**PSE Learner Journey**

**S5**

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|  | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Shunburn - sun safety** | Learn to adopt sun safe behaviours  Recognise skin cancer warning signs and understand a person's susceptibility of  developing skin cancer. | * Have a better understanding of the human body and can use this knowledge to maintain and improve wellbeing and health. * assess and manage risk, to themselves and others, and reduce the potential for harm where possible. |  | * 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** |
| * Taking Responsibility for Self Development * Communication |
| **Exam Results and Next Steps** | Recognise the relevance of my learning, skills and interests to my future life. | * Identify their own interests, strengths and skills. * Manage personal profile evidencing  own skills, and behaviours required, which link to the world of work. * Make well informed choices about learning opportunities and pathways and relate these to possible future careers. * Set SMART and achievable targets for S5. | 1. Devise a study plan/timetable | Encourage your child to create a study timetable and stick to it. The plan must be realistic an manageable, allowing time for socialising and extra-curricular activities. | * Classroom observation * Peer and self-assessment * Verbal feedback * Learning conversations |
| **Passport of Skills** |
| * Communication * Managing, Planning and Organising |
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| **Organ Donation** | Learn about organ donation and transplantation and its importance to society.  Learn about the legislation governing organ donation. | * identify which organs can be donated/transplanted * list the various people (careers) involved in transplantation process. * consider opposing religious and ethical issues surrounding organ donation. * Knows how to access, local and national support services. |  | * 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** |
| * Taking Responsibility for Self Development * Communication * Working with others |
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| **Healthy Relationships** | Learn to recognise that power can exist within relationships and can be used positively as well as negatively**.** | * Justify why commitment, trust and respect are central to being cared  for and caring for others.      * Explain the importance of shared values and goals in sustaining a loving and sexual relationships, for example,  mutual respect, agreement on sex. * Distinguish between a balance of power and abuse of power in relationships, for example, respect,  trust, coercion, consent. * Demonstrates the skills needed to manage challenging situations  within relationships, including sexual relationships, for example, compromise, empathy, decisiveness. * Explain how to access both local and national information, guidance and help. |  | * 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** |
| * Communication * Taking Responsibility for Self Development |
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| **Financial Education - Money Matters** | Learn to understand and develop my financial wellbeing.  Passport of Skills   * Taking Responsibility for Self Development * Communication * Working with Others | * Weigh up risk and identifies potential safe and unsafe behaviours and actions, for example, the impact of gambling. * Explain how money works in the world: how someone manages to earn or make it, how that person manages it, how he/she invests it (turn it into more) and how that person donates it to help others. * Explain how to access both local and national information, guidance and help. |  | * 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 |
| **Tracking and PLP** | Learn about various careers/occupations, ways of working, and learning and training paths available post school.  Learn to recognise the relevance of my learning, skills and interests to my future life. | * Evaluate and evidences own interests, strengths and skills and uses them  to make informed subject choices. * Align personal profile to support management of future CVs and applications. * Make well informed choices about learning opportunities and pathways and relates these to possible future careers. | 1. 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** |
| * Communication * Taking Responsibility for Self Development * Managing, Planning and Organising |