

Name

Class

When I finish studying Personal Care I will have learned to:

- ✓ Develop good daily personal care
- ✓ Develop healthy eating habits
- ✓ Develop a healthy lifestyle
- ✓ Be able to manage stress
- ✓ Know how to stay safe
- ✓ Become aware of my sexuality
- ✓ Recognise emotions
- ✓ Make personal decisions

These are called Elements. Each element has steps (the teacher calls them learning outcomes) for me to follow. I can show my progress on the next pages. I can use a pen, stickers or colours to do this.



My Element: **DEVELOPING GOOD DAILY PERSONAL CARE**

	My learning outcome	I've started	I still need help	I can do it!	Location of Evidence
3.1	Identify essential daily personal care practices, e.g. <i>brushing my teeth</i>				
3.2	Describe the most important ways of keeping the body clean, e.g. <i>taking a shower or a bath</i>				
3.3	Identify some benefits of good personal care, e.g. <i>brushing my teeth will make them last longer</i>				
3.4	Explain the benefits of a range of daily personal care products, e.g. <i>dental care products, antiperspirants, hair care, foot care</i>				
3.5	Maintain an agreed personal care plan, e.g. <i>every day I will brush my teeth twice (morning and evening)</i>				
3.6	Give two or three reasons to care for personal belongings, e.g. <i>if I wash my clothes, they will last longer</i>				
3.7	Identify appropriate clothing for a range of routine activities at home, at work and in the community, e.g. <i>highlight times during the school week where specific clothing is required, matching pictures of outfits to a list of activities</i>				

I have achieved this element!!

Student: _____

Teacher: _____

Date: _____

Photographs	
Teacher designated tests	
Work portfolios	
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My Element: **DEVELOPING HEALTHY EATING HABITS**

	My learning outcome	I've started	I still need help	I can do it!	Location of Evidence
3.8	Sort familiar foods according to food group, e.g. <i>fruit/vegetable, meat/fish, dairy</i>				
3.9	Describe typical foods and drinks associated with a well-balanced diet, e.g. <i>eating fruit and vegetables</i>				
3.10	Describe common consequences of good diet, e.g. <i>healthy heart, strong bones, clear skin, dental health</i>				
3.11	Participate in the preparation of healthy meals, e.g. <i>breakfast and lunch/dinner</i>				
3.12	Identify common safe practices associated with food preparation and storage, e.g. <i>washing your hands, separating raw/cooked meat in a domestic fridge</i>				
3.13	Demonstrate appropriate food hygiene and safety practices, e.g. <i>using a hair net, cleaning a worktop before using it again</i>				

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My Element: **DEVELOPING A HEALTHY LIFESTYLE**

	My learning outcome	I've started	I still need help	I can do it!	Location of Evidence
3.14	Identify three personal benefits of regular exercise, e.g. <i>healthy weight, feeling good and having fun</i>				
3.15	Outline a personal weekly exercise plan, e.g. <i>walking to school daily, playing a sport, keeping a weekly exercise log of activities</i>				
3.16	Demonstrate the principles of safe exercise practice, e.g. <i>warming up, cooling down, wearing appropriate footwear and clothing</i>				
3.17	Maintain an exercise routine in a well-structured environment, e.g. <i>complete an exercise during a PE Class</i>				
3.18	Explain how the food we eat contributes to our state of health				
3.19	Give two examples of lifestyle choices which affect our health, e.g. <i>eating too much fat will make you gain weight</i>				
3.20	Identify a range of emotional and physical states, e.g. <i>using a range of images to identify a range of emotional and physical states</i>				

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My Element: **BEING ABLE TO MANAGE STRESS**

	My learning outcome	I've started	I still need help	I can do it!	Location of Evidence
3.21	Describe school/personal/community situations that are stressful				
3.22	Recognise some of the signs of stress				
3.23	Identify some ways to relax, e.g. <i>go for a walk, watch a movie</i>				
3.24	Demonstrate a relaxation technique, e.g. <i>taking a deep breath</i>				
3.25	Practise a range of relaxation techniques in real life circumstances, e.g. <i>taking time to actively enjoy the immediate environment, breathing exercises when queuing</i>				
3.26	Identify a range of situations in which ability to relax has been helpful, e.g. <i>not knowing what is happening next in class</i>				

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My Element: **KNOWING HOW TO STAY SAFE**

	My learning outcome	I've started	I still need help	I can do it!	Location of Evidence
3.27	Identify key safety risks in the workplace/ home/community, e.g. <i>trailing leads, plugs, TV and electrical equipment</i>				
3.28	Recognise when personal safety is threatened, e.g. <i>bullying/harassment</i>				
3.29	Name daily practices that promote personal safety, e.g. <i>using pedestrian crossings, disconnecting electrical equipment at night, pouring hot liquids in after cold, wearing protective clothes/gloves, seeking advice</i>				
3.30	Describe appropriate response when a risk is identified, e.g. <i>find a safe exit, contact person/ organisation, respond to a fire drill, talk about / list the steps that you should follow if you see a fire</i>				

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My Element: **BECOMING AWARE OF ONE'S SEXUALITY**

	My learning outcome	I've started	I still need help	I can do it!	Location of Evidence
3.31	Identify the standard names of the sexual organs, e.g. using the body board or other appropriate visual aids				
3.32	Describe the functions of the sexual parts of the body, e.g. <i>using the body board or other appropriate visual aids</i>				
3.33	Recognise the physical and emotional changes which occur in girls and boys during adolescence				
3.34	Recognise the difference between appropriate and inappropriate ways of expressing feelings				
3.35	Recognise the difference between a friendship and a more intimate relationship				

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My Element: **RECOGNISING EMOTIONS**

	My learning outcome	I've started	I still need help	I can do it!	Location of Evidence
3.36	Identify common emotions and associated words used to express them				
3.37	Recognise their own emotional responses to a range of situations, e.g. <i>happy, sad, impatient, angry, upset</i>				
3.38	Describe appropriate ways of expressing their emotions				
3.39	Recognise the emotions of others, e.g. <i>know what upsets him/her, be aware that if he/she is upset, others in the room may become upset</i>				
3.40	React in an emotionally appropriate way in a given situation, e.g. a friend receives bad news				

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My Element: **MAKING PERSONAL DECISIONS**

	My learning outcome	I've started	I still need help	I can do it!	Location of Evidence
3.41	List the main values in the student's life				
3.42	Describe how values are linked to making decisions in a range of scenarios, e.g. <i>consider peer pressure, possible consequences, having reliable information, physical/emotional state, social expectations</i>				
3.43	Make a list of what and who can influence decision- making Identify the choices and consequences involved in an imminent short-term decision				
3.44	Identify the choices and consequences involved in an imminent short-term decision				
3.45	Explore the consequences of decisions made, both while implementing and on conclusion, e.g. <i>stopping smoking, losing weight, saving money</i>				

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