Connections to personal, learning and thinking skills in the key stage 3 programmes of study
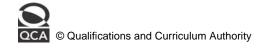
Analysis of the revised key stage 3 curriculum against the personal, learning and thinking skills (PLTS) framework indicates how strongly particular skills and qualities are embedded in the new programmes of study. The entries in the table represent implicit and explicit links between the PLTS and key concepts and processes in the subject programmes of study. These skills and qualities are important for developing competence and deeper understanding in subjects.

The analysis is intended as a helpful starting point for curriculum managers to consider when planning the whole curriculum experience for pupils. In particular the analysis is intended to inform decisions about skills and qualities from the PLTS framework that are less obviously represented in the subject programmes of study that need to be developed in learning contexts other than subject lessons.

Numbers refer to outcome statements in each skill set focus statement (f)
One dot = connection to the outcome statement in the subject's key stage 3 programme of study

PLTS	Art & design	Citizenship	Design & technology	English	Geography	History	ICT	Mathematics	MFL	Music	PE	Science
Independent enquirers (f)	●●											
Independent enquirers 1	●	●	○		●●	○		○		●	●	●●
Independent enquirers 2	●	●			●●●	○	●●●	○				●●●●●
Independent enquirers 3	●●●●●●●	●●●●	○○○○	●●●●●●●	●●●●●	●●●●●●●		●●●●	●●●●●	●●●●●●●●		●●●●
Independent enquirers 4	●●●●●	●●●	○○○○○○○	●●●●●●●	●●●	○○○○○○○○	●●●●●	●●●●	●●	●	●	●●●●
Independent enquirers 5	●●	●●●	○○○○	●●●●●	●●●	●●●●●	○		●	●●		●●
Independent enquirers 6	●●	●●		●●●●	●	●●●		●●		●●		●
Creative thinkers (f)	●●●							●●				●
Creative thinkers 1	●●●		○○	●●●●●●●					●●	●●●		●
Creative thinkers 2			○	●		○		●●●	●	●		
Creative thinkers 3	●●	●●	○○○○	●●●●●●	●	○		●●●●●●●	●●●●	●	●●	●
Creative thinkers 4		●●	○	●	●	●●		●●				
Creative thinkers 5	●●●●	●	○○○○○	●●●●●●●	●●		●	●●●	●●	●●●		
Creative thinkers 6	●●	●	○	●●				○			●●●●	
Reflective learners (f)												
Reflective learners 1	●●		○○○	●●			○			●	●●●	
Reflective learners 2			○								●	
Reflective learners 3		●	○				○		●	●	●●	
Reflective learners 4				●				○				
Reflective learners 5	●●●	●●				○	●●		●			
Reflective learners 6	●			●●●●●●●	●●	●●	●●●●	○			●●	●
Team workers (f)												●
Team workers 1	●		○○○	●●	●	○	●●	○	●●	●●●●	●	●
Team workers 2		●										
Team workers 3		●		●●●●●●						●	●●●●	
Team workers 4		●				○					●	
Team workers 5	●	●		●		○					●	
Team workers 6				●●						●		
Self-managers (f)												
Self-managers 1											●	
Self-managers 2			○○								●●●	
Self-managers 3		●	○○○○		●		●●●●	○			●	
Self-managers 4	●							○			●	●
Self-managers 5												
Self-managers 6												
Effective participators (f)		●●●●●		●								
Effective participators 1		●●			●●							●●
Effective participators 2		●●		●								
Effective participators 3												

Effective participators 4												

PLTS	Religious education	Personal well being	Economic well being
Independent enquirers (f)	●		
Independent enquirers 1			
Independent enquirers 2			●
Independent enquirers 3	●●●●●●●	●●●	●●
Independent enquirers 4	●●	●●●	●●●
Independent enquirers 5	●●●●●	●	●
Independent enquirers 6	●		●
Creative thinkers (f)	●		
Creative thinkers 1			
Creative thinkers 2			
Creative thinkers 3	●	●	●●
Creative thinkers 4	●●		
Creative thinkers 5			●
Creative thinkers 6			●
Reflective learners (f)	●●		
Reflective learners 1	●	●	●●
Reflective learners 2		●●	
Reflective learners 3			
Reflective learners 4		●	
Reflective learners 5	●	●●	●●●
Reflective learners 6	●●●●●		
Team workers (f)			
Team workers 1		●●	●●
Team workers 2			
Team workers 3		●●	
Team workers 4			
Team workers 5			●
Team workers 6			
Self-managers (f)		●	
Self-managers 1			●●
Self-managers 2			●●●●
Self-managers 3			
Self-managers 4		●●	●●●●
Self-managers 5		●●	●●●
Self-managers 6			
Effective participators (f)	●●	●●●	
Effective participators 1	●●		
Effective participators 2			
Effective participators 3		●	
Effective participators 4			●
Effective participators 5		●●	
Effective participators 6			

The skills

Independent enquirers (IE)

Focus:
Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:
- identify questions to answer and problems to resolve (IE1)
- plan and carry out research, appreciating the consequences of decisions (IE2)
- explore issues, events or problems from different perspectives (IE3)
- analyse and evaluate information, judging its relevance and value (IE4)
- consider the influence of circumstances, beliefs and feelings on decisions and events (IE5)
- support conclusions, using reasoned arguments and evidence (IE6)

Creative thinkers (CT)

Focus:
Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:
- generate ideas and explore possibilities (CT1)
- ask questions to extend their thinking (CT2)
- connect their own and others' ideas and experiences in inventive ways (CT3)
- question their own and others' assumptions (CT4)
- try out alternatives or new solutions and follow ideas through (CT5)
- adapt ideas as circumstances change (CT6)

Reflective learners (RL)

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:
- assess themselves and others, identifying opportunities and achievements (RL1)
- set goals with success criteria for their development and work (RL2)
- review progress, acting on the outcomes (RL3)
- invite feedback and deal positively with praise, setbacks and criticism (RL4)
- evaluate experiences and learning to inform future progress (RL5)
- communicate their learning in relevant ways for different audiences (RL6)

Team workers (TW)

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:
- collaborate with others to work towards common goals (TW1)
- reach agreements, managing discussions to achieve results (TW2)
- adapt behaviour to suit different roles and situations (TW3)
- show fairness and consideration to others (TW4)
- take responsibility, showing confidence in themselves and their contribution (TW5)
- provide constructive support and feedback to others (TW6)

Self-managers (SM)

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self- improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:
- seek out challenges or new responsibilities and show flexibility when priorities change (SM1)
- work towards goals, showing initiative, commitment and perseverance (SM2)
- organise time and resources, prioritising actions (SM3)
- anticipate, take and manage risks (SM4)
- deal with competing pressures, including personal and work-related demands (SM5)
- respond positively to change, seeking advice and support when needed (SM6)

Effective participators (EP)

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:
- discuss issues of concern, seeking resolution where needed (EP1)
- present a persuasive case for action (EP2)
- propose practical ways forward, breaking these down into manageable steps (EP3)
- identify improvements that would benefit others as well as themselves (EP4)
- try to influence others, negotiating and balancing diverse views to reach workable solutions (EP5)
- act as an advocate for views and beliefs that may differ from their own (EP6)