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| Suggested Curricular Links  RME – Values and issues  Health and wellbeing - responsibility of all  Drama – role play  Science – biodiversity and interdependence  Technologies - Cyber resilience and internet safety | | UNCRC  Articles;  2,6,19,23,24,28,29,30,31,34 | Wellbeing Indicators  Achieving  Respected  Responsible  Nurtured | | Building Resilience  1: Keep Connected  2: Respect Yourself  3: Challenge Your Mindset  5: Talk Things Over  9: Be Kind to Others | | Skills – Keeping Safe  Communication  Self-regulation  Risk Assessment  Self-awareness |
| **Topic/Context: Positive Relationships** | | | | | | | |
| Potential Bundled experiences and outcomes | Benchmarks | | | Suggested Activities/Assessment | | Resources / Links | |
| I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. ***HWB 0-44a / HWB 1-44a***    I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. ***HWB 0-44b / HWB 1-44b***    I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.  ***HWB 0-45b / HWB 1-45b / HWB 2-45b / HWB 3-45b / HWB 4-45b*** | No Benchmarks as ‘responsibility of all’  Can be covered by using the ‘Building Resilience’ resource | | | * Emotions talks resources * Emotional literacy resources * Talk about what makes a good friend, likes/dislikes * Make a class friendship code, collage of helpers * Write words relating to friendships * Play matching games, sorting activities – body language, facial expressions * Create a recipe for a good friend | | ***Ideas for Learning Contexts/ Experiences can be found in the resources below, however, the key resource is;***  <https://rshp.scot/>   |  | | --- | | Friends and friendships  When I feel sad or upset  Personal space and privacy  Playing together/being kind |  * <https://www.stonewall.org.uk/our-work/education-resources>   For resources around LGBT+ issues  Jessie and Friends – CEOP films and downloadable storybooks, and lesson plans  <https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/>  Digiduck’s big decision  Smartie the penguin  <https://www.childnet.com/resources>  CEOP Resources;  <https://www.thinkuknow.co.uk/professionals/resources/>  <https://www.saferinternet.org.uk/>  See general resource page for additional information/support | |
| As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others  ***RME 0-02a***    I can explore, play and communicate using digital technologies safely and securely. ***TCH 0-03*** | Shares thoughts about what is fair, unfair, caring and sharing.  Demonstrates an understanding of appropriate behaviour and language in the digital environment.  Demonstrates an understanding of the importance of passwords and passcodes for example access to school building. | | |

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| **Topic/Context: Physical Changes** | | | |
| Potential Bundled experiences and outcomes | Benchmarks | Suggested Activities/Assessment | Resources / Links |
| I recognise that we have similarities and differences but are all unique**. HWB 0-47a** | Identifies body differences and similarities | * Discuss with small groups- what makes us different? * Complete ‘find someone who’ sheet * Play game – find someone who; same/different eye colour/likes same different fruit * Link to diversity – ensure resources reflect the cultural diversity of the class – e.g. toys, books, visual images   ***Building Resilience Units:***   * **Respect Yourself** * **Challenge Your Mindset** | **Ideas for Learning Contexts/ Experiences can be found in the resources below, however, the key resource is;**  <https://rshp.scot/>   |  | | --- | | Unique, similar and different |   Ideas for Learning Contexts/ Experiences can be found in the  <https://www.stonewall.org.uk/our-work/education-resources>  See general resource page for additional information/support |
| **Topic/Context: Sexual Health and Sexuality** | | | |
| Potential Bundled experiences and outcomes | Benchmarks | Suggested Activities/Assessment | Resources / Links |
| 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***  I am learning what I can do to look after my body and who can help me. ***HWB 0-48a***  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*** | Describes how bodies change as they grow. Identifies body parts using correct names, for example, penis, testicles, vulva and nipples.  Demonstrates modesty and privacy  through, for example, closing toilet doors.  Manages personal space with respect towards self and others.  Demonstrates an understanding of the concept, ‘my body belongs to me’.  Recognises and communicates uncomfortable feelings in relation to a person or situation using, for example, the 3-step model: say no, go away, talk to someone you trust | * Photo/ picture timeline of growing up and changes to the body * Label the body or use songs and rhymes * Create a feely bag – to decide what should/shouldn’t be in a wash bag * Support children to develop their own guidelines of how they could respect privacy and modesty in the nursery/school and create a visual to reflect this * Introduce a persona doll and share that they are worried about something. Or let the children decide what this may be and who they might talk to - use stories, puppets to provide a context * Group time – talk about what trust means/how does it feel when you don’t trust someone/why is trust important/who can you trust – use stories to provide a context | Ideas for Learning Contexts/ Experiences can be found in the resources below, however, the key resource is;  <https://rshp.scot>   |  | | --- | | My body  My body belongs to me  Asking questions/making choices  /saying yes, saying no  When I feel sad or upset |   See general resource page for additional information/support  ‘I saw your willy’ film as part of Share Aware – NSPCC – sharing of images  <https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching/> |
| Inspired by a range of stimuli,  I can express and communicate my ideas, thoughts and feelings through drama.  ***EXA 0-13a*** | Communicates ideas and feelings using movement, for example, through body language, gestures, actions and posture.  Communicates ideas and feelings using facial expressions, for example,  to show happy, sad, surprised, angry, scared. | * Use stories, puppets and trust building activities develop an understanding of trust * Explore places and people we can go to for help such as teacher, EYP parent etc * Stick symbols on a doll/toy to show where it is okay to be touched, and where not. * Use of role play/small world toys to look at ways and words to use if a child feels uncomfortable/unhappy/ worried * Use emotion talks to develop language of feelings |

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| **Topic/Context: Role of parent/carer** | | | |
| Potential Bundled experiences and outcomes | Benchmarks | Suggested Activities/Assessment | Resources / Links |
| 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***  I am learning about where living things come from and about how they grow, develop and are nurtured.  ***HWB 0-50a*** | Identifies people who can help,  for example, teachers, family members.  Recognises that care can come from  a variety of different people.  Identifies that families may be made  up of different people.  Gives examples of where living things  come from, for example, plants from seeds, fish from eggs.  Explains that living things need food,  water and care to grow and survive. | * Talk about who cares for us home / school – link to diversity and different types of families/carers – use stories to show lots of different example * Staff observation of role play e.g. in the home corner * Sequencing activities - 3D /puzzles/pictures * Visit a farm/zoo to see how animals grow develop and are nurtured * Go outdoors and follow the life cycle of plants/flowers at different seasons * Plant seeds and learn about the importance of nurture and things plants need to grow | Ideas for Learning Contexts/ Experiences can be found in the resources below, however, the key resource is;  <https://rshp.scot>   |  | | --- | | Our families  People who help and look after me  Looking after plants and animals |   Various books; e.g. King and King, Mom and Mon are Getting Married, One Dad, Two Dads, Brown Dad, Black Dad, Who’s in a Family, Owl Babies   * <https://www.stonewall.org.uk/our-work/education-resources>   For resources around LGBT+ issues  <https://rshp.scot>   |  | | --- | | Pregnancy and looking after a baby |   See general resource page for additional information/support |
| I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them.  ***SCN 0-03a*** | Explores, observes and discusses basic needs of plants and  what they need to grow including water, heat, sunlight and soil.  Demonstrates understanding of how plants grow from seeds. | * Go outdoors and grow plants/flowers/herbs /fruit/vegetables etc * Create guidance to show others how to nurture your plant/flower etc |
| I am able to show an awareness of the tasks required to look after a baby.  ***HWB 0-51a*** | Describes the basic needs of a baby,  for example, eye contact, cuddling,  washing, changing, feeding, sleeping**.** | * Group time to discuss the things we need parents/carers for such as food, talking, shelter - use stories, small world toys to provide a context. * Parent/carer and baby visit, discuss care needs including breastfeeding and follow the baby’s progress over time * Role play, flour dolls, stories |
| ***Suggested vocab or highlighted within above*** | | | |
| difference • male • boy • female • girl • birth • child • grow • private • body part • same • life cycle • baby • parent • family • adult • support networks  penis • testicles • vulva • nipples | | | |

**Links to Research/ Guidance**

***Conduct of Relationships, Sexual Health and Parenthood Education in Schools. Scottish Government 2014***

This is guidance for teachers on the conduct of teaching relationships, sexual health and parenthood education within the Health and Wellbeing organiser of Curriculum for Excellence. It is currently being updated.

The Scottish Government is committed to ensuring that all children and young people receive high quality relationships, sexual health and parenthood education (RSHP) in order to respect, protect and fulfil their human rights as they grow up.

[**http://www.gov.scot/Publications/2014/12/8526/0**](http://www.gov.scot/Publications/2014/12/8526/0)

***Sex Education Forum***

The following overview sets out what SRE is, why it is important and the principles and values that should underpin good quality SRE in a variety of settings.

<http://www.sexeducationforum.org.uk/media/2572/understanding_sre_2010.pdf>

This briefing includes findings from a OnePoll survey in 2014 that found the vast majority of parents want trained teachers to teach about SRE in primary schools and findings from a literature review of evidence.

<http://www.sexeducationforum.org.uk/media/42794/Executive-summary-parents-and-SRE-Nov-2014.pdf>

This briefing aims to provide an accessible and accurate summary of the research evidence relating to sex and relationships education (SRE), particularly the contribution of SRE to behaviour change. It includes findings about SRE from the third British National Survey of Sexual Attitudes and Lifestyles (Natsal).

<http://www.sexeducationforum.org.uk/media/28306/SRE-the-evidence-March-2015.pdf>

***Child and Adolescent Health Research Unit/ Health Behaviours in School Aged Children (Scotland)***

[**http://www.cahru.org/content/03-publications/03-briefing-papers-and-factsheets/bp20\_final.pdf**](http://www.cahru.org/content/03-publications/03-briefing-papers-and-factsheets/bp20_final.pdf)

Sexual health of 15 year olds in Scotland 1

[**http://www.cahru.org/content/03-publications/03-briefing-papers-and-factsheets/bp21\_final.pdf**](http://www.cahru.org/content/03-publications/03-briefing-papers-and-factsheets/bp21_final.pdf)

Sexual health of 15 year olds in Scotland 2

[**http://www.cahru.org/content/03-publications/03-briefing-papers-and-factsheets/briefingpaper\_22.pdf**](http://www.cahru.org/content/03-publications/03-briefing-papers-and-factsheets/briefingpaper_22.pdf)

Sexual health of 15 year olds in Scotland 3

***Sexual Harassment and Sexual Violence in Schools - House of Commons***

<https://publications.parliament.uk/pa/cm201617/cmselect/cmwomeq/91/91.pdf>

**LGBT+**

LGBT youth – Scottish organisation providing support for the young LGBT community in Scotland and traning and guidance for the professionals who work with them.

[**https://www.lgbtyouth.org.uk/**](https://www.lgbtyouth.org.uk/)

Supporting Transgender Young People - Guidance for Schools In Scotland

[**https://www.lgbtyouth.org.uk/files/documents/Supporting\_Transgender\_Young\_People.pdf**](https://www.lgbtyouth.org.uk/files/documents/Supporting_Transgender_Young_People.pdf)

Mermaids supports children and young people up to 20 years old who are gender diverse, and their families, and professionals involved in their care.

<http://www.mermaidsuk.org.uk/>

**Stonewall**

A national organisation that work with the LGBT+ community

<https://www.stonewall.org.uk/>

They have a variety of educational reports and resources

<https://www.stonewall.org.uk/our-work/education-resources>

and a local base which provides advice, training, Scottish reports and campaigns

<https://www.stonewallscotland.org.uk/>

**Female Genital Mutilation (FGM)**

Scottish Government

[**https://beta.gov.scot/policies/violence-against-women-and-girls/female-genital-mutilation-fgm/**](https://beta.gov.scot/policies/violence-against-women-and-girls/female-genital-mutilation-fgm/)

FGM aware – organisation providing resources and information to help tackle FGM in Scotland

[**https://www.fgmaware.org/**](https://www.fgmaware.org/)

NSPCC - Information regarding female genital mutilation (FGM)

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/preventing-protecting/>

**Link to child friendly version of UNCRC**

<https://plan-international.org/sites/default/files/field/field_document/child-friendly_crc_poster_a4_-_final_-_english.pdf>

**Leaflets for Parents**

*Healthy Respect*

Sex Small Talk – For parents and carers of children between 4 and 11

<http://www.healthyrespect.co.uk/Professionals/Resources/Resources%20For%20ParentsCarers/Sexsmalltalk_HR1PC.pdf>

*NHS Health Scotland*

Talking with your child about relationships and sexual wellbeing - For parents and carers

<http://www.healthscotland.com/uploads/documents/1138-TalkingWithYourChild_1.pdf>