



TransformED

Northern Ireland Curriculum 2028

An entitlement to excellence and equity

Personal, Social, Civic and Careers (PSCC)

Draft curriculum framework for Public Consultation

This document forms part of a suite of curriculum materials published for consultation





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Vision statement

Personal, Social, Civic and Careers (PSCC) education enables each pupil to develop as an individual, to relate effectively to others, to participate responsibly in society and to make informed decisions about their life and future career.

PSCC is an applied subject which draws on a range of disciplines and complements traditional subject-based study. Research-informed, it is grounded in established disciplines, including psychology, neuroscience, health science, sociology, political and civic studies, ethics, economics, and career development theory. Drawing on these disciplinary foundations, the PSCC curriculum equips all pupils with the knowledge, habits and dispositions they need to flourish in a complex and rapidly changing world.

At its centre is personal growth. PSCC supports pupils to develop confidence, resilience, emotional understanding and a secure sense of identity in an increasingly diverse society. Pupils gain insight into how the brain, behaviour and learning processes interact, supporting them to regulate their emotions, strengthen their motivation and to improve decision-making and self-regulation in learning.

PSCC gives pupils powerful knowledge about society and civic life. They encounter the language of civic life and come to understand the importance of rights and responsibilities, democracy and participation, liberty and freedom, law and justice, religious tolerance and inclusion. They develop the understanding to participate respectfully and confidently as active, responsible citizens in a pluralistic society. They learn to reason ethically and to recognise and exercise their own agency.

A further purpose of PSCC is to prepare learners for future pathways and economic participation. Pupils gain knowledge of careers, labour market expectations, financial competence and digital citizenship, enabling them to make informed decisions about opportunities beyond school. They learn how aspirations, skills and values shape future choices and how to act responsibly in digital and economic environments, including engaging critically with information.

The curriculum is sequenced so that concepts deepen across stages. From early understandings to sophisticated engagement, ideas are revisited with growing complexity across the curriculum. Pupils are introduced to real problems that matter to them. They learn how to encounter difficult questions with open minds, and to use evidence to test, refine and change their views with confidence.

Through a body of knowledge grounded in evidence and disciplinary rigour, PSCC prepares children and young people to navigate challenges with resilience, to participate fully in social and civic life and to make good decisions with ethical clarity.



Subject-specific categories

This framework is organised into three categories that reflect the knowledge-rich intent of Personal, Social, Civic and Careers (PSCC): self and learning, relationships and society and careers and futures. Each category represents a coherent body of knowledge, carefully sequenced to ensure conceptual depth and progression over time. As each category in PSCC draws from different disciplines, it would be acceptable to teach the content within that category separately. Where there is natural overlap between content items in different categories, however, teachers may choose to integrate these within a unit or lesson.

While the framework sets out core learning for all pupils, each school can determine the sequence, depth and examples most appropriate for its setting. Schools have the flexibility to explore aspects of this content in ways that align with their own ethos, community context and pupils' needs.

Self and learning

This category is concerned with personal development and introduces core knowledge from psychology, neuroscience and health sciences to provide an evidence-informed understanding of emotions, behaviour, motivation and health. Pupils develop knowledge of how thoughts, emotions and actions interact, how habits and self-regulation form and how biological and environmental factors influence learning and wellbeing.

The category includes material on the psychology of learning and behaviour, which draws on different sub-fields within psychology. It also includes material on health and wellbeing, which is based on aspects of health science. Wherever it relates to personal development, material on relationships and sexuality education (RSE) is embedded within this category.

Relationships and society

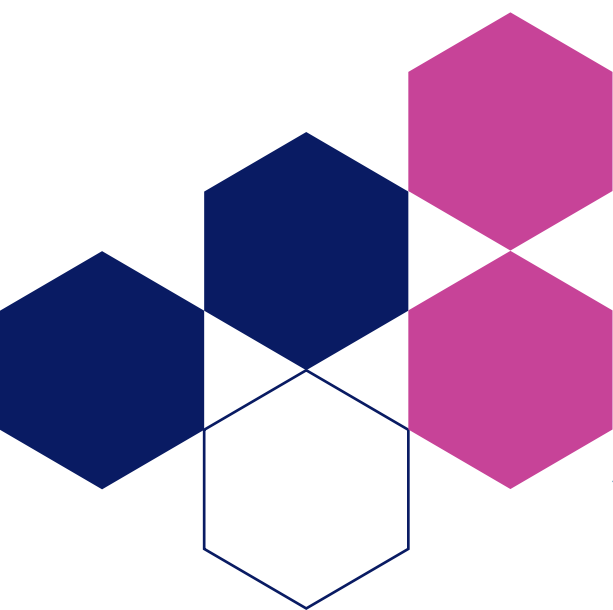
This category is concerned with social and civic development and is underpinned by knowledge from the social sciences and philosophy regarding relationships, communities and social and political systems. Pupils learn about democracy, freedom and the rule of law, including institutions and traditions that enshrine these concepts and the rights and responsibilities of all citizens. They learn about concepts, such as values, freedom, identity and equality, with which to understand how societies function and can change. They learn how individuals can participate within social and political systems and about forms and practices of reasoning for making choices, dealing with disagreement and responding constructively to conflict.

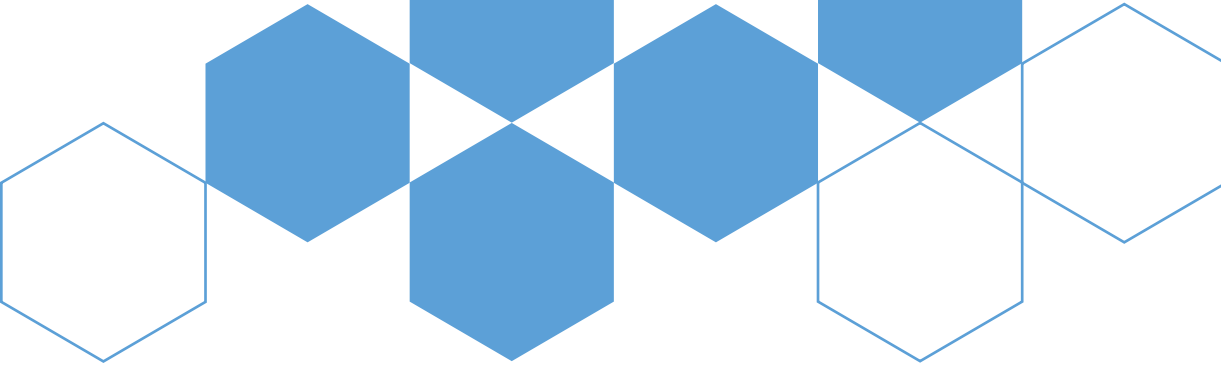
RSE knowledge related to healthy relationships, consent and respect is included in this category where appropriate.

Careers and futures

This category is concerned with career development and the knowledge, skill and experience addressed within it provide a foundation for life beyond school. It is underpinned by career development theory, economics, behavioural economics and enterprise education. Pupils develop understanding of the evolving world of work, the ability to make considered financial decisions, and the knowledge to reflect on their own aspirations and future decision-making.

When learning about careers, enterprise and finance, pupils connect conceptual understanding with real-world contexts and possible future pathways.





Foundation Stage

PSCC at Foundation Stage gives children the language and experiences to feel safe, included and ready to learn. The emphasis is on recognising basic feelings in themselves and in others, learning simple strategies to calm and focus and experiencing kindness, fairness and turn-taking as part of classroom life. Children meet the ideas that communities have rules, that work and helping others are good things and that technology and money are everyday features of their world.

Learning is concrete, playful and highly supported by adults. Stories, role-play and routines model cooperation and caring; short, repeated activities build early self-regulation and social communication. Children talk about what they notice, practise simple choices (e.g. asking for help, sharing) and begin to connect daily habits, such as sleep, movement and hygiene, to feeling well and ready to learn.

Self and learning

Pupils should learn:

- that we are individuals and that each individual has a unique contribution to make to the world
- the importance of expressing gratitude and the appropriate, polite ways of doing so
- to recognise and appreciate the people who help them in their family, school and elsewhere
- that it is normal to experience different feelings, such as excitement or frustration and that these can sometimes be felt in the body (e.g. 'butterflies' or tense shoulders)
- that people express feelings in different ways (e.g. through words, body language and actions)
- that some ways of acting on feelings are more helpful than others
- how to use a simple calming strategy when upset or overexcited (e.g. 'smell the flower/ blow the candle' or soft toy breathing)
- that learning new skills takes time and that practice makes us better at them
- that talking about what they have done and learned helps them to remember it
- that following instructions carefully keeps them safe and helps them to learn well
- simple safety rules when indoors and outdoors

- that sleep, play and exercise help them stay healthy and support learning and that too much screen time can detract from these things
- about healthy food and its importance for health and growth
- that basic hygiene routines helps prevent illness (e.g. handwashing)
- that certain adults (e.g. parents, carers, teachers) can help if they feel worried
- that some parts of the body are private and should only be touched in certain circumstances (e.g. by parents when washing or in medical situations) and that they can say 'no' to physical contact
- about medicines that go into bodies and onto skin and how they can make people feel (e.g. pain relief, antiseptic cream)

Relationships and society

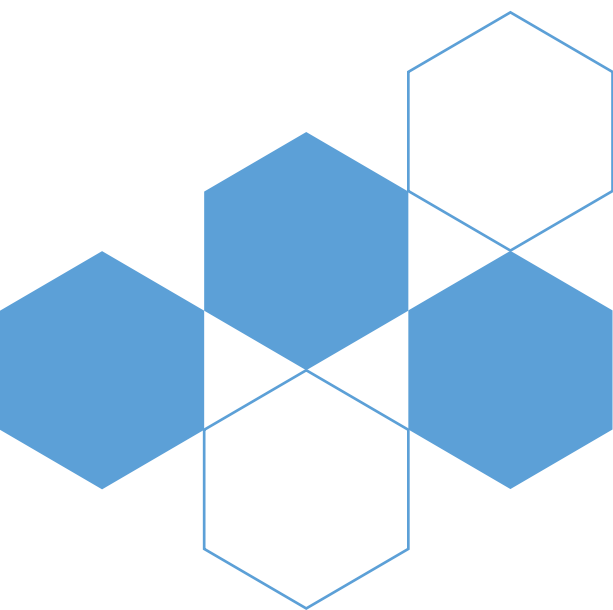
Pupils should learn:

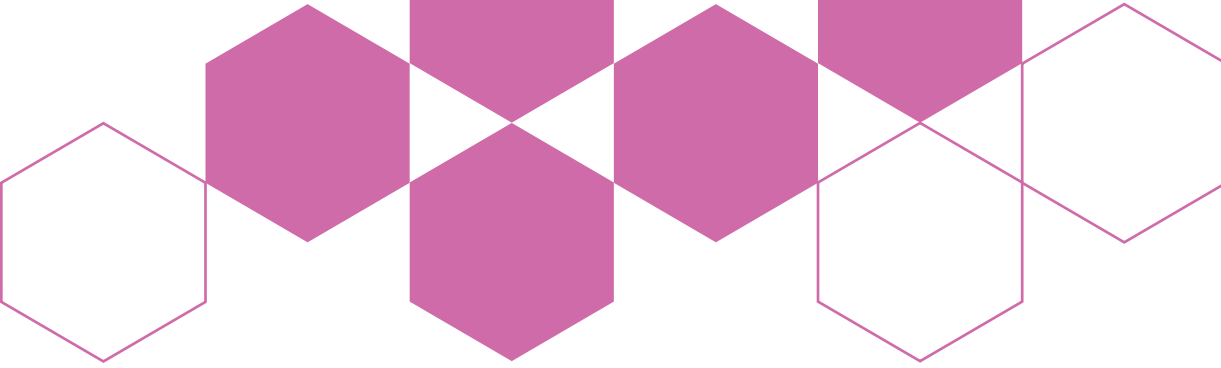
- that people live in communities, including families, schools, towns and countries
- that we all have certain responsibilities to one another
- about our responsibilities to care for shared spaces and resources (e.g. not dropping litter, not barging in front of people, staying alert to the needs of others around us in a shared space)
- that school rules help everyone feel safe and included
- the importance of listening to others and taking turns when speaking
- that families and carers should help keep them safe and cared for
- that families can be different
- that children and young people have the right to express a view on issues that affect them
- what it means to be a good friend, including being kind, sharing, taking turns and respecting someone's boundaries when they need space
- that people can feel differently in the same situation
- to recognise when something is kind or unkind, to explain why something is kind or unkind using simple reasoning and to suggest ways to make things better
- about simple ethical dilemmas through stories and to express a personal view with a reason (e.g. think about how characters behaved, what kind of people they were and how they may have felt)
- that respect means treating others' feelings and choices as important

Careers and futures

Pupils should learn:

- that people do different kinds of work at home, in school and the community and that this is good and necessary for themselves and others
- the different reasons why people work, including helping others and earning money
- to imagine, through play, what it might be like to have a job
- that money comes in different forms
- that people make choices about spending and saving
- that people use technology to communicate, create and work





Key Stage 1

At Key Stage 1, PSCC builds pupils' ability to understand their emotions, to reflect on their choices and to practise empathy during familiar classroom interactions. Pupils start to understand that while some new skills might seem harder to master than others, that effort and persistence will pay off. They are introduced to rights and responsibilities, belonging to communities and to the idea that actions can affect others and the wider world. They are introduced to ideas about jobs, about money choices and about using technology to assist them.

The nature of study is structured practice with plenty of talk and modelling. Pupils rehearse calm breathing and other simple strategies, use stories to explore ethical dilemmas and take part in age-appropriate decision-making (e.g. voting in class). Short tasks link school subjects to everyday jobs, while foundational financial and digital behaviours are learned through practical, low-stakes scenarios.

Self and learning

Psychology of learning and behaviour

Pupils should learn:

- that practising something regularly (e.g. reading, writing, skipping, throwing and catching) helps them improve and that practice requires care and attention
- that persistence means sustaining effort and continuing after mistakes have been made
- that some strong emotions can influence our ability to make good choices and that there are strategies which we can use to help with this, including:
 - using calming techniques such as steady breathing, which can help us self-regulate
 - asking for help or advice from a trusted adult

Health and wellbeing science

Pupils should learn:

- how to maintain personal hygiene routines (including handwashing and toothbrushing) and why these matter
- that good habits around sleep, nutrition, screen time and physical activity support attention, learning, health and mood

- what a healthy diet looks like, including the importance of fruit and vegetables, and the effect of sugary food and drink on the body
- that babies become children and then adults and that there are differences between male and female bodies
- that some parts of the body are private and should not be touched without the permission of the person whose body it is
- that they should always tell a trusted adult if something feels wrong or unsafe and this includes any 'secrets' where these relate to safety
- about keeping safe around medicines and other household products

Relationships and society

Social understanding

Pupils should learn:

- how to look at a situation from another person's perspective, using simple stories and dilemmas
- about good manners, including courtesy, queuing, noticing and considering the needs of the old/weak, self-restraint, when/where not to be noisy/boisterous in shared spaces
- about harms of inaccurate or unhelpful generalisations about groups of people (e.g. unacceptable male and female stereotypes concerning jobs or behaviours)
- that friendships need kindness and sometimes require patience and respect for boundaries
- how to resolve disagreements constructively, calling on adults when necessary
- about roles and responsibilities within families and that family relationships involve cooperation
- that the expression of physical affection between people (such as holding hands, hugging, or kissing) should be wanted by everyone involved and that it is always okay to say 'no' to physical contact

Citizenship and civic understanding

Pupils should learn:

- that people belong to different communities (e.g. family, school, neighbourhood, town)
- that communities have rules to protect the interests of individuals and of the community as a whole

- that rules are made and updated by schools and other institutions and by local, regional and national governments
- that governments are elected by the people who live and are entitled to vote in their areas
- that everyone has rights and responsibilities and that responsibilities include taking care of public spaces which others use, noticing others' needs around them (e.g. holding a door open for an elderly or disabled person), contributing to groups, communities and teams, and treating one another kindly and with courtesy
- how individual actions can affect the wider world

Ethics and moral reasoning

Pupils should learn:

- the difference between beliefs, opinions and facts
- to explain whether an action is right or wrong by considering consequences, what is fair, the rules or duties involved and what the action tells us about a person's character
- to express agreement or disagreement with an idea and justify their view
- that people sometimes make mistakes and can take responsibility for them

Careers and futures

Careers and future pathways

Pupils should learn:

- that there is a wide range of jobs and roles in society and that people's strengths and interests relate to different kinds of work
- how what we learn in school, including reading, mathematics, communicating, designing and making things, teamwork, is all relevant to everyday jobs
- how to set and achieve simple personal goals (e.g. keeping belongings tidy, practising independence in everyday routines)
- how digital tools are used in different jobs

Financial competence

Pupils should learn:

- how to recognise and use coins and notes in simple contexts
- that digital transactions are the most common form of spending (e.g. mobile devices)
- about the difference between needs and wants
- that money is a finite resource earned through work
- about spending, saving and giving and that these financial choices have consequences

Enterprise and life skills

Pupils should learn:

- that goods and services can be exchanged for reward and that unpaid work provides important personal and social value
- how to cooperate to achieve a common goal



Key Stage 2

Key Stage 2 builds a vocabulary with which pupils can think and communicate about themselves, others and society with increasing precision. They learn that thoughts, emotions and actions influence one another; that the brain develops through practice; and that habits form through repetition. Pupils examine rules, equity and fairness, recognise visible and invisible differences and consider how systems can create or reduce inequality. Through learning about careers, pupils broaden their horizons and connect interests and values to pathways. Pupils are introduced to basic planning, budgeting and safe, responsible participation online. Study at this stage focuses on developing coherent knowledge across the categories so that learning accumulates over time.

Self and learning

Psychology of behaviour and learning

Pupils should learn:

- that thoughts, emotions and actions influence one another and that people can develop different ways of responding to experiences over time
- that thoughts are not always facts and to notice and question unhelpful thoughts about themselves or their learning (e.g. asking 'what is the evidence for this' or 'is there another way to think about this?')
- that the brain changes with learning by forming new connections
- that habits and routines form through cues and repetition and can transform learning and behaviour
- that motivation and reward systems in the brain influence effort and persistence for better and for worse
- that we can only take in a limited amount of new information at once, but that by building wide knowledge in long-term memory we make sense of new material more quickly; it helps our brains see patterns by making links with what we already know
- that practice remains important, even after we think we have mastered a skill, and that retrieving knowledge learned in a previous lesson, term or year, is an example of such practice

- to reflect on experiences, goals and strategies and that such reflection helps us to understand what works well and how to make better learning and life decisions
- about transitions (e.g. primary to post-primary), about associated challenges and opportunities, about strategies to manage these effectively and that the challenges of transition can bring opportunity for growth

Health and wellbeing science

Pupils should learn:

- that a balanced diet, regular physical activity and positive routines support physical and mental health
- that some situations are unsafe, that people seek help when needed and how to use the UK emergency number
- how to apply safety knowledge in real-life contexts (e.g. road safety, bystander awareness and social safety)
- how to give basic first aid for minor injuries (e.g. dealing with cuts and nose bleeds)
- about age-appropriate risks from medicines and household substances that can be harmful if misused and about other potential hazards in the home
- about some of the basic differences between male and female bodies, the physical, emotional and social changes of puberty and that these changes happen at different times for different people
- what menstruation is, that menstruation is a normal part of development and how menstrual hygiene can be managed with confidence
- how to give or withhold consent about their own bodies and about the importance of respecting other people's boundaries
- how correct use of medicines and vaccinations supports health and wellbeing
- about some of the risks and effects of legal and illegal drugs, smoking and alcohol use, including the law around age requirements
- about reasons why age restrictions exist online, including safety, privacy, advertising, inappropriate content and communication with strangers

Relationships and society

Social understanding

Pupils should learn:

- that conflict is a natural part of social life and can arise from differences in values or competing needs
- that if rules are not keeping people safe or ensuring fair treatment, there are appropriate and inappropriate ways for individuals and groups to respond
- how to identify and respond appropriately both to visible differences and to differences that are not immediately visible (e.g. beliefs, experiences, disabilities)
- how to recognise a wide range of emotions in others, including those not explicitly expressed, such as those expressed using body language
- that friendships change over time, how to make new friends, how to manage conflict, including jealousy and that resorting to violence is never right
- how to identify healthy and unhealthy behaviours in friendships and how to seek help or advice when any relationship feels unhappy or unsafe
- how group pressure can influence decisions in social situations and how to make safe choices that reflect their own values and boundaries
- that some adults are in romantic relationships, that these relationships involve care and commitment
- how to stay safe online, including protecting personal information and recognising pressure to share images
- about different forms of abuse, including domestic and online abuse and grooming, and how to recognise, avoid and report them
- that all human beings, irrespective of their beliefs or behaviours, should be treated with dignity
- that kindness, respect and responsibility matter online and offline and that anonymity online does not remove responsibility for behaviour towards others
- that online actions such as cyberbullying can have consequences in school, at home and sometimes under the law

Citizenship and civic understanding

Pupils should learn:

- about basic democratic concepts, including freedom, equality, representation and the rule of law
- why laws exist, how they are made, why they are important for a healthy democracy and why respecting the rule of law benefits everyone
- about caring for the environment as a shared responsibility, including looking after local natural spaces, reducing waste and thinking about how our actions affect the wider world
- about how individuals, communities and charitable organisations can help others who are less fortunate, both locally and globally, including through volunteering and charitable giving and practices such as fair and ethical trade
- that human rights apply to everyone, regardless of background or identity

Ethics and moral reasoning

Pupils should learn:

- how to distinguish between factual, conceptual and ethical questions
- to evaluate moral choices by considering consequences for those affected, the rules or duties involved and values and the kind of character the choices reflect
- to consider how their own choices affect others in real-life situations
- that thoughtful people sometimes reach different conclusions about what is right
- to practise respectful disagreement constructively and carefully, using reasoning and evidence
- to identify simple examples of bias or errors in reasoning, including jumping to conclusions, only listening to one side, or attacking the person instead of the argument
- what a stereotype is and how some stereotypes, including some gender stereotypes, can be unfair or inaccurate

Careers and futures

Careers and future pathways

Pupils should learn:

- that some jobs are unfamiliar, so pupils need to explore jobs they might not hear about in everyday life (e.g. roles which might be beyond the experiences of adults in their family or community)
- that understanding personal values, interests, skills and personality traits can help inform different pathways into work
- about basic personal career planning skills, including goal setting, planning steps and reflecting on progress
- that digital competence is necessary for employability
- that online behaviour creates a digital footprint which can have implications for employability

Financial competence

Pupils should learn:

- how to solve everyday money problems such as calculating change, comparing prices, budgeting for a small purchase and working out the cost of items in real- life scenarios
- that people make financial choices (e.g. to spend, to save for future needs, to give money away) and compare costs when planning purchases
- that people who cannot work receive money paid for from working people via the tax and benefit systems
- that some games and apps include options to buy extra items, features or rewards using real money and they should ask an adult before doing so

Enterprise and life skills

Pupils should learn:

- that some people create their own jobs, i.e. self-employment in a wide variety of sectors
- how entrepreneurs contribute to the local community



Key Stage 3

At Key Stage 3, PSCC enables pupils to extend and integrate their prior learning, but in the context of post-primary and the new challenges that emerge in the teenage years. Armed with increasingly broad and complex knowledge, they begin to exercise mature, informed and reflective judgement about matters that will affect them both during adolescence and throughout their lives and that are vital for healthy civic society and democracy. They learn more about rights and responsibilities within the rule of law, including the democratic systems of Northern Ireland and the United Kingdom. They analyse how context, social pressures and power dynamics can shape beliefs and behaviour. They engage with moral questions that involve trade-offs. Pupils deepen their practical knowledge about matters of wellbeing, such as sleep, stress and motivation. They evaluate information and misinformation. They make informed choices about careers and qualifications using labour market awareness, financial competence and an understanding of digital identity and reputation.

The nature of study increasingly involves analysis, discussion and the application of knowledge in different contexts. Pupils build cumulative knowledge that supports informed judgement and thoughtful decision-making and they develop the confidence, agency and ethical reasoning needed for civic participation and future pathways.

Self and learning

Psychology of behaviour and learning

Pupils should learn:

- about how people's experiences, values and beliefs influence their perspectives, decisions and responses to situations
- about the ways in which context, social pressures and emotions influence beliefs, behaviour and choices
- that people's thoughts in response to challenges or setbacks are not always accurate or helpful, and that examining evidence for such thoughts and considering alternative explanations, can sometimes help them to persevere
- that productive habits compound benefits over time while unproductive habits can create longer-term costs
- how emotions, including stress, influence attention, memory and behaviour and that sleep supports memory consolidation and learning

- that reward systems influence habit, motivation and decision-making
- that neurochemicals in the brain (e.g. dopamine, serotonin, cortisol, endorphins) influence motivation, stress response, wellbeing and social connection
- that environmental factors such as relationships, stressors and support networks influence emotional regulation and resilience
- how to use structured reflection (e.g. self-review, goal tracking or learning logs) to evaluate progress and adapt strategies
- that regular recall of knowledge and regular practice of skills will strengthen that knowledge and skill by making them last in their long-term memories, making it easier to retrieve them automatically, accurately and fluently
- that knowledge stored in our long-term memories supports thinking and problem-solving

Health and wellbeing science

Pupils should learn:

- that lifestyle choices influence long-term physical and mental health
- about strategies that support stress management and wellbeing
- how online behaviour can affect personal wellbeing and relationships
- how to perform cardiopulmonary resuscitation (CPR) and how to use automatic external defibrillators (AED)
- about the main stages of the human life cycle and how the body changes during puberty in preparation for reproduction, including secondary sexual characteristics¹
- about how to manage menstruation, including period products and what is and is not normal during the menstrual cycle²
- that sexual intercourse can lead to pregnancy and how abstinence, delaying sexual activity or contraceptive methods reduce the risk of early pregnancy and/or sexually transmitted infections³
- about the emotional, social and legal implications of early sexual activity, including the meaning and age of consent
- that abortion is a legal medical procedure in Northern Ireland and that reliable information is available from health services

1 In KS3 Science, pupils learn about “the structure and function of the organs of the male and female reproductive systems in humans”

2 In Science at KS3, pupils learn about “the stages of the menstrual cycle”

3 In KS3 Science, pupils learn “about fertilisation following sexual intercourse, and about pregnancy and childbirth”

- how to recognise sexual pressure, exploitation or harmful behaviour, in-person and online and how to access support in school or in the community if they are worried
- about the risks and short and long-term effects of commonly used substances including caffeine, alcohol, nicotine products and cannabis, including addiction
- how peer, social and cultural influences shape attitudes and behaviours relating to substance use and strategies for managing pressure relating to substance use
- about the legal consequences of illegal drug use, what gambling is, the law about gambling and the risks associated with it

Relationships and society

Social understanding

Pupils should learn:

- that identity is multifaceted and that individuals may identify themselves by personal characteristics, religion, ethnicity, nationality, area of residence, institutional affiliations and in other ways
- how to challenge unacceptable behaviours appropriately, including discrimination on the basis of race, sex or sexual orientation
- how factors such as identity, power, religion, territory, resources, sectarianism and racism can contribute to social, community and political conflict
- how to use ethical values and frameworks and where appropriate, knowledge of rules and laws, to guide responses to conflict
- that responses to conflict can have short and long-term consequences
- how to manage and strengthen healthy social relationships in a digital context (e.g. safe online activity; considering what is appropriate within a particular forum, respecting other users; detecting and avoiding cyberbullying)

Citizenship and civic understanding

Pupils should learn:

- about the basic structures of government in Northern Ireland and the United Kingdom: legislature, executive and judiciary
- how different electoral systems operate, including proportional representation, first-past-the-post and referendums
- about different types of elections in Northern Ireland, including local, council and national elections

- about the principles underpinning democracy in Northern Ireland and the United Kingdom and about Northern Ireland's different political parties and identities
- how different types of information serve different purposes (e.g. to inform, persuade, entertain, sell, propagandise or deliberately mislead) and how this affects their reliability, trustworthiness and usefulness
- how to register to vote at the age of 16 years
- that specific documents, including UK laws stretching back over the past 800 years and more recently the Universal Declaration on Human Rights (UDHR) and the European Convention on Human Rights (ECHR), outline foundational human rights
- that the UN Convention on the Rights of the Child (UNCRC) includes the right of the child to express views on matters affecting them
- that people may experience inequality or discrimination because of aspects of their identity or personal characteristics, including characteristics protected under equality legislation (i.e. Section 75 of the Northern Ireland Act 1998)
- that some laws can affect different groups differently
- how principles such as dignity, fairness, liberty, freedom of belief, equality and personal safety are protected in UK and international law

Pupils should:

- participate in a community project, in which they have the opportunity to develop skills such as communication, collaboration, problem-solving, empathy and decision-making (e.g. charity work or volunteering) and to strengthen their knowledge of constructive ways to serve the common good

Ethics and moral reasoning

Pupils should learn:

- the three principal frameworks of ethical reasoning: consequentialist reasoning (evaluating actions by their outcomes for those affected), deontological reasoning (evaluating actions by the duties, rights and principles involved) and virtue-based reasoning (evaluating actions by the character they reflect and shape) and how each is applied to moral questions
- that moral decision-making often involves conflicting duties and requires analysis of trade-offs and that different ethical frameworks can pull in different directions in the same case
- how personal values and social responsibility can guide action in complex situations

- about the structure of arguments, including premises and conclusions and how to assess whether the conclusion follows from the premises
- to recognise different types of reasoning, including deductive, inductive and analogical and to use them in relevant situations
- to identify common fallacies such as straw man, *ad hominem* and slippery slope
- how environmental and social issues, such as climate change, exploitation or extreme inequality, are often interconnected across personal, community, national and global contexts
- how to reconstruct another person's argument accurately, including the strongest version of a view one disagrees with, to support productive dialogue
- that people's views, including political ones, can be influenced by moral values (e.g. fairness, liberty, loyalty, caring, authority and sanctity), but that people can have very different profiles of moral values, so that equally moral people can have fundamentally different views
- how ethical reasoning applies to contemporary questions including the use of digital technology, artificial intelligence, environmental responsibility and how we form and share information

Careers and futures

Careers and future pathways

Pupils should learn:

- about the reason for and function of the different sectors of the economy: private, public and voluntary
- about the similarities and differences between working in different sectors of the economy
- how to use labour market information to understand career opportunities, employment trends and qualifications routes
- about factors that should affect their future career decision-making, including personal values, interests, skills and personality traits
- about other factors that might influence their future career decision-making including peers, family and wider social influences
- that the world of work is subject to change (e.g. technological or economic shifts)
- about the opportunities and rewards of lifelong learning and its relationship with career progression

- how to prepare simple applications for opportunities such as volunteering or part-time work
- how to manage professional reputation including digital footprint/online reputation
- about the value of transferable skills and qualities needed across different sectors
- how to begin to plan career pathways, using:
 - knowledge of how employers recruit
 - knowledge of diverse career pathways
 - digital tools for understanding information about diverse career routes, qualifications, training and experiences

Financial competence

Pupils should learn:

- that career choices directly affect income and lifestyle
- how to budget for typical expenses
- about credit, debt, interest and the risks of borrowing, including how credit and borrowing are not always negative when managed responsibly
- about the benefits and methods of saving, including interest on savings
- that behaviour and advertising influence financial decisions
- that financial wellbeing is linked to overall wellbeing
- that financial decisions can affect others, including families and communities

Enterprise and life skills

Pupils should learn:

- about the meaning and varied manifestations of enterprise and entrepreneurship
- why enterprise matters for the economy and communities
- how enterprise skills transfer across different contexts
- how ethical and environmental considerations can shape enterprise



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TransformED

Northern Ireland Curriculum 2028

An entitlement to excellence and equity