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| --- | --- | --- | --- | --- | --- |
| **Student Initials:** |  | **DOB:** | |  | |
| **Description of components of PHSE and Careers curriculum.** | **Prior knowledge:**  **Use RAG to score.** | **Priority of unit:**  **Use RAG to score.** | **Location of delivery:** | **Location of evidence e.g PHSE-Princes Trust folder.**  **Discussion, worksshop video etc.** | **Date component/unit completed.** |
| **Health and Wellbeing.** | | | | | |
| What is meant by Healthy Life styles. |  |  |  |  |  |
| How to maintain physical, mental, emotional health and well being. |  |  |  |  |  |
| How to manage risk to physical and emotional health and well being. |  |  |  |  |  |
| Ways of keeping physically and emotionally safe. |  |  |  |  |  |
| Managing change, including puberty, transition and loss. |  |  |  |  |  |
| How to make informed choices about health and well being and to recognise sources of help for this. |  |  |  |  |  |
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| How to respond in an emergency. |  |  |  |  |  |
| How to identify different influences on health and well being. |  |  |  |  |  |
| **Relationships.** | | | | | |
| How to develop and maintain a variety of healthy relationships, within a range of social and cultural contexts. |  |  |  |  |  |
| How to recognise and manage emotions within a range of relationships. |  |  |  |  |  |
| How to recognise risky or negative relationships and ask for help. |  |  |  |  |  |
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| How to respond to risky or negative relationships and ask for help. |  |  |  |  |  |
| How to respect equality and diversity in relationships. |  |  |  |  |  |
| **Living in the wider world, Economic wellbeing and being a responsible citizen.** | | | | | |
| About respect for self and others and the importance of responsible behaviours and actions. |  |  |  |  |  |
| About rights and responsibilities as members of families, other groups and as citizens. |  |  |  |  |  |
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| About different groups and communities. |  |  |  |  |  |
| To respect diversity and equality and how to be a productive member of a diverse community. |  |  |  |  |  |
| About the importance of respecting and protecting the environment. |  |  |  |  |  |
| About where money comes from, keeping it safe and the importance of managing it effectively. |  |  |  |  |  |
| The part that money plays in peoples lives. |  |  |  |  |  |
| A basic understanding of Enterprise. |  |  |  |  |  |
| **Description of components of PHSE and Careers curriculum.** | **Prior knowledge:**  **Use RAG to score.** | **Priority of unit:**  **Use RAG to score.** | **Location of delivery:** | **Location of evidence e.g PHSE-Princes Trust folder.** | **Date component/unit completed.** |
| **Careers Education (drawn from the Gatsby Benchmarks).** | | | | | |
| Knowledge of what is available in the locality for future study and work. |  |  |  |  |  |
| Understanding equal opportunities and the  effects of discrimination. |  |  |  |  |  |
| Making the links between subjects and future careers. |  |  |  |  |  |
| Encounters with employers and employees. |  |  |  |  |  |
| Experience of work places. |  |  |  |  |  |
| Encounters with higher education. |  |  |  |  |  |
| **Description of components of PHSE and Careers curriculum.** | **Prior knowledge:**  **Use RAG to score.** | **Priority of unit:**  **Use RAG to score.** | **Location of delivery:** | **Location of evidence e.g PHSE-Princes Trust folder.** | **Date component/unit completed.** |
| Personalised careers advice and pathway planning. |  |  |  |  |  |