



Ethos and driver of department - "To develop skills demanded by employers to empower the diverse world that our learners live in. To enable flexibility and scope delivering individual pathways - strongly emphasising the importance of promoting and maintaining high quality care within the HSC and Early Years sectors".

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconceptions	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Half term 1: Sept - Oct	Unit RO58: Create a safe environment and understand the nutritional needs of children from birth to five years:	RO58: Topic Area 1: Creating a safe environment in a childcare setting 1.1 Plan to create a safe environment in a childcare setting Introduce- Topic Area 2: Choosing suitable equipment for a childcare setting 2.1 Essential equipment and factors for choice	Generic skills - Teamwork Negotiating and working with others towards a common goal. Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a Child Development context. To demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses.	Students will investigate the different equipment and nutritional requirements of children from birth to five years. Students will be able to apply their knowledge and understanding, to show how the needs are met to promote the well-being and development of the child.	Dept will now have OCR-set assignment / tasks Dept can also adapt / write their own assignments. Teachers may not realise that all of the content that follows an i.e. in the specification must be taught. Students may give examples of all types of equipment for babies from birth to 12 months. Students may not understand the 'key factors to consider' or cover all of them. Teachers may not consider synoptic	Synoptic assessment is included between units RO57 / RO58 / RO59: By - • showing teaching and learning links between the units across the specification • giving guidance, with the marking criteria for the units, about where students could apply knowledge and understanding from core units to improve their performance. • to enable students to demonstrate an ability to use	Extension and challenge activities embedded into course delivery. Opportunity to participate in role play; Application of relevant case studies; Developing high level reading and writing - critical comparisons, justifications and and application of statistical data; Use of TEEP strategies and Metacognitive principles in delivery.	Spiritual issues: Spiritual well-being can be enhanced through, for example, the activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives Moral issues: to reflect on the values of care and to consider some of the dilemmas faced when dealing with children from all walks of life; Ethical issues: understanding the values of care, to promote	Considering the values, attitudes and roles that prevail in communities. Respect - how to respect others will ensure developing positive relationships with their family, friends and communities; Develop holistically - physically, intellectually, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable and , actively listening.	Working with children can include: charity and voluntary work; healthcare, social care; teacher training and education; In industries such as law, leisure, sport and tourism and public services and administration - e.g : a family lawyer, sports coach or children's librarian; an art therapist or volunteer; Child psychotherapists; counsellor, family support worker; play therapist, social worker,

			present information clearly and accurately, using a wide range of terminology							
Half term 2: Oct - Dec	Unit RO58: Create a safe environment and understand the nutritional needs of children from birth to five years:	Complete - Topic Area 2: Choosing suitable equipment for a childcare setting 2.1 Essential equipment and factors for choice Introduce - Topic Area 3: Nutritional needs of children from birth to five years 3.1 Current Government dietary recommendations for healthy eating for children from birth to five years 3.2 Essential nutrients and their functions for children from birth to five years 3.3 Plan for preparing a feed/meal 3.4 How to evaluate planning and preparation of a feed/meal	Generic skills - Teamwork Negotiating and working with others towards a common goal. Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a Child Development context. To demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses. To enable learners to evaluate and justify their decisions, choices and recommendations	Becoming a parent is one of life's major experiences, and it is also one of life's major responsibilities Responsibility for the well-being of a child before conception and the roles and resps of parenthood. Understanding of reproduction and pre-conceptual antenatal and postnatal care. Students will develop an appreciation of the importance of creating the best conditions for a child to thrive. This includes creating a child-friendly home environment, including	Students not providing answers to examination questions that relate to the scenario they have been given. Not using correct terminology in their answers to examination questions. For example: confusing terms such as 'contraception' and 'conception'. Not knowing the difference between 'embryo' and 'foetus'. Not providing answers to examination questions that match the command verb. Students having poor exam technique. Students running out of time when doing the examination.	Synoptic assessment is included between units RO57 / RO58 / RO59: By - • showing teaching and learning links between the units across the specification • giving guidance, with the marking criteria for the units, about where students could apply knowledge and understanding from core units to improve their performance. • to enable students to demonstrate an ability to use and apply a range of different methods and/or techniques • to provide assessment that encourages	Extension and challenge activities embedded into course delivery. Opportunity to participate in role play; Application of relevant case studies; Developing high level reading and writing - critical comparisons, justifications and and application of statistical data; Use of TEEP strategies and Metacognitive principles in delivery. Access to Exambuilder resources; Practice examination questions /	Spiritual issues: Spiritual well-being can be enhanced through, for example, the activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives Moral issues: to reflect on the values of care and to consider some of the dilemmas faced when dealing with children from all walks of life; Ethical issues: understanding the values of care, to promote protection and fair and equal treatment; Social issues: how child development and care can affect the quality of life	Considering the values, attitudes and roles that prevail in communities. Respect - how to respect others will ensure developing positive relationships with their family, friends and communities; Develop holistically - physically, intellectually, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable and , actively listening. Community - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered.	Working with children can include: charity and voluntary work; healthcare, social care; teacher training and education; In industries such as law, leisure, sport and tourism and public services and administration - e.g : a family lawyer, sports coach or children's librarian; an art therapist or volunteer; Child psychotherapists; counsellor, family support worker; play therapist, social worker, youth worker; etc

	Skills - and max and max and presentation of the skills and max and ma	nanagement nd prevention	Teachers teach each of the three units completely separately as if they were three standalone units.	students to put forward different ideas and/or explanations to support decisions they have made • to develop students' ability to suggest or apply different approaches to contexts and situations • to develop and assess students' use of transferable skills • to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses • to enable learners to evaluate and justify their decisions, choices and recommendations.	peer marking / use of chief examiners report / high level answers; Use of WAGOLL / exemplar	experienced and how individuals' requirements are met; Cultural issues: helping learners appreciate that child development contributes to the development of our culture and to social cohesion on how learners need to show cultural awareness of children when communicating and interacting with them.	Courage - Having courage to persevere through personal and academic challenges, raising self-esteem and having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives. Wisdom - Try new things, putting them 'out there' and giving them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.	
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Half	Unit RO58:	Complete-	Generic skills -	Becoming a	Students not	Synoptic	Extension and	Spiritual	Considering the	Working with
term 3:				parent is one	providing	assessment is	challenge	issues: Spiritual	values, attitudes	children can
Jan -	Create a safe	Topic Area 3:	Teamwork	of life's major	answers to	included	activities	well-being can	and roles that	include:
Feb	environment	Nutritional needs of		experiences,	examination	between units	embedded	be enhanced	prevail in	
	and	children from birth to	Negotiating and	and it is also	questions that	RO57 / RO58 /	into course	through, for	communities.	charity and
	understand	five years	working with others	one of life's	relate to the	RO59: By -	delivery.	example, the		voluntary work;
	the		towards a common	major	scenario they			activities offered	Respect - how to	healthcare, social
	nutritional	3.1 Current	goal.	responsibilities	have been given.	showing	Opportunity to	to develop	respect others	care; teacher
	needs of	Government dietary				teaching and	participate in	creative abilities	will ensure	training and
	children	recommendations for	Following	Responsibility	Not using correct	learning links	role play;	and respect can	developing	education;
	from birth to	healthy eating for	instructions and	for the	terminology in	between the		be shown for	positive	
	five years:	children from birth to	adhering to	well-being of a	their answers to	units across the	Application of	individuals'	relationships with	In industries such
		five years	instructions, listening	child before	examination	specification	relevant case	beliefs and how	their family,	as law, leisure,
			to the advice of	conception	questions. For		studies;	these impact on	friends and	sport and tourism
		3.2 Essential nutrients	others to a	and the roles	example:	• giving		their lives	communities;	and public
		and their functions for	successful	and resps of	confusing terms	guidance, with	Developing			services and
		children from birth to	conclusion within a	parenthood.	such as	the marking	high level	Moral issues: to	Develop	administration -
		five years	Child Development		'contraception'	criteria for the	reading and	reflect on the	holistically -	e.g : a family
			context.	Understanding	and 'conception'.	units, about	writing -	values of care	physically,	lawyer, sports
		3.3 Plan for preparing a		of reproduction	Not knowing the	where students	critical	and to consider	intellectually,	coach or
		feed/meal	To demonstrate	and	difference	could apply	comparisons,	some of the	emotionally and	children's
		2.4.1.10	analytical and	pre-conceptual	between 'embryo'	knowledge and	justifications	dilemmas faced	socially through a	librarian; an art
		3.4 How to evaluate	interpretation skills	, antenatal and	and 'foetus'.	understanding	and and	when dealing with children	person - centred	therapist or
		planning and preparation of a	(of situations and/or	postnatal care.	Not providing	from core units to improve their	application of statistical	from all walks of	approach, displaying	volunteer;
		feed/meal	results) and the	Students will	answers to	performance.	data;	life;	tolerance and	Child
		ieeu/iiieai	ability to formulate	develop an	examination	periormance.	uaia,	ilie,	patience, being	psychotherapists;
			valid well-argued	appreciation of	guestions that	• to enable	Use of TEEP	Ethical issues:	approachable	counsellor, family
	Unit R059:	Unit R059:	responses.	the importance	match the	students to	strategies and	understanding	and , actively	support worker;
	Understand			of creating the	command verb.	demonstrate an	Metacognitive	the values of	listening.	play therapist.
	the	Introduce-	To enable learners	best conditions		ability to use	principles in	care, to promote	inotoninig.	social worker.
	development	Topic Area 1:	to evaluate and	for a child to	Students having	and apply a	delivery.	protection and	Community - To	youth worker;
	of a child	Physical, intellectual	justify their	thrive.	poor exam	range of	,	fair and equal	learn in a	etc
	from one to	and social	decisions, choices		technique.	different	Access to	treatment;	supportive and	
	five years	developmental norms	and	This includes	· ·	methods and/or	Exambuilder	,	vibrant	
	,	from one to five years	recommendations	creating a	Students running	techniques	resources;	Social issues:	environment,	
		-		child-friendly	out of time when			how child	where every	
		1.1 The expected	Subject specific	home	doing the	 to provide 	Practice	development and	student feels	
		development norms	skills -	environment,	examination.	assessment that	examination	care can affect	valued, included,	
		from one to five years		including		encourages	questions /	the quality of life	and empowered.	
		for the following		social safety	Teachers teach	students to put	peer marking	experienced and	Courage -	
		developmental areas		and the care,	each of the three	forward different	/ use of chief	how individuals'	Having courage	
				management	units completely	ideas and/or	examiners	requirements are	to persevere	
				and prevention	separately as if	explanations to	report / high	met;	through personal	
				of childhood	they were three	support	level answers;	l .	and academic	
				illnesses.	standalone units.	decisions they		Cultural issues:	challenges,	
						have made	Use of	helping learners	raising	

Communication, Presentation, Numerical and Literacy skills ie. spelling, punctuation and grammar (SPaG) The ability to use IT to work smarter and professionally. Use of the internet, e-mails, databases, general word processing and spreadsheets. Referencing and research - sourcing relevant statistical and normative data. Recall, select and apply detailed knowledge and thorough understanding of child development present information clearly and accurately, using a wide range of terminology	to develop students' ability to suggest or apply different approaches to contexts and situations to develop and assess students' use of transferable skills to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses to enable learners to evaluate and justify their decisions, choices and recommendations.	WAGOLL / exemplar	appreciate that child development contributes to the development of our culture and to social cohesion on how learners need to show cultural awareness of children when communicating and interacting with them.	self-esteem and having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives. Wisdom - Try new things, putting them 'out there' and giving them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.	

Half term 4: Feb - Easter Easter Unit R059: Understand the developmer of a child from one to five years	Physical, intellectual and social developmental norms from one to five years 1.1 The expected development norms from one to five years for the following developmental areas Topic Area 2: Stages	This unit allows students the opportunity to gain broad, transferable skills and experiences that can be applied as they progress into their next stages of study and life and to enhance their preparation for future employment. Students will develop the following skills that	Students will be able to apply their knowledge and understanding, to show how the needs are met to promote the well-being and development of the child. Students will also investigate the developmental norms of	Dept will now have OCR-set assignment / tasks Dept can also adapt / write own assignments. Teachers may not realise that all of the content that follows an i.e. in the specification must be taught. Teachers may not consider synoptic	Students gain evidence of work through: Written/typed report Online/shop visit log Information booklets/leaflets PowerPoint presentation Storyboard/articl e,Interviews/que stionnaires Witness Statements RO59: Physical	Extension and challenge activities embedded into course delivery. Opportunity to participate in real time play; Application of relevant case studies; Developing high level reading and	Spiritual issues: Spiritual well-being can be enhanced through, for example, the activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives Moral issues: to reflect on the	Considering the values, attitudes and roles that prevail in communities. Respect - how to respect others will ensure developing positive relationships with their family, friends and communities; Develop holistically -	Working with children can include: Charity and voluntary work; healthcare, social care; teacher training and education; In industries such as law, leisure, sport and tourism and public services and administration - e g : a family
			also investigate the	must be taught.	Witness	Developing	their lives	communities;	sport and tourism and public services and

	Communication skills – Good communication plays a key part in the success of everything we do as an individual or as part of a team. It is the ability to convey or share ideas and feelings effectively. This may well involve some planning and could be written or verbal, and formal or informal.	slides with notes Wall chart poster Collage Leaflets/booklet Devel the hi level t and a skills select appro sourc studie exam quote Devel the sk taking in collab work, prima	contributes to the development of our culture and to social cohesion on how learners need to show cultural awareness of children when communicating and interacting with them.	raising self-esteem and having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives. Wisdom - Try new things, putting them 'out there' and giving them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.
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Half	Completion	Topic Area 3:	This unit allows	Students will	Dept will now	Equipment	Extension and	Spiritual	Considering the	Working with
term 5 :	and	Observe the	students the	investigate the	have OCR-set	needs for	challenge	issues: Spiritual	values, attitudes	children can
Easter -	preparation	development of a	opportunity to gain	different	assignment /	children from	activities	well-being can	and roles that	include:
May	for	child aged one to five	broad, transferable	equipment and	tasks	birth to five	embedded	be enhanced	prevail in	
1	Moderation	years	skills and	nutritional		years Nutritional	into course	through, for	communities.	charity and
	(May 2026)	-	experiences that can	requirements	Dept can also	requirements for	delivery.	example, the		voluntary work;
		3.1 Observation and	be applied as they	of children	adapt / write their	children from	ĺ	activities offered	Respect - how to	healthcare, social
	Unit R059:	recording	progress into their	from birth to	own assignments.	birth to five	Opportunity to	to develop	respect others	care; teacher
	Understand		next stages of study	five years.	Ŭ	years Current	participate in	creative abilities	will ensure	training and
	the		and life and to	1	Teachers may not	government	role play;	and respect can	developing	education;
	development	Topic Area 4: Plan	enhance their	Students will	realise that all of	guidelines for	, ,,	be shown for	positive	·
	of a child from	and evaluate play	preparation for	be able to	the content that	children birth to	Application of	individuals'	relationships with	In industries such
	one to five	activities for a child	future employment.	apply their	follows an i.e. in	five years	relevant case	beliefs and how	their family,	as law, leisure,
	years	aged one to five years	Students will	knowledge and	the specification	Feeding	studies;	these impact on	friends and	sport and tourism
	1	for a chosen area of	develop the	understanding,	must be taught.	outcome for one		their lives	communities;	and public
		development	following skills that	to show how	Ĭ	stage from birth	Developing		·	services and
			are transferable to	the needs are	Students may give	to five years.	high level	Moral issues: to	Develop	administration -
		4.1 Plan and evaluate	different real-life	met to promote	examples of all	·	reading and	reflect on the	holistically -	e.g : a family
		play activities	contexts, roles or	the well-being	types of	Students gain	writing -	values of care	physically,	lawyer, sports
			employment:	and	equipment for	evidence of	critical	and to consider	intellectually,	coach or
				development	babies from birth	work through:	comparisons,	some of the	emotionally and	children's
				of the child.	to 12 months.		justifications	dilemmas faced	socially through a	librarian; an art
						Written/typed	and and	when dealing	person - centred	therapist or
			Negotiating and	RO59:	Students may not	report	application of	with children	approach,	volunteer;
			working with others	Students will	understand the	Online/shop visit	statistical	from all walks of	displaying	
			towards a common	also	'key factors to	log Information	data;	life;	tolerance and	Child
			goal. Following	investigate the	consider' or cover	booklets/leaflets		Ethical issues:	patience, being	psychotherapists;
			instructions and	developmental	all of them.	PowerPoint	Use of TEEP	understanding	approachable	counsellor, family
			adhering to	norms of		presentation	strategies and	the values of	and , actively	support worker;
			instructions, listening	children from	Teachers may not	Storyboard/articl	Metacognitive	care, to promote	listening.	play therapist,
			to the advice of	birth to five	consider synoptic	e Nutritional	principles in	protection and	Community - To	social worker,
			others to a	years.	evidence for their	analysis/food	delivery.	fair and equal	learn in a	youth worker;
			successful		Students to meet	programme		treatment;	supportive and	etc
			conclusion within a	Students will	the marking	Recommended	Access to		vibrant	
			Child Development	develop an	criteria grid.	Nutritional	Exambuilder	Social issues:	environment,	
			context.	understanding		Values (RDV's	resources;	how child	where every	
			To demonstrate	of the impact	Students may not	RDI's)	5 "	development and	student feels	
			analytical and	of play on	distinguish	Interviews/quest	Practice	care can affect	valued, included,	
			interpretation skills	developmental	between	ionnaires	examination	the quality of life	and empowered.	
			(of situations and/or	norms.	age-appropriatene	Witness	questions /	experienced and	Courage -	
1			results) and the	Students will	ss from LO1 and	Statements	peer marking	how individuals'	Having courage	
			ability to formulate	be able to	LO2 and simply		/ use of chief	requirements are	to persevere	
			valid well-argued	apply their	repeat work.		examiners	met;	through personal	
			responses.	knowledge and			report / high	C	and academic	
				understanding,			level answers;	Cultural issues:	challenges,	
				through			Use of	helping learners	raising	
				practical			056 01	appreciate that	self-esteem and	

to evaluate and justify their decisions, choices and	activities, to show how play affects the development of individual children.	RO59: Physical, intellectual and social developmental norms from birth to five years. Sequence of developmental norms; Stages and types of play Benefits of play of children from birth to five years; Plan different play activities Explain different play activities Explain different play activities; Students gain evidence of work through: Presentation slides with notes Wall chart poster Collage Leaflets/booklet	WAGOLL / exemplar material; Developing the higher level thinking and analysis skills of selecting appropriate sources, case studies, examples and quotes to use. Developing the skill, and taking a lead in collaborative work, on primary and secondary research	child development contributes to the development of our culture and to social cohesion on how learners need to show cultural awareness of children when communicating and interacting with them.	having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives. Wisdom - Try new things, putting them 'out there' and giving them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.	
understanding of						

			present information clearly and accurately, using a wide range of terminology.							
Half term 6: May - July	Examination preparation for Yr 11: RO57: Health and well-being for child development	Examination preparation for Yr 11: RO57: Topic Area 1: Preconception health and reproduction Topic Area 2: Antenatal care and preparation for birth Topic Area 3: Postnatal checks, postnatal care and the conditions for development Topic Area 4: Childhood illnesses and a child safe environment	Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a Child Development context. To demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses. To enable learners to evaluate and justify their decisions, choices and recommendations Subject specific skills -	Becoming a parent is one of life's major experiences, and it is also one of life's major responsibilities Responsibilities Responsibility for the well-being of a child before conception and the roles and resps of parenthood. Understanding of reproduction and pre-conceptual , antenatal and postnatal care. Students will develop an appreciation of the importance of creating the best conditions for a child to thrive. This includes creating a child-friendly home environment, including	Students not providing answers to examination questions that relate to the scenario they have been given. Not using correct terminology in their answers to examination questions. For example: confusing terms such as 'contraception' and 'conception'. Not knowing the difference between 'embryo' and 'foetus'. Not providing answers to examination questions that match the command verb. Students having poor exam technique. Students running out of time when doing the examination.	Synoptic assessment is included between units RO57 / RO58 / RO59: By - • showing teaching and learning links between the units across the specification • giving guidance, with the marking criteria for the units, about where students could apply knowledge and understanding from core units to improve their performance. • to enable students to demonstrate an ability to use and apply a range of different methods and/or techniques • to provide assessment that	Extension and challenge activities embedded into course delivery. Opportunity to participate in role play; Application of relevant case studies; Developing high level reading and writing - critical comparisons, justifications and and application of statistical data; Use of TEEP strategies and Metacognitive principles in delivery. Access to Exambuilder resources; Practice examination	Spiritual issues: Spiritual well-being can be enhanced through, for example, the activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives Moral issues: to reflect on the values of care and to consider some of the dilemmas faced when dealing with children from all walks of life; Ethical issues: understanding the values of care, to promote protection and fair and equal treatment; Social issues: how child development and care can affect	Considering the values, attitudes and roles that prevail in communities. Respect - how to respect others will ensure developing positive relationships with their family, friends and communities; Develop holistically - physically, intellectually, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable and , actively listening. Community - To learn in a supportive and vibrant environment, where every student feels valued, included,	Working with children can include: charity and voluntary work; healthcare, social care; teacher training and education; In industries such as law, leisure, sport and tourism and public services and administration - e.g : a family lawyer, sports coach or children's librarian; an art therapist or volunteer; Child psychotherapists; counsellor, family support worker; play therapist, social worker, youth worker; etc

Communication	social safety	Teachers teach	encourages	guestions /	the quality of life	and empowered	
Communication, Presentation, Numerical and Literacy skills ie. spelling, punctuation and grammar (SPaG) Sourcing relevant statistical and normative data. Recall, select and apply detailed knowl and thorough understanding of child development Present information clearly and accurately, using a wide range of terminology.	social safety and the care, management and prevention of childhood illnesses.	Teachers teach each of the three units completely separately as if they were three standalone units.	encourages students to put forward different ideas and/or explanations to support decisions they have made • to develop students' ability to suggest or apply different approaches to contexts and situations • to develop and assess students' use of transferable skills • to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses • to enable learners to evaluate and	questions / peer marking / use of chief examiners report / high level answers; Use of WAGOLL / exemplar	the quality of life experienced and how individuals' requirements are met; Cultural issues: helping learners appreciate that child development contributes to the development of our culture and to social cohesion on how learners need to show cultural awareness of children when communicating and interacting with them.	and empowered. Courage - Having courage to persevere through personal and academic challenges, raising self-esteem and having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives. Wisdom - Try new things, putting them 'out there' and giving them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.	
			learners to				