

Benchmarks

Personal and Social Education

March 2017

Education Scotland

Guidance on using Benchmarks for Assessment March 2017

Education Scotland's [Curriculum for Excellence \(CfE\) Statement for Practitioners](#) (Aug 2016) stated that the two key resources which support practitioners to plan learning, teaching and assessment are:

- **Experiences and Outcomes**
- **Benchmarks**

Benchmarks have been developed to provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression in literacy and English and numeracy and mathematics, and across all other curriculum areas from Early to Fourth Levels (First to Fourth Levels in Modern Languages). Their purpose is to make clear what learners need to know and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements.

Skills development is integrated into the Benchmarks to support greater shared understanding. An understanding of skills and how well they are developing will enable learners to make links between their current learning and their future career options and employment.

Benchmarks draw together and streamline a wide range of previous assessment guidance (including significant aspects of learning, progression frameworks and annotated exemplars) into one key resource to support teachers' and other practitioners' professional judgement of children's and young people's progress across all curriculum areas.

Benchmarks have been designed to support professional dialogue as part of the moderation process to assess where children and young people are in their learning. They will help to support holistic assessment approaches across learning. They should not be ticked off individually for assessment purposes.

Benchmarks for literacy and numeracy should be used to support teachers' professional judgement of achievement of a level. In other curriculum areas, Benchmarks support teachers and other practitioners to understand standards and identify children's and young people's next steps in learning. Evidence of progress and achievement will come from a variety of sources including:

- observing day-to-day learning within the classroom, playroom or working area;
- observation and feedback from learning activities that takes place in other environments, for example, outdoors, on work placements;
- coursework, including tests;
- learning conversations; and
- planned periodic holistic assessment.

Benchmarks in curriculum areas

Benchmarks in each curriculum area are designed to be concise and accessible, with sufficient detail to communicate clearly the standards expected for each curriculum level.

Teachers and other practitioners can draw upon the Benchmarks to assess the knowledge, understanding, and skills for learning, life and work which children are developing in each curriculum area.

In secondary schools, Benchmarks can support subject specialist teachers in making robust assessments of learners' progress and the standards they achieve. They will help teachers ensure that learners make appropriate choices and are presented at an appropriate level for National Qualifications in the senior phase. This can help avoid excessive workload for teachers and unnecessary assessments for learners. For example, learners should have achieved relevant Fourth level Experiences and Outcomes before embarking on the National 5 qualifications. Schools should take careful account of this when options for S4 are being agreed. Benchmarks should be used to help with these important considerations.

Literacy and numeracy

In literacy and numeracy, Benchmarks support teachers' professional judgement of achievement of a level. Teachers' professional judgements will be collected and published at national, local and school levels. It is important that these judgements are robust and reliable. This can only be achieved through effective moderation of planning learning, teaching and assessment.

Achievement of a level is based on teacher professional judgement, well informed by a wide range of evidence. Benchmarks should be used to review the range of evidence gathered to determine if the expected standard has been achieved and the learner has:

- achieved a **breadth** of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the level;
- responded consistently well to the level of **challenge** set out in the Experiences and Outcomes for the level and has moved forward to learning at the next level in some aspects; and
- demonstrated **application** of what they have learned in new and unfamiliar situations.

It is not necessary for learners to demonstrate mastery of every individual aspect of learning within Benchmarks at a particular level and before moving on to the next level. However, it is important that there are no major gaps in children's and young people's learning when looking across the major organisers in each curriculum area.

Planning learning, teaching and assessment using the Benchmarks

In addition to the [Curriculum for Excellence \(CfE\) Statement for Practitioners](#) from HM Chief Inspector of Education, August 2016 on the purpose and use of Benchmarks, teachers and other practitioners should note the following advice.

KEY MESSAGES – WHAT TO DO	KEY MESSAGES – WHAT TO AVOID
<ul style="list-style-type: none"> Use literacy and numeracy Benchmarks to help monitor progress towards achievement of a level, and to support overall professional judgement of when a learner has achieved a level. 	<ul style="list-style-type: none"> Avoid undue focus on individual Benchmarks which may result in over-assessing or recording of learners' progress.
<ul style="list-style-type: none"> Become familiar with other curriculum area Benchmarks over time. 	<ul style="list-style-type: none"> Avoid the requirement to spend time collating excessive evidence to assess learners' achievement.
<ul style="list-style-type: none"> Use Benchmarks to help assess whether learners are making suitable progress towards the national standards expected and use the evidence to plan their next, challenging steps in learning. 	<ul style="list-style-type: none"> There is no need to provide curriculum level judgements in all curriculum areas – stick to literacy and numeracy.
<ul style="list-style-type: none"> Discuss Benchmarks within and across schools to achieve a shared understanding of the national standards expected across curriculum areas. 	<ul style="list-style-type: none"> Do not create excessive or elaborate approaches to monitoring and tracking.
	<ul style="list-style-type: none"> Do not assess Benchmarks individually. Plan periodic, holistic assessment of children's and young people's learning.
	<ul style="list-style-type: none"> Do not tick off individual Benchmarks.

Early Level Health and Wellbeing (Personal and Social Education)

		Experiences and Outcomes for Planning Learning, Teaching and Assessment	Benchmarks to Support Practitioners' Professional Judgement
Planning for choices and changes	Expectations and Aspirations	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	<ul style="list-style-type: none"> • Shares aspirations and goals for the future. • Talks about own learning, strengths and next steps. • Discusses some of the rewards that a job brings, for example, meeting new people, money, helping others. • Communicates with others about different jobs in the community.
	Relevance of learning to future choices		
Physical activity and health	Diet, rest and sleep	I know that being active is a healthy way to be. HWB 0-27a	<ul style="list-style-type: none"> • Demonstrates different ways of being active, for example, energetic play. • Identifies how being active affects their body, for example, raised heartbeat, getting hot. • Gives reasons why being active is good for health.
		I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body. HWB 0-28a	
Substance Misuse	Use of substances	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	<ul style="list-style-type: none"> • Identifies which substances may be helpful and which may be harmful in given situations. • Suggests ways to get help in unsafe and emergency situations, for example, seeking out an adult. • Names the emergency services.
	Action in unsafe situations	I can show ways of getting help in unsafe situations and emergencies. HWB 0-42a	

Relationships, sexual health and parenthood	Physical changes	<p>I recognise that we have similarities and differences but are all unique. HWB 0-47a</p>	<ul style="list-style-type: none"> • Identifies body differences and similarities.
	Sexual health and sexuality	<p>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</p> <p>I am learning what I can do to look after my body and who can help me. HWB 0-48a</p> <p>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</p> <p>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</p> <p>I am learning about where living things come from and about how they grow, develop and are nurtured. HWB 0-50a</p>	

	Role of parent/carer	I am able to show an awareness of the tasks required to look after a baby. HWB 0-51a	<ul style="list-style-type: none">• Explains that living things need food, water and care to grow and survive.• Describes the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding, sleeping.
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First Level Health and Wellbeing (Personal and Social Education)

		Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
<p>Planning for choices and changes</p>	<p>Expectations and Aspirations</p> <p>Relevance of learning to future choices</p>	<p>I can describe some of the kinds of work that people do and I am finding out about the wider world of work.</p> <p style="text-align: right;">HWB 1-20a</p>	<ul style="list-style-type: none"> • Talks about own strengths, interests and skills and links these to career ambitions. • Sets learning goals and works towards achieving them. • Talks about the world of work, for example, from visits, visitors and interdisciplinary learning. • Describes skills needed for different jobs in the community.
<p>Physical activity and health</p>	<p>Diet, rest and sleep</p>	<p>I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest to look after my body.</p> <p style="text-align: right;">HWB 1-27a</p> <p>I understand that my body needs energy to function and that this comes from the food that I eat. I am exploring how physical activity contributes to my health and wellbeing.</p> <p style="text-align: right;">HWB 1-28a</p>	<ul style="list-style-type: none"> • Suggests different ways of being active and the positive effect this can have on health. • Articulates how much sleep is needed in childhood and why this is important. • Explains that food is the fuel that gives the body energy.
<p>Substance Misuse</p>	<p>Use of substances</p>	<p>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.</p> <p style="text-align: right;">HWB1-38a</p>	<ul style="list-style-type: none"> • Identifies conditions which require medication and how it benefits health.

	Action in unsafe situations	<p>I know how to react in unsafe situations and emergencies.</p> <p style="text-align: right;">HWB1-42a</p>	<ul style="list-style-type: none"> • Identifies why misusing medication can be harmful. • Links personal actions to health and wellbeing, using role play for example. • Describes when and how to contact emergency services. • Shares key information about an emergency situation.
Relationships, sexual health and parenthood	Physical changes Sexual health and sexuality	<p>I recognise that we have similarities and differences but are all unique.</p> <p style="text-align: right;">HWB1-47a</p> <p>I am aware of my growing body and I am learning the correct names for its different parts and how they work.</p> <p style="text-align: right;">HWB1-47b</p> <p>I am learning what I can do to look after my body and who can help me.</p> <p style="text-align: right;">HWB1-48a</p> <p>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.</p> <p style="text-align: right;">HWB 1-49a</p>	<ul style="list-style-type: none"> • Recognises that everyone is unique and identifies similarities and differences. • Explains that development and growth of each individual is different. • Identifies the correct words for body parts and their functions, for example, womb, scrotum, ovaries, vagina. • Explains about own and others' needs for privacy. • Expresses feelings through appropriate closeness to others. • Articulates the right to respond to inappropriate behaviours, for example, using the 3-step model: say no, go away, talk to someone you trust. • Identifies who to talk to if worried or concerned.

	<p>Role of parent/carer</p>	<p>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</p> <p>I am learning about where living things come from and about how they grow, develop and are nurtured. HWB 1-50a</p> <p>I am able to show an awareness of the tasks required to look after a baby. HWB 1-51a</p>	<ul style="list-style-type: none"> • Explains ways in which families may differ and that there are a variety of people who may care for us. • Explains changes to the body at different stages of life. • Identifies what is needed for growth and development of animals, plants and humans. • Explains how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.
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Second Level Health and Wellbeing (Personal and Social Education)

		Experiences and Outcomes for Planning Learning, Teaching and Assessment	Benchmarks to Support Practitioners' Professional Judgement
<p>Planning for choices and changes</p>	<p>Expectations and Aspirations</p> <p>Relevance of learning to future choices</p>	<p>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.</p> <p style="text-align: right;">HWB 2-20a</p>	<ul style="list-style-type: none"> • Explains own ambitions and identifies ways to achieve them. • Manages personal profile and uses it to discuss interests, strengths and skills. • Identifies connections between skills and the world of work. • Uses investigative skills to gain more information about jobs / careers.
<p>Physical activity and health</p>	<p>Diet, rest and sleep</p>	<p>I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.</p> <p style="text-align: right;">HWB 2-25a</p> <p>I have investigated the role of sport and the opportunities it may offer me. I am able to access opportunities for participation in sport and the development of my performance in my place of learning and beyond.</p> <p style="text-align: right;">HWB 2-26a</p> <p>I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity.</p> <p style="text-align: right;">HWB 2-27a</p>	<ul style="list-style-type: none"> • Participates daily in moderate to vigorous physical activity. • Identifies and accesses opportunities for sport and / or outdoor learning within place of learning and community. • Explains the interrelationship of daily physical activity, diet, rest and sleep on health and wellbeing.

		<p>I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing.</p> <p style="text-align: right;">HWB 2-28a</p>	<ul style="list-style-type: none"> Identifies a range of activities at different intensities and explains how these may influence food / energy requirements, for example, 100m sprint – higher energy requirement; recreational bike ride – lower energy requirement.
<p>Substance Misuse</p>	<p>Use of substances</p>	<p>I understand the effect that a range of substances including tobacco and alcohol can have on the body.</p> <p style="text-align: right;">HWB 2-38a</p>	<ul style="list-style-type: none"> Gives examples of what can happen to the body as a result of smoking tobacco or drinking alcohol. Knows the recommended alcohol intake advice.
	<p>Informed Choices</p>	<p>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.</p> <p style="text-align: right;">HWB 2-39a</p>	<ul style="list-style-type: none"> Gives examples of how peer, media and other pressures can influence decision making.
	<p>Risk taking behaviour</p>	<p>I know that alcohol and drugs can affect people's ability to make decisions.</p> <p style="text-align: right;">HWB 2-40a</p>	<ul style="list-style-type: none"> Identifies risks associated with the use of substances, for example, overdose, impaired judgement / vision.
		<p>I can identify the different kinds of risks associated with the use and misuse of a range of substances.</p> <p style="text-align: right;">HWB 2-41a</p> <p>I understand the impact that misuse of substances can have on individuals, their families and friends.</p> <p style="text-align: right;">HWB 2-43a</p>	<ul style="list-style-type: none"> Identifies the impact of risk taking behaviours on life choices and relationships, for example, job prospects, limited foreign travel, loss of driving licence, family.

Sexual health and sexuality	Sexual health and sexuality	<p>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.</p> <p style="text-align: right; color: #4F8127;">HWB 2-49a</p>	<ul style="list-style-type: none"> • Demonstrates an understanding of diversity in sexuality and gender identity. • Describes ways of keeping hygienic during puberty. • Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help. • Explains own rights and responsibilities in relation to abuse. • Describes the concept of consent. • Describes human conception and birth, for example, sexual intercourse, egg and sperm, giving birth. • Gives reasons why contraception may be used, for example, to prevent pregnancy and infection. • Describes some symptoms of pregnancy. • Describes skills and qualities required to be a parent / carer, for example, commitment, love, patience, sense of humour.
	Role of parent/carer	<p>I am able to describe how human life begins and how a baby is born.</p> <p style="text-align: right; color: #4F8127;">HWB 2-50a</p>	
	Role of parent/carer	<p>I can describe the role of a parent / carer and the skills, commitment and qualities the role requires.</p> <p style="text-align: right; color: #4F8127;">HWB 2-51a</p>	

Third Level Health and Wellbeing (Personal and Social Education)

		Experiences and Outcomes for Planning Learning, Teaching and Assessment	Benchmarks to Support Practitioners' Professional Judgement
Planning for choices and changes	<p>Expectations and Aspirations</p> <p>Relevance of learning to future choices</p>	<p>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.</p> <p style="text-align: right;">HWB 3-20a</p>	<ul style="list-style-type: none"> Identifies own interests, strengths and skills and uses them to support subject choice. Manages personal profile evidencing own skills, and behaviours required, which link to the world of work. Explores a range of learning opportunities and career pathways.
Physical activity and health	Diet, rest and sleep	<p>I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.</p> <p style="text-align: right;">HWB 3-25a</p> <p>I have investigated the role of sport and the opportunities it may offer me. I am able to access opportunities for participation in sport and the development of my performance in my place of learning and beyond.</p> <p style="text-align: right;">HWB 3-26a</p> <p>I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity.</p> <p style="text-align: right;">HWB 3-27a</p>	<ul style="list-style-type: none"> Sustains daily moderate to vigorous physical activity. Accesses opportunities to develop / achieve in sport and/or outdoor learning within place of learning and wider community. Evaluates own lifestyle in respect of daily physical activity, diet, rest and sleep and impact on health and wellbeing.

		<p>I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing.</p> <p style="text-align: right;">HWB 3-28a</p>	<ul style="list-style-type: none"> • Explains the impact of an energy imbalance on health and wellbeing, for example, becoming overweight, lethargy.
<p>Substance Misuse</p>	<p>Use of substances</p>	<p>Understand the positive effects that some substances can 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.</p> <p style="text-align: right;">HWB 3-38a</p>	<ul style="list-style-type: none"> • Explains the benefits of substances in supporting good health, for example, prescribed medication. • Gives examples of current laws and advice in relation to substance use, for example, units of alcohol, tobacco sales.
	<p>Informed Choices</p>	<p>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.</p> <p style="text-align: right;">HWB 3-39a</p>	<ul style="list-style-type: none"> • Explains how media and peer pressure might affect own attitudes and behaviour.
		<p>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.</p> <p style="text-align: right;">HWB 3-40a</p>	<ul style="list-style-type: none"> • Identifies and selects the skills / qualities required to make positive choices in challenging situations, for example, confidence, resilience, assertiveness. • Gives examples of positive coping strategies when dealing with stressful and challenging situations, for example, walk away, talk to friend / adult, physical activity.
		<p>I know how to access information and support for substance-related issues.</p> <p style="text-align: right;">HWB 3-40b</p>	<ul style="list-style-type: none"> • Knows how to access local support services.

	Risk taking behaviour	<p>After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions. HWB 3-41a</p> <p>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</p>	<ul style="list-style-type: none"> • Weighs up risk and identifies potential safe and unsafe behaviours and actions, for example, the impact of gambling. • Explains how substance misuse can affect judgement and impair ability to make responsible decisions, for example, unwanted sexual experiences.
	Action in unsafe situations	<p>I know the action I should take in the management of incidents and emergencies related to substance misuse. HWB 3-42a</p> <p>I understand the impact that on-going misuse of substances can have on a person's health, future life choices and options. HWB 3-43a</p> <p>Through investigating substance misuse in my local community, I can reflect on specific issues and discuss how they are being addressed. HWB 3-43b</p>	<ul style="list-style-type: none"> • Know actions to be taken in an emergency relating to substance misuse. • Identifies potential impact of short and long term substance use. • Identifies local substance misuse issues and how they are being addressed.
Relationships, sexual health and parenthood	Positive Relationships	<p>I understand the importance of being cared for and caring for others in relationships, and can explain why. HWB 3-44a</p> <p>I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships.</p>	<ul style="list-style-type: none"> • Explains why commitment, trust and respect are central to being cared for and caring for others. • Demonstrates respect and understanding of the diversity of loving and sexual relationships, for example, LGBTI relationships, marriage, living together, co-parenting.

	<p>Physical changes</p>	<p>I understand the different contexts of such relationships including marriage. HWB 3-44c</p> <p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 3-45a</p> <p>I understand my own body’s uniqueness, my developing sexuality, and that of others. HWB 3-47a</p>	<ul style="list-style-type: none"> • Explains the impact an imbalance of power can have on relationships, including sexual relationships, for example, consent, coercion, responsibility for actions and decisions. • Describes how positive and negative feelings about body image can affect health, self-worth and behaviour, for example, confidence, self-harm, eating disorders. • Recognises the impact of puberty and developing sexuality.
	<p>Sexual health and sexuality</p>	<p>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. HWB3-46b</p> <p>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</p> <p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 3-46a</p> <p>Using what I have learned I am able to make</p>	<ul style="list-style-type: none"> • Identifies and explains influence/impact of media, including social media and pornography on self-esteem and decision making. • Demonstrates the skills needed to challenge stereotypical images in the media, including social media, for example, confidence, judgement. • Identifies and demonstrates the skills required to make positive choices in

	<p>Role of parent/carer</p>	<p>informed decisions and choices that promote and protect my own and others' sexual health and wellbeing.</p> <p style="text-align: right;">HWB 3-47b</p> <p>I know how to manage situations concerning my sexual health and wellbeing and am learning to understand what appropriate sexual behaviour is.</p> <p style="text-align: right;">HWB 3-49a</p> <p>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.</p> <p style="text-align: right;">HWB 3-48a</p> <p>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.</p> <p style="text-align: right;">HWB3-49b</p> <p>I can explain the importance and the enduring and complex responsibility of being a parent/carer, and the impact on life choices and options.</p> <p style="text-align: right;">HWB 3-51a</p> <p>I can explain the support and care necessary to ensure a child is nurtured through the different stages of childhood.</p> <p style="text-align: right;">HWB 3-51b</p>	<p>challenging situations, for example, assertiveness, empathy.</p> <ul style="list-style-type: none"> • Identifies negotiation skills required to have safe and enjoyable sex, for example, knowing when the time is right, mutual responsibility to prevent unintended pregnancy, use of contraceptives, confidence to refuse unwanted sexual contact. • Knows how to access confidential information, guidance and help. • Gives examples of laws in relation to sexual health, for example, age of consent, right to confidentiality, consent, coercion, grooming. • Identifies how to take action in a situation involving abusive or inappropriate sexual behaviour, for example, ending unhealthy relationships, local support, police. • Explains the short and long term impact of parenthood, for example, joy, commitment, financial implications, anxiety, physical demands. • Explains the meaning and importance of nurture in a child's development. • Identifies local support available for parents and carers.
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Fourth Level Health and Wellbeing (Personal and Social Education)

		Experiences and Outcomes for Planning Learning, Teaching and Assessment	Benchmarks to Support Practitioners' Professional Judgement
Planning for choices and changes	Expectations and Aspirations Relevance of learning to future choices	<p>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.</p> <p style="text-align: right;">HWB 4-20a</p>	<ul style="list-style-type: none"> • Evaluates and evidences own interests, strengths and skills and uses them to make informed subject choices. • Aligns personal profile to support management of future CVs and applications. • Makes well informed choices about learning opportunities and pathways and relates these to possible future careers.
Physical activity and health	Diet, rest and sleep	<p>I continue to enjoy daily participation in moderate to vigorous physical activity and sport and can demonstrate my understanding that it can:</p> <ul style="list-style-type: none"> • contribute to and promote my learning • develop my fitness and physical and mental wellbeing • develop my social skills, positive attitudes and values • make an important contribution to living a healthy lifestyle. <p style="text-align: right;">HWB 4-25a</p> <p>I can explain the role of sport in cultural heritage and have explored the opportunities available for me to participate in school sport and sporting events. I make use of participation and performance pathways that allow me to continue and extend my sporting experience in my place of learning and beyond.</p> <p style="text-align: right;">HWB 4-26a</p>	<ul style="list-style-type: none"> • Sustains daily moderate to vigorous physical activity. • Extends opportunities to develop/achieve in sports performance and/or outdoor learning, within place of learning and community. • Evaluates how physical activity impacts on mental, emotional, social and physical wellbeing. <ul style="list-style-type: none"> • Explains the role of sport in cultural heritage, for example, shinty, rugby, curling. • Evaluates own lifestyle in relation to the balance of sleep, rest and physical activity and the impact this may have on health.

		<p>I have investigated factors which can influence participation in physical activity and food choices, and the impact of activity on population health in the Scottish and wider contexts. I can use this information to discuss policies and inform my own health choices.</p> <p style="text-align: right;">HWB 4-28a</p>	<ul style="list-style-type: none"> • Explains factors which influence participation in physical activity and food choices, for example, socio-economic, media, peer pressure. • Analyses current national guidance and policy and explains their impact on own health choices, for example, sugar intake, physical activity targets.
Substance Misuse	Use of substances	<p>I understand the positive effects that some substances can 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.</p> <p style="text-align: right;">HWB 4-38a</p>	<ul style="list-style-type: none"> • Justifies the risk benefits of substances in supporting health, for example, homeopathic remedies. • Explains the potential impact of short and long term substance use on health and life, including legal implications. • Evaluates the impact of media and peer pressure on own attitudes and behaviour. • Demonstrates the skills / qualities required to manage challenging situations, for example, self-reliance, self-efficacy, assertiveness. • Explains the benefits of positive coping strategies/ techniques when dealing with stressful and challenging situations.
	Informed Choices	<p>Through investigation, I can explain how images of substance use and misuse can influence people's behaviour.</p> <p style="text-align: right;">HWB 4-39a</p> <p>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.</p> <p style="text-align: right;">HWB 4-40a</p>	

	<p>Risk taking behaviour</p> <p>Action in unsafe situations</p>	<p>I know how to access information and support for substance-related issues. HWB 4-40b</p> <p>After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions. HWB 4-41a</p> <p>I know that the use of alcohol and drugs can affect behaviour and the decisions that people make about relationships and sexual health. HWB 4-41b</p> <p>I know the action I should take in the management of incidents and emergencies related to substance misuse. HWB 4-42a</p> <p>By researching the impact of substance misuse nationally and internationally I can explain similarities and differences among communities. HWB 4-43b</p> <p>I understand the local, national and international impact of substance misuse. HWB 4-43c</p>	<ul style="list-style-type: none"> • Knows how to access, local and national support services. • Demonstrates the skills / qualities required to assess and manage risk, for example, self-awareness, self-confidence, composure. • Explains the impact and potential consequences substance misuse can have on decision making, for example, drinking and driving, non-consensual sex. • Justifies actions which might be taken in an emergency relating to substance misuse. • Compares current national and international statistics related to the impact of substance misuse.
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Relationships, sexual health and parenthood	Positive Relationships	<p>I understand the importance of being cared for and caring for others in relationships, and can explain why. HWB 4-44a</p> <p>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 4-44c</p> <p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a</p>	<ul style="list-style-type: none"> • Justifies why commitment, trust and respect are central to being cared for and caring for others. • Explains the importance of shared values and goals in sustaining a loving and sexual relationships, for example, mutual respect, agreement on sex. • Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, consent.
	Physical changes	<p>I understand my own body's uniqueness, my developing sexuality, and that of others. HWB 4-47a</p> <p>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 4-46b</p>	<ul style="list-style-type: none"> • Understands and respects diversity in sexuality, for example, sexual orientation and gender identity. • Explains how positive and negative body image can affect health, self-worth and behaviour, for example, self-reliance, beauty industry expectations, body building. • Evaluates how the media, including social media and pornography impact on physical and mental health.

	<p>Sexual health and sexuality</p>	<p>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 4-46c</p> <p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 4-46a</p> <p>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 4-47b</p> <p>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</p> <p>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</p>	<ul style="list-style-type: none"> • Demonstrates the skills needed to manage challenging situations within relationships, including sexual relationships, for example, compromise, empathy, decisiveness. • Understands the rights and responsibilities required for safe and enjoyable sex. • Explains how to access both local and national information, guidance and help.
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	<p>Role of parent/carer</p>	<p>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</p> <p>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</p> <p>Through investigation I can explain the support available for parents and carers looking after babies and bringing up children. HWB 4-51b</p>	<ul style="list-style-type: none"> • Demonstrates an understanding of support available and current legislation related to a range of types of abuse, for example, female genital mutilation, domestic abuse, grooming, child sexual exploitation. • Explains how to access support for parents and carers.
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