**Aberdeenshire**

**Progression Framework**

**Health and wellbeing**

INTERIM December 2015

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**Aberdeenshire**

**Progression Framework**

Interim December 2015

**Section 1 Guidance**

**INTRODUCTION**

The ***Aberdeenshire Progression Framework for Health and wellbeing***sets out a clear progression for knowledge and understanding and related skills, from the Curriculum for Excellence and associated significant aspects of learning which are:

* **Mental, emotional, social and physical wellbeing**
* **Planning for choices and changes**
* **Physical education, physical activity and sport**
* **Food and Health**
* **Substance Misuse**
* **Relationships, sexual health and parenthood**

The progression framework sets out a continuum of learning through CfE Early Level to the end of the Broad General Education (Third/Fourth Levels). The progression framework is intended to assist teachers in their learning and teaching approaches as they plan curriculum and assess evidence of learning.

It is necessary to have a coherent approach to planning the curriculum, learning, teaching and assessment in which teachers’ practice embraces the following.

**Four capacities**

* Successful learners
* Confident individuals
* Effective contributors
* Responsible citizens

**Four contexts**

* Ethos and life of the school
* Curriculum areas and subjects
* IDL
* Opportunities for personal achievement

**Seven design principles**

* Challenge and enjoyment
* Breadth
* Progression
* Depth
* Personalisation and choice
* Coherence
* Relevance

The aims of the framework are to:

* support and enhance planning and assessment, based on skills, knowledge and understanding;
* provide staff with a structured progression for learning and teaching;
* enable the sharing of standards within schools, clusters and across Aberdeenshire;
* enable the developing of skills for learning, life and work;
* facilitate the process of monitoring learners’ progress and achievement.

**CONTEXT**

“Scottish Government is clear that one of the main drivers for bringing about improvements in health outcomes for children and young people is through education and the implementation of Curriculum for Excellence.”

Curriculum for Excellence: responsibility of all 3-18 (Page 3)

Health and Wellbeing and a learner’s ability to learn are inextricably linked, further emphasising the importance of Health and Wellbeing as an integral part of our work as educators.

The continuing and ongoing changes in the world around us and the resulting complexities of our young people’s lives have implications for the approaches and methods we use. This requires us, as practitioners, to think of enterprising and creative ways of working to support the learning and Health and Wellbeing connections.

This Framework for Health and Wellbeing takes into account the [Schools (Health Promotion and Nutrition) (Scotland) Act 2007](http://www.scotland.gov.uk/Topics/Education/Schools/HLivi/foodnutrition/Q/editmode/on/forceupdate/on) and aims to build on existing good practice, supporting practitioners, to ensure that all Aberdeenshire children and young people will be successful, effective, responsible and confident.

**Ensuring Positive Impact in Health and wellbeing**

**“**Centres, schools and communities should continue to work jointly with their partners and stakeholders, in order to create the culture, systems and practice that will tackle health inequalities in Scotland today and in the future, and lead to better outcomes for all of our children and young people.”

Health and Wellbeing: responsibility of all 3-18 (2013) Impact Report Page 1

This report reviewed current practice and the impact of Health and wellbeing across the curriculum in Scotland. It pointed out that there is considerable evidence of good practice throughout Scotland but that there is still work to be done. This is very much reflected within Aberdeenshire.

The report aims to support our professional dialogue and the ways in which we can better deliver the Health and Wellbeing outcomes for Aberdeenshire’s young people. It identifies **key elements** that improve outcomes in Health and Wellbeing delivery in schools developing:

* the **culture** which is necessary to build and sustain a supportive ethos and high-quality relationships;
* the **systems** which are in place to develop and sustain a strong and shared focus on creating a supportive and nurturing ethos. There is a clear goal, which is understood by all, to improve the outcomes and life chances for all children and young people;
* in **practice**, productive partnerships, and a sense of teamwork which creates positive and productive environments for learning and teaching.

Models of delivery in our schools should be adjusted according to local contexts and communities in line with the consistent development of the key elements of culture, systems and practice. This framework will help to set out the expectations that are required within each of these elements.

This Framework will support the effective implementation of Health and Wellbeing across learning in Aberdeenshire schools, informed by the Health and Wellbeing: responsibility of all 3-18 (2013) Impact Report.

Health and wellbeing Impact Report (2013) identified five themes which emerged from inspection evidence. These themes are identified as central to how centres, schools and communities are working together to deliver the aspects of Health and Wellbeing that are the responsibility of all. In turn we are able to use these themes to measure how well we are doing with Health and wellbeing.

These key themes are:

1. partnership;
2. leadership;
3. learners’ voice and engagement;
4. career-long professional learning;
5. self-evaluation and looking ahead.

“Learning in Health and Wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through Health and Wellbeing enables children and young people to:

* make informed decisions in order to improve their mental, emotional, social and physical wellbeing;
* experience challenge and enjoyment;
* experience positive aspects of healthy living and activity for themselves;
* apply their mental, emotional, social and physical skills to pursue a healthy lifestyle;
* make a successful move to the next stage of education or work;
* establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

It also enables some to perform at high levels in sport or prepare for careers within the health and leisure industries. “

Health and Wellbeing Principles and Practice Paper, Page 1.

For Aberdeenshire’s Framework, we should see evidence of these themes through the culture, systems and practice in place within our learning settings.

Professional dialogue has a key role to play as this will be required to develop the themes in the wide variety of school contexts throughout Aberdeenshire, emphasising the importance of agreement at school level.

**The main purpose of learning in Health and wellbeing**

In providing the curriculum entitlements within Health and Wellbeing learning experiences we enable our young people to develop the attributes and capabilities of the four capacities.

**Responsibility of all**

The Curriculum for Excellence identifies the aspects of health and wellbeing which are the responsibility of all as:

* mental and emotional wellbeing;
* social wellbeing;
* physical wellbeing;
* some features of planning for choices and changes;
* some features of relationships;
* some features of physical activity and sport.

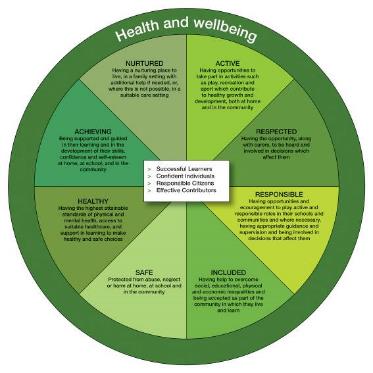
“Alongside acquiring the essential skills of literacy and numeracy, the development of skills and knowledge in health and wellbeing sits at the very centre of all learners’ experiences, from age 3 to 18. Learning in health and wellbeing ensures that children and young people develop the knowledge, understanding and skills which they need now and importantly, in the future. The development of knowledge and skills embedded within health and wellbeing are central to healthy development, rewarding and fulfilling lifestyles across the life stages, and the employability prospects of learners. They have the potential to impact positively on the development of self-belief, self-efficacy and on the attitudes and dispositions of Scotland’s children and young people. If successfully understood and coherently delivered by all staff and adults who work with learners, the experiences and outcomes can provide a solid foundation upon which children and young people can enhance their achievements across all aspects of their learning, throughout their lifetime.”

Health and Wellbeing: Responsibility of all 3-18 (2013) page 4.

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**Getting it right for every child (GIRFEC)**

Our aim is to ensure that all of our young people successfully develop in each of the health and wellbeing indicators (see SHANARRI wheel below) to enable them to individually thrive. These are the principles of “Getting it Right for Every Child” (GIRFEC): essential elements in promoting the wellbeing of all. This has implications for the ways we support our young people.



***SHANARRI wellbeing indicators wheel***

“Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.”

Building the Curriculum 1

All staff within Aberdeenshire learning communities who have contact with young people, share the responsibility in creating and developing a positive ethos and a climate encompassing respect and trust. In this way we are all constructively promoting the wellbeing of our young people and our wider communities. It is important that robust policies and practice are in place to ensure the safety and wellbeing of our young people.

**Skills Progression**

Bloom’s Taxonomy is a useful tool to map out a skills progression. This was one of the tools used to formulate the progression in the Experiences and Outcomes of Curriculum for Excellence. The [Food for Thought](http://www.educationscotland.gov.uk/resources/f/foodhealthskillssupportresource.asp) resource shows how this tool can help the skills planning, providing increasing challenge for pupils.

**SKILLS FOR LEARNING, LIFE AND WORK**

All of our young people from the early stages onwards in schools are entitled to opportunities to develop their skills in learning, life and work. The development of these skills is essential to life-long learning. This will enable young people to become flexible and adaptable as they progress into adulthood. Furthermore, this will enhance the development of resilience, self-esteem and confidence that they will require to flourish in the future.

**EFFECTIVE LEARNING AND TEACHING**

In Aberdeenshire it is important we have pedagogical approaches that are collaboratively developed with the school community to ensure consistent and effective learning and teaching practices that focus on improved achievement. In this way the quality of teaching, together with the evidence of a research validated pedagogy implemented with consistency across a school setting, improves the outcomes for all of our young people.

The teaching approaches we use impact on how we are developing our young people to be successful learners, confident individuals, responsible citizens and effective contributors. Drilling down further to the attributes and capabilities of the four capacities offers a route of not only what we teach but how we teach and facilitate learning. Much of the Health and Wellbeing outcomes in mental and emotional, social and physical wellbeing are being developed by the active learning approaches currently being used in our settings

Below are some of the research based approaches that we endorse in Aberdeenshire that potentially impact positively on the learning of Health and Wellbeing.

**Restorative Approaches and Practice**

Restorative Approaches are a whole school practice offering an alternative way of thinking about addressing discipline and behavioural issues. They offer a consistent structure for responding to these issues and situations. However, these approaches are much more than a ‘behaviour management tool’ and if used in isolation as such, will not be effective.

The table below compares different ways of thinking and responding in authoritarian and restorative models of discipline.

|  |  |
| --- | --- |
| **Authoritarian Approaches**  *The focus is on:* | **Restorative Approaches**  *The focus is on:* |
| Rule-breaking | Harm done to individuals |
| Blame or guilt | Responsibility and problem-solving |
| Adversarial processes | Dialogue and negotiation |
| Punishment to deter | Repair, apology and reparation |
| Impersonal processes | Interpersonal processes |
| ***as a result;*** | ***as a result;*** |
| Accountability = being punished | Accountability = putting things right |
| The needs of those affected are often ignored | The needs of those affected are addressed |
| The unmet needs behind the behaviour are ignored | The unmet needs behind the behaviour are addressed |

Schools that work restoratively find that relationships are stronger and learning is more effective, and so there is less need to resort to sanctions and punishments to try to ‘manage’ behaviour. Settings should gradually shift from one model of discipline to Restorative Practice, at a pace appropriate to the school.

**Co-operative Learning**

Research has shown that co-operative learning provides a rich context for learners to develop personal and social interaction in reaching learning goals and in nurturing personal confidence. For co-operative learning to take place there requires to be:

* Positive Interdependence;
* Individual Accountability;
* Social skills;
* Face to Face Interactions;
* Group Processing.

The context of a co-operative learning task sets a core learning goal together with a social goal to allow young people not only to know when they are succeeding in their learning but also how their contribution has helped the group reach their goal. Co-operative learning has shown to be potentially an effective tool in supporting the delivery of many aspects of Health and Wellbeing.

**Philosophy for Children (P4C)**

Philosophical enquiry is an approach where our young people work together as a group to collectively articulate their thoughts and reasoning about a given topic. Though this may be a vehicle used for specific subjects e.g. Religious, Moral and Philosophical Studies (RMPS), this approach can be used in other areas of the curriculum. It aids young people in developing confidence and self-esteem as they articulate their thoughts and understanding about given subjects or the world around them. Often young people, who in other contexts find contributing to the class challenging, use this opportunity to express themselves and their thinking, building their confidence and wellbeing. This collective responsibility also builds opportunities for young people to complement and support each other’s thinking.

What is clear from these approaches is that effective learning and teaching, based on sound research, offer ways to ensure high quality learning which positively impact on the responsibility of all outcomes for Health and Wellbeing. Section 4 of the progression framework provides further information and resources relating to pedagogy and the approaches mentioned above.

**Mindfulness**

Mindfulness is a means for children and young people to direct their conscious thinking in meditative practice around their experiences as they happen, with an attitude of kindness, acceptance and non-judgement. Rather than worrying about what has happened or might happen, it trains children to respond increasingly skilfully to whatever is happening right now whether it be positive or negative.

Mindfulness is learned in very practical ways through experience rather than directly through talk. In this way children can learn to gradually direct attention in a focused way, through meditation, to whatever is actually happening e.g. their breathing, thoughts, feelings, walking, eating and other everyday activities. Cultivating mindfulness results in greater self-awareness, and enables children to be more joyful, empathetic and resilient.

Mindfulness training has been proven to improve health and wellbeing for children and young people, enhancing their learning and mental wellbeing as children learn to respond with greater wisdom and flexibility to difficult emotions or experiences, to live with greater happiness and vitality.

**Making Links to GIRFEC and United Nations Convention on the Right of the (UNCRC)**

In developing the curriculum schools should continue to look to de-clutter wherever possible. Aberdeenshire encourages resources such as the GIRFEC website and UNCRC, which naturally complement many of the aspects of health and wellbeing, supporting our staff to focus on children as individuals. In this way schools can ‘bundle’ experiences and outcomes to provide meaningful progression and coherence throughout their school. A very useful resource to support this is available on the [Education Scotland](http://www.educationscotland.gov.uk/resources/m/makingthelinks.asp?strReferringChannel=learningteachingandassessment&strReferringPageID=tcm:4-536581-64&class=l2+d134497) website.

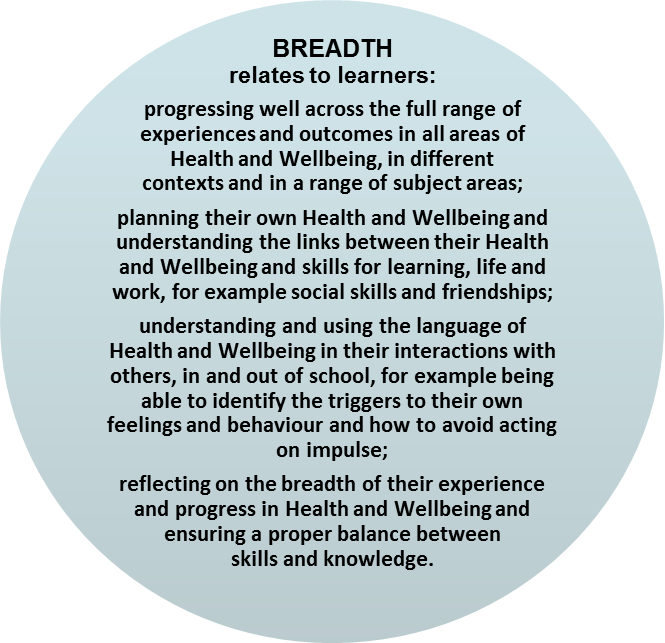
**Assessing Progress in Health and wellbeing**

Assessment is an integral part of learning and teaching. It helps to provide a picture of a child's or young person's progress and achievement and to identify next steps in learning. Assessment approaches need to promote learner engagement and ensure appropriate support so that all learners can achieve their aspirational goals and maximise their potential.

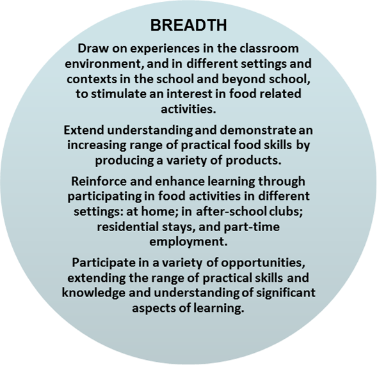
As with all aspects of Curriculum for Excellence, assessment practices should be seen from the perspective of the learner. Learners should be engaged in all aspects of assessment processes and be afforded an element of personalisation and choice in showing that they have achieved intended outcomes.

Well planned learning, teaching and assessment provide opportunities for learners to experience breadth, challenge and application across the significant aspects of Health and Wellbeing.

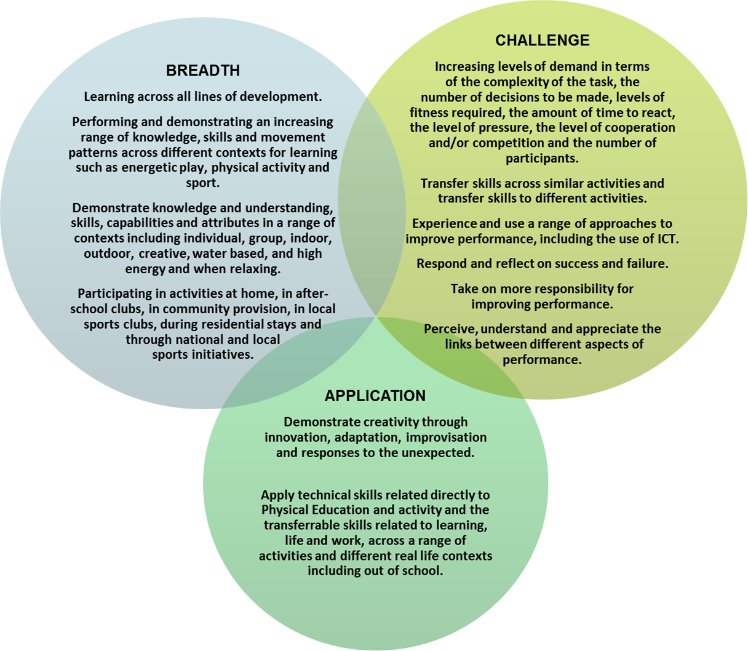
**HEALTH AND WELLBEING**



**FOOD AND HEALTH**



**PHYSICAL EDUCATION**



When teaching for effective learning, reference should be made to Aberdeenshire’s *Learning Teaching and Assessment: Professional Curriculum Tool* which outlines guidance for teachers in supporting the principles of ‘Assessment is for Learning’ (Section 3).

**Success Criteria**

**The Learner**

**Learning Intentions**

***Clear, relevan*t and measurable definitions of *success criteria.* *Learners involved in creating them in pupil language.***

***Standards and expectations for***

***planned learning***

**Planning together for**

**learning, teaching and assessment**

**Key**

**Learning Experiences**

**Evidence**

***A range of appropriate evidence***

***Rich experiences planned to take account of the Es and Os and the design principles***

**Professional Practice**

*features of effective professional practice*

**The Learner**

***Collaborative approaches to evaluate the evidence of learning***

**Feedback and Next Steps**

**Evaluate Learning**

**Assessment Approaches**

***Timely and effective feedback supports the planning of pupils’ next steps in learning***

***Assess: Progress***

***Assess: Breadth, challenge, application***

**Professional Action**

*professional actions for improvement*

***Learning Teaching and Assessment: Professional Curriculum Tool***

**This tool can be used**

* to provide an opportunity to reflect on effective practice in learning, teaching and assessment in the context of Aberdeenshire’s progression frameworks.
* to allow practitioners to ‘dip into’ aspects of the learning, teaching and assessment process in order to reflect on their practice
* to inform planning for learning, teaching, moderation and assessment
* to support professional learning and/or moderation activities within a school or cluster

**Key references used in this resource**

* ***Taking a Closer Look at the National Assessment Resource*** (Education Scotland 2013)
* ***The Learning Set*** (Learning Unlimited 2000

**MONITORING PROGRESS AND ACHIEVEMENT**

Assessment of progress in Health and wellbeingwill focus on judgements about the success of children and young people in:

* developing key Health and wellbeingskills;
* applying their skills in their learning, in their daily lives and in preparing for the world of work.

Evidence of progress in Health and wellbeingshould be gathered as part of day-to-day learning as well as across the curriculum and it should complement the evidence gathered in discrete Health and wellbeinglessons. To achieve this, a shared understanding of expectations is essential. This will ensure consistency of approach in sharing standards.

Learners’ progress should be defined in terms of breadth and depth of achievement. Emphasis should be placed not just on how much, but *how well* they learn.

**BENCHMARKS**

The benchmarks which accompany this framework outline the standards and expectations which will enable schools to identify how their learners are performing at each year stage. In other words, the benchmarks for Health and wellbeingset out what can reasonably be expected of most pupils by the end of each year of schooling.

Effective benchmarking of standards and expectations for Health and wellbeingneeds to be a systematic and rigorous process which:

* starts with the identification of benchmark measures that define the “good standard” against which comparison can be made;
* involves some investigation and/or analysis of the processes and practices that underlie that good performance;
* identifies and/or shares good or excellent practice that school(s) can learn from and use to drive improvement.

By specifying the essential indicators of “good” performance, the benchmarks which accompany this framework will enable schools to:

* indicate how their learners are performing;
* understand how they and their learners perform in comparison to other learners;
* compare performance across schools and year-on-year.

**Benchmarking for Improvement**

The purposes of the benchmarks for *Health and wellbeing* are to:

* promote quality teaching and learning in the classroom;
* nurture success for all students;
* assist teachers and schools in monitoring and tracking student progress;
* evaluate the success of teaching and learning programmes;
* inform next steps for learners and their learning;
* target/identify students who need additional support;
* report to pupils and families;
* identify appropriate professional development for staff.

**Planning for Choices and Changes**

**Progression**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Planning for Choice and Changes** | | | | | |
| **Outcome 19** | **Early Level** | | | | |
| *In everyday activity and play, I* ***explore*** *and* ***make choices*** *to develop my learning and interests. I am encouraged to use and share my experiences.*  **HWB 0-19a** | * I can choose activities I would like to take part in and select appropriate materials/ equipment * I can share with others what I enjoy doing and things I would like to find out about. * I can talk to others about what I have learned/ found out as I play, explore and ask questions. * I have good ideas and can begin to share them with others. * I can help others as we play and explore. | | * I can take part in a variety of play activities of my choice, independently selecting the equipment/ materials I need. * I can take an active part in planning for my learning through sharing my ideas. * I can explain what I have learned /found out as I go about my daily activities and share this with others. * I can take part in activities which encourage me to ask/answer questions, solve problems, and work with a partner. | | |
|  | **First Level** | | | | |
| *Through taking part in a variety of events and activities, I am learning to* ***recognise*** *my own skills and abilities as well as those of others.*  **HWB 1-19a** | * I can take part in group activities which encourage me to ask and/or answer questions. * I can share my ideas, solve problems and work with others * I can talk about what I have learned /found out and share this with others (increasingly referring back to LI’s/ SC set at the beginning of a piece of work). * I can take an active part in planning for my learning through sharing my ideas- *What I already know; What I want to find out more about; What I need to help me learn.* | * I can work collaboratively with others in group activities and make contributions to discussions. * I can take part in school groups e.g. ECO group, House Meetings. * I can use simple strategies to assess my own skills and abilities as well as those of others e.g. Traffic lighting. * I can take part in competitions, events, festivals, assemblies, enterprise work as part of my ongoing school life. | | | * I am beginning to take on different roles/ responsibilities as I work cooperatively on tasks. * I can reflect on my learning and set my own learning targets and next steps. * I can evaluate and evidence my own and others' skills and abilities in a variety of ways. * I can apply learning in familiar and unfamiliar contexts. |
|  | **Second Level** | | | | |
| *Opportunities to carry out different activities and roles in a variety of settings have enabled me to* ***identify*** *my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning*  **HWB 2-19a** | * I can reflect on my learning in different ways and set my own learning targets and next steps. | * I can evaluate and evidence my own skills, abilities and wider achievements. * I can offer my thoughts and opinions to help me identify next steps and develop my own skills. | | | * I can identify and apply what I have learned both in familiar and unfamiliar contexts * I can identify the some skills and attributes that enable me to fulfil a role * I am gaining understanding of the relevance of my current learning to future opportunities. |
|  | **Third Level/Fourth Level** | | | | |
| *I am* ***developing the skills and attributes*** *which I need for learning, life and work. I am gaining* ***understanding*** *of the relevance of my current learning to future opportunities. This is helping me to* ***make informed choices*** *about my life and learning*  **HWB 3-19a**  *Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and* ***plan*** *for further transitions.*  **HWB 4-19a** | * I am developing the skills and attributes which I will need for learning, life and work. * I can understand and identify the ways my skills can be applied in life situations. * I can identify different methods and strategies that suit my learning style. * I am gaining understanding of the relevance of my current learning to future opportunities. * I can make informed choices about my life and learning. * I can understand the benefits and challenges of working collaboratively with others in achieving a goal. * I can understand and explain why routines are important in life. * I can evidence my skills, strengths and preferences and how they can impact positively on my life and the life of others. | | | | |
| **Outcome 20** | **Early/First Level** | | | | |
| I can describe some of the kinds of work that people do and I am finding out about the wider world of work.  **HWB 0-20a/HWB 1-20a** | * I can identify the people, jobs and workplaces within my school and local community. * I can identify the workplaces and people who help me in different ways * I enjoy role playing different people who work in our communities * I am aware that adults I know have jobs that they go to and why they need to go and work. | | | * I can describe different jobs that adults do- within school and the wider communityI know about the different services and facilities within my local community. * I am aware that many jobs involve family members having to travel distances to go and work. | |
|  | **Second/Third/Fourth Level** | | | | |
| I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life.  **HWB 2-20a/HWB 3-20a/**  **HWB 4-20a** | * I can identify services and facilities I can use out with my local community. * Through visits and talking to different workers (including parents) I can begin to learn more about their work and how important they are to my community. | * I am exploring the types of work/skills that might interest me.   Given the opportunity to gain relevant experience I can:   * investigate different careers/occupations * investigate ways of working * explore ways of learning * recognise the relevance of my learning to my future life * recognise the relevance of my skills to my future life * recognise the relevance of my interests to my future life | | | * Through transition discussion I can identify what Secondary School subjects are about. * I can investigate which Secondary School subjects were useful to the career choices of visitors/ parents/ family members.   Given the opportunity to gain relevant experience I can:   * investigate different careers/occupations * and ways of working * explore ways of learning * recognise the relevance of my learning to my future life * recognise the relevance of my skills to my future life * recognise the relevance of my interests to my future life |

**Planning for Choices and Changes**

**Core Learning and Benchmarks**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Core Learning for Significant Aspect of Learning – Planning for Choices and Changes** | | | | | |
| **Professional learning paper: *Assessing Progress and Achievement in Health and Wellbeing*** | | | | | |
| Learners need to experience opportunities which are designed not only to raise their awareness of future choices but also raise their expectations and aspirations. They develop the skills for personal planning and making decisions in the context of curriculum, learning and achievement which will prepare them for next stages in life.  Learners should experience activities which enable them to develop the skills and attributes they will need if they are to achieve and sustain positive destinations beyond school. Demands and employment patterns are changing, so it is particularly important for all young people to develop high levels of skill and also an understanding of work, training and lifelong learning so that they can embrace opportunities. | **Core Learning Statements** | | | | |
| **Early Level** | **First Level** | **Second Level** | **Third Level** | **Fourth Level** |
| * Explores and makes choices as they develop their learning and interests and can identify their achievements. | * Recognises their own skills and abilities as well as those of others | * Identifies their skills and areas for development and preparing themselves for the next stage in their life and learning | * Develops their skills and attributes which they need for learning, life and work. * Understands the relevance of their current learning to future opportunities * Makes informed choices about life and learning. | * Develops their skills and attributes which they need for learning, life and work. * Understands the relevance of their current learning to future opportunities * Makes informed choices about life and learning. |
| * Uses and shares their experiences and describes the kinds of work people do | * Explores the wider world of work | * Investigates different careers and occupations, ways of working and learning and training pathways. | * Understands the relevance of learning skills and interests to future life | * Understands the relevance of learning skills and interests to future life |

|  |  |
| --- | --- |
| **What are the essential indicators of “good” … PLANNING FOR CHOICES AND CHANGES** | |
| **What are the essential indicators of “good” …** | **P1 Benchmarks**  **By the end of P1 …** |
| Explores and make choices as they develop their learning and interests and can identify their achievements**.**  **Learners should be able to …** | * Select a variety of activities in which to participate. * Select appropriate materials independently. * Share their selections with peers/adults. * Suggest and share appropriate ideas during planning. * Explain their learning to others. |
| Use and share their experiences and describe the kinds of work people do.  **Learners should be able to …** | * Identify the people, jobs and workplaces within school and the local community. * Show awareness that adults have jobs and why they need to go and work. |

|  |  |  |  |
| --- | --- | --- | --- |
| **What are the essential indicators of “good” … PLANNING FOR CHOICES AND CHANGES** | | | |
| **What are the essential indicators of “good” …** | **P2 Benchmarks** | **P3 Benchmarks** | **P4 Benchmarks** |
| Learners need to experience opportunities which are designed not only to raise their awareness of future choices but also raise their expectations and aspirations. They develop the skills for personal planning and making decisions in the context of curriculum, learning and achievement which will prepare them for next stages in life.  **Learners should be able to …** | * Take part in group activities and ask and/or answer questions. * Work collaboratively with others in group activities. * Actively take part in planning for learning through sharing ideas and suggestions. | * Take part in competitions, events, festivals, assemblies, enterprise work as part of ongoing school life. * Use simple strategies to evaluate their own skills and abilities as well as those of others. * Reflect on their own learning and set their own learning targets and next steps. | * Take on different roles/ responsibilities while working cooperatively on tasks * Talk about what they have learned/found out and share this with others referring back to LIs/ SC * Self-assess skills and abilities using a variety of strategies. * Evaluate and evidence (sensitively) the skills and abilities of others. |
| Learners should experience activities which enable them to develop the skills and attributes they will need if they are to achieve and sustain positive destinations beyond school. Demands and employment patterns are changing, so it is particularly important for all young people to develop high levels of skill and also an understanding of work, training and lifelong learning so that they can embrace opportunities.  **Learners should be able to …** | * Describe the jobs of adults working within school. | * Describe the jobs of adults working within the wider community. * Show awareness of the different services and facilities within the local community. | * Identify and describe the different services and facilities within the local community. * Show awareness of important local, national and world events e g sporting, cultural, social and natural events. |

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| **What are the essential indicators of “good” … PLANNING FOR CHOICES AND CHANGES** | | | |
| **What are the essential indicators of “good” …** | **P5 Benchmarks** | **P6 Benchmarks** | **P7 Benchmarks** |
| Learners need to experience opportunities which are designed not only to raise their awareness of future choices but also raise their expectations and aspirations. They develop the skills for personal planning and making decisions in the context of curriculum, learning and achievement which will prepare them for next stages in life.  **Learners should be able to …** | * Provide evidence of their own ideas and thinking. * Evidence their own, and others’, skills and abilities using a variety of ways. * Discuss important local, national and world events *e.g. sporting, cultural, social and natural events.* | * Offer thoughts and opinions to help improve things in school. * Identify skills and areas for development. | * Take part in opportunities for pupil leadership. * Through identifying skills and areas for development, learners are able to prepare themselves for the next stage in their life and learning. |
| Learners should experience activities which enable them to develop the skills and attributes they will need if they are to achieve and sustain positive destinations beyond school. Demands and employment patterns are changing, so it is particularly important for all young people to develop high levels of skill and also an understanding of work, training and lifelong learning so that they can embrace opportunities.  **Learners should be able to …** | * Through visits and talking to different workers (including parents) show awareness of their employment their importance/significance in the community. | * Identify services and facilities out with their local community. | * Investigate different careers/occupations and identify those which might interest the learner. * Recognise the relevance of planned learning to learner’s future life. * Recognise the relevance of learned skills to their future life. * Recognise the relevance of learner’s interests to their future life. |

**Food and Health**

**Progression**

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| **Food and Health - Nutrition** | | | | | | |
| **Outcomes 29 / 30 / 31 /32** | **Early Level** | | | | | |
| I enjoy eating a diversity of foods in a range of social situations*.*  **HWB 0-29a**  Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy.  **HWB 0-30a**  I know that people need different kinds of food to keep them healthy.  **HWB 0-32a** | * I can sit with others and attempt to taste different foods * I can give examples of when I eat with others (occasions and times of the day e.g. main meals) * I can handle different foods * I can sort different foods into sets of healthy and unhealthy * I am aware that I need to eat a variety of different foods to stay healthy and that it gives me energy * I can explain where some foods come from * I can role play various social eating situations e.g. Breakfast, a picnic, a birthday party, in a café, a family meal * I have daily opportunities to enjoy handling, tasting, talking and learning about different foods/ drinks within my Nursery setting * I can select things that I like to eat/ drink from a choice of fruit and vegetables, water and milk offered to me at snack time * I can name different fruits and vegetables we eat for snack * I am aware that babies need to eat and drink different things from me * I can recognise different tastes including sweet, salty and sour. * I am discovering ways in which eating and drinking may help me grow and keep healthy and that certain foods are not as good for our teeth and bodies e.g. sugary snacks, fizzy drinks. * I can suggest foods/ drinks that different people need to keep healthy – e.g. babies, toddlers and young children. | | | * I can identify different foods I have tried * I can identify and list some healthy and unhealthy foods * I can name the foods I like to eat * I can tell about a time I have shared a meal time and say why we were together and why a main meal is important * I can explain where a wider range of foods come from * I can give examples of food we should eat to keep us healthy, grow and give us energy * I can compare foods which we should eat less of and foods we should eat more of * I can explain that some people need to eat different kinds of foods for different reasons * I can handle, taste, talk and learn about different foods/drinks that I have experienced in different social settings e g school lunches, party foods, Breakfast Club, fresh fruit in class * I can identify personal likes and dislikes and make choices for myself at tuck shop and school lunches * I know different tastes including sweet, salty, sour and bitter * I can use different senses to investigate and compare foods- taste, touch, smell, sight and hearing * I am aware of the health benefits of drinking water * I know that there are certain foods/ drinks that are healthier for our bodies e g. fruit, veg, milk and dairy. * I am beginning to look more carefully at the snacks and meal choices I make and begin to identify which are healthier and why * I am beginning to consider healthier alternative foods/ drinks I might select at snack time/ lunch time * I am aware that some people can’t eat certain foods | | |
| **Outcomes 29 / 30 / 31 /32** | **First Level** | | | | | |
| I enjoy eating a diversity of foods in a range of social situations*.*  **HWB 1-29a**  By investigating the range of foods available I can discuss how they contribute to a healthy diet.  **HWB 1-30a**  I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks*.*  **HWB 1-30b**  I am beginning to understand that nutritional needs change at different stages of life, for example the role of breastfeeding in infant nutrition.  **HWB 1-32a** | * I can talk about a special occasion and the kind of food I ate * I can choose and sort foods into groups. * I can talk about foods that are good for me * I can prepare a simple healthy drink/snack * I can recognise how diet changes throughout life * I understand the importance of drinking water * I am familiar with the term “5 a day” and can explain what this means and how I can achieve it * I can explain what is meant by healthy food and give some examples * I can list some unhealthy or “junk” foods and give a reason why I think they are unhealthy * With assistance, I can safely chop, peel and grate ingredients and follow a simple recipe to make a non-cook dish * I am aware that as we go through life our food requirements change e g new babies need only milk, then more solid food | | * I can give examples of food I eat at different special times * I can demonstrate I know how to make healthy choices. * I can say why some foods are good for me. * I can discuss and list with others what makes a healthy snack/drink. * I can give examples of the need for different food throughout life. * I am aware and can explain that there are different social settings one eats in and can describe the sort of foods typically served on these occasions * I know what the healthy options are at meal times * I can correctly sort foods as healthy and unhealthy * With assistance, I can safely chop, peel and grate ingredients and follow a simple recipe to cook a dish using the hob or grill * I am aware that children require certain foods to help them grow and that different foods provide different nutritional benefits | | * I can explain why I eat different foods on different occasions * I can explain to others the importance of a healthy diet and can give examples * I can create my own healthy menu * I can create my own healthy snack, including a drink * I can explain in detail why my snack is good for me * I can explain why foods and diets change throughout life * Given a situation or context, I can devise a menu suitable for that occasion using foods I enjoy eating * I am able to look at a food diary of what I have eaten recently and say where I can make improvements to my diet * I can safely chop, peel and grate ingredients and follow a simple recipe, to prepare a dish, by using the hob, grill or by baking * I am aware that a mother’s breast milk is perfectly tailored to her baby’s nutritional needs and that breast feeding provides other health benefits | |
| **Outcomes 29 / 30 / 31 /32** | **Second Level** | | | | | |
| I enjoy eating a diversity of foods in a range of social situations.  **HWB 2-29a**  By applying the knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan.  **HWB 2-30a**  I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods.  **HWB 2-32a** | * I can try different foods linked to diverse cultural and social situations * I can talk about some details of current healthy eating advice and discuss what a balanced diet is and why it is important   ( e.g. five a day)   * I can give examples of different dietary requirements for different lifestyles e.g. athletes, diabetics and other individuals * I am able to talk about the food choices I make in a variety of social settings and evaluate what are balanced choices * By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan * I understand that people at different stages of life have different nutritional needs and that some people may eat and avoid certain foods | | * From a list of different foods and social situations I can select the food I like to eat * I can apply one aspect of current advice and make a small change to my diet * I can write a healthy eating plan for myself * I can list foods that some people have to avoid e.g. intolerance or allergies to food types * I can identify healthy choices and the foods I like on a menu and in the home situation * I can recognise which foods should be eaten as part of a balanced diet and which foods should be looked upon as treats * By applying my knowledge and understanding of current healthy eating advice I can evaluate a healthy eating plan | | * I can compare and contrast the foods that are linked to a diverse range of social situations * I can create a healthy eating plan applying my knowledge of current healthy eating advice * I can plan and evaluate a day’s eating plan for someone with specific dietary needs * I am aware of the increasing need to take responsibility in selecting, shopping for and preparing my own food * I can make these decisions in a variety of social settings e.g. home, school and restaurants * By applying my knowledge and understanding of current healthy eating advice I can design and justify a healthy eating plan * I am developing my understanding of the nutritional needs of people who have different cultural requirements and backgrounds * I am developing my understanding of the nutritional needs of people who have different conditions and requirements * I am able to recognise that each individual requires their own personal hygiene routine and that different individuals may have needs that require additional care/assistance | |
| **Outcomes 29 / 30 / 31 /32** | **Third Level** | | | | | |
| I enjoy eating a diversity of foods in a range of social situations.  **HWB 3-29a**  By taking part in practical food activities and taking account of current healthy eating advice, I can prepare healthy foods to meet identified needs.  **HWB 3-30a**  Through practical activities using different foods and drinks, I can identify key nutrients, their sources and functions, and demonstrate the links between energy, nutrients and health.  **HWB 3-31a**  I am developing my understanding of the nutritional needs of people who have different conditions and requirements.  **HWB 3-32a** | * I can prepare simple dishes to meet the different needs of at least 2 groups of individuals * I can identify the main nutrients,   their sources and give a limited explanation linked to health ( protein, carbohydrates, fat, vitamins A, B, C and D, calcium and iron)   * I can show a basic understanding when I talk about different nutritional needs * I am able to talk about the food choices that I make in a variety of social settings and evaluate what are good or bad choices | * I can prepare a range of dishes linked to current dietary health and explain how they meet at least 3 different groups * I can identify the following nutrients as before plus folic acid, sodium, fluoride and can give a simple explanation linked to health * I can show a sound understanding when I discuss different nutritional needs * I can identify healthy choices and the foods I like on a school menu, and in the home situation. | | | | * I can prepare a range of dishes and evaluate their suitability for at least 5 different groups of people * I can identify the following nutrients as before plus the vitamin B group, vitamins E and K, phosphorus and give a detailed explanation identifying the sources and linking them to health. * I am aware of the increasing need to take responsibility in selecting, shopping for and preparing my own food * I can make these decisions in a variety of social settings e. g. home, school * and restaurants * I can show a detailed understanding when I discuss different nutritional needs |
| **Outcomes 29 / 30 / 31 /32** | **Fourth Level** | | | | | |
| I enjoy eating a diversity of foods in a range of social situations.  **HWB 4-29a**  Having researched food and health policy, and dietary legislation, I can explain how this impacts on individuals, the community and the world of work.  **HWB 4-30a**  I can apply knowledge and understanding of nutrition, current healthy eating advice and the needs of different groups in the community when planning, choosing, cooking and evaluating dishes.  **HWB 4-31a**  Having identified diet-related conditions, I can adapt and cook recipes to suit individual needs.  **HWB 4-32a**  Having assessed how lifestyle or life stages can impact on people’s nutritional needs, I can explain how these needs are met.  **HWB 4-32b** | * I can produce a presentation that provides basic information on food legislation and link to one area e.g. individuals, communities and world of work. * I can select and prepare one suitable recipe for one individual need * I can complete a simple evaluation * I can adapt a basic recipe to meet a basic need (e.g. making up to 3 changes to a recipe) * I am able to talk about the food choices I make in a variety of social settings and evaluate what are good or bad choices * I can identify the main nutrients: protein, carbohydrates, fat, vitamins A, B, C and D, calcium and iron and their sources and give an explanation linked to health | * I can produce a presentation outlining the main points of relevant (current) food legislation and link to two areas e.g. individuals, communities and world of work * I can select and prepare three recipes that suit different individuals * I can complete a more complex evaluation for the three recipes linked to the different individual needs * I can adapt a basic recipe to meet a more complex need (e.g. making up to 5 changes to a recipe) * I can identify the following nutrients as before, plus folic acid, sodium, fluoride and can give a simple explanation linked to health | | | | * I can produce a detailed presentation of all the points of the relevant (current) food legislation and explain how it impacts on individuals, community and world of work * I can select and prepare five recipes that suit five different individual needs * I can complete a detailed evaluation for each recipe linked to the individual needs. * I can identify and adapt recipes to suit a range of individual needs and explain how the changes can lead to an improvement in health   (e.g. making up to 8 changes to a recipe)   * I am aware of the increasing need to take responsibility in selecting, shopping for and preparing my own food * I can make these decisions in a variety of social settings e. g. home, school and restaurants * I can identify the following nutrients as before, plus the Vitamin B group, Vitamins E and K and phosphorus and give a detailed explanation identifying the sources and linking them to health |
| **Food and Health – Safe and hygienic practices** | | | | | | |
| **Outcome 33** | **Early** | | | | | |
| I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.  **HWB 0-33a/HWB 1-33a** | * I can identify and perform at least one thing I can do to keep myself clean and healthy (personal hygiene and in food preparation). * I can identify at least one danger when preparing food and how to keep myself safe. | * I can identify and perform a variety of things I do every day to keep myself clean and healthy (personal hygiene)      * I can identify a variety of dangers when preparing food and how to keep myself safe | | | | * I can independently perform a variety of personal hygiene practices (including demonstrating effective hand-washing) * I can explain to others the importance of keeping myself and immediate environment clean, safe and healthy |
| **Outcome 33** | **First Level** | | | | | |
| I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.  **HWB 0-33a/HWB 1-33a** | * I can talk about how and when I should perform personal hygiene activities (including teeth-brushing). * I can talk about how to be safe when preparing or consuming food. | * I can talk about why, how and when I should perform personal hygiene activities * I can talk about how to be safe and why when preparing or consuming food | | | | * I can consistently and independently demonstrate personal hygiene practices * I can consistently and independently demonstrate how to be safe when preparing or consuming food |
| **Outcome 33** | **Second Level** | | | | | |
| Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing.  **HWB 2-33a** | * I can competently model a range of tasks in relation to hygiene, cleanliness and safety | * I can explain the link between hygiene, cleanliness and safety and how it may affect my health | | | | * I can compare and contrast the potential risks to health- dependent on cleanliness, hygiene and safety standards |
| **Outcome 33** | **Third Level** | | | | | |
| I can apply safety principle when buying, storing, preparing, cooking and consuming food.  **HWB 3-33a** | * I can recognise and give basic information on the rules regarding: buying food, storing food and cooking & eating food | * I can identify and give a breadth of information on the rules regarding:   buying food, storing food, cooking and eating food | | | | * I can identify and give broad and detailed information on the rules regarding: buying food, storing food,   cooking and eating food |
| **Outcome 33** | **Fourth Level** | | | | | |
| Having explored the conditions for bacterial growth, I can use this knowledge to inform my practice and control food safety risks.  **HWB 4-33a** | * I can identify some of the high risk foods * I can list simple hygiene rules which should be followed during the preparation | * I can identify most of the high risk foods * I can list essential hygiene rules and give an explanation of each | | | | * I can identify all the high risk foods * I can produce a thorough food hygiene plan for the production of the meal with detailed explanation of each stage |
| **Food and health – Food and the consumer** | | | | | | |
| **Outcomes 34/35/36/37** | **Early Level** | | | | | |
| I explore and discover where foods come from as I choose, prepare and taste different foods.  **HWB 0-35a** | * I can sort food to show where they grow (underground, on trees, etc.) and where they come from (plants or animals) * I can take part in planting and growing vegetables to prepare and eat * I can match simple produce to its source   e.g. Hen- egg; potato- chips; cow-milk | | | * I can give examples of where some different types of foods come from * I can discuss where some foods come from in the world * I am aware of where certain foodstuffs come from   e.g. Milk, yoghurt, cream, and meat are all from a cow; bacon is from a pig; chicken meat and eggs are from hens; crisps, chips, potato waffles, mash are all made from potatoes | | |
| **Outcomes 34/35/36/37** | **First** | | | | | |
| When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.  **HWB 1-35a/HWB 2-35a**  I am discovering the different ways that advertising and the media can affect my choices.  **HWB 1-37a** | * I can list examples of foods from Scotland and from around the world. * I can take part in planting and growing food * I can discuss where food and drink are advertised | * I am aware of the varying journey lengths some foods make between source and my plate * I am able to identify differences between beef, dairy and mixed farms * I can give examples of food and drink adverts and why manufacturers use advertising | | | | * I can plan and prepare a simple meal identifying where the foods have come from * I can give examples of local produce and list the advantages of using local produce * I can identify one food or drink advert and how it would influence my choices |
| **Outcomes 34/35/36/37** | **Second** | | | | | |
| Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance culture and religion*.*  **HWB 2-34a**  When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.  **HWB 1-35a/HWB 2-35a**  By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices  **HWB 2-36a**  I can understand how advertising and the media are used to influence consumers.  **HWB 2-37a** | * I can identify different factors that can influence food practices (e.g. religious observance linked to meal times) and preferences * I can give reasons why some of our food is imported and can give examples of the impact far-travelled food has on the environment compared to locally produced food * I can identify and discuss the different types of information on a food label * I can talk about what makes a good advert for food or drink | * I can explain some of the factors that can influence food practices and preferences * I can explain one or more advantage of using local produce * I can describe the benefit of choosing Fair Trade goods for farmers in developing countries * I can compare the information on different food labelling systems * I can compare food adverts and identify their target audience | | | | * I can compare and reason a range of contributing factors such as religion, climate, income and economy and how they can affect food sources in the local or wider community * I can plan, source and prepare a meal from sustainable sources and identify where the foods have come from * I can identify healthier options using a range of food labels * I can debate the reasons for my choice * I can identify and explain some of strategies used by advertising companies to influence particular groups of consumers e.g. toddlers and young children, female |
| **Outcomes 34/35/36/37** | **Third Level** | | | | | |
| Having explored a range of issues which may affect food choice, I can discuss how this could impact on the individual’s health.  **HWB 3-34a/HWB 4-34**  Using my knowledge of nutrition and current healthy eating advice, I can evaluate the information on food packaging, enabling me to make informed choices when preparing and cooking healthy dishes  **HWB 3-36a** | * I can produce a basic presentation on at least three dietary diseases giving simple facts, linked to how they impact on health * I can recognise the basic information on food packaging and use in a given situation | * I can discuss the impact on how they can affect people’s health * I can identify and select the relevant information from food packaging which links to at least 2 given situations | | | | * I can compare and discuss the various impacts they have on individual’s health * I can list ways to help prevent these dietary diseases * I can compare and evaluate the information found information from a selection of food packaging and link to a variety of different situations |
| **Outcomes 34/35/36/37** | **Fourth Level** | | | | | |
| Having explored a range of issues which may affect food choice, I can discuss how this could impact on the individual’s health.  **HWB 3-34a/HWB 4-34**  Having investigated the effects of food processing on the nutritional value of foods, I can critically assess the place of processed foods in a healthy balanced diet.  **HWB 4-35a**  I have examined and evaluated food packaging and can understand the legal requirements for manufacturers  **HWB 4-36a**  By investigating different influences on the consumer, I can discuss how consumers can be influenced by external sources.  **HWB 4-37a**  I can explain basic legal rights and responsibilities of the consumer, recognising the agencies that can help.  **HWB 4-37b** | * I can produce a basic presentation on at least four dietary diseases giving simple facts, linked to how they impact on health * I can produce an outline report with simple facts and explanations, linked to at least 3 points * I am aware of the legal requirements for packaging * I can produce an outline report with simple facts and explanations, linked to at least 3 points * I am aware of the legal requirements for packaging * I can discuss and evidence the variety of ways consumers are influenced by the media | * I can discuss the impact on how they can affect people’s health * I can produce a report containing all essential facts and explanations, linked to at least 5 points * I can determine whether the packaging shows all the legal requirements and displays nutritional requirements relevant to the product * I can produce a report containing all essential facts and explanations, linked to at least 5 points * I can determine whether the packaging shows all the legal requirements and displays nutritional requirements relevant to the product * I understand that I have basic rights as a consumer and that there are laws to protect the consumer. | | | | * I can produce a detailed presentation on more than four complex dietary diseases * I can compare and discuss the various impacts they have on individual’s health * I can list ways to help prevent these dietary diseases * I can produce a thorough report containing wide range of facts and a detailed explanation linked to at least 8 points * I can create a piece of packaging detailing all the legal requirements and giving an explanation as to why required plus relevant nutritional information * I can produce a thorough report containing wide range of facts and a detailed explanation linked to at least 8 points * I can create a piece of packaging detailing all the legal requirements plus relevant nutritional information and giving an explanation as to why required * I can identify possible actions and sources to support me as a consumer |

**Food and Health**

**Core Learning and Benchmarks**

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| **Core Learning for Significant Aspect of Learning – Food and Health** | | | | | |
| **Professional learning paper: *Assessing Progress and Achievement in Health and Wellbeing*** | | | | | |
| ***knowledge and understanding of a healthy diet and making informed decisions in order to improve mental, emotional, social and physical wellbeing***  ***experiencing positive aspects of healthy living through knowledge and understanding, skills, attributes and capabilities to make healthy food choices, establishing lifelong healthy eating habits***  ***putting into practice knowledge and understanding of how the dietary needs of individuals and groups vary through life stages.*** | **Core Learning Statements** | | | | |
| **Early Level** | **First Level** | **Second Level** | **Third Level** | **Fourth Level** |
| * Makes simple links between food and health | * Understands the need for a range of foods to be part of a balanced diet | * Creates a healthy eating plan, explain its content and prepare foods that form part of the plan | * Demonstrates understanding of the importance of current healthy eating advice and ability to prepare foods that demonstrate this understanding * identifies the five main nutrient groups, describe sources, explain how they contribute to health and explain the link between these nutrients and energy balance * During practical activities can describe the links between ingredients chosen and nutritional health. | |
| * Select a snack independently. * Tastes and tries out different foods | * Tastes and tries out foods that are unfamiliar to their daily diet. | * Tastes and tries different foods explaining their preferences | * Evaluates a range of new foods using sensory descriptors and explaining the impact of food choice on health. | |
| * Recognises their body’s need for food changes as they grow and develop. | | * Understands why different individuals’ needs for food may change throughout life and why they may have restrictions on what they can eat | * Can explain why nutritional needs may vary through the life stages and how these requirements could be affected by diet related conditions | |

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| **Core Learning for Significant Aspect of Learning – Food and Health** | | | | | |
| **Professional learning paper: *Assessing Progress and Achievement in Health and Wellbeing*** | | | | | |
| ***developing skills, attributes and capabilities to apply safe and hygienic practices to everyday routines, based on knowledge and understanding of their importance to health and wellbeing***  ***knowledge and understanding that food practices and choices depend on many factors including availability, sustainability, season, cost, religious beliefs, culture, peer pressure, advertising and the media***  ***appreciation of eating as an enjoyable activity and understanding of the role of food within social and cultural contexts*** | **Core Learning Statements** | | | | |
| **Early Level** | **First Level** | **Second Level** | **Third Level** | **Fourth Level** |
| * Begins to develop basic food preparation skills * Understands that basic food hygiene is important | * Continues to develop basic food preparation skills * Understands that basic food hygiene is important and take responsibility for this | * Has developed the ability to explain the consequences of poor hygiene | * Can explain the importance of food safety from purchase to consumption * Consistently demonstrates food safety principles when preparing, cooking and consuming food. | |
|  | * Develop an understanding of the basic journey food takes from farm to for * Has an understanding of how advertising may influence their food choices | * Can demonstrate knowledge of how food is grown and of what is available locally across the seasons * Begins to understand the local and global impact of the food they eat * Uses basic food labelling information to make informed and healthy food choices * Recognise and explain that they are a target audience to be influenced by advertising | * Can explain in more detail how the information on food packaging relates to health | |
| * Regularly experience different opportunities to eat together with others and begin to match appropriate foods to different social situations | * While eating with others in different contexts have learned the importance and the skills of conducting themselves appropriately * Can link foods they prepare to their daily routine for eating | * Demonstrates the ability to explain the role food has in different contexts as they plan and prepare food | |  |

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| **What are the essential indicators of “good” … FOOD AND HEALTH** | |
| **What are the essential indicators of “good” …** | **P1 Benchmarks**  **By the end of P1 …** |
| ***knowledge and understanding of a healthy diet and making informed decisions in order to improve mental, emotional, social and physical wellbeing***  **Learners should be able to …** | * Sort foods into health and unhealthy groups ( of at least 4 examples of each ) * Recognise that all main meals are important and explain why * Make links between food and energy |
| ***experiencing positive aspects of healthy living through knowledge and understanding, skills, attributes and capabilities to make healthy food choices, establishing lifelong healthy eating habits***  **Learners should be able to …** | * Recognises different tastes e.g. sweet, salty, sour, bitter |
| ***putting into practice knowledge and understanding of how the dietary needs of individuals and groups vary through life stages.***  **Learners should be able to …** | * Explain why others may have dietary needs e.g. the dietary needs of a baby |

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| **What are the essential indicators of “good” … FOOD AND HEALTH** | |
| **What are the essential indicators of “good” …** | **P1 Benchmarks**  **By the end of P1 …** |
| ***developing skills, attributes and capabilities to apply safe and hygienic practices to everyday routines, based on knowledge and understanding of their importance to health and wellbeing***  **Learners should be able to …** | * Identify 4 or more hazards in the kitchen and what to do to keep themselves safe from them * Demonstrate how hands should be washed * Identify why it is important to wash hands in daily routines |
| ***knowledge and understanding that food practices and choices depend on many factors including availability, sustainability, season, cost, religious beliefs, culture, peer pressure, advertising and the media***  **Learners should be able to …** | * Make links between common foods and their animal sources e.g. milk, beef |
| ***appreciation of eating as an enjoyable activity and understanding of the role of food within social and cultural contexts***  **Learners should be able to …** | * Identify personal food and drink likes and dislikes * Name 3 or more special occasions where special food would be served |

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| **What are the essential indicators of “good” … FOOD AND HEALTH** | | | |
| **What are the essential indicators of “good” …** | **P2 Benchmarks** | **P3 Benchmarks** | **P4 Benchmarks** |
| ***knowledge and understanding of a healthy diet and making informed decisions in order to improve mental, emotional, social and physical wellbeing***  **Learners should be able to …** | * Able to choose and sort foods into groups * Talk about foods that are healthy | * Demonstrate through discussion how to make healthy choices * Able to identify foods that are beneficial | * Create a personally healthy menu |
| ***experiencing positive aspects of healthy living through knowledge and understanding, skills, attributes and capabilities to make healthy food choices, establishing lifelong healthy eating habits***  **Learners should be able to …** | * Prepare a simple healthy drink and snack | * Discuss with others what makes a healthy snack * List healthy snacks and drinks options (at least 4 of each) | * Create a healthy snack including a drink * Explain why a snack is healthy |
| ***putting into practice knowledge and understanding of how the dietary needs of individuals and groups vary through life stages.***  **Learners should be able to …** | * Recognises that food requirements change throughout life e.g. baby food compared to adult food | * Give examples of times where food needs to be different for people e.g. baby moves from milk to solids | * Explain why food requirements change throughout life e.g. baby - adult |
| ***developing skills, attributes and capabilities to apply safe and hygienic practices to everyday routines, based on knowledge and understanding of their importance to health and wellbeing***  **Learners should be able to …** | * Understands why teeth need to be brushed * Able to give hand washing instructions to ensure hands are properly washed | * Recognises how good hygiene is good for them * Identify 4 daily activities to keep myself healthy | * Explain to others ways to keep safe, clean and healthy in the school and at home |
| ***knowledge and understanding that food practices and choices depend on many factors including availability, sustainability, season, cost, religious beliefs, culture, peer pressure, advertising and the media***  **Learners should be able to …** | * Shares 2 or more examples of seasonal produce * Gives 2 or more examples:   - Food from Scotland  - Food from abroad   * Discuss where food and drink are advertised | * Identify foods that come from Scotland and from abroad (4 or more examples) * Give 2 or more examples of food and drinks adverts | * Plan and prepare a simple meal identifying where the foods come from * Discuss the benefits of using local produce * Identify a food or drink advert and how it influences choices |
| ***appreciation of eating as an enjoyable activity and understanding of the role of food within social and cultural contexts***  **Learners should be able to …** | * Identify one or more special occasions and the kind of food eaten | * Give examples of 3 or more types of food eaten at identified special times | * Explain why different foods are eaten on different occasions |
| **What are the essential indicators of “good” … FOOD AND HEALTH** | | | |
| **What are the essential indicators of “good” …** | **P5 Benchmarks** | **P6 Benchmarks** | **P7 Benchmarks** |
| ***knowledge and understanding of a healthy diet and making informed decisions in order to improve mental, emotional, social and physical wellbeing***  **Learners should be able to …** | * Identify the information on a food product label | * Recognise different labelling systems and compare them | * Identify healthier options using a range of food labels |
| ***experiencing positive aspects of healthy living through knowledge and understanding, skills, attributes and capabilities to make healthy food choices, establishing lifelong healthy eating habits***  **Learners should be able to …** | * Identify current healthy eating advice and discuss its importance e.g. 5 a day | * Applies one aspect of current advice and able to make a small change in diet * Write a personal healthy eating plan | * Apply knowledge of current healthy eating to create a healthy eating plan |
| ***putting into practice knowledge and understanding of how the dietary needs of individuals and groups vary through life stages.***  **Learners should be able to …** | * Give 2 or more examples of different dietary requirements for different lifestyles e.g. religious, health and choice | * Identify foods that some people must avoid e.g. intolerance, allergies to food types e.g. gluten free, peanuts | * Plan and evaluate a day’s eating plan for someone with specific dietary needs e.g. vegetarian |
| ***developing skills, attributes and capabilities to apply safe and hygienic practices to everyday routines, based on knowledge and understanding of their importance to health and wellbeing***  **Learners should be able to …** | * Demonstrates simple tasks in relation to hygiene, cleanliness and health | * Explain the effect of poor hygiene on health | * Describe potential risks to health from poor hygiene and cleanliness |
| ***knowledge and understanding that food practices and choices depend on many factors including availability, sustainability, season, cost, religious beliefs, culture, peer pressure, advertising and the media***  **Learners should be able to …** | * Discuss 3 or more foods and map their journeys around the world | * Identify 3 or more factors that can influence food practices and preferences * Explain 1 or more advantage of using local produce * Identify target audience of a food advert | * Explain the range factors that affect food sources locally and in the wider community e.g. religion, climate, income, economy * Justify the reasons for a planned and prepared simple meal * Identify and explain strategies used by advertising companies to influence consumer groups e.g. toddlers, young children |
| ***appreciation of eating as an enjoyable activity and understanding of the role of food within social and cultural contexts***  **Learners should be able to …** |  | * Select preferred foods from a range of social situations | * Compare and contrast foods from a range of social situations |
| **What are the essential indicators of “good” …** | **P5 Benchmarks** | **P6 Benchmarks** | **P7 Benchmarks** |

**Substance Misuse**

**Progression**

|  |  |  |  |  |  |  |  |  |  |  |  |
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| **Substance Misuse** | | | | | | | | | | | |
| **Outcome 38** | **Early Level** | | | | | | | | | | |
| I understand there are things I should not touch or eat and how to keep myself safe, and  I am learning what is meant by medicines and harmful substances.    **HWB 0-38a**  I can show ways of getting help in unsafe situations and emergencies.  **HWB 0-42a** | * I can show and talk about things that are safe and unsafe to eat/touch/drink or go in my mouth * I can tell why medicines are helpful to me * I can talk about why some medicines are not good for me * I can show some examples of harmful substances * I can talk about the people who can help me and keep me safe. * I can decide and show how to get help to keep myself safe through play scenarios | | | | | * I can identify and sort giving a reason why some things are safe/unsafe to eat/touch/drink or go in my mouth * I can explain what substances will hurt me * I can understand and explain why some substances will hurt me * I can explain why medicines can be good for you or not good for you e.g. somebody else’s medicine * I can explain what I need to do to keep myself safe with medicines and substances * I can decide and show how to get help to keep myself safe with medicines and substances through play scenarios. | | | | | |
|  | **First Level** | | | | | | | | | | |
| I know that there are medicines and some other substances that can be used in a safe way to improve health and I am becoming aware of how choices I make can affect my health and wellbeing  **HWB 1-38a** | * I can talk about medicines and why I or others might need some medicine or other substance to make me feel better * I can record in a simple way (drawing/pictures) how I can make good choices for my health and wellbeing * I can show what I can do if I feel unsafe or in an emergency situation | | * I can explain safe ways in which medicines are used to help our health * I can share examples of situations/scenarios to show my understanding of what is good for my health and wellbeing * I can share examples of what to do, how I feel and how to react if I am unsafe or in an emergency situation. | | | | | * I can demonstrate how to use substances including medicines in a safe way * I can explain and provide examples of safe ways we can take or use medicine or substances * Through a variety of scenarios I can identify and explain the reasons and differences of what are good/not good for my health and wellbeing * I can make a safety plan of what to do and why if I am unsafe or in an emergency situation. | | | |
|  | **Second Level** | | | | | | | | | | |
| I understand the effect that a range of substances including tobacco and alcohol can have on the body.    **HWB 2-38a** | * I can describe some of the effects that different substances have on the body * I can define the meaning of the word ‘drug’ | | | | * I can investigate and produce examples and answer questions correctly about the effects that substances could have on the body * I am aware that there are legal and illegal substances. | | | | | | * I can, through investigating a range of substances, identify, categorise and discuss the effects they have on the body over a lifetime. * I can understand purity in relation to controlled and uncontrolled drugs. * I am aware that there are legal and illegal substances and the consequences of their misuse. |
|  | **Third Level/Fourth Level** | | | | | | | | | | |
| I understand the positive effects that some substances have on the mind and body but I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances.  **HWB 3-38a/HWB 4-38a** | * I can identify a variety of legal and illegal substances * I can identify some of the social, mental and physical effects that different substances can have on the body * I can outline the legal consequences of involvement with illegal substances as detailed in the Misuse of Drugs Act 1971 I can discuss the wider implications of substance misuse | | * I can categorise a variety of different legal and illegal substances and describe their positive and negative uses * I can provide examples of and answer questions about the social, mental and physical effects that a variety of substances could have on the body (including the impact of dependency/ addiction/anti-social behaviour as well as misuse by parents/carers) * I can describe the legal consequences of the misuse of substances | | | | | * I can apply my understanding making positive choices about substances (from experiences and hypothetical contexts) based on informed decision * I can, through investigation, explain some of the mental, physical and social effects that different substances can have on the body providing evidence for my reasons * I can describe and justify the legal consequences of the misuse of substances | | | |
| **Outcome 39** | **Second Level** | | | | | | | | | | |
| I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions.  **HWB 2-39a** | * I can identify some of the factors that influence my choices and the choices others make e g media, peers, family/ living environment * I can identify some of the non-health effects on people’s lives e g financial, personal hygiene (smelling of smoke) * I can identify some of the key elements of lifestyle choices and suggest alternative ways to feel good e g exercise, leisure pursuits * I can show and identify increasing awareness of the way my own influences can impact on me and my actions | | * I can talk about the ways that substances are advertised or promoted through popular culture * I can offer a personal response(how it makes me feel) about the way substances are promoted through popular culture * I can recognise that my attitudes and values may be influenced by popular culture including e.g. peer groups, media * I can increasingly recognise my own influences and the resulting impact this may have on me and my actions | | | | | * I can evaluate differing influences that can affect my feelings and values and evidence with reasons why I am thinking this way * I can develop my opinions and understanding in e.g. debate with and challenge others to help me to formulate informed choices * I can explain and evidence the ways my attitude and values may be influenced by popular culture including e.g. peer groups, media * I can exemplify my own influences and evidence the impact this has on me and others | | | |
|  | **Third Level** | | | | | | | | | | |
| I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions.  **HWB 3-39a** | * I can identify the ways substances are advertised/promoted through popular culture and the media * I can say how it makes me feel when I see substances being promoted through popular culture * I can demonstrate the ways that my thinking may be influenced by popular culture and the media * I can increasingly identify my own influences and recognise the ways this can have an impact on me and my actions | | * I can talk about the ways substances are advertised and promoted through popular culture and the media * I can relate the ways promotion of substances through popular culture make me feel and evidence this with reasons * I can recognise and discuss the ways that my attitudes and values may be influenced by popular culture * I can identify my own influences recognising the impact this may have on me and my actions | | | | | * I can form conclusions from the range of influences that can affect my feelings and values, reasoning why I think this way * I can form opinions to debate with others in order to make informed choices * I can discuss and explain the ways that my attitudes and values may be influenced by popular culture * I can recognise and discuss my influences, recognising the impact this may have on me and my actions | | | |
|  | **Fourth Level** | | | | | | | | | | |
| Through investigation, I can explain how images of substance use and misuse can influence people’s behaviour.  **HWB 4-39a** | *Review and refresh prior knowledge and expand upon why people use legal and illegal substances*   * I can recognise images of substance use and misuse and talk about how they can influence behaviour. | | | * I can demonstrate my understanding of how the media influences people’s choices with regard to substance use, including music, magazines, internet, advertising, television, film | | | | * I can identify how my attitudes and values influence my actions and behaviours and understand how my peers can influence me | | | |
| **Outcome 40** | **Second Level** | | | | | | | | | | |
| I know that alcohol and drugs can affect people’s ability to make decisions.  **HWB 2-40a** | * I can talk about examples of times when people can think clearly and are able to make informed decisions * I can say how people’s decisions are effected if they have been using substances including alcohol | | * I can explain the importance of a clear mind in order to make informed decisions * I can discuss and compare different examples/scenarios/situations of decisions that may be made when people are under the influence of alcohol, drugs or other substances | | | | | * I can justify with evidence and informed opinions why it is always best to make decisions with a clear mind * I can suggest examples/scenarios with supporting reasons about what might happen when people are under the influence of alcohol, drugs or other substances * I know the difference between dependency and addiction | | | |
|  | **Third/Fourth Level** | | | | | | | | | | |
| I am developing a range of skills which can support decision making about substance use. I can demonstrate strategies for making informed choices to maintain and improve my health and wellbeing and can apply these in situations that may be stressful or challenging, or involve peer pressure.  **HWB 3-40a / HWB 4-40a**  I know how to access information and support for substance-related issues.  **HWB 3-40b / HWB 4-40b** | * I can show that I need to know facts about substance use before I can make an informed decision * I can talk about the different strategies I could use to help me make informed decisions * I can show awareness of some of the agencies that I can contact for support * I can describe some options to show I could access agencies and or support for substance-related issues. | | * I can match facts about substances use with reasons that help to make informed decisions * I can collate different strategies I could make informed decisions * I can name specific examples of agencies that I can contact for support * I can describe and list various strategies to how I could access agencies and or support for substance- related issues | | | | | * I can investigate and evaluate the effects of substance use to justify the informed decision * I can identify different strategies to use and evaluate with reasoning to why I think they would be helpful for making informed decisions * I can name and know how to access specific agencies or people for support * I can evidence providing examples, how agencies and different people in various roles can provide support | | | |
| **Outcome 41** | **Second Level** | | | | | | | | | | |
| I can identify the different kinds of risks associated with the use and misuse of a range of substances.  **HWB 2-41a** | * I can match examples of different types of risks associated with the use or misuse of a variety of substances | | * I can identify and explain different risks associated with the use and misuse of a range of substances | | | | | * I can assess, evaluate and share the kinds of risk associated with the use or misuse of a range of substances | | | |
|  | **Third/Fourth Level** | | | | | | | | | | |
| After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions.  **HWB 3-41a / HWB 4-41a**  I know that the use of alcohol and drugs can affect behaviour and the decisions that people make about relationships and sexual health.  **HWB 3-41b / HWB 4-41b** | ***Refresh the impact of criminal risk taking behaviour and the ability to make informed decisions***   * I can show an awareness of some safe and unsafe behaviours and actions * I can understand that being under the influence of substances can affect decisions around relationships and sexual health * I can recall and list reasons why it is best to make decisions on a clear mind | | * I can identify safe and unsafe behaviours and actions * I can suggest different examples of decisions that might be made about relationships and sexual health, when people are under the influence of drugs or alcohol * I can discuss and explain that it is always best to make informed decisions with a clear mind | | | | | * I can explain the differences between safe and unsafe behaviours and actions * I can apply my knowledge to evaluate situations and make positive decisions about relationships and sexual health * I can justify the reasons why it is always best to make informed decisions with a clear mind | | | |
| **Outcome 42** | **Early Level** | | | | | | | | | | |
| I can show ways of getting help in unsafe situations and emergencies.  **HWB 0-42a** | * I can talk about my feelings/ emotions when I feel unwell, or unsafe in an emergency situation * I can show an awareness of how other people might help me and who can help me * I can talk about how I should be appropriately cared for * I can demonstrate communicating to an adult if I feel unwell/ unsafe (including ‘stranger danger’) or if there is an emergency * I can show and demonstrate through play that I am aware of people who help us | | | | | | * I can describe my feelings/ emotions when I feel unwell, or unsafe in an emergency situation * I can describe how I should be appropriately cared for * I can demonstrate communicating to an adult if I feel unwell/ unsafe (including stranger danger’) or if there is an emergency * I can talk about who the emergency services are and how they can help us * I can decide and show how to get help or make a situation safe through a variety of play scenarios | | | | |
|  | **First Level** | | | | | | | | | | |
| I know how to react in unsafe situations and emergencies.  **HWB 1-42a** | * I can discuss how to identify feelings of   insecurity in unsafe (including ‘stranger danger’/ emergency situations and how I might manage them   * I can use a variety of words to say how I am feeling in given situations * I can describe what to do in an unsafe or emergency situation | | * I can work with others to present how to identify feelings of insecurity in unsafe (including ‘stranger danger’) / emergency situations and how I might manage them * I can use a wider variety of words to say how I am feeling in given situations * I can provide examples of how to react and what to do in an unsafe or emergency situation | | | | | * I can identify what is appropriate contact between adults and children e g not taking “sweets” from strangers * I can demonstrate how to get help in an emergency situation and recognise what an emergency is * I can make a safety plan of how and why I should react in an unsafe or emergency situation | | | |
|  | **Second Level** | | | | | | | | | | |
| I know of actions I can take to help someone in an emergency.  **HWB 2-42a** | * I can sort and sequence actions that I know can be taken to help someone in an emergency | * I can make a list of actions that I know I can take to help someone in an emergency | | | | | | | * I can prioritise and complete a list of actions that I can take to help someone in an emergency | | |
|  | **Third /Fourth Level** | | | | | | | | | | |
| I know the action I should take in the management of incidents and emergencies related to substance misuse.  **HWB 3-42a / HWB 4-42a** | * I can show an awareness of the actions that I can take to manage an emergency related to substance misuse | * I can state actions that I know I can take to manage an emergency – recovery position, call 999 and attract public help | | | | | | | | * + I can demonstrate the ability to assess (via role play) and action a variety of situations in which I can manage an emergency | |
| **Outcome 43** | **Second Level** | | | | | | | | | | |
| I understand the impact that misuse of substances can have on individuals, their families and friends.    **HWB 2-43a** | * I can show my understanding by giving examples of the impact that substance misuse can have on individuals, their families and/or friends | | * I can explain my understanding by providing different possible outcomes for the impact that substance misuse can have on individuals, their families and/or friends | | | | | * I can determine and justify from various scenarios those that are most likely to have an impact on individuals, their families and/or friends | | | |
|  | **Third/Fourth Level** | | | | | | | | | | |
| I understand the impact that ongoing misuse of substances can have on a person’s health, future life choices and options.  **HWB 3-43a / HWB 4-43a** | * I can talk about the impact of substance use on future life choices and options e g legal implications on your future life if convicted of a crime * I can show that I understand the impact of substance misuse in my local community (antisocial behaviour, violence, vandalism, underage drinking, fear of crime etc.) | | * I can discuss the long and short term effects of substance misuse on health, future life choices and options * I can compare and contrast the similarities and differences among communities * I can show that I am aware of harm reduction strategies, e g clean needle exchange programmes, and examine the cost versus the benefits of such strategies * I can analyse societal perceptions of substance misuse and the stigma attached | | | | | | * I can evaluate and assess the impact substance misuse can have on my health, future life choices and options * I can make appropriate decisions to keep myself healthy and my future life choices and options open * I can state what I believe constitutes responsible use of alcohol | | |
|  | **Third Level** | | | | | | | | | | |
| Through investigating substance misuse in my local community I can reflect on specific issues, and discuss how they are being addressed.  **HWB 3-43b** | * I can identify and discuss some examples of issues around substance misuse in my local community (anti-social behaviour, violence, vandalism, underage drinking, fear of crime) | | | | * I can apply my knowledge by discussing the issues around substance misuse and how these are being addressed in my local area | | | | * I can evaluate the effect of substance misuse in my local community and reflect on the specific issues and how they are being addressed | | |
|  | **Fourth Level** | | | | | | | | | | |
| By researching the impact of substance misuse nationally and internationally I can explain similarities and differences among communities.    **HWB 4-43b**  I understand the local, national and international impact of substance misuse.  **HWB 4-43c** | * I can identify some of the impact of substance misuse nationally and internationally * I can listen to and talk about the impact of local, national and international substance misuse | | | * I can list similarities and difference between the issues and the impact of substance misuse in different countries * I can discuss the impact of local, national and international substance misuse. | | | | * I can compare and contrast some similarities and differences between the issues and the impact of substance misuse in different countries * I can evaluate and debate the impact of local, national and international substance misuse | | | |

**Substance Misuse**

**Core Learning and Benchmarks**

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| **Core Learning for Significant Aspect of Learning – Substance Misuse** | | | | | |
| **Professional learning paper: *Assessing Progress and Achievement in Health and Wellbeing*** | | | | | |
| **Learners develop their understanding of the use and misuse of a variety of substances including over the counter and prescribed medicines, alcohol, drugs, tobacco and solvents. They explore and develop their understanding of the impact of risk-taking behaviour on their choices. The experiences and outcomes will enable learners to make informed personal choices with the aim of promoting healthy lifestyles.** | **Core Learning Statements** | | | | |
| **Early Level** | **First Level** | **Second Level** | **Third Level** | **Fourth Level** |
| Explains what will hurt them and tell what will keep them safe | Knows when and how to use substances in an appropriate way | Demonstrate the effect of substances on the body | Taking responsibility for the decisions they make and being fully aware of the consequences of their actions. | |
|  | Demonstrates circumstances in which they can be used to maintain or improve health | Have the knowledge, skills and confidence to challenge others in a range of situations | Has an understanding of the issues in their local area and feel empowered to make effective change. | |
|  |  |  | Creates and deliver a peer health education programme. | |

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| **What are the essential indicators of “good” for SUBSTANCE MISUSE** | | | |
| **What are the essential indicators of “good” …** | **P1 Benchmarks**  **By the end of P1 …** | | |
| **Learners develop their understanding of the use and misuse of a variety of substances including over the counter and prescribed medicines, alcohol, drugs, tobacco and solvents. They explore and develop their understanding of the impact of risk-taking behaviour on their choices. The experiences and outcomes will enable learners to make informed personal choices with the aim of promoting healthy lifestyles.**  **Learners should be able to …** | * Identify (4 or more examples) of things that are safe and unsafe * Explain why medicines are good but may also be harmful * Identify some ways to keep safe from medicines and substances * Demonstrate ways to get help to keep safe * Identify the key people who can help me at home, in school and the community e.g. emergency services * Communicate feelings and emotions( including feeling unwell/unsafe) to adults | | |
| **What are the essential indicators of “good” …** | **P2 Benchmarks** | **P3 Benchmarks** | **P4 Benchmarks** |
| **Learners develop their understanding of the use and misuse of a variety of substances including over the counter and prescribed medicines, alcohol, drugs, tobacco and solvents. They explore and develop their understanding of the impact of risk-taking behaviour on their choices. The experiences and outcomes will enable learners to make informed personal choices with the aim of promoting healthy lifestyles.**  **Learners should be able to …** | * Explain why medicines can help us to feel better * Demonstrate what to do if in an emergency or unsafe situation * Discuss feelings in unsafe or emergency situations | * Identify 3 or more examples of ways in which medicines can help our health * Share examples of what to do in an emergency or unsafe situation * Identify a variety of feelings and how they might manage them in an emergency situation | * Demonstrate how to use substances including medicines in a safe way * Explain why some substances are harmful * Construct a safety plan for an emergency or unsafe situation * Identify acceptable boundaries between adults and children e.g. (not taking sweets from strangers) * Demonstrate knowledge of an emergency situation and how to get help |

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| **What are the essential indicators of “good” for SUBSTANCE MISUSE** | | | |
| **What are the essential indicators of “good” …** | **P5 Benchmarks** | **P6 Benchmarks** | **P7 Benchmarks** |
| **Learners develop their understanding of the use and misuse of a variety of substances including over the counter and prescribed medicines, alcohol, drugs, tobacco and solvents. They explore and develop their understanding of the impact of risk-taking behaviour on their choices. The experiences and outcomes will enable learners to make informed personal choices with the aim of promoting healthy lifestyles.**  **Learners should be able to …** | * Match and describe some of the effects different substances have on the body * Define the word “drug” * Identify some of the non-health effects on people’s lives e.g. financial, personal hygiene * Discuss the physical, mental and social effects of alcohol and tobacco * Identify key elements of lifestyle choices and suggest alternative ways to feel good * Discuss why some medication requires a doctor’s prescription * Discuss the factors that influence my choices and the choices people make | * Provide examples of the effects of different substances on the body * Use appropriate vocabulary when discussing tobacco, alcohol and legal/illegal drugs * Discuss alcohol/drug use and its impact on crime and risk taking behaviours and ability to make informed decisions * State some effects on the body/mind of illegal drugs * Discuss the necessity for legislation around substances and link to road safety, drink driving and legal age to purchase * Demonstrate knowledge of a limited range of illegal and uncontrolled drugs used in society including volatile substances * State some of the legal and social consequences of illegal drug involvement | * Identify, categorise and discuss the effects of a range of substances on the body * Recognise the effects of E-numbers and additives in foodstuffs e.g. caffeine, Red Bull * Demonstrate strategies for making good choices in risky situations * State the difference between dependency and addiction * Discuss purity/content of medical drugs versus uncontrolled/illegal * Discuss some of the lifetime implications of involvement with drugs/alcohol/tobacco * Explain the physical consequences/emergency situation associated with drug use |

**Relationships, Sexual Health and Parenthood**

**Progression**

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| **Relationships, Sexual Health and Parenthood** | | | | | | | | |
| **Outcome 44** | **Early Level** | | | | | | | |
| I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.  **HWB 0-44a**  I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.  **HWB 0-44b** | * I can show you and name my friends * I can find a friend to play with * I can tell you what I like and dislike * I can say why friends are good for me * I can say why my family is important * When I am worried I can find someone special at home who I can talk to | | | | * I can answer questions about my friends * I can give examples of the likes and dislikes of my friends * I can decide who to play with by common interests * I can explain my choice of friends by their special qualities * I can give reasons why having friends is good for me * I can give reasons why my family is good for me and some ways my family helps me * When I am worried I know who is in the school to help me | | | |
|  | **First Level** | | | | | | | |
| I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.  **HWB 1-44a**  I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.  **HWB 1-44b** | * I can ask to join in play to try to make friends with others * I can talk about the qualities a good friend should have * I can recognise when a friendship goes well and also goes wrong | | * I can give examples of how to make friends * I can list different qualities that my friends and myself have * I can recognise and talk about my role and the influences I can have within my friendships | | | | * I can show and help others that need support to join a friendship group * I can describe the special qualities that are important in friendships and give reasons why * I can answer questions about decisions I have made and the influences they may have on my friendships | |
|  | **Second Level** | | | | | | | |
| I understand that a wide range of different kinds of friendships and relationships exist.  **HWB 2-44a**  I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.  **HWB 2-44b** | * I can talk about and give some examples of a wide range of different types of friendships and relationships * I can recognise and talk about how positive relationships can make me feel * I can recognise and talk about how my actions can have an impact on others’ health and wellbeing | | * I can name and describe different types of friendships and relationships * I can describe how positive relations can make me feel and behave * I can describe the impact my actions may have on others’ health and wellbeing | | | | * I can discuss and explain why there are differences between different types of relationships * I can provide reasons why positive relationships can impact on my health and wellbeing * I can discuss and explain why my actions may have an impact on others’ health and wellbeing | |
|  | **Third/Fourth Level** | | | | | | | |
| I understand the importance of being cared for and caring for others in relationships, and can explain why.  **HWB 3-44a /HWB 4-44a**  I understand and can demonstrate the qualities and skills required to sustain different types of relationships**.**  **HWB 3-44b/HWB 4-44b** | * I can identify a caring relationship that I am involved in: parent-child; sister-brother; best friends * I can recall some examples of being cared for * I can identify some of the qualities and skills needed to sustain healthy relationships (e g communication, shared values, accountability and mutuality) | | * I can compare and discuss different caring relationships * I can discuss what it means to care and to be cared for in a relationship * I can demonstrate an understanding of the importance of these qualities and skills in a healthy relationship, through discussion or role-play | | | | * I can evaluate and explain why some relationships are more caring than others * I can discuss and explain why there is a need to be cared for * I can explain, question and reason why these qualities and skills are important in a healthy relationship | |
|  | | **Third/Fourth Level** | | | | | | |
| I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I understand the different contexts of such relationships including marriage.  **HWB 3-44c / HWB 4-44c** | * I can acknowledge the different contexts of loving and sexual relationships, including marriage * I can compare and discuss the different contexts of loving and sexual relationships * I can plan ahead and decide upon the best context for loving and sexual relationships in my own life | | | | | * I can discuss and understand the terms commitment, trust and respect * I can discuss examples of commitment, trust and respect within scenarios * I can decide and justify upon the importance of commitment, trust and respect in loving and sexual relationships | | |
| **Outcome 45** | **Early Level** | | | | | | | |
| I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.  **HWB 0-45a**  I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.  **HWB 0-45b** | * I can name people who care for and look after us * I can find a space for myself * I can recognise when a sign and/or a symbol and/or a gesture tells me something * I can recognise when someone is talking to me | | | | | * I can identify and sort into groups other people who care for and look after us * I can discuss and give reasons about who may look after and care for us      * I can identify my own and others personal space * I can recognise and respond to most signs and/or symbols and/or gestures appropriately * I can recognise and respond to verbal communication appropriately | | |
|  | **First Level** | | | | | | | |
| I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.  **HWB 1-45a**  I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.  **HWB 1-45b** | * I can identify strategies which I can practise to help me deal with changing relationships and I can talk about the positive impact this can have on my emotional wellbeing * I can show that I am beginning to become aware of the need to respect personal space and boundaries * I can recognise and attempt to show how to respond when a sign and/or symbol and/or gesture or verbal communication is telling me something | | | * I can explore strategies which I can practise to help me deal with changing relationships and I can describe the positive impact this can have on my emotional wellbeing * I can show by example that I understand the need to respect personal space and boundaries * I can recognise and show how to respond to some signs and/or symbols and/or gestures or verbal communication | | | | * I can choose and practise appropriate strategies to help me deal with changing relationships and I can explain why these can have a positive impact on my emotional wellbeing * I can discuss and explain why it is important to respect personal space and boundaries * I can recognise and explain that I can respond to most signs and/or symbols and/or gestures or verbal communication |
|  | **Second Level** | | | | | | | |
| I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing.  **HWB 2-45a**  I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.  **HWB 2-45b** | * I can identify strategies which I can practise to help me deal with changing relationships and I can talk about the positive impact this can have on my emotional wellbeing * I can show that I am aware of the need to respect personal space and boundaries * I can recognise and attempt to show how to respond to verbal and non-verbal communication | | | * I can explore strategies which I can practise to help me deal with changing relationships and I can describe the positive impact this can have on my emotional wellbeing * I can talk about the need to respect personal space and boundaries * I can recognise and respond appropriately to verbal and non-verbal communication | | | | * I can choose and practise appropriate strategies to help me deal with changing relationships and I can explain why these can have a positive impact on my emotional wellbeing * I can discuss and explain why there is a need to respect personal space and boundaries * I can recognise and explain how to respond appropriately to verbal and non-verbal communication |
|  | **Third/Fourth Level** | | | | | | | |
| I recognise that power can exist within relationships and can be used positively as well as negatively.  **HWB 3-45a/HWB 4-45a**  I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.  **HWB 3-45b/HWB 4-45b** | * I can identify types of behaviour that may be classed as abusive within a relationship * I can discuss my rights and responsibilities in a relationship in order to ensure my own safety and the safety of the other person * I can evaluate the consequences of positive and negative influences within a relationship | | | | | * I can give examples of good communication skills in a relationship * I can demonstrate good communication skills through class or group discussion * I can debate the effectiveness of good communication skills within a relationship | | |
| **Outcome 46** | **Third/Fourth Level** | | | | | | | |
| I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour.  **HWB 3-46a/HWB 4-46a**  I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions.  **HWB 3-46b/HWB 4-46b**  I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult.  **HWB 3-46c/HWB4-46c** | * I can identify attitudes and beliefs that I have concerning relationships, friendships and sexual behaviour * I can give examples of the influence that popular culture, the media or peer pressure can have on my sense of self and /or actions * I can discuss the value of communication and negotiation in relationships | | | * I can acknowledge the influences that have shaped my attitudes, beliefs, values and morality * I can analyse the impact this may have on my sense of self-worth and subsequent actions * I can demonstrate the skills of negotiation through role play or group discussion | | | | * I can apply or modify attitudes, beliefs and values as I listen to the views and experiences of other people * I can evaluate and decide on the impact this will or will not have on my actions * I can plan how to apply these skills of negotiation and communication to future, challenging situations |
| **Outcome 47** | **Early Level** | | | | | | | |
| I recognise that we have similarities and differences but are all unique.  **HWB 0-47a**  I am aware of my growing body and I am learning the correct names for its different parts and how they work.  **HWB 0-47b** | * I can sort, match and compare by appearance * I can find similarities and differences between myself and others * I can tell others that I was a baby and that I’ve grown * I can tell others that babies grow * I can point to some named body parts * I can show and name some body parts | | | | | * I can explain how I am the same or different from others * I can describe how my body has grown since I was a baby * I can locate and name simple body parts and describe how I use them | | |
|  | **First Level** | | | | | | | |
| I recognise that we have similarities and differences but are all unique.  **HWB 1-47a**  I am aware of my growing body and I am learning the correct names for its different parts and how they work.  **HWB 1-47b** | * I can talk about the similarities and differences between myself and others * I can identify and name most parts of my body * I can discuss changes that are happening to my body | | | * I can tell you something about myself that is unique * I can identify the main parts of my body and can describe how they work * I can compare myself with others to show my understanding of how our bodies grow at different rates | | | | * I can identify and explain why someone else is unique * I can locate and name the main parts of the body and investigate how they work * I can correctly name the female and male sexual organs * I can identify some of the changes that will happen to my body as I grow |
|  | **Second Level** | | | | | | | |
| I recognise that how my body changes can affect how I feel about myself and how I may behave.  **HWB 2-47a** | * I can talk about how some body changes may affect how I feel about myself and how I may behave | | | * I can describe how my body changes can affect how I feel about myself and how I may behave | | | | * I can recognise and explain why some body changes can affect how I feel about myself and how I may behave |
|  | **Third/Fourth Level** | | | | | | | |
| I understand my own body’s uniqueness, my developing sexuality, and that of others.  **HWB 3-47a**  Using what I have learned I am able to make informed decisions and choices that promote and protect my own and others’ sexual health and wellbeing.  **HWB 3-47b** | * I can recall some of the information that I have learned about sexual health and wellbeing, when prompted * I can recall some of the information that I have learned about sexual health and wellbeing, when prompted | | | * I can discuss the importance of informed decisions and choices in relation to sexual health | | | | * I can understand, question and explain why informed decisions and choices would promote and protect my own and others’ sexual health and wellbeing |
| **Outcome 48** | **Early Level** | | | | | | | |
| I am learning what I can do to look after my body and who can help me.  **HWB 0-48a** | * I can show a few ways to look after my body * I can tell you different ways that I can look after my body * I can list others that help me look after my body | | | | | * I can explain and give reasons why I need to look after my body * I can explain why I need help from others to look after my body | | |
|  | **First Level** | | | | | | | |
| I am learning what I can do to look after my body and who can help me.  **HWB 1-48a** | * I can describe a few ways that I can look after my body * I can show that I am aware that others can help me look after my body | | | * I can record how I look after my body * I can provide an example of someone and say how they might help me look after my body | | | | * I identify the key features of looking after my body and justify my choices * I can answer questions about how others can help me look after my body |
|  | **Second Level** | | | | | | | |
| I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene.  **HWB 2-48a** | * I can talk about some of the physical and emotional changes that occur during puberty * I can talk about why they are taking place and the importance of hygiene | | | * I can identify most of the physical and emotional changes that occur during puberty * I can discuss why they are taking place and the importance of hygiene | | | | * I can describe the physical and emotional changes during puberty * I can explain why they are taking place and the importance of hygiene |
|  | **Third Level** | | | | | | | |
| I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law.  **HWB 3-48a** | * I can identify sources of information and support in my local community in relation to sexual health and wellbeing | | | * I can access sexual health information from websites, leaflets, services, etc. | | | | * I can evaluate and prioritise the potential usefulness of the information available on sexual health and wellbeing |
|  | **Fourth Level** | | | | | | | |
| I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law.  **HWB 4-48a** | * I am aware I have rights and responsibilities in relation to sexual health and the law | | | * I can talk about my rights and responsibilities in relation to sexual health and the law | | | | * I can explain my rights and responsibilities in relation to sexual health, confidentiality and the law and provide reasons why this is important |
| **Outcome 49** | **Early Level** | | | | | | | |
| I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this.  **HWB 0-49a** | * I can show that I can look after my body * I can begin to show through daily routines that I am becoming aware of the need for privacy and hygiene * I can talk about ways we look after our bodies * I can begin to talk about what actions are right and wrong to show that I am aware of how to respect my body * I can seek help if I am worried about respect for my body | | | | | * I can explain different ways that I look after my body * I can explain how to keep some parts of my body private and hygienic * I can tell an adult that I am worried about respect for my body * I can decide and sort what actions are right and wrong to show that I am aware of how to respect my body | | |
|  | **First Level** | | | | | | | |
| I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this.  **HWB 1-49a** | * I can show that I can look after my body * I can talk about daily routines that show I am becoming aware of the need for privacy and hygiene * I can tell what actions are right and wrong to show that I am aware of how to respect my body * I can seek help if I am worried about respect for my body | | | * I can tell you ways that I can look after my body * I can identify through daily routines that some parts of my body need to be kept private and hygienic * I can describe what actions are right and wrong to show that I am aware of how to respect my body * I can seek help if I am worried about respect for my body | | | | * I can explain different ways that I look after my body * I can explain why I keep some parts of my body private and hygienic * I can explain why some actions are right and wrong to show that I am aware of how to respect my body * I can tell an adult that I am worried about respect for my body |
|  | **Second Level** | | | | | | | |
| I know that all forms of abuse are wrong and I am developing the skills to keep myself safe and get help if I need it.  **HWB 2-49a** | * I can name different forms of abuse and know that they are wrong * I can talk about ways of how to keep myself safe and get help if I need it | | | * I can describe different forms of abuse and understand why they are wrong * I can list different ways of how to keep myself safe and can state how and where to get help | | | | * I can discuss different forms of abuse and explain why they are wrong * I can discuss different ways of how to keep myself safe and can explain how and where to get help |
|  | **Third Level** | | | | | | | |
| I know how to manage situations concerning my sexual health and wellbeing and am learning to understand what is appropriate sexual behaviour.  **HWB 3-49a**  I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse.  **HWB 3-49b** | * I can recall given examples of how I can manage situations concerning my sexual health and wellbeing * I can identify sources of information * I can give examples of the different laws that protect me | | | * I can talk about how I would manage my sexual health and wellbeing through a variety of given scenarios * I can access information from websites, leaflets etc. * I can give examples of the different laws that protect me | | | | * I can evaluate and debate possible actions regarding how I would manage my sexual health and wellbeing * I can evaluate and prioritise the potential uses of the support available to me and the laws that protect me |
|  | **Fourth Level** | | | | | | | |
| I know how to manage situations concerning my sexual health and wellbeing and am learning to understand what appropriate sexual behaviour is.  **HWB 4-49a**  I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse.  **HWB 4-49b** | * I can identify from a variety of given scenarios what appropriate sexual behaviour means * I can identify sources of information * I can give examples of the different laws that protect me | | | * I can talk about and provide examples/scenarios of what appropriate sexual behaviour means * I can access information from websites, leaflets etc. * I can give examples of the different laws that protect me | | | | * I can evaluate and reason what appropriate sexual behaviour means * I can evaluate and prioritise the potential uses of the support available to me and the laws that protect me |
| **Outcome 50** | **Early Level** | | | | | | | |
| I am learning about where living things come from and about how they grow, develop and are nurtured.  **HWB 0-50a** | * I can listen to stories about life cycles * I can tell others that plants and/or animals change as they grow * I can tell you something that a plant/animal needs to grow * I can show that I know how to look after a plant, animal or other living thing * I can answer simple questions about life cycles | | | | | * I can give examples of how a plant and/or animal has changed as it has grown * I can identify what a plant/animal needs to grow * I can demonstrate that I can nurture a living thing as it grows * I can explain the stages of a simple life cycle * I can describe the changes of how a plant/animal has grown * I can explain how to care for a plant/animal * I can give reasons why a living thing needs nurtured | | |
|  | **First Level** | | | | | | | |
| I am learning about where living things come from and about how they grow, develop and are nurtured.  **HWB 1-50a** | * I can illustrate a simple life cycle * I can show that I can look after and nurture a living thing | | | * I can identify, categorise and discuss where living things come from * I can talk about and provide examples of how living things develop, grow and are nurtured | | | | * I can compare life cycles and explain the differences * I can investigate and identify the best conditions for living things to grow, develop and be nurtured |
|  | **Second Level** | | | | | | | |
| I am able to describe how human life begins and how a baby is born.  **HWB 2-50a** | * I can attempt to answer a few questions about how human life begins and how a baby is born | | | * I can describe biologically how human life begins and how a baby is born | | | | * I can describe and explain how human life begins and how a baby is born |
| **Outcome 51** | **Early Level** | | | | | | | |
| I am able to show an awareness of the tasks required to look after a baby.  **HWB 0-51a** | * I can show you through play how to look after a baby * I can tell others some important tasks to care for a baby | | | | | * I can describe some of the tasks required to look after a baby | | |
|  | **First Level** | | | | | | | |
| I am able to show an awareness of the tasks required to look after a baby.  **HWB 1-51a** | * I can show that I am aware of some of the tasks required to look after a baby | | | * I can make a list of tasks required to look after a baby and prioritise these | | | | * I can explain why some tasks are required for looking after a baby |
|  | **Second Level** | | | | | | | |
| I can describe the role of a parent/carer and the skills, commitment and qualities the role requires.  **HWB 2-51a** | * I can talk about the role of a parent/carer and the skills, commitment and qualities the role requires | | | * I can describe the role of a parent/carer and some of the skills, commitment and qualities the role requires | | | | * I can discuss, describe and explain the role of a parent/carer and the skills, commitment and qualities the role requires |
|  | **Third Level** | | | | | | | |
| I can explain the importance and the enduring and complex responsibility of being a parent/carer, and the impact on life choices and options.  **HWB 3-51a**  I can explain the support and care necessary to ensure a child is nurtured through the different stages of childhood.  **HWB 3-51b** | * I can recognise some of the long term responsibilities of parenting * I can give examples of the support and care necessary at each stage of childhood development | | | * I can explain why becoming a parent would be a long and complex responsibility * I can discuss and analyse the role of the parent in helping the child to develop | | | | * I can explain my opinion on the importance and the enduring responsibility of being a parent/carer * I can evaluate and give reasons to why specific skills are necessary to parent effectively |
|  | **Fourth Level** | | | | | | | |
| I can explain the importance and the enduring and complex responsibility of being a parent/carer, and the impact on life choices and options.  **HWB 4-51a**  Through investigation I can explain the support available for parents and carers looking after babies and bringing up children.  **HWB 4-51b** | * I can identify the life choices and options that would be affected when becoming a parent * I can explore and /or visit the different types of support available for parents and carers looking after babies and bringing up children in my area | | | * I can discuss the impact that being a parent would have on life choices and options * I can research and explain the different types of support available for parents and carers looking after babies and bringing up children | | | | * I can evaluate and prioritise my life choices and options, including the option to become a parent/carer in the future * I can investigate and determine the appropriateness of the support available for parents and carers looking after babies and bringing up children |

**Relationships, Sexual Health and Parenthood**

**Core Learning and Benchmarks**

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| --- | --- | --- | --- | --- | --- |
| **Core Learning for Significant Aspect of Learning – Relationships, Sexual Health and Parenthood** | | | | | |
| **Professional learning paper: *Assessing Progress and Achievement in Health and Wellbeing*** | | | | | |
| Learners develop an understanding of how to maintain positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships, and sexual health.  Learners develop their understanding of the complex roles and responsibilities of being a parent or carer. | **Core Learning Statements** | | | | |
| **Early Level** | **First Level** | **Second Level** | **Third Level** | **Fourth Level** |
| * Demonstrates an awareness of what constitutes positive friendships and relationships in a range of settings | | * Understands the link between positive friendships and relationships and social and emotional wellbeing | * Understands what constitutes different types of mutually supportive relationships in a variety of circumstances and life stages | |
| * Demonstrates resilience and confidence to adapt and cope with change * Able to seek help and/or advice when necessary in the context of changing friendships and relationships and life circumstances. * Aware of their growing bodies and know that there are similarities and differences with others. * Demonstrates an understanding of day to day personal hygiene routines | | * Demonstrates understanding of physical changes including puberty and how these can affect emotional responses   in themselves and others.   * Shows empathy and appreciate the personal circumstances of others | * Demonstrates self-awareness by taking personal responsibility for choice and decisions made and the consequences * Demonstrates and apply their decision-making skills * Aware of the gap that often exists between reality and media   portrayal of sexual behaviour norms and body image   * Recognises diversity and the rights of individuals irrespective of their sexuality * Has the confidence and skills to access information, guidance and help as and when necessary * Understands their rights and responsibilities | |
| * Demonstrates an awareness of different forms of abuse or harm and how they can be protected and helped in and out of school/ nursery settings | | * Understands different forms of abuse and have the resilience and confidence to seek help when they feel it is necessary | * Identify and take action when they encounter abusive or inappropriate sexual behaviour | |
| * Has an understanding of life cycles including human life and can describe a variety of tasks associated with caring for a baby | | * Knows about and understands the process of human conception and birth |  | |
|  | | * Shows an awareness of the roles and responsibilities associated with being a carer or parent which takes account of varying family circumstances. | * Aware of the short and long term impact of parenthood and know how to access support through the different stages of parenthood and childhood. | |

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| --- | --- |
| **What are the essential indicators of “good” … RELATIONSHIPS, SEXUAL HEALTH AND PARENTHOOD** | |
| **What are the essential indicators of “good” …** | **P1 Benchmarks**  **By the end of P1 …** |
| Learners develop an understanding of how to maintain positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships, and sexual health.  **Learners should be able to …** | * Explain choices of friends by their special qualities * Give reasons why having friends is good for me * Recognise why family is good for me and some of the ways they help * Recognise other people who I can go to for help * Recognise, adapt and respond appropriately to a variety of social situations. * Explain similarities and differences between people * Identify and locate simple body parts and how they are used * Explain the need to look after the body and different ways to do this * Recognise the need for help from others to look after the body * Explain how to keep some parts of their body private and hygienic * Identify which actions are right and wrong to show awareness of respect for their body |
| Learners develop their understanding of the complex roles and responsibilities of being a parent or carer.  **Learners should be able to …** | * Demonstrate the nurturing of living things as they grow * Describe changes of how a plant/animal has grown * Describe some of the tasks required to look after a baby |

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| **What are the essential indicators of “good” … RELATIONSHIPS, SEXUAL HEALTH AND PARENTHOOD** | | | |
| **What are the essential indicators of “good” …** | **P2 Benchmarks** | **P3 Benchmarks** | **P4 Benchmarks** |
| Learners develop an understanding of how to maintain positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships, and sexual health.  **Learners should be able to …** | * Demonstrate how to make friends with others in play * Identify the qualities a good friend should have * Identify strategies to help deal with changing relationships * Identify the need to respect personal space and boundaries * Describe 3 or more ways to look after their body * Identify right and wrong actions and know where to seek help if worried. | * Give examples of how to make friends * Recognise and discuss the role and the influences in friendship groups * Explore strategies to practice in dealing with changing relationships and describe the positive impact this has * Demonstrate by example the need for respect personal space and boundaries * Identify that every individual is unique * Identify main body parts and how they work * Identify 1 or more examples of someone who helps to look after their body * Explain how to protect myself and keep myself safe both in and out of school | * Support others who need help to join a friendship group * Describe, giving reasons,  the special qualities that are important in friendships * Justify decisions made and the influences they may have on friendship groups * Select and practice appropriate strategies in dealing with changing relationships and explain the positive impact on emotional wellbeing * Discuss and explain the importance of respecting personal space and boundaries * Recognise and explain why there is a need to respond to most signs, symbols, gestures or verbal communication * Locate and name main body parts and investigate how they work * Identify the key features of looking after their body justifying choices * Explain how their body changes as they grow and how this effects them. * Explain how others help look after their body |
| Learners develop their understanding of the complex roles and responsibilities of being a parent or carer.  **Learners should be able to …** | * Illustrate a simple life cycle | * Identify, categorise where living things come from * Explain the reason for some tasks required for looking after a baby | * Compare life cycles and compare their differences * Investigate and identify the best conditions for living things to grow, develop and be nurtured |
| **What are the essential indicators of “good” … RELATIONSHIPS, SEXUAL HEALTH AND PARENTHOOD** | | | |
| **What are the essential indicators of “good” …** | **P5 Benchmarks** | **P6 Benchmarks** | **P7 Benchmarks** |
| Learners develop an understanding of how to maintain positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships, and sexual health.  **Learners should be able to …** | * Recognise and discuss how actions can have an impact on other’s health and wellbeing * Identify different forms of abuse and know that they are wrong * Identify strategies to support their wellbeing in terms of changing relationships | * Shows empathy and respects different personal circumstances * Discuss and explain the need to respect personal space and boundaries * Identify physical and emotional changes during puberty | * Discuss and explain why there are differences between different types of relationships * Explain why actions have an impact on other’s health and wellbeing * Recognise and explain why some body changes can affect feelings and behaviour * Explain why physical and emotional changes are taking place and the importance of hygiene * Discuss different ways to keep safe and how and where to get help |
| Learners develop their understanding of the complex roles and responsibilities of being a parent or carer.  **Learners should be able to …** | * Identify 4 or more key roles of a parent. * Explain the human life cycle | * Describe the role of a parent/carer and some of the skills, commitment, and qualities the role requires | * Describe and explain how human life begins and how a baby is born |

**Success Criteria**

**The Learner**

**Learning Intentions**

***Clear, relevan*t and measurable definitions of *success criteria.* *Learners involved in creating them in pupil language.***

***Standards and expectations for***

***planned learning***

**Planning together for**

**learning, teaching and assessment**

**Key**

**Learning Experiences**

**Evidence**

***A range of appropriate evidence***

***Rich experiences planned to take account of the Es and Os and the design principles***

**Professional Practice**

*features of effective professional practice*

**The Learner**

***Collaborative approaches to evaluate the evidence of learning***

**Feedback and Next Steps**

**Evaluate Learning**

**Assessment Approaches**

***Timely and effective feedback supports the planning of pupils’ next steps in learning***

***Assess: Progress***

***Assess: Breadth, challenge, application***

**Professional Action**

*professional actions for improvement*

***Learning Teaching and Assessment: Professional Curriculum Tool***

**This tool can be used**

* to provide an opportunity to reflect on effective practice in learning, teaching and assessment in the context of Aberdeenshire’s progression frameworks.
* to allow practitioners to ‘dip into’ aspects of the learning, teaching and assessment process in order to reflect on their practice
* to inform planning for learning, teaching, moderation and assessment
* to support professional learning and/or moderation activities within a school or cluster

**Key references used in this resource**

* ***Taking a Closer Look at the National Assessment Resource*** (Education Scotland 2013)
* ***The Learning Set*** (Learning Unlimited 2000

**The Learner**

**Planning together for**

**learning, teaching and assessment**

Use the experiences and outcomes (Es and Os) to plan your learning, teaching, assessment and moderation approaches and allow you to consider your focus for learners’ experiences.

Professional **Action**

Professional **Practice**

**Learners setting goals**

* help your learners ‘engage’ with their goals
* help them understand the big picture of where they are going
* give learners a structure in which to work   
  i.e. *ask questions/try things out/make connections/ask why*
* use variety of planning techniques  
  i.e. *floor book planning/carousel/ cooperative learning group discussion/ mind maps/interactive wall displays/ KWL grids*
* set group/class goals

**Learner engagement**

* learner should be at centre of planning for learning, teaching and assessment
* quality dialogue with learners should be embedded in practice
* principles and practice papers outline the broad features of assessment

**Learning Intentions**

**Standards and expectations for**

**planned learning**

The learning intention is what learners should know, understand or be able to do by the end of a learning experience.

The focus should be on what is to be learned as opposed to the task, activity or context.

By teasing out the learning from your chosen experience(s) and outcome(s), you will be able to develop learning intentions that focus specifically on what has to be learned.

When clear about the learning intention, learners will be more focused and actively engaged in their own learning. Sharing the learning intention makes it easier to give quality feedback specifically on what has been learned.

Professional **Action**

Professional **Practice**

**Techniques to use**

* display the LI
* make LI accessible while children are working
* don’t confuse LI with activity
* build the LI into the lesson introduction
* signal the LI especially to younger children
* use examples
* involve pupils in setting SC

***“Research tells us that goals which are specific, clear, challenging but not outwith the student’s reach have the most effect on performance.”*** *Caroline Gipps*

**Good learning intentions?**

* use SMART criteria
* focus on the specific
* not too broad - not too difficult – not too general
* child friendly, clear language
* skill or knowledge based - not concept
* use ‘learning’ words   
  *know/understand/learn/think/  
  use*
* consider phrasing and   
  tone

**Success Criteria**

**Clear, relevant and measurable definitions of**

**success criteria.**

***Learners involved in creating them in pupil language.***

Success criteria are suggested ways to achieve the learning intention.

Sharing success criteria enables learners to feel confident about how to achieve success in a lesson.

As you plan and consider your success criteria you should ensure that they are directly linked to your learning intentions and the evidence of learning which you will be aiming to collect.

Professional **Action**

Professional **Practice**

**Techniques to use**

* link to Learning Intention – “How will you know that … (*link to LI*) ?
* signal the SC throughout the lesson
* use examples by matching SC with a good quality piece of work
* involve pupils in the process
* focus on observable behaviours when tasks are open-ended *i.e. ‘what will ‘good’ look like?’*
* create a SC checklist for pupil use
* create a scoring scale for pupil use

**Good success criteria?**

* closely linked to learning intentions
* clear, easy to understand
* focused on how learning can be identified
* good use of ‘learning’ words  
  *know/understand/learn/think/use*
* looking at the learning not the task

**Learning Experiences**

**Rich experiences planned to take account of the Es and Os and the design principles**

**challenge and enjoyment**

**breadth progression depth**

***personalisation and choice***

***coherence relevance***

Learning experiences planned with the experiences and outcomes and design principles in mind will be **rich** and **fulfilling**.

As you plan a variety of experiences you will consider what activities will engage the learners and allow them to develop and demonstrate their knowledge and understanding, skills, attributes and capabilities.

Professional **Practice**

Professional **Action**

**Collegiate discussions (moderation)**

* with a colleague, discuss examples of your practice where you have met any or all of the seven design principles
* with a colleague, and using an experience and outcome of your choice, have a go at planning a set of learning experiences which would develop the seven design principles

**Setting Es and Os in context**

* know your children and your community – this will help engage them in their learning
* look at your plans and try to highlight the seven design principles
* refer to the **Aberdeenshire frameworks**
* read the **Assessing Progress and Achievement** curricular papers

***A range of appropriate evidence***

**Evidence**

**Product – artwork, report, project**

**Learners’ Records of Assessment**

It is essential that staff use evidence of learning from a broad range of contexts to check how a learner is progressing and that learning is secure. The evidence will be different depending upon the kind of learning being assessed, the learning activity and learners’ preferences about how to show what they have learned.

Evidence will come from day-to-day learning as well as from specific assessment tasks. The National Assessment Resource can help practitioners when deciding on what learners would need to say, write, do or make to demonstrate success.

Consideration should be given on how to reflect, share, discuss and agree these expectations with learners and with colleagues.

**Written Responses**

**Observation**

**Dialogue**

Professional **Action**

Professional **Practice**

**Collegiate discussions (moderation)**

* with a colleague, look at evidence you have gathered for a learning experience and agree if it fits with the original planning outline
* discuss whether or not the evidence is valid, reliable and proportionate (balanced)
* with a colleague, plan a variety of possible evidence

**Evidence of learning**

* match planned evidence with kind of learning being assessed
* engage pupils with Es and Os
* pupils help identify learning focus
* pupils select appropriate methods of assessment to inform range of evidence: *make-say-write-do*
* evidence should match Es and Os

**Assessment Approaches**

***Assess: Progress***

***Assess: Breadth, challenge and application***

Teachers need a range of assessment approaches to assess the different types of achievement across the curriculum. This range allows learners to demonstrate what they know, understand and can do.

The range and variety of assessment approaches should take account of the relevance of contexts to learners’ prior experiences, interests and aspirations and should link across learning where possible.

Teachers need to consider learning in terms of breadth, challenge and application.

Professional **Practice**

Professional **Action**

**Assessment across learning**

Ensure your planning takes account of

* **Progression** across levels
* **Breadth**  
  the number and range of experiences and outcomes encountered by learners
* **Challenge**the attributes, capabilities and skills (including higher order thinking skills) which are embedded in learning and may be planned through personalisation and choice
* **Application**   
  application refers to how knowledge and understanding, attributes, capabilities and skills (including higher-order thinking skills) are used in new and unfamiliar contexts so that they become transferable and secure - it is about learners becoming flexible and adaptable in the way they apply their learning

**Using Assessment Approaches**

* with a colleague, look at assessment approaches you have used and identify how breadth, challenge and application have been taken into account
* with a colleague, plan for breadth, challenge and application for a group of experiences and outcomes you plan to teach
* when planning, devise LIs and SC that will span across a level(s) in order to allow for progression
* to support differentiation, provide learners with opportunities to express how challenged they feel in their learning and how they think they are progressing

***Collaborative approaches to evaluate   
the evidence of learning***

**Evaluate Learning**

Evaluating the learning involves you in both considering the progress of each learner and considering the impact of the learning on the whole class/group.

Consistent judgements are made when staff have been collaboratively planning at all of the steps in the process.

When learners reflect on their own learning, they come to understand what they have achieved, what they can do to improve and how to go about it.

Professional **Practice**

Professional **Action**

**Approaches to evaluating learning**

* use examples of completed (anonymous) work as a focus for group or class discussion
* train, support and encourage learners to develop the skills of **self-assessment**
* train, support and encourage learners to develop the skills of **peer-assessment**
* plan self/peer-assessment opportunities alongside the curriculum learning and teaching
* adapt teaching to take account of learner feedback
* ensure learning is evaluated effectively and collaboratively against SC

**Reflecting on learning**

* learners can be helped to reflect on what they have understood and where they still need help or further explanation
* learners should be helped and carefully monitored as they learn how to self-assess
* learner self-assessment should not be a ‘bolt-on’ activity
* learner feedback from self-assessment informs planning
* other people in the learning community should be involved in evaluating progress in learning

**Feedback and Next Steps**

**Timely and effective feedback is essential for effective learning and teaching because it helps the planning of pupils’ next steps in learning.**

The quality of dialogue in feedback is very important and oral feedback can be more effective than written feedback.

Written feedback is more helpful to learning if it is in the form of comments and not marks or grades.

Professional **Action**

Professional **Practice**

**Feeding back and next steps**

* with a colleague, discuss examples of your practice where learners were given time to reflect, use their feedback and identify next steps
* plan time for learners and peers to reflect on the advice and guidance received and identify next steps
* teach pupils how to be reflective   
  ~ use questions to focus feedback  
  ~ encourage rather than praise   
   e.g. *tell m*e *more/for instance?/so?  
  ~* prompt and probe to extend thinking  
  ~ keep comments positive and specific

**Effective feedback**

* is part of a supportive ethos in which pupils ask for help when they feel they need it
* indicates positive aspects of work
* provides time to discuss with learners the links between their work and the LIs and SC
* helps learners to move on in their learning
* gives suggestions for improvement
* encourages learners to think things through for themselves