



National Curriculum Primary School H.F.L.E. Learning Outcomes

For Use in 2019-20



Learning Outcomes for H.F.L.E. - Diet and Disease

Infant 1: Staying Fit and Well

- 1.1 Identify safe and unsafe sources of drinking water and food.
- 1.2 Describe how, when and why a person should wash their hands to make it less likely they will get sick.
- 1.3 Describe effective ways of cleaning and protecting the eyes, ears, nose, mouth, teeth, hair, toe nails and finger nails.
- 1.4 Identify which food and drinks are more healthy and which are less healthy to consume.
- 1.5 Explain how playing games, physical exercise, rest and sleep help a person grow and develop.
- 1.6 Identify places where mosquitoes breed around their home and school.
- 1.7 Describe actions a person can take to keep their surroundings clean and healthy.

Infant 2: Preventing Common Illnesses

- 2.1 Explain why eating a variety of foods, including fruits and vegetables, helps a person grow and stay healthy.
- 2.2 Explain how a person can make sure they do not consume too much sugar in their diet.
- 2.3 Identify effective ways of safely storing food so that spoilage and contamination are minimised.
- 2.4 Discuss what people can do to get better from, and make sure they do not pass on, an illness spread through sneezing and coughing, such as a common cold or influenza.
- 2.5 Discuss what people can do to get better from, and make sure they do not pass on, an illness spread through direct contact with an infected person or contaminated object for example conjunctivitis, ringworm or chickenpox.
- 2.6 Identify common triggers for and ways of preventing and responding to asthma attacks.
- 2.7 Explain why it is important to get rid of places where mosquitos breed and how this can be done.

Learning Outcomes for H.F.L.E. - Diet and Disease

Standard 1: Eating and Fitness

- 3.1 Investigate the benefits of regular exercise to growth, development and good health.
- 3.2 Explain the benefits of eating a diet in which all food groups are consumed adequately.
- 3.3 Design a variety of meals that represent healthy eating.
- 3.4 Distinguish between effective and ineffective hygiene and body care practices.
- 3.5 Explore the impact that friends, family members, culture, television, newspapers and social media have on the food choices people make.
- 3.6 Research common causes of and ways of preventing and responding to diarrhea.
- 3.7 Describe some diseases linked to poor diet and lack of exercise, for example, anaemia, obesity, diabetes, high blood pressure and heart disease.

Standard 2: Lifestyle and Health

- 4.1 Explain the effects that regular exercise has on health.
- 4.2 Explain rules and guidelines for the safe handling and storage of food.
- 4.3 Explain how food from different food groups can contribute to health, growth and development.
- 4.4 Design a personal eating and exercise program for a healthy lifestyle.
- 4.5 Investigate the factors that make it more or less likely that a person will be affected by a lifestyle disease such as obesity, diabetes, heart disease, high blood pressure and anaemia.
- 4.6 Describe the symptoms and effects of diseases that can be prevented by vaccination, such as measles, mumps, rubella, tetanus and polio.
- 4.7 Discuss what people can do to get better from, and make sure they do not pass on, an illness caused by parasites such as lice, scabies, chagas disease and tapeworm infection.

Standard 3: Communicable Diseases

- 5.1 Describe the symptoms, effects and preventative measures of diseases spread by mosquitos such as malaria, dengue, zika and chikungunya.
- 5.2 Describe activities that can help prevent the spread of diseases transmitted through the air or by food, water, insects and animals.
- 5.3 Explain why good hygiene practices, including hand-washing and the correct disposal of waste are an important aspect of good health.
- 5.4 Explain how diseases can be spread from person to person via personal items such as towels, combs and toothbrushes.
- 5.5 Explain why it is important for a person who has been bitten by a dog, snake, rat or other animal to clean the wound thoroughly and visit a hospital or other health centre as soon as possible.
- 5.6 Explain how vaccinations help prevent the spread of diseases such as measles, tetanus and the human papillomavirus.
- 5.7 Classify some diseases that are common in Belize by their causes, for example, bacteria, viruses, fungi, parasites or an unhealthy lifestyle.

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Standard 4: Non-Communicable Diseases

- 6.1 Describe the causes, symptoms and recommended methods for the prevention of cavities and diseases that affect the mouth.
- 6.2 Describe the causes, symptoms, effects and recommended methods for the prevention of anaemia, diabetes, high blood pressure, obesity and heart related diseases.
- 6.3 Explain the similarities and differences between communicable and non-communicable diseases.
- 6.4 Investigate the effectiveness and dangers of a range of traditional and alternative responses to disease.
- 6.5 Describe common symptoms of depression.
- 6.6 Identify dangers associated with excessive exposure to the sun, including dehydration, heat rash, sunburn, heat stroke and skin cancer.
- 6.7 Design a campaign aimed at the prevention of non-communicable diseases.

Standard 5: HIV, AIDs & STIs

- 7.1 Describe the symptoms and effects of HIV, AIDS and other sexually transmitted infections.
- 7.2 Describe ways in which HIV can and cannot be transmitted.
- 7.3 Explain how patterns of sexual behaviour, including abstinence or having unprotected sex with multiple partners, can increase or reduce the risk of contracting HIV and other sexually transmitted infections.
- 7.4 Explain that people living with HIV and AIDS have the same rights as all citizens, including the right to be treated in a manner that is non-discriminatory and non-stigmatizing.
- 7.5 Discuss how the consumption of alcohol or drugs can increase a person's risk of contracting a sexually transmitted infection such as HIV.
- 7.6 Identify sources of health information and services related to HIV and AIDS.
- 7.7 Design messages to promote awareness among students of the symptoms, effects and prevention of HIV.

Learning Outcomes for H.F.L.E. - Diet and Disease

Standard 6: Health for Life

- 8.1 Distinguish between appropriate and inappropriate ways to care for all the external parts of the body.
- 8.2 Explore the relationship between diet, exercise and health.
- 8.3 Explore the relationship between hygiene and health.
- 8.4 Explore the relationship between the environment and health.
- 8.5 Describe a range of actions that can be taken by an individual to reduce their chances of being affected by a communicable disease.
- 8.6 Describe a range of actions that can be taken by an individual to reduce their chances of being affected by disease related to lifestyle.
- 8.7 Describe a range of actions that can be taken by an individual to reduce their chances of being affected by HIV and other sexually transmitted diseases.

Learning Outcomes for H.F.L.E. - Human Relationships

Infant 1: Friendship

- 9.1 Identify the characteristics of a friend.
- 9.2 Describe some activities done with friends.
- 9.3 Describe good and bad ways of treating friends, such as being fair or unfair, generous or mean, kind or unkind and helpful or unhelpful.
- 9.4 Describe good listening and speaking behaviour, including being patient, taking turns, choosing the right words and so on.
- 9.5 Discuss what a person can do if a friend makes them feel unhappy or if they make their friend feel unhappy.
- 9.6 Explain the difference between friends, trusted adults, familiar adults and strangers.

Infant 2: The Classroom Community

- 10.1 Identify actions that can help everyone feel at home in the classroom.
- 10.2 Explain how students can help each other keep their classroom safe and healthy.
- 10.3 Discuss how friends can help each other do well at school and stay out of trouble.
- 10.4 Describe ways in which people at school can help each other when they feel sad or lonely or have other problems.
- 10.5 Discuss the ways in which students are similar to and different from each other.
- 10.6 Discuss how to make sure all students, including those with disabilities, are fully involved in classroom activities.

Standard 1: Building and Maintaining Relationships

- 11.1 Explain what it means to be someone's friends, including the responsibilities this brings.
- 11.2 Describe different types of emotions a person feels and why they might feel them.
- 11.3 Describe both positive and negative ways that people express their emotions within a friendship.
- 11.4 Discuss ways of developing and maintaining healthy relationships within a family or household.
- 11.5 Describe ways in which people influence them and how they in turn influence people.
- 11.6 Discuss how and when a person should share information about themselves with friends, family members, trusted adults and others

Learning Outcomes for H.F.L.E. - Human Relationships

Standard 2: Community Relationships

- 12.1 Explore the concept "community" both in terms of place and as a group of people who have something in common.
- 12.2 Describe ways in which people in a community can help each other.
- 12.3 Explain how communities can ensure that people with disabilities can access services and participate fully in activities.
- 12.4 Identify potential causes of conflicts between neighbours and how these can be avoided.
- 12.5 Explore how community members can help create an environment that is nurturing, safe and healthy for everyone in it.
- 12.6 Explain the function of various public buildings, such as health centres, community centres, police stations, churches and libraries.
- 12.7 Investigate the positive role played by the aged and people with disabilities in many communities.

Standard 3: Family Relationships

- 13.1 Explore differences and similarities among families in the community.
- 13.2 Explain the importance of respecting all families and people that live in the community.
- 13.3 Identify similarities and differences in the roles, needs and aspirations of family or household members.
- 13.4 Explore feelings associated with changes in a family, such as a marriage, a new baby, someone leaving, a major illness or a death.
- 13.5 Explore how family members can help create an environment that is nurturing, safe and healthy for everyone in it.
- 13.6 Differentiate between positive and negative solutions to family disputes and disagreements.
- 13.7 Discuss how trust between family members can be created and destroyed.

Standard 4: Resolving Conflicts and Disputes

- 14.1 Discuss the importance of listening to and respecting the opinions of others.
- 14.2 Discuss common causes of conflict in the home, school and wider community.
- 14.3 Discuss how trust between members of a class, school or other group can be created and destroyed.
- 14.4 Explore, through role-play, the meaning of the word "negotiation".
- 14.5 Describe some steps that can be taken to resolve conflicts in relationships.
- 14.6 Discuss appropriate and inappropriate ways to express strong emotions such as anger, frustration or jealousy.
- 14.7 Compare and contrast passive, assertive and aggressive behaviours.

Learning Outcomes for H.F.L.E. - Human Relationships

Standard 5: Parent-Child Relationships

- 15.1 Identify how caregivers of young children should respond to diarrhea, minor accidents, burns and fevers, including seeking medical assistance when necessary.
- 15.2 Describe the responsibilities of mothers, fathers and other caregivers of a child under the age of three.
- 15.3 Explore, through role-play, activities that a caregiver can do with a young child to help them develop, including stimulating, praising, playing and reading a book aloud with them daily.
- 15.4 Research the harmful effects of using violent discipline with a young child.
- 15.5 Investigate the financial cost of caring for a young child.
- 15.6 Describe what pregnant women and their partners can do to make it more likely that their child will be born healthy.
- 15.7 Explain the positive effects that breastfeeding has on the growth and development of a baby.

Standard 6: Sexual Relationships

- 16.1 Discuss how television, newspapers, music videos, movies and the internet shape their understanding of adult relationships.
- 16.2 Explain that every person has the right to control their own body and sexuality without being subject to discrimination, force, coercion or violence, and to refuse, or if they are above the age of consent, to agree to take part in sexual activity.
- 16.3 Explore assertiveness and refusal skills for saying “no” to sexual advances.
- 16.4 Explore the importance of openness, loyalty and long term commitment as factors that contribute to healthy adult relationships.
- 16.5 Identify effective ways of maintaining good sexual health, including having access to accurate information relating to sex and reproduction.
- 16.6 Discuss the implications for a teenager of conceiving a child.
- 16.7 Explore the benefits for all people, both male and female, of making informed decisions about whether and when to conceive children.

Learning Outcomes for H.F.L.E. - Personal Development

Infant 1: Growing Up

- 17.1 Discuss what they like and dislike about being at school.
- 17.2 Identify how they and other people may act as a result of a range of different feelings.
- 17.3 Identify the different stages of the human life cycle from birth, through childhood, adolescence, adulthood and old age.
- 17.4 Discuss how their roles and responsibilities at home have changed since they were younger.
- 17.5 Identify the locations and proper names of the penis, testicles, vagina, anus and breasts.
- 17.6 Identify inappropriate exposure of the penis, vagina and anus.

Infant 2: Myself

- 18.1 Describe what they want to do in the future.
- 18.2 Describe the characteristics of someone they admire.
- 18.3 Identify behaviour and actions that can build confidence and make a person feel better about themselves.
- 18.4 Explore different ways of describing their body, personality, needs, desires and future expectations.
- 18.5 Identify the importance of appreciating that every person has unique characteristics, strengths, opinions and desires.
- 18.6 Discuss how their own face and body make them feel.

Standard 1: Male and Female

- 19.1 Identify basic physical similarities and differences between boys and girls.
- 19.2 Describe hygiene practices that boys and girls should engage in.
- 19.3 Discuss actions that show either respect or disrespect for the opposite sex.
- 19.4 Discuss how most jobs can be done equally well by both men and women.
- 19.5 Discuss how some male and female roles in the home and community have been defined by society and how this is changing.

Standard 2: Emotions and Feelings

- 20.1 Identify ways in which feelings affect thoughts and actions.
- 20.2 Explore how certain situations can trigger different emotions.
- 20.3 Discuss appropriate and inappropriate ways to express feelings.
- 20.4 Explore how change in a family can affect someone.
- 20.5 Discuss ways of managing and coping with difficult or stressful situations.
- 20.6 Discuss how a person can create and maintain emotional and physical boundaries between themselves, family members and others.
- 20.7 Describe the symptoms, causes, effects and some recommended responses to depression.

Learning Outcomes for H.F.L.E. - Personal Development

Standard 3: Dealing with Emotions

- 21.1 Discuss how emotions can affect behaviour and how behaviour can affect emotions.
- 21.2 Discuss how failure to control how emotions are expressed can lead to difficult situations.
- 21.3 Describe non-violent ways of expressing strong emotions such as anger, jealousy, rage and frustration.
- 21.4 Compare and contrast instinctive, emotional and rational responses to situations and events.
- 21.5 Identify the negative effects of poor body image for boys and girls.
- 21.6 Explore how a traumatic event can affect someone and how they can recover.
- 21.7 Identify how a person who is depressed, grieving or recovering from a traumatic event can be helped.

Standard 4: My Growing and Changing Body

- 22.1 Describe the physical, emotional and cognitive changes associated with growth and development in both males and females that take place during puberty.
- 22.2 Explore how changes in the body affect hygiene practices, including those related to the skin, hair, ears, nails and feet, those needed to reduce body odour and those involving care for the penis, vagina, anus and breasts.
- 22.3 Explain the benefits of exercise in relation to bodily growth and development associated with puberty.
- 22.4 Discuss actions that show how each person can interact with both males and females in a way that respects their experiences, feelings, opinions, needs, rights and aspirations.
- 22.5 Discuss how young people are often attracted to risky behaviour.
- 22.6 Discuss how young people can often be subjected to bullying and abuse related to changes in their bodies.
- 22.7 Discuss the importance of talking with parents, caregivers and trusted adults if they or one of their friends is depressed or suicidal.

Standard 5: Sex and Sexuality

- 23.1 Discuss the significance of the law relating to the age of consent for sexual activity.
- 23.2 Discuss how television, movies, music, videos and information from the internet shape their understanding of sex and sexuality.
- 23.3 Discuss the advantages for a person of delaying when they start to engage in sexual activity.
- 23.4 Discuss how peers, older children, adults and social media can put pressure on a person to become sexually active before they are ready.
- 23.5 Identify how people can control when they become pregnant.
- 23.6 Identify the benefits of openly discussing sex and sexuality with parents, caregivers and responsible adults.
- 23.7 Identify how to access accurate and safe information about sex and sexuality.

Learning Outcomes for H.F.L.E. - Personal Development

Standard 6: Changes and Transitions

- 24.1 Explore the different stages of human life: from birth, through infancy, childhood, adolescence, adulthood and old age.
- 24.2 Discuss how the roles and responsibilities of a person, at home and in the community, change as they get older.
- 24.3 Identify ways to adjust as they move from primary school to secondary school and the world of work.
- 24.4 Describe what they can and should do to reduce the likelihood that they will abuse alcohol, tobacco, highly caffeinated drinks, marijuana and other substances.
- 24.5 Describe the effects that the consumption of alcohol, tobacco and marijuana have on the physical and cognitive development of teenagers.
- 24.6 Discuss the development of sexual attraction in adolescence.
- 24.7 Discuss some challenges associated with the physical, emotional and cognitive changes they are likely to experience during their teenage years.

Learning Outcomes for H.F.L.E. - Protection from Harm

Infant 1: Protecting Yourself

- 25.1 List safety rules for avoiding dangerous situations at home or in school.
- 25.2 Identify items in the home or classroom that are dangerous to drink or touch.
- 25.3 Explain the difference between discipline and abuse.
- 25.4 Explain the difference between touching of their bodies by other people that is good and bad or that makes them feel comfortable or uncomfortable.
- 25.5 Identify types of abuse that can happen in the home.
- 25.6 Describe what a person can do if they are in a situation that makes them feel unsafe, including when they are alone with an adult they do not trust.
- 25.7 Identify ways to seek assistance and express feelings if worried, abused or threatened.

Infant 2: Abuse at Home and School

- 26.1 Identify school and household substances that are harmful for children to consume or touch, including cleaning products, vehicle care products and adult medication.
- 26.2 Explain why substances such as alcohol, tobacco, marijuana and adult medication are harmful for children to consume.
- 26.3 Identify feelings associated with appropriate and inappropriate touching.
- 26.4 Identify types of abuse that can happen inside and outside of the home.
- 26.5 Discuss the meaning of the phrase, "My body belongs to me."
- 26.6 Explain the importance of telling an adult if someone is in danger of or is being abused.

Standard 1: Bullying Prevention

- 27.1 Identify as bullying, any action towards others, whether it takes place in the real world or online, that is mean, disrespectful or verbally aggressive or involves negative peer pressure, the threat or use of violence or the misuse of someone's property.
- 27.2 Identify the characteristics of and feelings associated with bullying or verbal and emotional abuse.
- 27.3 Describe actions they can take to avoid becoming a bully or a victim of bullying.
- 27.4 Describe actions that schools can take to reduce the prevalence of bullying.
- 27.5 Discuss how to resist pressure from their friends, classmates, older children or adults to engage in bullying.
- 27.6 Describe the physical and emotional impact that bullying can have on an individual, family or school.
- 27.7 Explain the importance of telling an adult if someone is in danger of or is being bullied or abused.

Learning Outcomes for H.F.L.E. - Protection from Harm

Standard 2: Physical and Sexual Abuse

- 28.1 Explain the risks involved in developing a real or online friendship with an unfamiliar adult.
- 28.2 Identify behaviour that constitutes sexual, physical or emotional abuse.
- 28.3 Describe situations that can increase the risk of abuse.
- 28.4 Explain how to avoid being touched by someone else in inappropriate ways.
- 28.5 Identify ways to seek information and assistance if worried, abused or threatened.

Standard 3: Alcohol and Tobacco

- 29.1 Identify sources and types of alcohol and tobacco available locally.
- 29.2 Explain laws related to the sale and consumption of alcohol and tobacco.
- 29.3 Identify the factors that influence a person's decision to use, or refrain from using, alcohol and tobacco.
- 29.4 Describe actions and language to use when resisting pressure from others to use alcohol and tobacco.
- 29.5 Explore ways in which alcohol consumption can affect a person's relationships with family and friends and their ability to work or study.
- 29.6 Explain how drinking alcohol can immediately change the way a person thinks and acts, including making it more likely they will take dangerous risks, come to harm or be abused.
- 29.7 Investigate the short and long term impact of alcohol and tobacco use on physical development, brain development and the health of both the person consuming them and those who live in the same house.

Standard 4: Avoiding Violent and Abusive Situations

- 30.1 Identify the causes and effects of youth violence and gangs.
- 30.2 Describe words and actions that can be used to resist pressure to use tobacco, alcohol or drugs or to engage in sexual activity.
- 30.3 Identify ways to resist pressure to join a gang or to commit a violent or illegal act on someone else's behalf.
- 30.4 Identify measures to protect themselves against sexual or criminal approaches and actions by peers, adults or older children.
- 30.5 Identify a range of behaviours that constitute sexual abuse and exploitation.
- 30.6 Describe various forms of human trafficking and modern day slavery.
- 30.7 Identify individuals, organizations and sources of information that a person can access when they need help.

Learning Outcomes for H.F.L.E. - Protection from Harm

Standard 5: Substance Abuse

- 31.1 Describe the dangers of abusing highly caffeinated drinks and common household products such as glues, adhesives, cleaning products and medicines.
- 31.2 Identify the types, harmful effects of and laws relating to illegal drugs available locally.
- 31.3 Explain how substance abuse can immediately change the way a person thinks and acts, including making it more likely they encounter dangerous situations, come to harm or become the victim of abuse.
- 31.4 Investigate the harmful long term effects of abusing marijuana at a young age.
- 31.5 Identify the factors that influence a person's decision to use, or refrain from using, alcohol, tobacco and illegal drugs.
- 31.6 Describe words and actions that can be used to resist pressure to use marijuana and other illegal drugs.
- 31.7 Investigate the benefits of talking to parents, other responsible adults, the police, government agencies and other organizations in relation to substance abuse.

Standard 6: Social Media and Personal Safety

- 32.1 Identify what constitutes risky or unsafe online, public, sexual or other behaviour.
- 32.2 Discuss how social media can have a powerful influence on what people think and do.
- 32.3 Develop a set of personal rules for staying safe at high school, in the real world and online.
- 32.4 Discuss how friends can help each other stay safe at high school, in the real world and online.
- 32.5 Explore how the use of alcohol, marijuana, highly caffeinated drinks and other substances can make it more difficult for a person to resist pressure to engage in sexual activity, risky behaviour or criminal activity.
- 32.6 Explain what they can and should do if they or one of their friends or family members is misusing alcohol or other substances or is the victim of any type of abuse.
- 32.7 Discuss the threat of abuse that children face from early childhood through adolescence.

Learning Outcomes for H.F.L.E. - Road and Personal Safety

Infant 1: Pedestrian and General Safety

- 33.1 Give examples of what it means to be safe or in danger.
- 33.2 Describe safe and unsafe ways to act and safe and unsafe places to be in at home and at school.
- 33.3 Describe the similarities and differences between how non-motorized and motorized vehicles use the road.
- 33.4 Explain where, when and how it is safe to cross the road.
- 33.5 Describe what pedestrians on busy streets, at intersections and at pedestrian crossings should and should not do.
- 33.6 Explain the importance of using lights and wearing high visibility clothing when walking at night.
- 33.7 Explain why passengers in cars should wear seat belts, act sensibly and avoid distracting the driver.

Infant 2: Cycling and School Safety

- 34.1 Describe safe and unsafe places to be and ways to act in the home, at school, on the street, in a park and in other public places.
- 34.2 Explain how to stay safe while travelling to school.
- 34.3 Describe how to ensure a bicycle is safe to ride, for example by checking the brakes, lights, tires, chain and steering.
- 34.4 Explain traffic regulations that relate to walking and cycling.
- 34.5 Explain the meaning of a variety of traffic lights and signs.
- 34.6 Explain the importance of using lights and wearing high visibility clothing when cycling at night
- 34.7 Identify types of behaviour that can make riding a bicycle more dangerous, including carrying a passenger, riding against the flow of traffic, ignoring traffic lights and signs, riding without good brakes, failing to signal and swerving unexpectedly.

Standard 1: Vehicle and Medicine Safety

- 35.1 Explain why the proper use of seat belts and child safety seats saves lives and reduces injuries.
- 35.2 Outline rules that pedestrians should follow when crossing a road.
- 35.3 Discuss how bus, car and motorcycle passengers should and should not behave.
- 35.4 Discuss how the actions of bus, car and motorcycle drivers can make a journey either safer or more dangerous for their passengers.
- 35.5 Explain the role of emergency services that respond to road traffic incidents.
- 35.6 Outline rules for the safe use and storage of medicines found in the home.
- 35.7 Explain the roles and functions of pharmacies.

Learning Outcomes for H.F.L.E. - Road and Personal Safety

Standard 2: Transport and Water Safety

- 36.1 Identify the speed limit for various types of roads and classes of vehicles.
- 36.2 Explain how motor vehicles, cyclists and pedestrians should act at pedestrian crossings, roundabouts, traffic lights and various types of road junction.
- 36.3 Discuss how speed limits, roundabouts, traffic lights, pavements, pedestrian crossings, speed bumps, road markings and traffic signs are designed to make using roads safer for everyone.
- 36.4 Explain the role of the police and traffic officers in helping people use roads safely.
- 36.5 Describe safe and unsafe ways to act while in and around swimming pools and water bodies such as streams, rivers and lakes.
- 36.6 Explain the purpose of rules for staying safe in a boat, including the wearing of life jackets or other flotation devices, keeping arms and legs within the vessel, not running or playacting and following instructions.
- 36.7 Discuss how drivers of cars and boats need to adapt their behaviour in response to weather conditions.

Standard 3: Safe Drivers

- 37.1 Explain the meaning of common road signs.
- 37.2 Investigate the role seat belts, child safety seats, bicycle and motor cycle helmets have in reducing the likelihood of death or severe injury due to road crashes.
- 37.3 Describe the consequences of bad road safety practices including speeding, driving while tired, driving while using a cell phone and ignoring road signs and markings.
- 37.4 Investigate the main causes of crashes involving bicycles and motor-cycles.
- 37.5 Describe the effects of using alcohol and drugs on a person's ability to drive safely.
- 37.6 Describe what actions a person can take to encourage other people to use roads safely and responsibly.

Learning Outcomes for H.F.L.E. - Road and Personal Safety

Standard 4: Avoiding Harm on the Roads

- 38.1 Identify safe ways to walk, cycle and use public transport while moving from one place to another.
- 38.2 Describe how good drivers operate motor vehicles, including driving at a safe speed, keeping a safe distance from other road users, staying focused, being patient and courteous and anticipating hazards.
- 38.3 Explain how speed often causes road traffic crashes and can make them worse.
- 38.4 Discuss how distractions, including the actions of passengers, the use of cell phones and peer pressure can make crashes more likely to happen.
- 38.5 Investigate some of the immediate and future impacts a road crash can have on a person and their family.
- 38.6 Investigate how long it takes a vehicle to stop and how this depends on speed, the weight of the vehicle and weather conditions.
- 38.7 Describe ways to educate others about the dangers of road traffic crashes.

Standard 5: Traffic Laws and Regulations

- 39.1 Explain the purpose of a wide variety of lines and other marks that are painted on streets and roads.
- 39.2 Investigate how and why the speed limit changes depending on the class of vehicle being driven and the location and nature of the road, for example if it is in a town or village or has dangerous curves.
- 39.3 Identify safe and unsafe ways and places to overtake other vehicles.
- 39.4 Explain how drivers should respond to hazards such as sirens of emergency vehicles, sharp curves, bridges and hills, poor visibility, parked cars and other obstructions, pedestrians and cyclists, and wet, uneven or pot-holed road surfaces.
- 39.5 Explain a range of laws and regulations relating to registration, licencing and insurance for various classes of drivers and vehicles including motor-cycles, cars, buses and trucks.
- 39.6 Investigate the penalties that are applied to a range of traffic violations.

Learning Outcomes for H.F.L.E. - Road and Personal Safety

Standard 6: Public Safety Laws and Regulations

- 40.1 Explain what pedestrians, cyclists and passengers in buses, cars and on motorcycles can do to reduce the likelihood that they will be hurt or killed while using the roads.
- 40.2 Explain how traffic signs, traffic lights, road markings, roundabouts, shoulders, barriers, bumps, ramps, rumble strips and other traffic furniture contribute to making roads safer and easier to use.
- 40.3 Describe the consequences of traffic violations related to speeding, alcohol and drug use, cell phone use and the failure to use seat belts.
- 40.4 Investigate the main causes and consequences of road traffic crashes in Belize.
- 40.5 Investigate the role of the police and the judicial system in relation to road traffic crashes and violations.
- 40.6 Describe how individuals, families, schools and communities can all contribute to increased safety on roads and in public spaces.
- 40.7 Investigate the impact road traffic accidents have on emergency, health and other services.

Learning Outcomes for H.F.L.E. - Financial Literacy

Infant 1: About Money

- 41.1 Give a value various school and personal items based on how important they are to them.
- 41.2 Explore the concept of a fair exchange, swap or trade.
- 41.3 Explain the nature, value and uses of money.
- 41.4 Rank common items by how much they cost based on given prices.
- 41.5 Explain the relative value of dollars and cents of different coins and notes.
- 41.6 Discuss what might be some good or bad things to spend money on.

Infant 2: Budgeting and Saving

- 42.1 Rank common household items by estimating how much they think each one costs.
- 42.2 Explain the differences between giving, lending, buying, swapping, trading, borrowing and taking without permission.
- 42.3 Explore how people decide what to spend money on.
- 42.4 Explain what it means to save money.
- 42.5 Identify some benefits of saving money.
- 42.6 Explain why people keep money in banks and credit unions.

Standard 1: Taking Care with Money

- 43.1 Explain the difference between earning money, receiving money as gifts, winning money and finding money
- 43.2 Rank, by estimating, a range of large, small, common and uncommon items based on how much each one costs.
- 43.3 Explore the concept of "property".
- 43.4 Explore the concept of "value for money".
- 43.5 Explore the factors that influence a decision to buy something.
- 43.6 Create a budget based on a given amount of money.

Learning Outcomes for H.F.L.E. - Financial Literacy

Standard 2: Spending, Lending and Borrowing

- 44.1 Rank in order of necessity various household items.
- 44.2 Explain the short and long term benefits of saving money.
- 44.3 List the potential advantages and disadvantages of borrowing money.
- 44.4 Explain the difference between credit and debt.
- 44.5 Explore the advantages and disadvantages of "dollar down", "buy now pay later", "hire purchase" and other schemes in which people delay paying for items or pay for them in small amounts over time.
- 44.6 Identify the different types of accounts, cards and other services offered by banks and credit unions in Belize.
- 44.7 Create a financial plan to achieve a personal, short term spending goal.

Standard 3: Employment and Income

- 45.1 Explore the different ways in which people earn money.
- 45.2 Explore the differences between a career and a job.
- 45.3 Evaluate the characteristics of good workers in terms of attendance, punctuality, honesty, work ethic, respect for others, responsibility, creativity, flexibility, and the abilities to listen, communicate, make useful suggestions and take initiatives.
- 45.4 Explore the consequences of spending more than you earn.
- 45.5 Explain the connection between how a family spends money, the resources available to it and their hopes and plans for the future.
- 45.6 Create a month long budget for a household that balances income and expenditure.

Standard 4: Making Financial Decisions

- 46.1 Explain a range of commonly used banking terms such as credit, debit, deposit, withdrawal, checking account, saving account, account number, account balance, and interest.
- 46.2 Explore how businesses that lend money, such as banks, credit unions, pawnshops, loan agencies and some stores, make a profit.
- 46.3 Identify the purposes and limitations of different types of insurance.
- 46.4 Examine how spending choices are influenced by price, advertising, cultural norms and values, the spending choices of others, and peer pressure.
- 46.5 Examine the benefits of financial responsibility and the consequences of financial irresponsibility.
- 46.6 Construct a plan to achieve a specific, measurable, financial goal based on responsible borrowing.
- 46.7 Discuss the advantages of following a personal financial plan.

Learning Outcomes for H.F.L.E. - Financial Literacy

Standard 5: Careers

- 47.1 Explore different types of employment, for example, in a small or large business, in the teaching or public service, as a self-employed contractor and as a business owner.
- 47.2 Explain how a person might connect skills, interests, and passions to a career.
- 47.3 Explore the value of having a high school and a tertiary level education.
- 47.4 Investigate how different careers require different skills, training, and qualifications.
- 47.5 Develop a career plan in an area of choice that includes clear goals and the means of achieving them.
- 47.6 Develop a student résumé that includes information related to personal and contact information, schools attended, interests, responsibilities, skills and achievements.

Standard 6: Entrepreneurship

- 48.1 Explain how people form businesses to meet customers' needs while generating income for themselves.
- 48.2 Describe, with local examples, some characteristics of successful businesses.
- 48.3 Investigate the life and achievements of a person from the business community.
- 48.4 Identify the different types and current rates of taxes in Belize that a business might have to pay.
- 48.5 Explain a range of commonly used business terms including stock, turnover, income, expenditure, net, gross, profit, loss, asset and liability
- 48.6 Create a business plan for an idea based on using locally available resources that identifies potential customers, analyses start-up costs and describes how the business will make money.