



PSHE L13 – L16

Outcomes

Self-awareness	
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.
Self Management	
Level 13	<ul style="list-style-type: none"> ▪ Show understanding and cooperates with some boundaries ▪ 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. ▪ 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
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.

The Wider World 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.
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.

Relationship 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.

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.

Health and Wellbeing	
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.
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.

