



PSHE L13 – L16

Outcomes

H&W – Safety	
Level 13	<ul style="list-style-type: none"> What is meant by personal safety. Explain what is meant by something being an accident. What is meant by the terms risky (something that could go wrong/have harmful consequences) and dangerous (something that will always hurt us, e.g. fire). Identify some behaviours that might be risky. Some situations and behaviours in and out of school, including online, which may not be safe or may entail risk. Identify trusted adults who can help us in risky situations and strategies we can use to help ourselves. Different responsibilities we may have to help keep ourselves and others safe. When someone might need first aid because they are hurt/ injured.
Level 14	<ul style="list-style-type: none"> Why it is important to persist with asking for help if our initial requests are not met or understood. Ways of keeping safe in a variety of relevant situations and identify possible risks and hazards. Simple strategies for keeping physically safe in situations when we might feel afraid. When a situation is an emergency and explain or demonstrate how to get help, including how to call 999.
Level 15	<ul style="list-style-type: none"> Some risks of communicating online. Ways of keeping safe online, such as using passwords or having adult help to access the internet. May be people online who do not have our best interests at heart. Things that we should never share online without checking with a trusted adult first.
Level 16	<ul style="list-style-type: none"> How other people's identity online can be different to what it actually is in real life. Respond if we're not sure if someone online is who they say they are. Practical strategies for keeping safe when using specific digital devices and platforms. How what we post online might affect ourselves or others Stop and think about the possible consequences for ourselves or others before we post something online. Basic rules for using social media, including age restrictions and why they exist. Whom we can talk to, or report concerns to, if someone asks us for, or sends us, an image or information that makes us feel uncomfortable.
H&W – Managing Emotions and Mental Health	
Level 13	<ul style="list-style-type: none"> Feelings associated with feeling good about ourselves How we might feel, look and sound when we are happy or unhappy. Range of feelings, where we might feel them in our body, and how they might make us behave. When we might feel angry or sad because of someone's behaviour towards us
Level 14	<ul style="list-style-type: none"> What being frightened or worried means. Simple ways to communicate that we are frightened or worried. Identify things we can do to help ourselves when we feel worried or stressed. Strategies we can use if we are feeling frightened or worried. Things we can do which help us to feel good about ourselves.
Level 15	<ul style="list-style-type: none"> When others may be feeling happy or unhappy from their facial expression and body language. Describe strong emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy). What mental health and emotional wellbeing are. Simple ways to maintain our emotional wellbeing (e.g. relaxing, being with friends/family, listening to music).
Level 16	<ul style="list-style-type: none"> Describe some simple strategies we can use to feel and stay happy. Things that we may say or do that could affect how we or others feel about us. Things that others may say or do that could affect how we feel about ourselves. Give examples of when we might feel strong emotions. How we can help others who may be feeling unhappy. Whom to ask or tell if we are feeling unhappy and/or need help.
R - Growing and Changing	
Level 13	<ul style="list-style-type: none"> Different ways we have changed as we have grown older. When we might need to seek permission or receive Some of the new opportunities and responsibilities we have experienced as we have grown older. How to ask for permission (get consent) Some of the different stages of change as people progress from birth to adulthood (physical, emotional, social). Ways to indicate to others that we are happy/willing or not happy/unwilling to do something Why puberty happens. Similarities and differences between friendships and romantic/ intimate relationships Examples of different types and features of committed, long-term relationships. Adults we know who are in a long term relationship (e.g. married, in a civil partnership, living together, engaged).
Level 14	<ul style="list-style-type: none"> What it means to like someone. The difference between 'liking' someone and 'fancying' someone. How part of growing up might be to experience strong feelings about people we like or fancy
Level 15	<ul style="list-style-type: none"> Identify stages of the human life cycle How the needs of babies, children, adults and older people differ. Different types and features of committed, long-term relationships. Responsibilities of being a parent
Level 16	<ul style="list-style-type: none"> Specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings Aspects of personal hygiene that we can take responsibility for, and why this is important during puberty Functions of the reproductive organs, including how conception occurs. The different stages of reproduction, pregnancy and birth How emotions may change as we get older and are no longer children.

R – Social Skills	
Level 13	<ul style="list-style-type: none"> What having or being a friend means. Different kinds of friendship and ways in which friendship is important Key features of positive friendships/ relationships, and how they can make us feel Occasions when we might need the support of friends. Examples of how we can show support to our friends. How we can let friends know that we need their help and support.
Level 14	<ul style="list-style-type: none"> We might disagree with someone and still be friends Ways to manage friendship disagreements restoratively. Friends do not always know what is best for each other. How we expect people to behave towards us in friendships and relationships. Our expectations of friendships/ relationships (e.g. spending time together, sharing interests Positive qualities people bring to relationships (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries).
Level 15	<ul style="list-style-type: none"> Differences between positive/healthy and negative/unhealthy relationships Ways in which friendships might change over time. Sometimes friendships may end, through choice or circumstances. What it means to treat others in a kind and fair way.
Level 16	<ul style="list-style-type: none"> What is meant by teasing, hurtful and bullying behaviour. How we do not need to put up with someone being unkind, hurtful, abusive to, or bullying, us What is meant by peer pressure and peer influence.
SA – Building Resilience	
Level 13	<ul style="list-style-type: none"> Shows empathy to others through comfort Willing to actively participate in new experiences Accepts that peers may vary who they play/spend time with Often laugh and find things funny
Level 14	<ul style="list-style-type: none"> Develop an awareness of others, including having the ability to express empathy. Know the rules and the consequences if I don't stick to them Have a good relationship with my teachers and I trust them Understand that there are different types of relationships.
Level 15	<ul style="list-style-type: none"> Explore how to develop and maintain positive, healthy relationships. Form and maintain positive relationships with family members. Form and maintain positive relationships with peers. Solve conflict and challenge constructively Making a difference by helping others, volunteering or through work
Level 16	<ul style="list-style-type: none"> Have close relationships with people of my own age Have interests and enjoy doing activities To solve problems Know the difference between right and wrong and choose to do what's right To try and experience new things Know where to go for help.
SA – Health & Self Care	
Level 13	<ul style="list-style-type: none"> How we can tell if we are unwell (including possible symptoms). Describe in simple terms how germs can be spread to others. Whom to tell if we feel unwell. Some things we can do to take care of our physical wellbeing and our mental wellbeing. Things we can do if we are not feeling well. Simple hygiene routines that can prevent the spread of germs (bacteria and viruses).
Level 14	<ul style="list-style-type: none"> Some situations where we might need to ask someone for help with our mental wellbeing (e.g. feeling unhappy or depressed, disrupted sleep pattern, not wanting to eat/over-eating). Some of the terms that are used to describe when someone is emotionally/mentally unwell. Why it is as important to tell someone we trust if we are feeling emotionally (mentally) unwell as it is when we feel physically unwell. How we know we can trust these people and organisations to give us advice that will help us (e.g. GP, school nurse, NHS, Childline, Young Minds). Why 'self-diagnosis' from websites can be inaccurate or potentially harmful.
Level 15	<ul style="list-style-type: none"> Different ways that people can live a healthy lifestyle. Describe what might happen if we don't take care of our personal hygiene. What a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing. How we may feel if we don't get enough sleep, and strategies for maintaining good sleep patterns. Some of the benefits of being physically active, and possible consequences of inactivity. Some of the physical and mental health benefits of regular exercise.
Level 16	<ul style="list-style-type: none"> Challenges that can prevent us from exercising, and suggest ways to overcome them and motivate ourselves Strategies for managing pressures and influences on healthy lifestyle choices Foods we can eat all the time which are good for us and foods that should only be eaten occasionally. What we mean by a healthy, balanced diet. Some of the risks of consuming food and drinks with high sugar or caffeine content.
SA – Self Management	
Level 13	<ul style="list-style-type: none"> Can withdraw self from a situation that may cause conflict Are able to settle well into a variety of learning environments and are ready for learning Identifies rules of a game Learn and socialise well in group situations
Level 14	<ul style="list-style-type: none"> Uses strategies to prevent themselves becoming distracted Identify some ways to feel better if they are feeling not so good.

	<ul style="list-style-type: none"> ▪ Aware of the boundaries set, and of behavioural expectations in the setting ▪ To be able to concentrate and focus on one activity at a time ▪ To be able to ignore pupils who are fooling around
Level 15	<ul style="list-style-type: none"> ▪ To be able to control anger when someone upsets me ▪ Is aware of personal boundaries and able to respect these ▪ Can usually adapt behaviour to different events, social situations and changes in routine ▪ To be able to recognise and correctly read and label their emotions, and those of others. ▪ To be able to identify link between thinking, feeling and acting
Level 16	<ul style="list-style-type: none"> ▪ To be able to identify how inappropriate responses to emotions can create problems and consequences ▪ To be able to predict potential consequences in response to displayed emotions ▪ To be able to exert better control over their emotions and understand there are different ways of doing this. ▪ When told a rule that they feel is unfair they are able to discuss this and give reasons why
WW – Rights and Responsibilities	
Level 13	<ul style="list-style-type: none"> ▪ Similarities and differences between young people of our age. ▪ What is meant by having rules in school, at home and in the wider world. ▪ Some of the similarities, differences and diversity among people of different race, faith and culture. ▪ What is meant by rights and responsibilities. ▪ What we all have in common, despite differences (e.g. in age, ability, sex, sexual orientation and gender identity). ▪ Rights and responsibilities we have in and outside school.
Level 14	<ul style="list-style-type: none"> ▪ Benefits of diversity for our friendships and our community. ▪ Why stereotyping is unfair. ▪ Everyone has 'human rights' and that the law protects these rights. ▪ Some of our rights to different opportunities in both education and work.
Level 15	<ul style="list-style-type: none"> ▪ Different cultures and faith groups have the right to practise their customs and beliefs within British law. ▪ How stereotypes (e.g. based on sex, gender, race, religion, age, sexual orientation or disability) can lead to discrimination.
Level 16	<ul style="list-style-type: none"> ▪ Different ways of showing compassion to other living things (e.g. wildlife, pets). ▪ Shared responsibilities we all have for taking care of other people, living things and the environment we live in. ▪ How every day choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, waste, pollution). ▪ Feelings and values in relation to climate change and the environment.
WW – Skills for Life	
Level 13	<ul style="list-style-type: none"> ▪ Some of our own personal strengths and skills ▪ Areas where we need help to develop. ▪ Hopes/wishes for our future lives. ▪ Things we can do for ourselves to help us develop our strengths and those areas where we need help from others. ▪ Own hopes/ aspirations; explain in simple terms how we might achieve them. ▪ Our own learning targets or goals. ▪ Difference between a short term target and an aspirational, long term goal. ▪ Simple strategies we can use to help us be organised in our learning.
Level 14	<ul style="list-style-type: none"> ▪ Ways we can develop our strengths and skills through practice. ▪ Some ways in which our current learning will help us in the future. ▪ How our personal strengths, interests and skills may help us in our future lives, choices or employment. ▪ Ways of managing emotions in relation to future employment aspirations
Level 15	<ul style="list-style-type: none"> ▪ Different types of living arrangement, including adult care, residential care and living independently ▪ What is meant by having a 'job'. ▪ That there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments). ▪ There are different types of employment e.g. paid/ unpaid (voluntary), full time/part time, work placements. ▪ Jobs that family members, friends and people in the community may do.. ▪ The kind of job we might like to do when we are older and what we expect it to be like.
Level 16	<ul style="list-style-type: none"> ▪ What money is and how it is used. ▪ Money we get from cash machines or through 'cashback' in the supermarket etc. is our money ▪ Ways in which people might acquire money. ▪ Ways that money can be kept safe. ▪ What is meant by earning, spending, and saving money. ▪ Some ways in which we are encouraged to spend money, including online. ▪ Consequences of losing money or spending more than we have.