**PSE Learner Journey**

**S2**

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|  | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Disability** | I can acknowledge diversity and understand that it is everyone’s responsibility to challenge discrimination.  I can contribute to making my school community one which values individuals equally and is a welcoming place for all. | * Demonstrate respect and understanding of diversity and disabilities. * Have an understanding of the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. * Explain that it is not always possible to enjoy good health, including mental health, and that if this happens there is support available. * Understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. | 1. Understanding Disability Project (1-2 weeks) | * Support your child at home by discussing what they are learning in PSE. * Encourage them to complete their Understanding Disability project. | * Teacher and peer assessment of Understanding Disability Project. * Classroom observation * Self-assessment * Verbal feedback * Learning conversations |
| **Passport of Skills** |
| * Managing, Planning and Organising * Communication |
| **Healthy Relationships, Sexual Health and Parenthood** | Learn about the importance of, and need for, commitment, trust and respect within the context of loving and sexual relationships.  I understand my own body’s uniqueness, my developing sexuality, 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. * Describe how positive and negative feelings about body image can affect health, self-worth and behaviour, for example, confidence, self-harm, eating disorders. * Recognise the impact of puberty and developing sexuality. * Can 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. * Give examples of laws in relation to sexual health, for example, age  of consent, right to confidentiality, consent, coercion, grooming. |  | * 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 |
| **Passport of Skills** |
| * Communicating * Taking Responsibility for Self Development |
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| **Domestic Abuse** | Learn to recognise that power can exist within relationships and can be used positively as well as negatively. | * Explain what domestic abuse is and describe the different types of abuse that can be present within an abusive relationship. * Express their own views and give advice to others on how to stay safe within an abusive relationship and where to access support locally or nationally. |  | * 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** |
| * Working with Others * Communication |
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| **Substance Misuse - Alcohol** | Learn to develop a range of skills which can support decision making about substance use.  Make informed choices to maintain and improve  my health and wellbeing. | * Give examples of current laws and advice in relation to substance use, for example, recommended units of alcohol for men and women. * Give examples of how alcohol affects a person's body in the short and long-term. * Know how to access local support services for people affected by substance misuse. * Weighs up risk and identifies potential safe and unsafe behaviours and actions, for example, considering various social drinking scenarios and the impact of drinking too much alcohol. * Explain how substance misuse can affect judgement and impair ability to make responsible decisions, for example, unwanted sexual experiences. * Know actions to be taken in an emergency relating to alcohol misuse.      * Identifies potential impact of short and long term substance use. * Identifies local substance misuse issues and how they are being addressed. |  | * 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** |
| * Taking Responsibility for Self Development * Working with Others |
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| **Planning for Choices and Change** | Learn to recognise the relevance of my learning, skills and interests to my option choices and future life. | * Develop their own career management skills * Identify their own interests, strengths and skills and uses them to support subject choice. | 1. Make use of career management websites such as Planit Plus, My World of Work and Focuspoint regularly at home. | * Encourage your child to make use of 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** |
| * Taking Responsibility for Self Development * Managing, Planning and Organising |
| **Substance Misuse - Smoke gets in your Eyes** | Learn to develop a range of skills which can support decision making about substance use.  Make informed choices to maintain and improve  my health and wellbeing. | * Explain the benefits of substances  in supporting good health, for example, prescribed medication for quitting smoking. * Give examples of current laws and advice in relation to substance use, for example, tobacco advertising. * Describe the impact of smoking on society e.g. cost to the NHS. * Work out the cost of smoking in relation to a person's income and lifestyle. * Know how, and where, to access local support services. |  | * 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 * Working with Others |
| **Cyberbully film- Staying safe Online** | Learn to be safer, and always respectful of others, when communicating online. | * Explain how social media and peer pressure might affect a person's mental health, 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 and national bullying and cyberbullying support services. |  | * 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 |
| **Passport of Skills** |
| * Communication |
| **Substance Misuse - Drugs** | Learn to develop a range of skills which can support decision making about substance use.  Make informed choices to maintain and improve  my health and wellbeing. | * Explain the benefits of substances  in supporting good health, for example, prescribed medication. * Gives example of current laws and advice in relation to substance use, for example. * Consider other people's opinions and attitudes towards social drug taking. * Identify and select the skills / qualities required to make positive choices in challenging situations, for example, confidence, resilience, assertiveness, and be able to give advice and support to other's in similar situations. * Know how to access local support services. * Give examples of healthier alternatives to drug-taking e.g. clubs and activities      * Identify the potential impact of short and long term drug use. |  | * 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 |