing that one has rights and responsibilities • Understanding what rights and responsibilities are 	<p>These could include:</p> <ul style="list-style-type: none"> • Basic skills for confirming basic rights (with support) • Basic skills for looking after personal affairs and living arrangements, meeting obligations, and being responsible (with support) • Basic skills for thinking about situations and their own interests 	<p>These could include:</p> <ul style="list-style-type: none"> • Confidence to try or enter new situations, experiences, and relationships • Being reflective with attempts to learn from new situations, experiences, and errors

Entry Level 1

Caring for self and others

Purpose and scope

We all need to take care of ourselves, and this cannot always be managed alone. Many of us also have responsibilities to care for others (e.g. children, a partner, a parent, or someone close to us, who has a specific care need). This can be planned or unexpected.

Self-care is an important practice for everyone and requires awareness of different needs and ongoing attention. It is helpful to be able to anticipate changing needs and possible challenges, which can increase, or be overlooked.

While caring for ourselves is important, it should not make us inattentive or unaware of the needs of others. Caring needs and responsibilities are shared and exchanged but are not always equal or based on choice. Sometimes we may need a lot of care and support, and some people may need more than others.

Recognising, confirming, and responding to our own care needs can be challenging; being able to do this effectively for others, even more so.

This content area provides insights, methods, and practices to support care routines for oneself and for others, which need to be completed to stay healthy and hygienic, to live independently, and to access employment opportunities. It also delivers knowledge, understanding, skills, and behaviours which help learners recognise and respond to care needs which are not always routine, easy to recognise, or predictable.

This content area focusses on:

- Taking care of oneself and caring for others
- Monitoring and confirming own needs and the needs of others
- Reflecting on circumstances and support needs to improve conditions and experiences

Performance standards

LEVEL 1

At Level 1, the learner can:

- Recognise and effectively demonstrate a variety of functional self-care routines and appropriate care routines for others
- Evaluate and confirm different needs for self and others, seeking professional or medical advice, where necessary

- Use a range of methods and strategies to help identify, confirm, and respond appropriately to the perspectives, emotions, and experiences of oneself and others
- Identify and explore a range of positive and unfamiliar experiences that can improve self-care and well-being, including different types of potentially supportive relationships
- Monitor, manage, and balance self-care and the caring needs of others, based on specific needs, recognising positive and negative factors, causes and effects

ENTRY LEVEL 3

At Entry 3, the learner can:

- Identify own self-care needs and desires and identify and confirm them for others, describing their purposes and basic requirements
- Give examples of when they need assistance to care for self or others (physically or emotionally) and who they can contact for help
- Plan and complete regular activities which support care needs and routines for self and others (e.g. plan and take walks, a simple relaxation routine to improve mood, a routine to support hygiene or self-presentation)
- Identify and explain a range of positive experiences that support self-care and well-being, including examples of potentially supportive relationships
- Describe some personal emotions (i.e. positive and negative), identifying basic causes and effects, with simple examples of actions or activities that could help manage or improve them

ENTRY LEVEL 2

At Entry 2, the learner can:

- Recognise and demonstrate regular functional self-care routines
- Consider and confirm different needs of self and others
- Use basic methods to help identify and respond to the opinions, emotions, and experiences of self and others
- Identify and explore positive experiences that can improve self-care, health, and well-being, and others who could be helpful
- Carry out and balance self-care and the caring needs of others, based on needs

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Identify some basic health and hygiene routines, their purpose and frequency (e.g. brushing teeth, showering, dressing for specific purposes/contexts)
- Identify simple self-care needs and check the care needs of others (with support)
- Express simply emotions, needs, and preferences to support self-care needs
- Recognise different emotions in themselves and others, with basic causes and effects (with support)
- Express some basic benefits of friendships or supportive relationships and simple ways to help develop them (with support)
- Carry out basic routines that promote self-care, health and well-being (e.g. a safe and positive living environment) and identify and participate in simple activities that support these benefits (with support)

Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<p>Examples could include:</p> <ul style="list-style-type: none">• Knowing how to provide care and support to others, according to specific ages and needs (e.g. preparing and providing nutritious food in regular meals)• Understanding the importance of taking care of oneself and of those who rely on you	<p>Examples could include:</p> <ul style="list-style-type: none">• Skills, methods, and techniques for monitoring and maintaining personal care and health routines for self and others• Skills, methods, and techniques for identifying and confirming personal, emotional, health, and medical needs sensitively and discreetly, and seeking professional advice where necessary	<p>Examples could include</p> <ul style="list-style-type: none">• Showing concern, sympathy, and empathy for others, including unfamiliar and diverse perspectives, and being willing to put aside own interests and priorities to provide help and support when needed• Willingness to share feelings in confidence and to enquire about and confirm how others are coping with their lives and managing different challenges

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none"> • Knowing how to provide care and support to others, according to needs • Understanding the importance of taking care of oneself and of those who rely on you 	<p>These could include:</p> <ul style="list-style-type: none"> • Skills, methods, and techniques for maintaining personal care and health routines for self and others • Skills, methods, and techniques for identifying and confirming personal, emotional, health, and medical needs, and seeking professional advice where necessary 	<p>These could include:</p> <ul style="list-style-type: none"> • Showing concern and sympathy for others and being willing to put aside own interests to provide help and support when needed • Willingness to share feelings in confidence and to ask about and confirm how others are coping with their lives

Entry Level 3

Entry Level 2

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none">• Knowing how to provide basic care and support to others, according to needs• Understanding taking care of themselves and of those who rely on them is important	<p>These could include:</p> <ul style="list-style-type: none">• Basic skills and methods for maintaining personal care and health routines for self and others• Basic skills and methods for recognising needs (e.g. personal, emotional, health, and medical), and seeking professional help when necessary	<p>These could include:</p> <ul style="list-style-type: none">• Showing concern, sympathy, and understanding for others, and trying to help and support when needed• A willingness to share feelings or concerns and to enquire about and confirm how others are coping with their lives

Entry Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none">• Some limited knowledge of how to provide basic care and support to others, according to basic needs• Understanding the importance of taking care of themselves and others who rely on them.	<p>These could include:</p> <ul style="list-style-type: none">• Basic skills for carrying out personal care and health routines for self and others (with support)• Basic skills for recognising personal, emotional, health, and medical needs, and seeking professional advice where necessary (with support)	<p>These could include:</p> <ul style="list-style-type: none">• Showing concern and sympathy for others and being willing to try to help when needed• A willingness to share feelings in confidence and to ask about others' lives (e.g. feelings, concerns)

Personal and domestic tasks

Purpose and scope

The challenges of independent living can be significant, and sometimes daunting.

Developing insights, methods, and practices which help learners to plan, prioritise, carry out, and manage personal and domestic tasks is important. By doing these things well (e.g. regularly, or effectively and efficiently) learners can support and improve their physical and emotional lives by creating more space, more time, and better conditions for other activities and interests. This means that they do not “pile up”, adding to other pressures faced in everyday life.

Personal and domestic tasks help us to manage our affairs, to better organise and access our things, and to exercise more control over our personal and domestic lives. This allows us to create living spaces that we can appreciate, and where we should feel safe, comfortable, and secure.

This content area delivers knowledge, understanding, skills, and behaviours that help learners to organise their time and their obligations, to plan, prioritise, and multi-task, and to develop useful practical skills for personal and domestic tasks, in ways that help them to create, control, and better manage personal, private, and social environments. Increasingly, these tasks are supported or delivered using technology, and learners will be introduced to relevant digital developments and innovations.

These abilities can be empowering, helping learners to organise and influence their surroundings, to meet daily challenges, and by providing them with choices about how they wish to live independently. They can also help protect and enhance physical and mental health.

This content area focusses on:

- Carrying out personal and domestic tasks routinely and safely
- Recognising the value and benefits of personal and domestic tasks
- Planning, delivering, and improving approaches to personal and domestic tasks

Performance standards

LEVEL 1

At Level 1, the learner can:

- Identify and carry out a variety of necessary personal and domestic tasks effectively, safely, and routinely, understanding their purposes and value
- Plan, schedule, and prioritise personal and domestic tasks, recognising and explaining the consequences of poor quality or management of tasks, and non-completion
- Complete different personal and domestic tasks effectively, allocating accurate times consistently, using appropriate and safe methods and equipment, and demonstrating care and attention
- Develop and manage a schedule of personal and domestic tasks which recognises specific needs and requirements
- Use judgement to adapt schedules and tasks appropriately (e.g. without leading to poor quality outcomes), according to context and changing conditions and priorities

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Identify and carry out necessary personal and domestic tasks routinely and safely, understanding their purposes and value
- Plan, schedule, and prioritise personal and domestic tasks, recognising the effects of poor quality and management of tasks and non-completion
- Complete straightforward personal and domestic tasks, estimating and allocating realistic timeframes, and using safe methods and equipment
- Develop and maintain a straightforward schedule of personal and domestic tasks
- Adapt schedules and tasks according to context, changing conditions, and priorities

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- List a range of personal and domestic tasks and state their purposes
- Recognise when or how often personal and domestic tasks should be done
- List the tools or resources needed for the identified personal and domestic task
- Safely and carefully complete some basic personal and domestic tasks
- Consider how they could be improved in the future

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Identify personal and domestic tasks

- Recognise how often key tasks are carried out and explain why (e.g. daily, weekly, monthly, or less frequently)
- Plan and prepare for some simple personal and domestic tasks
- Carry out a simple personal and domestic task safely (with support)

Knowledge and understanding	Standards and techniques	Behaviours
<p>Examples could include:</p> <ul style="list-style-type: none"> • Knowing how to carry out personal and domestic tasks safely and how to access and accurately use relevant instructions and guidance about tools, appliances, and equipment • Understanding the importance of completing a range of routines to suitable timeframes, which maintain cleanliness, hygiene, and health 	<p>Examples could include:</p> <ul style="list-style-type: none"> • Skills, methods, and techniques for using a variety of tools, appliances, and equipment safely, effectively, and efficiently, including those that are unfamiliar • Skills, methods, and techniques for planning and managing time, working efficiently, and organising multiple pressures and tasks effectively 	<p>These could include:</p> <ul style="list-style-type: none"> • Being methodical, efficient, and thorough when planning and completing personal and domestic tasks • Being flexible and adaptable so that personal and domestic tasks can be organised and completed around other priorities and pressures

LEVEL 1

ENTRY LEVEL 3

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none">• Knowing how to carry out routine personal and domestic tasks safely and where to find instructions and guidance about tools, appliances, and equipment• Understanding the importance of completing certain routines which maintain cleanliness, hygiene, and health	<p>These could include:</p> <ul style="list-style-type: none">• Skills, methods, and techniques for using basic tools, appliances, and equipment safely• Skills, methods, and techniques for planning and managing time and organising different tasks	<p>These could include:</p> <ul style="list-style-type: none">• Being logical and thorough when planning and completing personal and domestic tasks• Being flexible so that personal and domestic tasks can be completed along with other priorities

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none"> • Knowing how to carry out routine personal and domestic tasks, including with simple instructions or diagrams (e.g. for tools, appliances, and equipment) • Understanding the importance of routines for maintaining cleanliness, hygiene, health, and safety 	<p>These could include:</p> <ul style="list-style-type: none"> • Basic skills and methods for using common appliances, tools, and equipment safely • Basic skills and methods for planning and organising time and tasks 	<p>These could include:</p> <ul style="list-style-type: none"> • Being logical and thorough when planning and completing personal and domestic tasks • Being flexible so that personal and domestic tasks can be completed with other necessary activities

ENTRY LEVEL 2

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none"> • Knowing how to carry out simple, safe, and routine personal and domestic tasks and to follow some simple instructions about tools, appliances, and equipment (with support) • Understanding simple routines for maintaining cleanliness, hygiene, and health are important 	<p>These could include:</p> <ul style="list-style-type: none"> • Basic skills for using common and simple tools, appliances, and equipment safely • Basic skills for planning simple tasks with some awareness of time 	<p>These could include:</p> <ul style="list-style-type: none"> • Being careful and thorough when completing personal and domestic tasks • Being flexible so that personal and domestic tasks can be completed around other activities

ENTRY LEVEL 1

Shopping and transactions

Purpose and scope

Performance standards

In contemporary life, shopping, transactions, and commercial exchange are ever-present and it can be difficult to manage, meet, and prioritise our needs, temptations, and budget challenges, to live independently and securely.

Money matters can be complex and unforgiving. We all need to shop, and it can be a pleasure, but financial constraints and concerns are common, and costs continue to rise.

While it often seems easy to keep spending, with contactless payments, 24-hour online shopping, and other developments in technology, the increasing range of options and opportunities involved in shopping and transactions can lead to greater risks, complexity, and challenges for many people.

This content area delivers knowledge, skills, understanding, and behaviours that help learners become better informed consumers, and mindful shoppers, able to challenge, compare, and check costs, deals, and promotions, to budget and to save, and to feel more secure when making payments and transactions, whether essential or indulgent.

This content area focusses on:

- Shopping and completing transactions safely and securely
- Methods and options that support shopping and transactions
- Making shopping and transactions responsible, sustainable, and rewarding

Performance standards

LEVEL 1

At Level 1, the learner can:

- Make informed decisions and accurate judgements about products, purchases, and expenditure, comparing choices, payment options, and evaluating suitability and value
- Develop and manage a straightforward budget, making considered decisions and choices based on priorities, needs, and constraints
- Research and accurately apply consumer rights and entitlements, understanding essential terms of transactions and payments (e.g. rights and methods for complaints, item returns, and accessing refunds)

- Monitor spending, confirm accuracy of payments, and identify issues and discrepancies (e.g. with offers presented, transactions, purchases, and related charges)
- Use a range of methods to make safe and successful transactions, making informed choices about suitable and preferred methods, and their different risks and benefits

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Make basic decisions and reasoned judgements about products, purchases, and expenditure, comparing choices, payment options, and considering suitability
- Develop and maintain a simple budget, making basic decisions and choices, based upon needs and costs
- Consider and confirm basic consumer rights and entitlements, and understanding key terms of transactions (e.g. methods for complaints, item returns, and accessing refunds)
- Monitor key spending, confirm accuracy of payments, and identify any significant issues (e.g. in relation to offers presented, transactions, purchases, and related charges)
- Use suitable methods to make safe and successful transactions, making choices about preferred methods and ways to avoid risks

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Identify cost of basic items and compare them with money available in simple terms, confirming whether affordable
- Compare two transaction methods, listing some positive and negatives for each
- Plan steps and basic requirements to complete simple transactions and purchases
- Complete simple transactions and purchases in daily settings (e.g. shopping, transport, self-service checkouts, using digital technology)
- Deal with common issues related to transactions and purchases (e.g. checking correct change, returning an item for a refund)
- Identify and access support for shopping, transactions, and purchases (e.g. customer services, staff advice, bank helplines)

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Identify some different types of transactions and methods of payment, and give simple reasons for options or choices (with support)

- Identify and sequence basic steps to complete transactions (e.g. where to shop, shopping method, who to speak to, where to pay, check it's complete, with change received) (with support)
- Participate in or complete simple transactions or purchases of items in different settings (with support)
- Use basic numeracy to check costs and money available, confirming simple figures on products, tills, and receipts (with support)

LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
<p>Examples could include:</p> <ul style="list-style-type: none">• Knowing how to manage, store, and use confidential personal details, banking and financial information safely and securely• Understanding consumer rights and entitlements and how to avoid potential risks, threats and scams associated with shopping and transactions	<p>Examples could include:</p> <ul style="list-style-type: none">• Skills, methods, and techniques for researching, comparing, and evaluating commercial and product-based offers and services• Skills, methods, and techniques for using different payment and transaction methods safely and securely, and confirming accuracy	<p>These could include:</p> <ul style="list-style-type: none">• Balance restraint, and self-discipline with spending, purchases, and budgets, where required• Caution about offers, promotions, advertising and deals and attention to detail when making significant purchases or making large transactions

ENTRY LEVEL 3

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none"> • Knowing how to maintain, store and use confidential personal details, banking and financial information safely and securely • Understanding some basic consumer rights and how to avoid potential risks, threats and scams associated with shopping and transactions 	<p>These could include:</p> <ul style="list-style-type: none"> • Skills, methods, and techniques for finding and comparing commercial and product-based offers and services • Skills, methods, and techniques for using different payment and transaction methods safely and securely and checking accuracy 	<p>These could include:</p> <ul style="list-style-type: none"> • Showing care and restraint with spending, purchases, and simple budgets, based on an awareness of key risks • Being cautious about offers, promotions, advertising, and deals, with attention to detail when making significant purchases or making large transactions

ENTRY LEVEL 2

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none">• Knowing how to use and store confidential personal details, banking and financial information safely and securely• Understanding some basic consumer rights and how to avoid common risks, threats and scams associated with shopping and transactions	<p>These could include:</p> <ul style="list-style-type: none">• Basic skills and methods for comparing costs, prices, and basic offers and services• Basic skills and methods for using payment and transaction methods safely and securely and checking for accuracy	<p>These could include:</p> <ul style="list-style-type: none">• Taking care with spending and purchases, with some awareness of importance and risks• Some caution about offers, promotions, advertising, and deals, checking key details when making significant purchases or large transactions

ENTRY LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none">• Knowing how to use personal details and banking information safely and securely (with support)• Understanding some basic consumer rights and simple actions that can help avoid risks with shopping and transactions	<p>These could include:</p> <ul style="list-style-type: none">• Basic skills for thinking about and choosing items, products, offers and services (with support)• Basic skills for using payment and transaction methods safely and securely and checking accuracy (with support)	<p>These could include:</p> <ul style="list-style-type: none">• Care with spending and purchases, with some awareness of risks• Caution about offers, promotions, advertising, and deals, and checking understanding with others (with support)

Financial awareness and money matters

Purpose and scope

Independent living demands financial awareness and effective money management. We all benefit from making informed and effective decisions about our financial resources and knowing how to meet our financial obligations.

This content area introduces learners to important concepts, tools, and skills relating to money and finances, which are useful for managing income and spending, balancing credit and debt, creating and maintaining budgets, planning for the future, and seeking to develop financial security.

Financial awareness, careful budgeting, and sound money management can present great opportunities and alleviate significant pressures. These skills and behaviours help learners to address and avoid many risks and challenges that money presents.

Developing relevant knowledge, understanding, skills, and behaviours in these areas is important for everyone, irrespective of individual means. This content area provides learners with improved awareness, confidence, and capabilities in the management of money and personal finances, so that they can meet their daily needs, while also aiming to provide the financial security necessary to plan longer term, to entertain bigger goals, ambitions, and opportunities, and to set out a clear path for achieving them.

This content area focuses on:

- Money, costs, budgets, and finances
- Managing money and financial security
- Reflecting on spending and resources to reduce risk

Performance standards

LEVEL 1

At Level 1, the learner can:

- Use straightforward concepts and technical language associated with money and finances (e.g. credit, debit, overdraft) accurately
- Identify, access, and use a range of straightforward options for using and managing money safely and securely, monitoring costs and spending (including different types of payments and transactions), and evaluating and accessing suitable savings, credit, and borrowing services

- Plan, prepare, and use a straightforward budget
- Monitor, evaluate, and justify spending, anticipating needs, potential risks, and challenges
- Review spending and consider whether changes could be made to improve finances, or support longer-term plans and financial security

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Use and understand basic concepts and common terms and language associated with money, budgets, and finances
- Identify, access, and use suitable, safe, and secure options for using and monitoring money and spending, including payments, transactions, credit, and debt
- Plan, prepare, and use a basic budget
- Monitor spending, consider possible challenges, and explain spending decisions
- Identify and prioritise essential over non-essential spending

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Use basic maths and simple calculations in everyday contexts, involving money, costs, transactions, and simple budgets
- Communicate and record basic costs, payments, and spending, using simple formats and symbols (e.g. £1.50), and basic terms for money, costs, and transactions
- Identify basic examples of income and spending
- Complete basic transactions and payments, using money, cards, or online payments, with some awareness of basic financial safety or security (e.g. by card, using PINs, online)
- Follow a simple budget when making purchases (e.g. supermarket, online shopping, and payments)
- Recognise the difference between essential and desirable items, giving examples of each

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Recognise money and simple costs (e.g. the value of different notes and coins and when shown in writing or digitally)
- Express simply situations and places where money is spent and transactions are made
- Produce a simple list of needs and wants (e.g. food, goods, products, services) (with support)
- Identify regular payments and outgoings (e.g. monthly bills for rent or phone) and other costs and payments (e.g. holidays, new uniforms) (with support)
- Recognise basic things that need to be paid in personal and familiar contexts (e.g. bus pass, common bills, lunch money)

LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
<p>Examples could include:</p> <ul style="list-style-type: none">• Knowing key concepts, common practices, and a range of relevant technical terms associated with money, finances, and budgeting• Understanding the importance of monitoring and managing money, spending, and finances	<p>Examples could include:</p> <ul style="list-style-type: none">• Skills, methods and techniques for planning and preparing straightforward budgets to better manage and control spending, budgets, and finances• Skills, methods and techniques for evaluating and adjusting spending and budgets and attempting to save money and increase financial security	<p>These could include:</p> <ul style="list-style-type: none">• Being careful and considering likely consequences with management of money, finances, and spending to increase security and confidence in changing circumstances• Attention to detail, accurate, and up-to-date record keeping to inform and improve money management and budgeting

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none"> • Knowing some basic concepts, common practices and key technical terms associated with money, finances, and basic budgeting • Understanding the importance of carefully managing money, spending, and finances 	<p>These could include:</p> <ul style="list-style-type: none"> • Skills, methods, and techniques for planning and preparing simple budgets to manage spending and finances • Skills, methods, and techniques for considering and adjusting spending and budgets and attempting to save money and increase financial security 	<p>These could include:</p> <ul style="list-style-type: none"> • Being careful with management of money, finances, and spending, to increase security and confidence in changing circumstances • Attention to detail and accurate records to improve money management and simple budgeting

ENTRY LEVEL 3

ENTRY LEVEL 2

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none">• Knowing some basic concepts, common practices and simple terms associated with money, finances, and basic budgets• Understanding the importance of being careful with money, spending, and finances	<p>These could include:</p> <ul style="list-style-type: none">• Basic skills and methods for following simple budgets with spending• Basic skills and methods for recording spending and trying to save money (and increase financial security)	<p>These could include:</p> <ul style="list-style-type: none">• Being careful with money and spending to increase security and confidence in changing circumstances• Checking basic figures and keeping simple records about money and spending

Entry Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none">• Knowing some simple concepts, practices, and terms associated with money, costs, and spending• Understanding it is important to be careful with money and spending	<p>These could include:</p> <ul style="list-style-type: none">• Basic skills for using money and spending appropriately (with support)• Basic skills for planning spending and trying to save money (with support)	<p>These could include:</p> <ul style="list-style-type: none">• Being careful with money and spending• Checking and matching basic figures and keeping simple records

Choices, judgement, and problem-solving

Purpose and scope

We are faced with countless decisions every day, as well as problems of varying shapes and sizes. Although we do not always have control of their number, size, or seriousness, we can develop techniques, methods, and practices which improve the quality of our decisions, help us to overcome pressures, and to resolve problems faced in everyday life.

This content area delivers knowledge, understanding, skills, and behaviours which help learners make more informed decisions and tackle day-to-day problems more effectively. This includes having accurate and up-to-date information and evidence available, considering the effects and consequences of choices and actions, using reasoning to sift through information and options, referring to similar examples or experience, consulting with others, or using appropriate guidance and resources, to overcome a wide range of often unexpected challenges.

Acquiring a transferable skill set which addresses decision-making as an integral part of problem-solving, and as an important way to avoid and minimise problems, is useful for learners at these levels, as they seek to live independently, with its continuously changing contexts and often unpredictable conditions.

This content area focuses on:

- Responding to changing conditions and challenges
- Making sound decisions and problem-solving
- Reflecting on decisions, problems, options, and solutions

Performance standards

LEVEL 1

At Level 1, the learner can:

- Make effective decisions and problem-solve, informed by reasoning, experience, reflection, and by identifying and accessing relevant sources of information, guidance, and evidence
- Identify and define problems in daily contexts, explore associated issues and ideas, test options with suitable information, evidence, and support, and agree or confirm appropriate solutions
- Consider and plan for future events and conditions (e.g. evaluating options and possible effects and consequences of choices, relevance and reliability of

information), drawing on experience and other sources of information, guidance, and support

- Anticipate and prioritise tasks and challenges, recognising and evaluating emerging issues (including some that are unfamiliar), in order to resolve problems according to priority, with adequate time and resources
- Respond to changing conditions and adapt plans, methods, and processes accordingly
- Reflect on plans, decisions, problem-solving processes, and outcomes to inform and improve future practices, considering effects of decisions, choices, and actions, including on the feelings, interests, and rights of others

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Make decisions and solve straightforward problems, informed by basic reasoning, experience, and reflection, and by identifying and accessing sources of information, examples, and basic evidence
- Consider and plan for future events and conditions (e.g. considering options and possible effects and consequences of choices), drawing on experience and other sources of information, guidance, and support
- Recognise and consider issues, challenges, and problems, and organise activities and responses into manageable tasks, with adequate time and resources.
- Respond to changing conditions and adapt plans, methods, and basic processes accordingly
- Reflect on plans, decisions, basic processes, and outcomes to inform judgements and improve future practices

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Describe a simple problem and identify and make decisions about suitable responses
- Make a simple plan to solve a basic problem, listing key tasks and actions
- Compare basic options and possible solutions, making simple choices about responses and actions
- Use basic problem-solving methods to deal with simple problems and challenges (e.g. identifying basic components, thinking about given options, listing tasks and actions)
- Ask for help and advice

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Describe a simple problem and consider basic choices and responses (with support)
- Match basic solutions to simple problems (e.g. from a given range of options) (with support)
- Identify basic steps that might be required to solve a problem (with support)
- Apply simple techniques to basic problems (with support)
- Follow a simple plan to solve a problem

Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<p>Examples could include:</p> <ul style="list-style-type: none">• Knowing how to question and investigate situations, challenges, and problems, to identify and separate key components to better understand and respond to them• Understanding that there are a range of methods, techniques, and processes that can be used to improve decision-making and problem-solving	<p>Examples could include:</p> <ul style="list-style-type: none">• Skills, methods, and techniques for gathering information and evidence relevant to situations and problems to support improved decision-making and problem-solving• Skills, methods and techniques for planning, monitoring, and anticipating likely decision-points and potential issues and problems to improve readiness	<p>These could include</p> <ul style="list-style-type: none">• Improved confidence and control when making decisions and problem-solving based upon proven techniques and appropriate information and evidence• Willingness to investigate situations and problems, seeking advice and consulting others, before making important decisions and when problem-solving

Entry Level 3

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none">• Knowing how to question and explore situations, challenges, and basic problems, to identify and separate key components to better understand and respond to them• Understanding that there are different methods, techniques, and processes that can be used to improve decision-making and basic problem-solving	<p>These could include:</p> <ul style="list-style-type: none">• Skills, methods, and techniques for gathering information and evidence to support improved decision-making and problem-solving• Skills, methods, and techniques for planning and anticipating decision-points and potential issues and problems to improve readiness	<p>These could include</p> <ul style="list-style-type: none">• Improved confidence and sense of control when making decisions and basic problem-solving, by using appropriate information and techniques• A willingness to explore situations and problems, seek advice and discuss with others, before making important decisions and when problem-solving

Entry Level 2

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none">• Knowing how to explore situations, challenges, and simple problems, separating key components to better understand and respond to them• Understanding some simple steps to help simple decision-making and basic problem-solving	<p>These could include:</p> <ul style="list-style-type: none">• Basic skills and methods for gathering ideas, options, and information to support improved decision-making and simple problem-solving• Basic skills and methods for making simple decisions in good time with clear options and information available.	<p>These could include:</p> <ul style="list-style-type: none">• Improved confidence when making basic decisions and simple problem-solving• A desire to explore situations and simple problems, and to ask for help or advice, when making decisions and faced with challenges

Entry Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none">• Knowing to ask questions and explore situations, challenges, and problems, and to try to identify and separate key components to better understand and respond to them• Understanding that decisions and basic problem-solving should be carried out carefully and with support and guidance	<p>These could include:</p> <ul style="list-style-type: none">• Basic skills for looking for and reading simple information to support basic decision-making and problem-solving• Basic skills for planning simple decisions and seeking support to be ready to make good choices	<p>These could include:</p> <ul style="list-style-type: none">• Improved confidence when making simple decisions and basic problem-solving, using simple information and having necessary support• A willingness to explore situations and problems, and ask for support and advice, before making simple decisions and trying to solve basic problems

Relationships

Purpose and scope

Developing positive and productive relationships in all areas of our lives is both necessary and precious. We rely on others for many things, whether people we know well, with whom we may have strong personal and emotional bonds, or not at all, such as in administrative, service, or professional contexts.

Being able to understand, navigate, develop, and enrich our relationships, based upon context and type, is a valuable skill set, and understanding their sensitivities, limitations, and opportunities is essential. Recognising error, overreach, and misunderstanding is part of this content area, with learners able to recognise hurt, resolve tension, repair relationships, and find the strength to apologise.

This content area supports learners to explore and better understand behaviours which apply to different relationships, ranging from the professional and courteous to the familiar and intimate (including sexual relationships). Learners will develop methods and skills that help them discern or confirm the feelings, interests, and expectations of others, establishing confidence, trust, and consent, where required.

Improved skills and self-awareness in relationships of all types are reinforced by the knowledge and understanding necessary to stay healthy and safe, to recognise risks and potential dangers, and to access help and support, where necessary.

This content area focuses on:

- Different types of relationships
- Relationship needs, expectations, and requirements
- Managing, supporting, and improving relationships

Performance standards

LEVEL 1

At Level 1, the learner can:

- Recognise and consider the roles and expectations associated with different types of relationships (e.g. trust, responsibilities), confirming the different behaviours and boundaries which apply to each, and their purposes and effects
- Apply a range of strategies and behaviours to help develop, maintain, and enrich relationships, demonstrating self-awareness, care, and respect, and considering others' feelings, perspectives, and needs

- Identify and explain positive and negative actions and behaviours in relationships, and confirm how to stay healthy and safe, recognising that relationships can be positive, healthy, and mutually rewarding, or risky, unhealthy, exploitative, and unsafe (or complex and unclear)
- Reflect on actions and behaviours that support and maintain healthy relationships, recognising potential causes of misunderstanding, disappointment, hurt, and injury, and apply effective methods to improve understanding, resolve conflict, and address issues
- Participate constructively in group and collaborative situations, establishing, developing and maintaining effective relationships that are appropriate to context (e.g. straightforward communication or negotiation that recognises different needs and requirements)

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Recognise different types of relationships and their expectations (e.g. different behaviours, roles, needs, and responsibilities which apply)
- Consider and reflect on actions and behaviours that support and maintain healthy relationships, and protect the health and interests of those involved, recognising that relationships can be healthy and supportive and others negative and possibly damaging or risky (or a combination)
- Demonstrate behaviours which help develop and maintain relationships (e.g. self-awareness, care, and respect) and concern for other's' feelings and needs, recognising possible causes of misunderstanding, hurt, or injury
- Participate constructively in group and collaborative situations, establishing, developing, and maintaining relationships appropriate to context, and adapting them when necessary (e.g. to improve understanding, resolve tension or conflict, and to address feelings of hurt or injury)
- Consider different types of communication and exchanges involved in different relationships, recognising their purposes and effects, and seeking information, support, help and guidance, where necessary

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Recognise behaviours, actions, and boundaries (e.g. communication, consent) that apply to different types of relationships

- Consider types of relationship, give examples of positives and negatives that can be involved, and suggest ways to address or improve them
- Give examples of how to stay safe, positive, and healthy in personal and intimate relationships
- Show consideration of others' feelings, views, and contributions in different relationships
- Consider own interests, desires, and choices simply, and how they relate to those of others in their relationships

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Express some simple positive and negative features of different relationships
- Express feelings about their own relationships and suggest ways to improve them (with support)
- Recognise types of relationship and behaviours suitable for different relationships, with simple examples of what is not acceptable (with support)
- Express simple ways to stay safe, positive, and healthy in own relationships, and with new relationships and unfamiliar parties (with support)
- Show consideration for the feelings, choices, and contributions of others in their relationships
- Give simple examples or situations in relationships where they should be clear about choices, decisions, interests, or desires (with support)

Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<p>Examples could include:</p> <ul style="list-style-type: none">• Knowing the differences between a variety of relationships (based on type and individuals), how to stay healthy and safe and to protect those involved, and the need to respect different attitudes and expectations• Understanding the importance of communication, agreement, and consent in different relationships and suitable methods to confirm them	<p>Examples could include:</p> <ul style="list-style-type: none">• Skills, methods, and techniques for communicating effectively and engaging positively and sensitively with others in a range of different situations and contexts• Skills, methods, and techniques for managing and resolving misunderstandings, tensions, and conflict, acknowledging different feelings and opinions, and apologising where necessary	<p>These could include:</p> <ul style="list-style-type: none">• Showing respect and sensitivity for a range of diverse opinions, perspectives, feelings, and experiences of others• A willingness to consider, explore, and try to understand the views and feelings of others and to provide non-judgemental comfort, advice, and support

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none"> • Knowing that relationships differ (based on type and individuals), ways to stay healthy and safe and to protect those involved, and the need to respect different attitudes and expectations • Understanding the importance of communication, agreement, and consent in different relationships 	<p>These could include:</p> <ul style="list-style-type: none"> • Skills, methods, and techniques for communicating effectively and engaging positively and sensitively with others • Skills, methods, and techniques for addressing basic misunderstandings and conflict, checking feelings and opinions, and apologising where necessary 	<p>These could include:</p> <ul style="list-style-type: none"> • Respect and sensitivity for the opinions, feelings, and experiences of others • A willingness to consider, explore, and try to understand the views and feelings of others, and to provide comfort and support

Entry Level 3

Entry Level 2

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none">• Knowing the differences between relationships, how to stay healthy and safe, and the need to respect others' views and expectations• Understanding the importance of communication, agreement, and consent in relationships	<p>These could include:</p> <ul style="list-style-type: none">• Basic skills and methods for communicating and being positive and sensitive with others• Basic skills and methods for dealing with misunderstandings and conflict, recognising others' feelings and opinions, and apologising	<p>These could include:</p> <ul style="list-style-type: none">• Showing care and sensitivity for the views, feelings, and experiences of others• A desire to try to understand the views and feelings of others, and to provide comfort and support

Entry Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none">• Knowing simply that relationships have differences that should be recognised and respected, and simple ways to stay safe and healthy• Understanding that communication and consent is essential in relationships	<p>These could include:</p> <ul style="list-style-type: none">• Basic skills for communicating and trying to be positive and sensitive with others• Basic skills for trying to avoid or resolve conflict, recognise different feelings and opinions, and apologising	<p>These could include:</p> <ul style="list-style-type: none">• Showing respect and interest in the views and feelings of others• A willingness to try to understand the views and feelings of others, and to provide comfort and support

Social interaction and community

Purpose and scope

This content area recognises that everyone is embedded in a social context, and that individuals form part of a complex and diverse society. This means that social interaction and engagement with others (at different levels) are important, irrespective of personality or preferences.

These performance standards do not suggest that we should be “highly sociable”, if this is not our intention or in our nature. The content area delivers the knowledge, understanding, skills, and behaviours that are necessary for all of us, if we are to interact well with others, and to better understand and engage with the environments and communities of which we form part;: where we live, where we contribute, and from which we learn. They also help learners to appreciate and manage potential risks and challenges in these areas.

This content area helps learners to recognise that we all have a role within our social settings, and wider community, and that our contexts present choices, obligations, and opportunities. If we have the right skill set to engage positively with others, we are better able to decide how we wish to do so, to appreciate the support that can be provided by those around us, and to access the insights, experience, and opportunities available in our communities and beyond.

This content area focuses on:

- Types of social interaction, group-based activities, and community engagement
- Value and benefits in social interaction, group-based activities, and community engagement
- Accessing and initiating social interactions, group-based activities, and community engagement

Performance Standards

LEVEL 1

At Level 1, the learner can:

- Evaluate and reflect on personal relationships and social interactions, considering preferences and boundaries, and identifying positive and negative behaviours, including effects and consequences for those involved

- Manage and make reasoned judgements about different relationships, making positive changes where necessary, and addressing issues and problems sensitively and constructively
- State ways to identify formal members of the community (such as police and doctors) and the significance of their position
- Identify methods to effectively manage and balance priorities and commitments in personal, professional (if relevant), and social life, explaining the value and benefits of social interaction at different levels
- Identify and access benefits offered by social interaction and engagement at different levels, recognising the advantages that relationships, and collaborative and group-based activities can offer (e.g. over individual and isolated actions and options)
- Plan, initiate, access, and engage in activities that enhance social interactions, develop relationships, and improve engagement at different levels (e.g. personal, community, or national)

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Consider and reflect on personal relationships and social interactions, identifying positive and negative behaviours, and their effects on different participants
- Manage and make reasoned judgements about relationships, and make changes where necessary, addressing key issues and problems
- Consider different ways to balance priorities and commitments across personal, professional (if relevant), and social life, describing benefits of social interaction on different levels (e.g. community engagement), collaboration and group-based activities
- Make judgements and decisions about own preferences, behaviours, and boundaries, as well as those of others, to develop and maintain positive relationships
- Plan, access, and engage in activities that enhance social interactions, develop relationships, and improve engagement at different levels

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Give basic examples of social or group activities (e.g. those they are involved in or could get involved in)
- Identify suitable and unsuitable behaviour in social situations, activities, and relationships, giving simple examples and basic reasons

- Help plan and participate in a social activity that they enjoy
- Describe how (a simple range of given) actions and behaviours would make them feel, and how they would make (specifically identified) others feel (e.g. parents, carers/guardians, or a boss, partner, child, friend)
- Identify actions and behaviours that help with friendly, close, and supportive relationships
- Suggest ways or options to participate in new group-based or community activities, and give some benefits

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Identify types of interactions and relationships (with support)
- Identify appropriate and inappropriate behaviour in different relationships and different settings (with support)
- Identify social and community-based activities they like and dislike, or that could be interesting (with support)
- Make simple choices about social or group activities they want to participate in (e.g. community activities)
- Express simple ways to access or connect with people, groups, or activities (e.g. local groups) (with support)

Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<p>Examples could include:</p> <ul style="list-style-type: none">• Knowing the value and importance of social activities and the benefits of engaging with and contributing to community life• Understanding the wide range of opportunities, interest, and support that can develop from social interactions, and are available within the community	<p>Examples could include:</p> <ul style="list-style-type: none">• Skills, methods, and techniques for researching, exploring and communicating effectively about interests and activities with a variety of people, groups, and purposes within the community• Skills, methods, and techniques for developing plans, projects, and activities of interest in different contexts (e.g community-based groups)	<p>These could include:</p> <ul style="list-style-type: none">• Being social, confident, and community-minded, with a sense of care, pride, and involvement in the local community• Willingness to contribute to the lives, interests, and projects of others within the community, and seek their advice, help and support where needed

Entry Level 3

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none">• Knowing the value and importance of social interactions and activities, and the benefits of engaging with community life• Understanding opportunities, interests, and support that are available within the community	<p>These could include:</p> <ul style="list-style-type: none">• Skills, methods, and techniques for communicating about, finding and sharing interests and activities with a variety of people and groups within the community• Skills, methods, and techniques for developing plans and activities of interest in different contexts (e.g. community-based groups)	<p>These could include:</p> <ul style="list-style-type: none">• Being able to be social, confident, and community-minded, with a sense of care and pride in the local community• A willingness to contribute to the activities and projects of others within the community, and to seek their advice, help and support, where needed

Entry Level 2

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none">• Knowing the value of social activities and the benefits of engaging with community life• Understanding the opportunities, interest and support that is available within the community	<p>These could include:</p> <ul style="list-style-type: none">• Basic skills and methods for exploring options and interacting with different people and groups (e.g. within the community) about their interests and activities• Basic skills and methods for helping to make plans and find activities of interest in different contexts, including community-based groups	<p>These could include</p> <ul style="list-style-type: none">• Being social, confident, and community-minded, with a sense of care and pride in the local community• A willingness to contribute to the activities and projects of others (e.g. within the community), and to ask their advice, help, and support where needed

Entry Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none">• Knowing simply that social activities and involvement in community can be positive and beneficial• Understanding that events and options are available in the community or locally	<p>These could include:</p> <ul style="list-style-type: none">• Basic skills for finding options and communicating with people about their interests and activities (with support)• Basic skills for making simple plans and finding activities of interest (e.g. in the community or locally) (with support)	<p>These could include:</p> <ul style="list-style-type: none">• Being social and confident to interact in or with the local community• A willingness to do things with others (e.g. in the community, online), and to ask for their help, and support, where needed

Physical and mental health

Purpose and scope

This content area is about health and well-being, which is vital for all of us and affects everything that we do.

Our physical and mental health can be extraordinarily enabling and valuable, when positive, and can present significant challenges (and suffering) when neglected, or when it is affected by external factors, events, or developments.

Although we can learn valuable insights, qualities, and skills from poor health, and aspects of our health can be beyond our control (and certain conditions lifelong), it is important to aim to regain, maintain, and maximise good health. Good physical and mental health, and strategies for managing our health and well-being, help us to thrive and to survive.

Although we sometimes view physical and mental health separately, we know intuitively (and scientific evidence has now confirmed) that there is a close connection between our physical and mental health. This content area provides knowledge, understanding, skills, and behaviours which empower individuals to manage, reflect on, and meet their physical and mental health requirements (with professional support, where necessary), when seeking to live independently.

This content area focuses on:

- Managing, protecting, and improving physical and mental health
- Risks and threats to physical and mental health
- Help and support for physical and mental health

Performance Standards

LEVEL 1

At Level 1, the learner can:

- Explain the importance and benefits of monitoring and maintaining mental and physical health
- Identify and explain potential risks and threats to maintaining mental and physical health
- Research and evaluate a range of different methods, strategies, and options for monitoring and maintaining mental and physical health

- Access a range of accurate information, guidance, help, and support services to address and manage mental and physical health issues
- Develop and apply a range of methods and strategies to support and improve mental and physical health, drawing on the help and support of others

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Describe the importance and benefits of monitoring and maintaining mental and physical health
- Recognise and describe potential threats and risks to maintaining mental and physical health
- Consider different methods and options for monitoring and maintaining mental and physical health
- Access information, guidance, help, and support services to address and manage mental and physical health issues
- Access and use different methods to support and improve mental and physical health, drawing on the help and support of others

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Identify basic factors (e.g. activities, basic issues) that are important for positive mental health
- Identify basic factors and activities that are important for positive physical health
- Identify basic factors that can have negative effects on mental health
- Identify basic factors that can have negative effects on physical health
- Access simple information, basic guidance, and services available to support mental health
- Access simple information, basic guidance, and services available to support physical health

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Express simply what is meant by mental health, giving simple examples (with support)

- Express simply what is meant by physical health, giving simple examples (with support)
- Consider options to improve mental health (with support)
- Consider options to improve physical health (with support)
- Identify help, options, or services to support mental health and physical health (with support)

Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<p>Examples could include:</p> <ul style="list-style-type: none">• Knowing where to seek a variety of accurate information, advice, help and local support to help with mental and physical health issues• Understanding the importance of looking after wide-ranging aspects of physical and mental health, and the relationship between the two	<p>Examples could include:</p> <ul style="list-style-type: none">• Skills, methods, and techniques for monitoring physical and mental health, identifying and addressing potential risks and threats to them• Skills, methods, and techniques for managing and improving physical and mental health with reference to different aspects and challenges presented in lives	<p>These could include:</p> <ul style="list-style-type: none">• Being honest, accurate, and constructive when reflecting on own health, personal circumstances, aims, and ambitions• Resilience, perspective, and hopefulness when faced with diverse pressures and challenges, including unfamiliar challenges

Entry Level 3

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none">• Knowing where to seek local information, advice, help and support to help with mental and physical health issues• Understanding the importance of looking after physical and mental health, and the relationship between them	<p>These could include:</p> <ul style="list-style-type: none">• Skills, methods, and techniques for looking after physical and mental health and identifying potential risks to them• Skills, methods, and techniques for maintaining and improving physical and mental health within daily life	<p>These could include:</p> <ul style="list-style-type: none">• Being honest and constructive when reflecting on own health, personal circumstances, aims, and ambitions• Resilience, perspective, and hopefulness when faced with different pressures and challenges

Entry Level 2

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none">• Knowing where to find local information, advice, help and support to help with mental and physical health issues• Understanding the importance of looking after physical and mental health, and the relationship between them	<p>These include:</p> <ul style="list-style-type: none">• Basic skills and methods for looking after physical and mental health and identifying potential risks to them• Basic skills and methods for supporting and improving physical and mental health within daily life	<p>These could include:</p> <ul style="list-style-type: none">• Being honest, positive and constructive when thinking about own health, circumstances, aims, and ambitions• Resilience and hopefulness when faced with pressures and challenges

Entry Level 1

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none">• Knowing that help with mental and physical health is available• Understanding that it is important to look after physical and mental health	<p>These could include:</p> <ul style="list-style-type: none">• Basic skills for looking after physical and mental health and recognising risks to them (with support)• Basic skills for supporting and improving physical and mental health within daily life (with support)	<p>These could include:</p> <ul style="list-style-type: none">• Being honest and positive when reflecting on own health, circumstances, and aims• Resilience and hopefulness when faced with pressures or difficulties

Risks and emergencies

Purpose and scope

Risks and emergencies are a fact of life. Knowing how to manage and respond well to risks, challenges, and emergencies is a skill set that can be acquired.

This content area aims to help learners appreciate that risks are always present but can be effectively managed and minimised in our daily lives. We can develop knowledge, understanding, skills and behaviours which enable us to identify, judge, manage, and where necessary, to take reasonable risks.

By acquiring these types of skills and practices, we can develop greater autonomy, security, and choice in our lives, anticipating and controlling many of the potential risks that could arise. They also help learners to recognise that some risks can be unpredictable, can get out of control, and may require urgent help and support, either when or before they become emergencies.

The knowledge, understanding, skills and behaviours delivered in this content area are intended to provide learners with increasing confidence and competence to live independently, recognising and responding to risks in ways that keep them safe, and knowing what to do in an emergency.

This content area focuses on:

- Minimising and avoiding risks and emergencies
- Controlling risks and being prepared for emergencies
- Managing risks and emergencies that arise and accessing help and support

Performance Standards

LEVEL 1

At Level 1, the learner can:

- Consider and plan for risks, challenges, and potential emergencies that could be faced when living independently (e.g., situations, physical risks, other people)
- Identify, monitor, and manage risks in different contexts, evaluating their likelihood, and understanding how decisions, actions, and conditions change their likelihood and seriousness

- Develop or identify basic strategies and support networks to improve safety, security, and resilience in daily life, and to reduce risks and uncertainty, using relevant information, evidence, experience, guidance, and support
- Anticipate and respond effectively to risks, problems, and emergencies as they arise, evaluating options and adapting priorities, actions, and behaviours to reduce risks, resolve problems, and manage emergencies, or potential emergencies
- Identify when risks have or could escalate considerably to present an emergency, understanding when issues or problems can be resolved independently, and when and how to access additional help, guidance, and support to manage serious risks or emergencies appropriately

ENTRY LEVEL 3

At Entry Level 3, the learner can:

- Consider and plan for risks, challenges, and potential emergencies they might face when living independently (e.g. situations, physical risks, other people)
- Identify and monitor different types of risks in common situations, understanding how decisions, actions, and conditions can change their likelihood and seriousness
- Consider choices and options in common situations, using reason, experience, or basic evidence, to decide on actions and responses, and use suitable methods and support networks to increase safety, security, and resilience in personal life
- Respond to risks, problems, and emergencies as they arise, changing priorities, actions, and behaviours in ways likely to reduce risks, address problems, and manage emergencies or potential emergencies, with necessary support
- Identify when risks or circumstances present an emergency, understanding what can be responded to independently (if anything), and where additional help, guidance, and support are required to manage risks and emergencies

ENTRY LEVEL 2

At Entry Level 2, the learner can:

- Identify basic hazards, risks, and possible consequences of actions and events, recognising key causes of danger and risk in daily life (e.g. situations, physical risks, other people)
- Identify basic options, steps and simple actions to reduce or avoid risks, hazards, and vulnerable or risky situations

- Plan and carry out simple activities safely, identifying key risks and hazards
- Confirm how and when situations become dangerous or high risk, and may present an emergency
- Help plan simple actions and options for risky, dangerous, or emergency situations that can occur (e.g. calling or texting a familiar contact, avoiding vulnerable situations, calling emergency services, accessing first aid)
- Describe simply the different emergency services and confirm how to contact them

ENTRY LEVEL 1

At Entry Level 1, the learner can:

- Identify basic risks and hazards in the home and in daily life (e.g. the community) (with support)
- Identify and match basic risks to simple given scenarios
- Identify actions and options to reduce risks in simple given situations (with support)
- Demonstrate safe behaviour and avoid basic risks in daily activities, situations, and basic tasks (with support)
- Identify the different emergency services and contact details
- Select suitable responses and actions to simple given scenarios involving risk (e.g. personal injury, smoke behind door, exposed wire, online scams; unusual behaviour)

LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
<p>Examples could include:</p> <ul style="list-style-type: none">• Knowing that certain attitudes and behaviours can increase risks and potential crises and can be adjusted to improve daily life, opportunities, and outlook• Understanding the importance of monitoring, anticipating, and preparing for challenges, issues, and risks, and seeking relevant help and support when required	<p>Examples could include:</p> <ul style="list-style-type: none">• Skills, methods, and techniques for monitoring, managing, and reducing risks and issues across a variety of different areas• Skills, methods, and techniques for evaluating actions and behaviours to identify where issues and problems are present and how these can be improved	<p>These could include:</p> <ul style="list-style-type: none">• A willingness to consider conduct and behaviour honestly and critically, and to differentiate between types and degrees of risk• Sound judgement and composure when dealing with challenges, pressures and risks

ENTRY LEVEL 3

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none">• Knowing that certain behaviours can increase risks and potential crises and can be avoided to improve daily life, opportunities, and outlook• Understanding the importance of anticipating challenges, issues, and risks, and seeking relevant help and support when required	<p>These could include:</p> <ul style="list-style-type: none">• Skills, methods, and techniques for managing and reducing key risks and issues in daily life• Skills, methods, and techniques for reviewing actions and behaviours to identify where issues and problems are present and how these can be improved	<p>These could include:</p> <ul style="list-style-type: none">• A willingness to consider behaviour honestly, and to understand types and levels of risk• Careful judgement and a sense of control when dealing with challenges, pressures, and risks

ENTRY LEVEL 2

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none">• Knowing that some behaviours can increase risks and potential crises and can be changed (e.g. to improve daily life, opportunities, and outlook)• Understanding that some challenges, issues, and risks can be anticipated, and seeking help and support when required	<p>These could include:</p> <ul style="list-style-type: none">• Basic skill and methods for reducing and avoiding risks, dangers, and crises in daily life• Basic skills and methods for reviewing actions and behaviours to identify issues and problems and how these can be improved	<p>These could include:</p> <ul style="list-style-type: none">• A willingness to consider behaviour honestly, and to understand types of risk• More care and caution when dealing with challenges, pressures and risks

ENTRY LEVEL 1

Knowledge and understanding	Standards and techniques	Behaviours
<p>These could include:</p> <ul style="list-style-type: none">• Knowing that some behaviours increase risks but can be changed to improve life• Understanding that some problems can be anticipated, and can be avoided	<p>These could include:</p> <ul style="list-style-type: none">• Basic skills for fixing simple problems and reducing basic risks and issues in daily life (with support)• Basic skills for reflecting on actions and behaviours to recognise basic issues and problems and how to avoid them	<p>These could include:</p> <ul style="list-style-type: none">• A willingness to think about behaviours honestly, and how they relate to risk• Care when dealing with simple problems, pressures, and basic risks



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