

HEALTH AND WELLBEING

EXPLORE PSE

CfE

Teacher Book



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1 Introducing PSE

1.1 What is PSE?

Learning outcomes	By the end of 1.1 students will: <ul style="list-style-type: none">■ be able to say what PSE is all about■ be able to identify which skills and qualities are important in PSE lessons.
Learning objectives	This topic enables students to: <ul style="list-style-type: none">■ learn about PSE and how it will be carried out.
Links to health and wellbeing experiences and outcomes	N/A
Assessment opportunity	<ul style="list-style-type: none">■ Activity 3 can be self-assessed
Resources	<ul style="list-style-type: none">■ Student Book (pages 2–3)■ Activity 2 has an additional worksheet available in Boost.

Starter (Student Book page 2)

Think back to when you were in Primary Seven (P7). What did you enjoy, what were you looking forward to, and what did you worry about? In small groups, divide a large piece of paper into four sections with the headings:

- 1 We were worried about ...
- 2 Outside school we enjoyed ...
- 3 In school we enjoyed ...
- 4 We were looking forward to ...

Then fill in the sections with your ideas. Agree and feed back on the most important thing for each section.

This activity asks students to look back a whole year to when they were starting Primary Seven (P7) and to reflect on their journey towards becoming a First Year (S1) student.

- Allowing friends to work together where possible, put students into groups of four to six. Give each group a large sheet of paper and a pen.
- Encourage students to think beyond lessons that were good or worried them. Ask them to think about friends, clubs, activities and sport, any future plans, wish lists, hopes and fears. The worries might include things like having to make new friends or having a longer journey to school. Hopes might be having more independence or learning a new skill.
- After a few minutes, explain that you are now asking them to choose and agree together the one most important thing in each section. They have two minutes to do this.

Feedback: take each section in turn and ask each group to feed back their chosen and agreed answer, making a list together on the whiteboard.

Help the class to see what similarities and differences exist – did most groups find they had similar hopes and worries about what was going to change? Encourage students to see that they are bringing their own ideas and thoughts, sharing them together by expressing themselves clearly and listening to each other, in order to find out what they have in common and what might be special to only them.

Explain that PSE education will be about learning with each other and learning from each other. Emphasise that they have a lot in common but also that sometimes they will differ; what is important to one person might not be important to another. It is important to respect each other's thoughts, ideas and opinions.

Main activities

Activity 1 (Student Book page 2)

In pairs, look at the photos in Source 1. What personal development might be happening in each of the situations?

Explain that all of us learn and develop at school and in our wider lives outside school. We learn at school, at home, when out and about, at the sports centre – we may not realise it, but we are learning all the time. This is part of what we call ‘personal development’.

Ask students to carry out Activity 1. Use the example of the fire fighter: when fighting fires they might be learning:

- how to work together as a team
- how to manage in a risky situation
- how to deal with emotions such as feeling frightened or worried.

Activity 2 (Student Book page 3)

In this PSE book, we will be looking at several areas that will affect your development personally and socially. Source 2 below includes some of the topics you will be learning about in PSE. These can be divided into the headings ‘Personal’, ‘Social’, ‘Health’ and ‘Financial’. In groups, organise the words under these headings. This might require a ‘best fit’ approach! In your groups brainstorm some other topics you think might be covered under each of the headings.

Me and my family	Eating well	Saving pocket money	Feelings
Making choices	Keeping safe	Looking ahead	The wider world
Not smoking	Exercise	Working with others	Friends Good communication

- Use Activity 2 to encourage students to think about what PSE can involve. This should provoke some discussion and there will be more than one correct answer.
- Encourage students to consider what other topics might be covered.

Word bank – possible answers

This is how the topics in the word bank could be organised. However, some topics can fall into more than one category.

Personal	Social	Health	Financial
Me and my family Making choices Feelings	Friends Good communication Working with others	Eating well Not smoking Exercise	Saving pocket money Looking ahead The wider world

Activity 3 (Student Book page 3)

Think back over how you have worked with others in this lesson. On your own, read and reflect on the checklist. Which of these skills did you use? How do you know you used these skills well? How important are these skills going to be in PSE lessons? How can you develop skills and qualities to ensure you can work with others in a safe and positive way? Are there other skills and attributes that will be important in PSE lessons? Be prepared to feed back on your thoughts to the class.



After students have worked in pairs or groups, it is important for them to work on their own with time to reflect. This activity can be self-assessed. Ask students to read the checklist and answer these questions for themselves:

- Which of these skills did you use?
- How do you know you used these skills well?
- How important are these skills going to be in PSE lessons?
- How can you develop skills and qualities to ensure you can work with others in a safe and positive way?
- Are there other skills and qualities that will be important in PSE lessons?

Feedback: encourage students to feed back to the class.

1.2 How will we work together?

Notes	This topic is aimed at students at the start of their PSE course, addressing the skills and qualities needed for a safe and positive PSE lesson. Students will explore and challenge their own core values and work together to produce a Group Agreement. This Group Agreement will need to be referred back to, and possibly added to and amended, on future occasions.
Learning outcomes	By the end of this 1.2 students will: <ul style="list-style-type: none"> ■ be able to describe what the values of PSE are ■ have produced a Group Agreement to maintain a safe, positive working environment.
Learning objectives	This topic enables students to: <ul style="list-style-type: none"> ■ learn about the values of PSE ■ create a Group Agreement.
Links to health and wellbeing experiences and outcomes	<p>I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 3–01a / HWB 4–01a</p> <p>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 3–10a / HWB 4–10a</p> <p>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 3–05a / HWB 4–05a</p> <p>As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 3–10a / HWB 4–10a</p>
Assessment opportunity	Activity 1 can be assessed
Resources	<ul style="list-style-type: none"> ■ Student Book (pages 4–5) ■ Activities 1 and 2 have additional worksheets available in Boost.

Starter (Student Book page 4)

In pairs, look at the rainbow of PSE values in Source 1 and identify something that everyone could do to work within these values.

- Explain that we all have ideas by which we live; for example, it is important to help other people. We should treat other people the same way we would like to be treated, and so on. Sometimes we call these ideas 'values'.
- In pairs, students should look at the rainbow of PSE values in Source 1 and identify one example that everyone could do to work within these values.
- The values in Source 1 can help students to develop a Group Agreement so everyone can work together in a safe and positive way.

Feedback: each pair feeds back to the class.

Main activities

Activity 1 (Student Book page 5)

Work together in small groups to come up with a Group Agreement. It should outline the rights and responsibilities you think you should share in PSE. Use the example in Source 2 to help you.

- Each student pair from the Starter activity will join with another pair to make a group of four.
- Each group uses the example in the Student Book page 5 (or the worksheet from the online Teaching and Learning resources, which has further ideas) to come up with a Group Agreement.

Activity 2 (Student Book page 5)

Each small group has agreed its own Group Agreement. Now is the time for each group to feed these ideas back to the class to come up with a Group Agreement for the whole class.

The Group Agreement has been set. In pairs, consider:

- How can you make sure everyone in the class remembers the terms of the Group Agreement?

- How can you encourage everyone in the class to abide by the Group Agreement?
- How will you know that the Group Agreement is being kept to?
- How can you judge the effectiveness of the Group Agreement?
- What can you do if you feel the Group Agreement is not working?

Be prepared to feed your thoughts back to the class.

Feedback: as a group contributes, make sure that it is repeated in order to give everyone a chance to understand it. Check to see if the whole class want it as part of the whole class Group Agreement, and if they do then write it up. Check to see if other groups have something similar.

- Once all the ideas have been covered and discussed, you should have a list which now forms a whole class Group Agreement. It is important that the class recognises that this Group Agreement includes both teacher and students, and that all are bound by it, can use it to refer to, and can add to or amend it from time to time.
- Remember you have a right to contribute to it as well. Do be open and honest but take care not to discuss directly your own or anyone else's personal/private lives.
- Any conversation should be kept in the room: students need to know their teacher will not repeat what is said in the classroom *unless* the teacher is concerned that a student is at risk, in which case the teacher will follow the school's safeguarding policy.
- It is important to make a clear statement about confidentiality and safeguarding, and about students not asking personal questions or making personal comments.
- If students don't mention it, you need to add that appropriate, non-offensive language is used at all times.

Confidentiality (see Introduction): Be clear that, for safeguarding reasons, there are some things you cannot keep confidential.

- Either display the whole class Group Agreement prominently in the classroom, or ask students to write it up in exercise books or a separate piece of paper which they can keep as a record.
- At the start of each session of PSE remind students of the terms of the Group Agreement. Be clear that, for safeguarding reasons, there are some things you cannot keep confidential. It is also helpful to regularly re-visit the Group Agreement to see if there are suggestion that could be agreed to improve the terms included. Use it as a way of helping students to listen and respect others, and to learn how to question, challenge and disagree in a constructive manner.
- It can also be referred back to at any time in order to manage behaviour.

A whole class Group Agreement might look something like this:

*In PSE each of us has the right to ... be heard.
So each person also has the responsibility to ... listen to others.*

Rights	Responsibilities
To be heard	Listen to others
To hold an opinion	Allow others their opinions
To be respected	Respect others
Not to be teased	Don't tease others
To pass (opt out)	Participate (not opt out)
Not to share everything about yourself	Don't ask personal questions of others

Once the Group Agreement has been set, challenge students to assess its effectiveness in pairs. Use the list of questions in the Student Book, page 5.

Activity 3 (Student Book page 5)

Can you think of examples of Group Agreements in everyday life? For example, the Highway Code is a Group Agreement which has become law. A more informal example is the acceptance of speaking quietly and only when necessary in a library, allowing others to concentrate.

The aim of the group and whole class discussions are to ensure that students are aware of the value of setting ground rules, that rules are not just restrictions, but can help groups of people to be safe (for example, in cars) or things to be fair (for example, everyone on a team knows the rules and tries to stick to them). Ask students to suggest examples of Group Agreements used in everyday life.

For example, in the supermarket:

- we queue to take our turn to pay
- the check-out assistant doesn't make rude comments about what we are buying.

Some rules may be to do with safety or fairness. In a car the driver is taught rules to do with safety. But there are also ground rules for the passengers. Ask for suggestions about what these might be.

Some examples might be:

- stay in your seat
- wear a seatbelt
- don't open the door while the car is moving
- don't distract the driver.

How do we learn these rules? What would happen if the rules were changed, for example, going down ladders and up snakes, or sharing out all the Monopoly money? What if only some of the players agreed?

Activity 4 (Student Book page 5)

On your own, read and reflect on the Charter. If you were given the opportunity to ask adults to listen to you, what would you include in your Charter?

Read Activity 4 and allow a few minutes for reflection. Invite volunteers to share their examples.

2.1 How is First Year (S1) different?

Notes	This topic is for First Year (S1) students, new to the secondary school stage. Focus on the fact that all the students in the class are new to the school/stage and that they need to support each other. Students will be worried about a variety of things. This is an opportunity for students to share their concerns and for them to help each other address these concerns.
Learning outcomes	By the end of 2.1 students will: <ul style="list-style-type: none"> ■ be able to describe the changes they are experiencing as a secondary school student ■ be able to identify ways to support themselves and other students who are new to the school/stage.
Learning objectives	This topic enables students to: <ul style="list-style-type: none"> ■ consider their life at secondary school ■ discuss some of their hopes and/or worries about transition.
Links to health and wellbeing experiences and outcomes	I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 3–03a / HWB 4–03a I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 3–07a / HWB 4–07a I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 3–08a / HWB 4–08a
Assessment opportunity	<ul style="list-style-type: none"> ■ Activity 1 can be assessed ■ Activity 2 can be peer-assessed
Resources	<ul style="list-style-type: none"> ■ Student Book (pages 6–7) ■ Activities 1 and 2 have additional worksheets available in Boost.

As with **any** learning session start by reminding the class about the terms of the Group Agreement and that all students and adults in the room are bound by it.

Remember that it may be necessary to refer to it, and that it can be added to or amended from time to time.

Also be aware of any safeguarding issues that may be raised and ensure you follow your school's safeguarding policy.

Confidentiality (see Introduction): Be clear that, for safeguarding reasons, there are some things you cannot keep confidential.

Do also be aware of any safeguarding issues that may be raised and ensure you follow your school's safeguarding policy.

Starter (Student Book page 6)

You might have attended an induction/taster day before you came to your new school, when there was a lot to take in. You may not have wanted to ask questions. What most worried you about coming to your new school? In pairs, reflect upon the ways in which your new school

is different to your primary school. In Source 1 you can see some ideas from students your age about how to make the change to a new school as smooth as possible. Discuss these with your partner and agree on which three you think are the most important.

- Ask students to work in pairs and reflect upon how their new school is different from their primary school. They could consider what might have worried them about coming to the new school.

- Here are some possible concerns, although there may of course be others:
 - Classes may be larger
 - Learning a new route to school
 - Homework – greater volume and higher expectations
 - Learning about the rules of the school – explicit and implicit
 - Learning new teachers' names and their expectations and styles of teaching
 - Learning about the timetable and the appropriate books and equipment required
 - Coping with new subjects they have not studied before
 - Being bullied
 - Leaving friends or siblings behind at primary school
- In pairs, students discuss the recommendations in Source 1 and agree on which three they think are the most important.

Main activities

Activity 1 (Student Book page 6)

It's good to have a personal checklist to help you keep organised and happy at school. What kind of things would you put on your list?

Complete this sentence: 'My top tip to myself to be successful at my new school is ...'

- Remind students that it is good to have a personal checklist. Students can create their own or, if you have the online Explore PSE for CfE resources, they can be given the worksheet from there.
- Allow a few minutes for students to complete it individually.

Feedback: take feedback, trying to identify the most useful ideas that students offered. Students could be encouraged to take their personal checklist home for their parents/carers to look over and share, or it could be stuck inside a school planner or, if they have them, their individual PSE exercise book or folder.

- This activity could be used to assess whether a student has understood and applied this idea to their personal situation.
- If students have individual PSE exercise books or folders, ask them to complete the sentence and record it. Alternatively go around the class and ask volunteers to share their responses.

Activity 2 (Student Book page 7)

Imagine you had to write a guide to the school for First Year (S1). What things does a First Year (S1) student need to know? What would be useful? Look at the examples in Source 2 to give you some ideas.

As a class decide on the headings for the guide. Work together in small groups. Each group plans and writes one section of the guide. Share your section of the guide with the rest of the class.

- Read through the examples and ask students to suggest additional topics for the guide based on the sorts of things that were discussed in the Starter activity and Activity 1 – particularly areas of school life that students identify as being confusing or strange.
- Ask the class to work in groups of up to four students. Allocate each group a chapter heading.
- Ask them to produce ideas for their chapter in a bullet list or another useful format. Alternatively, a worksheet version is available in the Explore PSE for CfE online resources.
- Allow 10–15 minutes for this activity and then ask each group to present their chapter to the rest of the class.

Peer-assessment could be used in this activity. Groups could exchange their chapter ideas from the guide books they are preparing. They could be assessed for:

- originality – any new details that were not mentioned in the lesson
- clarity of explanation
- usefulness – the practicality of the ideas offered.

An option here is to collect and collate the materials to create a fuller guide to life in this school. This could form part of an extension activity.

Activity 3 (Student Book page 7)

On your own, consider what you found most useful in helping you to settle in at this school. Be prepared to feed back to the class.

Read Activity 3. Ask students to think individually about this question and invite class members to share these thoughts, so that the session ends in a discussion. This is an opportunity for students to share their own methods of coping, which may be of use to other students.

2.2 What happens at puberty?

Notes	Puberty is a key part of growing up. This topic addresses the physical changes of puberty, along with the implications of puberty on emotional health. There is an emphasis on discussion in pairs. There is a key fact sheet which is an addition to the Student Book to allow further discussion on some issues. This topic is aimed at First Year (S1) students.
Learning outcomes	By the end of 2.2 students will: <ul style="list-style-type: none"> ■ be able to describe the physical and emotional changes of puberty ■ identify ways to manage these changes appropriately.
Learning objectives	This topic enables students to: <ul style="list-style-type: none"> ■ consider the physical and emotional changes of puberty ■ increase their confidence to be able to cope with these changes.
Links to health and wellbeing experiences and outcomes	I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 3–04a / HWB 4–04a I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 3–15a / HWB 4–15a I understand my own body's uniqueness, my developing sexuality and that of others. HWB 3–47a / HWB 4–47a
Assessment opportunity	<ul style="list-style-type: none"> ■ Activity 1 can be self- or peer-assessed ■ Activity 2 can be assessed
Resources	<ul style="list-style-type: none"> ■ Student Book (pages 8–9) ■ Activities 1 and 2 have additional worksheets available in Boost.

Start by reminding the class about the terms of the Group Agreement, and that all students and adults in the room are bound by it (see this book 1.2 and note before starter 2.1).

Do also be aware of any safeguarding issues that may be raised and ensure you follow your school's safeguarding policy.

Be clear that, for safeguarding reasons, there are some things you cannot keep confidential.

Starter (Student Book page 8)

When it comes to the word 'puberty', people may be embarrassed as we talk about the private parts of the body. People might use slang names to describe these parts. It's important to know

the scientific names for the reproductive organs and sexual parts. But let's start by sharing slang names that you know!

- Read the Starter activity with the class. Allow students an opportunity to share some of the slang words they know to describe parts of their bodies.
- Do also be aware of any safeguarding issues that may be raised and ensure you follow your school's safeguarding policy.

Main activities

Activity 1 (Student Book page 9)

Some of the words you identified in the Starter activity cause offence to some people. One way to make sure that no one gets upset and that we all understand each other is to agree which words

to use. Copy the diagram of the male and female bodies in Source 1. See how many of the parts of the diagram you can label, using the words in bold. Compare your answers with a partner.

It is important that students use the scientific names for the parts of the male and female bodies. Either ask students to copy the diagrams on page 8 of the Student Book and label them or, if you have access to the Explore PSE for CfE online resources, ask students to label the male and female bodies on the **Male and Female Bodies worksheet**. This should be done on their own and then they can compare with a partner.

When discussing the answers you may want to consider and/or raise the following points:

- Language – some students may have words that they use at home for these parts of the body. Explain that these are not necessarily wrong but in this lesson we are focusing on formal vocabulary that everyone understands and that individuals could use when talking with a doctor or nurse.
- Information – for most students, the information should have been presented at primary school as part of PSE, or science – however, for others, this may be new information and you may need to be sensitive to this.
- Context – there may be some students who find this activity embarrassing and this can take the form of giggling or other distracting behaviours. This is completely normal – but your role is to keep the work in context, reminding students that this is an important part of gaining knowledge and understanding of how we change and grow.

Students can check their own work, or their partner's, to make sure the answers are correct.

Activity 2 (Student Book page 9)

Read the scenarios in Source 2 about young people who have begun the journey through puberty. Discuss what changes they might be experiencing. Use the following three headings to help you think about this:

- Physical – How are their bodies changing?
- Emotional – How are their feelings changing?

- Social – How are their relationships with family and friends changing?

What other changes can be experienced during puberty? Add to your list. Is there any advice you could give to enable these young people to cope well with what they are going through?

- The scenarios in Source 2 are designed to encourage discussion in pairs.
- The names Lou and Max have been chosen for Scenario 2 as they can be male or female names. Be aware that some students may be questioning their gender or may identify as a gender that does not match, or is not culturally associated with, their sex assigned at birth. For this reason we refer to 'male bodies' and 'female bodies' in these lessons rather than male/female, woman/man or boy/girl.

Activity 3 (Student Book page 9)

Think back over all the things you've talked about in this lesson. You may still have questions that you would like answered. On a slip of paper write down one question that you would like to ask privately, fold it up and give it to your teacher. You need to remember to write your name on the slip of paper. Your teacher will try to

answer your question or will help you to find the answer.

Remember that although your teacher won't share what you have written unless necessary, they cannot promise to keep to themselves anything that puts you or anyone at risk.

This is a time for students to reflect upon the lesson and ask any questions, by writing the questions on a slip of paper. You will need to explain that while you will try to answer students' questions, you will not have all the answers and may have to point them in the direction of someone who can help, support or give more information.

Confidentiality (see Introduction): Be clear that, for safeguarding reasons, there are some things you cannot keep confidential.

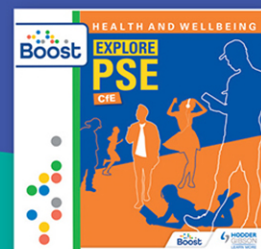
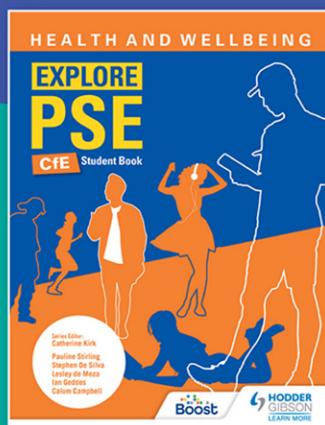
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