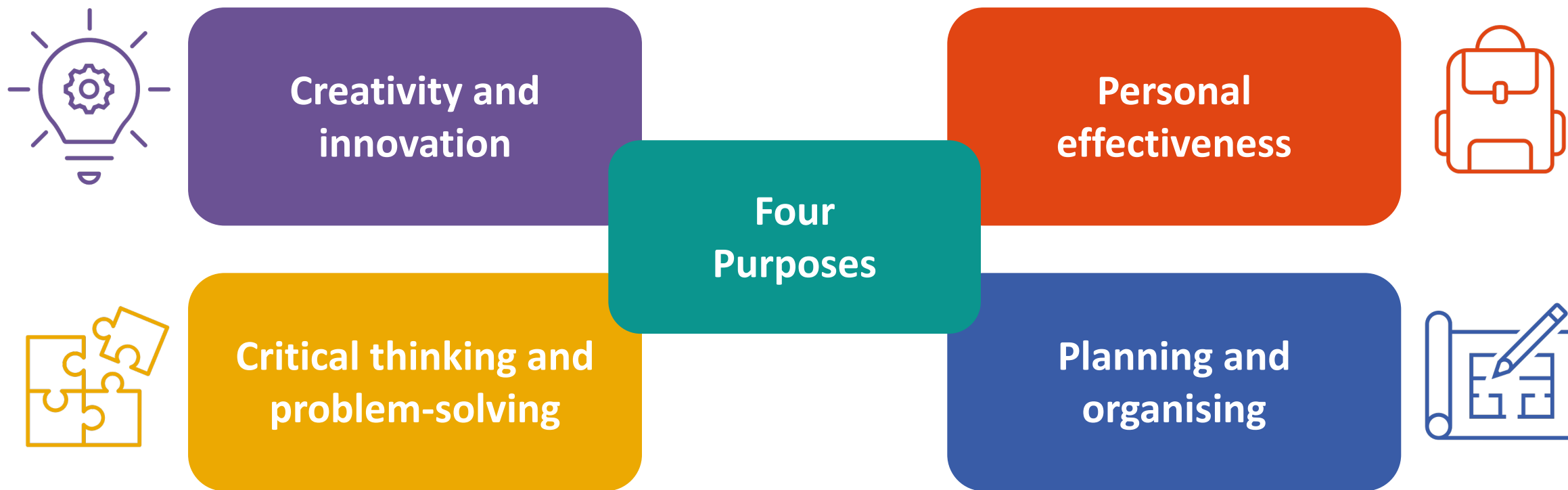


Skills integral to the four purposes

‘The four purposes are underpinned by integral skills which should be developed within a wide range of learning and teaching. At the heart of these skills is the importance of learners recognising, using and creating different types of value. In this context, value means worth and importance in a range contexts, including financial, cultural, social and learning value.’

(Welsh Government, [Developing a vision for curriculum design](#), 2022)



Skills integral to the four purposes

‘The development of these skills allows learners to work across disciplines, providing them with opportunities for both synthesis and analysis. There is particular potential for innovation in making and using connections between different disciplines and Areas.

When developing these skills, learners should:

- develop an appreciation of sustainable development and the challenges facing humanity
- develop awareness of emerging technological advances
- be supported and challenged so that they are prepared to confidently meet the demands of working in uncertain situations, as changing local, national and global contexts result in new challenges and opportunities for success
- be afforded the space to generate creative ideas and to critically evaluate alternatives – in an ever-changing world, flexibility and the ability to develop more ideas will enable learners to consider a wider range of alternative solutions when things change
- build their resilience and develop strategies which will help them manage their well-being – they should be encountering experiences where they can respond positively in the face of challenge, uncertainty or failure
- learn to work effectively with others, valuing the different contributions they and others make – they should also begin to recognise the limitations of their own work and those of others as they build an understanding of how different people play different roles within a team.’

(Welsh Government, [Developing a vision for curriculum design](#), 2022)

**Creativity and
innovation**

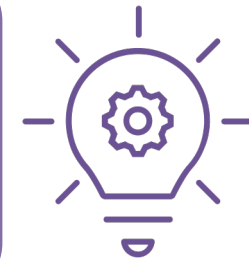
**Critical thinking and
problem-solving**

**Personal
effectiveness**

**Planning and
organising**

Creativity and innovation - what does the guidance say?

‘Learners should be given space to be curious and inquisitive, and to generate many ideas. They should be supported to link and connect disparate experiences, knowledge and skills, and see, explore and justify alternative solutions. They should be able to identify opportunities and communicate their strategies. This should support learners to create different types of value.’



(Welsh Government, [Developing a vision for curriculum design](#), 2022)

Creativity and innovation within the Areas of Learning and Experience

Within each Area of Learning and Experience, there is a section that explains how each of the integral skills can be developed within the Area. This information can be located on the ‘designing your curriculum’ page for the Area under the section ‘Cross-curricular skills and integral skills’.

What?	Where?
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Integral skills in LLC	LLC – Designing your curriculum
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Integral skills in Health and Well-being	H&WB – Designing your curriculum
Integral skills in Science and Technology	Science and Technology – Designing your curriculum





Creativity and innovation within the Areas of Learning and Experience

<p><i>Expressive Arts</i></p>	<p>‘The creative process is the essence of this Area. The statements of what matters enable learners to develop knowledge, and creative and innovative skills. Learners are expected to consider influences and shape their own creativity. Learners use their creative skills and imagination, discover possibilities and refine ideas to produce their own unique artistic work. Creative thinking developed by exploring within and through this Area enables learners to investigate the unknown and make connections. Learners take creative risks to go beyond existing knowledge and accept failure as a learning experience.’</p> <p>(Welsh Government, Expressive Arts: Designing your Curriculum, 2022)</p>
<p><i>Health and Well-being</i></p>	<p>‘Learning in this Area provides learners with the opportunity to develop the confidence and openness to explore ideas, to consider the opinions of others, and the courage to express their own. Learners should be given opportunities to express themselves and develop creatively in physical activity including sport, and to generate ideas to create nutritious healthy meals. Learners will be encouraged to explore and pursue innovative thinking in respect of career pathways.’</p> <p>(Welsh Government, Health and Well-being: Designing your Curriculum, 2022)</p>
<p><i>Humanities</i></p>	<ul style="list-style-type: none"> • ‘Encouraging the presentation of information and findings in creative and innovative ways, and imagining possible futures based on the evidence. • Encouraging openness to different ideas and ways of thinking, enabling the expression of reasoned opinions about these differences.’ <p>(Welsh Government, Humanities: Designing your Curriculum, 2022)</p>

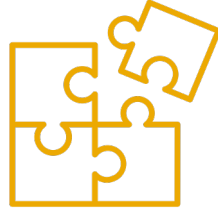


Creativity and innovation within the Areas of Learning and Experience

<p>Languages, Literacy and Communication</p>	<p>‘Learning in this Area should provide opportunities to experiment with and use languages creatively in order to give learners the confidence to take risks, to express opinions and to generate ideas across languages that can lead to innovative outcomes. They can develop their creativity through opportunities to create and perform literature. Creative expression can enhance learners’ understanding of the key concepts as well as the method of expression itself.’</p> <p>(Welsh Government, Languages, Literacy and Communication: Designing your Curriculum, 2022)</p>
<p>Mathematics and Numeracy</p>	<p>‘Mathematical working requires and develops creativity and curiosity which also transfer to other aspects of life. Frequently in mathematical problem-solving the learner does not immediately know how to approach the problem; it takes creativity and courage to explore different approaches before deciding how to proceed. Planning and modelling tasks within mathematics develops learners’ ability to turn ideas into action.’</p> <p>(Welsh Government, Mathematics and Numeracy: Designing your Curriculum, 2022)</p>
<p>Science and Technology</p>	<p>‘In this Area schools can foster these skills through learners’ curiosity and inquisitiveness about the physical and digital world, helping learners question or challenge established knowledge to deepen their own understanding, and providing a foundation for product development and entrepreneurial actions.’</p> <p>(Welsh Government, Science and Technology: Designing your Curriculum, 2022)</p>

Critical thinking and problem-solving - what does the guidance say?

‘Learners should be supported to ask meaningful questions, and to evaluate information, evidence and situations. They should be able to analyse and justify possible solutions, recognising potential issues and problems. Learners should become objective in their decision-making, identifying and developing arguments. They should be able to propose solutions which generate different types of value.’



(Welsh Government, [Developing a vision for curriculum design](#), 2022)

Critical thinking and problem-solving within the Areas of Learning and Experience

Within each Area of Learning and Experience, there is a section that explains how each of the integral skills can be developed within the Area. This information can be located on the ‘designing your curriculum’ page for the Area under the section ‘Cross-curricular skills and integral skills’.

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Integral skills in Science and Technology	Science and Technology – Designing your curriculum



Critical thinking and problem-solving within the Areas of Learning and Experience

<p>Expressive Arts</p>	<p>‘Refining work is encouraged throughout one of the statements of what matters in this Area, with the aim of building skills in self-evaluation and reflection. The evaluation involved in the creative process enables learners to develop reflective, questioning and problem-solving skills, as well as to challenge perceptions and identify solutions. Learners may demonstrate resilience in applying critical appraisal of their work and be expected to respond positively to critical feedback. Learners can develop problem-solving skills by experimenting with a variety of arts and artistic techniques.’</p> <p>(Welsh Government, Expressive Arts: Designing your Curriculum, 2022)</p>
<p>Health and Well-being</p>	<p>‘Learning across the statements of what matters in this Area provides opportunities to develop critical analysis, evaluation and appraisal skills. Decision-making is heavily dependent on critical and logical processes such as analysing the benefits and risks of a course of action. Drawing on learning in this Area learners should be encouraged to develop responses and solutions to experiences they encounter and critically analyse the factors that influence decision-making, such as social influences, values, beliefs and biases.’</p> <p>(Welsh Government, Health and Well-being: Designing your Curriculum, 2022)</p>
<p>Humanities</p>	<ul style="list-style-type: none"> • ‘Developing the ability to think analytically and understand the past and present as well as to imagine possible futures. • Collecting, reflecting and critically evaluating the use of sources and evidence.’ <p>(Welsh Government, Humanities: Designing your Curriculum, 2022)</p>



Critical thinking and problem-solving within the Areas of Learning and Experience

<p>Languages, Literacy and Communication</p>	<p>‘In this Area listening, reading, speaking and writing should underpin the development of critical thinking and problem-solving. These skills can be honed by communicating with others in order to understand situations and articulate ideas and to develop responses to problems.’</p> <p>(Welsh Government, Languages, Literacy and Communication: Designing your Curriculum, 2022)</p>
<p>Mathematics and Numeracy</p>	<p>‘The development of logical and critical thinking underpins learning in mathematics. Mathematics teaches us problem-solving skills which transfer to all areas of the curriculum, to life in general and to the world of work. Mathematics involves solving problems and begins by analysing the requirements, before then asking questions and evaluating information. In the development of solutions, learners identify potential approaches and develop arguments, justifying their decisions.’</p> <p>(Welsh Government, Mathematics and Numeracy: Designing your Curriculum, 2022)</p>
<p>Science and Technology</p>	<p>‘This enables learners to tackle misconceptions within this Area, and deeper conceptual understanding, greater independence and self-regulation, and stronger inquiry skills. Problem-solving is a key driver in the design and engineering of innovative solutions.’</p> <p>(Welsh Government, Science and Technology: Designing your Curriculum, 2022)</p>



Personal effectiveness - what does the guidance say?

‘Learners should develop emotional intelligence and awareness, becoming confident and independent. They should have opportunities to lead debate and discussions, becoming aware of the social, cultural, ethical and legal implications of their arguments. They should be able to evaluate their learning and mistakes, identifying areas for development. They should become responsible and reliable, being able to identify and recognise different types of value and then use that value.’



(Welsh Government, [Developing a vision for curriculum design](#), 2022)

Personal effectiveness within the Areas of Learning and Experience

Within each Area of Learning and Experience, there is a section that explains how each of the integral skills can be developed within the Area. This information can be located on the ‘designing your curriculum’ page for the Area under the section ‘Cross-curricular skills and integral skills’.

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Critical thinking and problem-solving within the Areas of Learning and Experience

Health and Well-being

'Learning in this Area should provide learners with opportunities to develop an awareness of, control over, and the ability to express their emotions: the skills required to develop emotional intelligence. Through gaining an understanding of the factors that impact on mental health and emotional well-being learners can be helped to manage their experiences and act with empathy, compassion and kindness for themselves and others. Learning should enable and support learners to develop good interpersonal skills, by providing an understanding of norms and attitudes, an ability to reject and challenge these and an understanding of differences and how these should be respected.

Learners should develop an understanding of the factors that influence decision-making, helping them to make considered, informed decisions that they are able to justify and explain while also understanding the risks and possible consequences of their decisions for themselves and others. This learning should help provide learners with the skills to critically evaluate learning and mistakes and identify areas for further development.

Learning and experiences within this Area should provide opportunities for learners to develop the skills and attitudes which allow learners to be independent, to have healthy relationships, to know their rights and the rights of others, to know how to manage conflict, to recognise unhealthy relationships, to be safe, and to understand when and how to seek support for themselves and others. Knowledge and understanding drawn from across learning in the statements of what matters can support learners to develop confidence and independence.'

(Welsh Government, [Health and Well-being: Designing your Curriculum](#), 2022)



Critical thinking and problem-solving within the Areas of Learning and Experience

<p><i>Expressive Arts</i></p>	<p>‘Through the statements of what matters in this Area, learners develop self-confidence, self-esteem, independence, communication skills and social and cultural awareness. Learners become enterprising, resourceful and resilient by managing themselves and their resources, and this in turn enhances their employability skills. They are encouraged to develop resilience through accepting failure and value its place in the creative process.’</p> <p>(Welsh Government, Expressive Arts: Designing your Curriculum, 2022)</p>
<p><i>Humanities</i></p>	<ul style="list-style-type: none"> • ‘Encouraging teamwork and being a reliable contributor by organising and carrying out enquiries. • Evaluating, justifying and expressing considered responses in a variety of ways.’ <p>(Welsh Government, Humanities: Designing your Curriculum, 2022)</p>
<p><i>Languages, Literacy and Communication</i></p>	<p>‘Learners should develop their personal effectiveness and self-awareness when learning and using their languages, which will in turn support learning across the whole curriculum. Providing a language-rich environment should support all learners to reflect on their own strengths in language use, and identify their own areas of development in order to continuously enhance their language and communication skills.’</p> <p>(Welsh Government, Languages, Literacy and Communication: Designing your Curriculum, 2022)</p>



Critical thinking and problem-solving within the Areas of Learning and Experience

Mathematics and Numeracy	<p>‘Studying mathematics develops personal effectiveness. When studying mathematics everyone encounters challenges at some point, and overcoming these challenges requires and develops resourcefulness and resilience. Communicating about mathematical thinking and solving problems is a core aspect of mathematics. Mathematical communication is precise and logical and will be useful in life generally.’</p> <p>(Welsh Government, Mathematics and Numeracy: Designing your Curriculum, 2022)</p>
Science and Technology	<p>‘These skills can be enhanced through reflection on scientific and technological processes and developments. Learners’ understanding of the world around them can help them work towards purposeful outcomes while developing resilience and perseverance, where failure is seen as a stepping stone to success.’</p> <p>(Welsh Government, Science and Technology: Designing your Curriculum, 2022)</p>



Planning and organising - what does the guidance say?

‘Where developmentally appropriate, learners should be able to set goals, make decisions and monitor interim results. They should be able to reflect and adapt, as well as manage time, people and resources. They should be able to check for accuracy and be able create different types of value.’



(Welsh Government, [Developing a vision for curriculum design](#), 2022)

Planning and organising within the Areas of Learning and Experience

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Integral skills in Science and Technology	Science and Technology – Designing your curriculum

Planning and organising within the Areas of Learning and Experience

<p><i>Expressive Arts</i></p>	<p>‘Through this Area, learners are encouraged to plan, set their own goals and manage resources. They can apply reflective, critical and creative processes to make sense of ideas and experiences. The ability to generate ideas, develop curiosity, explore and bring ideas into action is fundamental to this Area.’</p> <p>(Welsh Government, Expressive Arts: Designing your Curriculum, 2022)</p>
<p><i>Health and Well-being</i></p>	<p>‘Learning in this Area specifically seeks to provide learners with opportunities to build an awareness of, and to develop skills in, decision-making and goal-setting. Drawing on learning in this Area provides opportunities for learners to understand and explore how decision-making affects them and others, to understand and develop the skills to make collective decisions, and to critically evaluate factors and implications of decision-making. Learning in health and well-being should provide learners with the opportunities to plan and set short-term and long-term goals and to take steps to achieve these. Learning should also support learners to plan and implement sustainable, balanced and positive behaviours to support physical health and well-being. Learners should be encouraged to develop an understanding of emotions, behaviours and social influences, skills essential to building strong relationships.’</p> <p>(Welsh Government, Health and Well-being: Designing your Curriculum, 2022)</p>
<p><i>Humanities</i></p>	<ul style="list-style-type: none"> ‘Encouraging the planning and organising of investigations, setting aims, objectives and success criteria, gathering and utilising a range of evidence, and reflecting on methods.’ <p>(Welsh Government, Humanities: Designing your Curriculum, 2022)</p>



Planning and organising within the Areas of Learning and Experience

<p>Languages, Literacy and Communication</p>	<p>‘Learning in this Area should enable learners to develop the skills to select and use appropriate sources and information. This should allow them to organise ideas, to create effective plans and to develop creative works. Given the opportunity to use literacy skills to present plans and implement solutions with clarity, learners can reflect on their work and plan and implement further improvements.’</p> <p>(Welsh Government, Languages, Literacy and Communication: Designing your Curriculum, 2022)</p>
<p>Mathematics and Numeracy</p>	<p>‘Mathematical thinking requires learners to be organised and, as they progress through school, their organisational skills will develop, particularly as they plan and implement the sequential data-handling cycle. In their mathematical problem-solving, learners should be encouraged to predict and estimate solutions and then to check their answers, reflect on their results and evaluate their approaches. Increasing confidence in decision-making for mathematical problem-solving supports learners to be more aspirational in setting goals and challenges for themselves including planning how to achieve these.’</p> <p>(Welsh Government, Mathematics and Numeracy: Designing your Curriculum, 2022)</p>
<p>Science and Technology</p>	<p>‘In scientific and technological processes these skills can allow learners to become increasingly independent when developing their ideas, implementing solutions, and monitoring and reflecting on results.’</p> <p>(Welsh Government, Science and Technology: Designing your Curriculum, 2022)</p>



