**PSE Learner Journey**

**S1**

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|  | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Introduction to PSE /**  **PLP Preparation** | I can learn to meet challenges, manage change and build relationships. | * Identify own interests, strengths and skills. * Manage personal profile evidencing  own skills, and behaviours required, which link to the world of work. * Set SMART and achievable targets for S1. | * Read P7 report * Set personal learning targets for S1 along with parent/carer | * Where possible, read over your child's P7 report with them, or reflect on their learner journey through P7, and draw out areas of strengths and areas for improvement. * Set realistic and SMART targets for S1 based on areas for improvement | * Review of PLP targets at end of S1. |
| **Passport of Skills** |
| * Taking Responsibility for Self Development * Managing, Planning and Organising |
| **Careers**  **Education** | Know my strengths and skills to help me make informed choices when planning my next steps | * Identify own interests, strengths and skills and uses them to support subject/career choices. * Develop skills, and behaviours required for success in the world of work. * Explore a range of career pathways. | * Make use of career websites such as Planit Plus, My World of Work and Focuspoint regularly at home. | * Encourage your child to use careers based websites such as My World of Work and Focuspoint to further investigate career pathways and to explore the range of learning opportunities beyond school. | * Classroom observation * Peer and self-assessment * Verbal feedback * Learning conversations |
| **Passport of Skills** |
| * Managing, Planning and Organising |
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| **Healthy Relationships** | Learn the importance of developing positive relationships.  Understand my body's uniqueness and the changes that are taking place within my body, and that of others. | * Explain why commitment, trust and respect are central to being cared  for and caring for others. * Demonstrate respect and understanding of the diversity of loving and sexual relationships, for example, LGBTI relationships, marriage, living together, co-parenting. * Explain the impact an imbalance of power can have on relationships, including sexual relationships, for example, consent, coercion, responsibility for actions and decisions.      * Describe how positive and negative feelings about body image can affect health, self-worth and behaviour, for example, confidence. * Recognise the impact of puberty and developing sexuality. * Demonstrate the skills needed to challenge stereotypical images in the media, including social media,  for example, confidence, judgement. * Identify and demonstrate the skills required to make positive choices in challenging situations, for example, assertiveness, empathy. * Know how to access confidential information, guidance and help. |  | * Discuss with child what they have been learning in class to develop open and honest communication. | * Classroom observation * Peer and self-assessment * Verbal feedback * Learning conversations |
| **Passport of Skills** |
| * Communication |
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| **Home Safety**  **and First Aid** | * Learn to assess and manage risk and understand the impact of risk-taking behaviour. * Learn how to respond in various emergency situations where they require to get help or provide basic care. | * Assess and manage risk to reduce the potential for harm in everyday situations when possible. * Demonstrate how to keep themselves and others safe and how to respond in a range of emergency situations, including dialling 999 and giving basic first aid. * Explain where and how to gain access to practical and emotional support to help in a range of circumstances | 1. Carry out Home Safety Checklist | * Discuss the findings of the Home Safety Checklist * Read and discuss the 'Home is where the Harm is - 20 minutes of your life could save a life' leaflet | * Classroom observation * Peer and self-assessment * Verbal feedback * Learning conversations |
| **Passport of Skills** |
| * Communication * Taking Responsibility for Self Development |
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| **Bullying, Online Safety and Digital Citizenship** | **Learn to stay safe, and within the law, while promoting positive behaviour online.**  **Develop my self-awareness, self-worth and respect for others**  **Passport of Skills**   * Taking Responsibility for Self Development * Working with Others | Explain how social media and peer pressure might affect a person's attitudes and behaviour.   * Identify and select the skills / qualities required to make positive choices in challenging situations, for example, confidence,   resilience, assertiveness.   * Give examples of positive coping strategies when dealing with stressful  and challenging situations, * Knows how to access local support services. | * Design a poster/leaflet on Cyberbullying - what it is and how to deal with it | * You could support your child at home by researching the most up-to-date parental guidance around keeping children safe online. Useful websites include: Childnet, CBBC Newsround and (CEOPS) Think U Know. | * Classroom observation * Peer and self-assessment * Verbal feedback * Learning conversations |
| **Smoking** | **Develop a range of decision making skills in order to have a healthy mind and body.**  **Passport of Skills**   * Taking Responsibly for Self Development * Work with Others | * Explain the benefits of substances in supporting good health, for example, prescribed medication when trying to quit smoking. * Give example of current laws and advice in relation to substance use, for example, tobacco sales. * Explain how media and peer pressure might affect own attitudes and behaviour. * Identifies and selects the skills / qualities required to make positive choices in challenging situations, for example, confidence, resilience, assertiveness. * Give examples of positive coping strategies when dealing with peer pressure and challenging situations, for example, walk away, talk to friend / adult, physical activity. * Know how to access school and local support services in relation to smoking. |  | * Discuss with child what they have been learning in class to develop open and honest communication. | * Classroom observation * Peer and self-assessment * Verbal feedback * Learning conversations |
| **Substance Misuse (Alcohol)** | **Develop a range of decision making skills in order to have a healthy mind and body.**  **Passport of Skills**   * Taking Responsibly for Self Development * Work with Others | * Give example of current laws and advice in relation to substance use, for example, recommended alcohol units. * Explain how media, advertising and peer pressure might affect a person's attitudes and behaviour towards alcohol. * Identifies and selects the skills / qualities required to make positive choices in challenging situations, for example, confidence, resilience, assertiveness. * Give examples of positive coping strategies when dealing with peer pressure and challenging situations, for example, walk away, talk to friend / adult, physical activity. * Know how to access school and local support services if needed. |  | * Discuss with your child what they have been learning in class to develop open and honest communication. | * Classroom observation * Peer and self-assessment * Verbal feedback * Learning conversations |
| **Sun and Water Safety** | **Learn how to stay safe in the sun and in water.**  **Passport of Skills**   * **Taking responsibility for Self Development** | * Explain how to keep themselves and others safe in the sun or when in or around open water. * Can weigh up risk and identifies potential safe and unsafe behaviours and actions. * Identify the potential impact of short and long-term sun exposure. * Know the actions to be taken in an emergency relating to water. |  | * Discuss with child what they have been learning in class to develop open and honest communication. | * Classroom observation * Peer and self-assessment * Verbal feedback * Learning conversations |

**S1**