

# Lewis Primaries – Health and Wellbeing Planner (First Level)

Class/group:

Teacher:

Session:

Term:

## Skills and Progression – First Level

Organiser	Experiences & Outcomes	Skills Progression			Suggested Resources	Benchmarks (to be achieved by the end of first level)
		P2	P3	P4		
<b>Relationships, Sexual Health and Parenthood</b>	<p>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. <i>HWB 1-44a</i></p> <p>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. <i>HWB 1-44b</i></p>	<ul style="list-style-type: none"> <li>Describe own likes and dislikes</li> <li>Understand that others have different likes and dislikes</li> <li>Contribute to a discussion about what makes a good friend</li> <li>List some things we have in common with our friends e.g., likes/dislikes</li> <li>Understand that friends sometimes fall out and describe some strategies for dealing with this</li> <li>Identify special people and give reasons why they are special</li> </ul>	<ul style="list-style-type: none"> <li>Talk about likes/dislikes and common themes between friends</li> <li>Talk about what makes me a good friend</li> <li>Understand that friends sometimes fall out and discuss strategies to support and deal when this happens.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and discuss friendships /what makes a good friend during Circle Time</li> <li>Understand that friends support each other but are still able to make independent choices</li> <li>Identify people who will be a personal support if one is upset or worried.</li> </ul>	<p><b>RSHP (Friends &amp; Friendship)</b></p> <ul style="list-style-type: none"> <li><a href="#">My Friends-Being a Friend - Activity Plan - Gaelic</a></li> <li><a href="#">My Friends-Being a Friend - Activity Plan - English</a></li> <li><b>RESOURCE – Prim Ed – Developing Awareness of Health and Personal Development Series (School to Purchase)</b> <ul style="list-style-type: none"> <li>Book 1 (Year 1/P2) – Pages 52-59</li> <li>Book 2 (Year 2/P3) – Pages 54-55</li> <li>Book 3 (Year 2/P3) – Pages 50-53</li> </ul> </li> </ul> <p><b>RSHP Kindness and empathy</b></p> <ul style="list-style-type: none"> <li><a href="#">Kindness and Empathy - Activity Plan - Gaelic</a></li> <li><a href="#">Kindness and Empathy - Activity Plan - English</a></li> <li><a href="#">RESOURCE - Random Acts of Kindness</a></li> <li><a href="#">RESOURCE - Kindness UK</a></li> <li><a href="#">RESOURCE - Kindness Day UK</a></li> <li><a href="#">RESOURCE - 100 Acts of Kindness for Kids</a></li> <li><a href="#">RESOURCE - Healthyschools.net: Healthy lives (Registration required)</a></li> <li><b>RESOURCE - ICEPACK Primary 2/ 3/4 (School to purchase)</b> <ul style="list-style-type: none"> <li>What do I feel?</li> <li>What do I need?</li> <li>What do I want?</li> <li>What do I value?</li> <li>What do I think?</li> <li>What do I choose to say?</li> </ul> </li> <li><a href="#">You Tube Clip - What Makes a Good Friend</a></li> <li><a href="#">BBC Bitesize Clip - Best Friends Talk About Their Friendship</a></li> <li><a href="#">BBC Bitesize Clip - The Friendship Code</a></li> <li><a href="#">BBC Bitesize Clip - Making Friends - Fear of Rejection</a></li> <li><a href="#">BBC Bitesize Clip - Reducing Family Conflict</a></li> <li><a href="#">BBC Bitesize Clip - My Best Friends</a></li> <li><a href="#">BBC Bitesize Clip - What Does 'Friend' Mean to You?</a></li> </ul>	

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	<p>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.</p> <p><b>HWB 1-45a</b></p>	<ul style="list-style-type: none"> <li>Understand what a family is and that families can be different</li> <li>Identify people who care and are safe to be around.</li> <li>Talk about problems and identify who to go to do this</li> </ul>	<ul style="list-style-type: none"> <li>Name the different relationships within a family</li> <li>Discuss the different roles of people who care in a school setting</li> <li>Identify people to go to if a problem arises</li> </ul>	<ul style="list-style-type: none"> <li>Understand that families love and care for each other even when times are hard</li> <li>Use strategies that have been taught to sort out problems but also know who to talk to about problems</li> <li>Describe/write about the roles of the different people who care, both at home and in school</li> </ul>	<p><b>RSHP - Family. People who are special to me)</b></p> <ul style="list-style-type: none"> <li><a href="#">People Who Are Special to Me - Activity Plan - English</a></li> <li><a href="#">People who are Special to Me - Activity Plan - Gaelic</a></li> <li><b>RESOURCE - Healthyschools.net: Healthy lives (Registration required)</b></li> <li><b>RESOURCE - Articles 9, 10 and 11 Powerpoint - Staying in Contact With Your Family</b></li> <li><b>RESOURCE – Prim Ed – Developing Awareness of Health and Personal Development Series (School to Purchase)</b> <ul style="list-style-type: none"> <li>Book 1 (Year 1/P2) – Pages 70-71</li> <li>Book 2 (Year 2/P3) – Pages 70-71</li> <li>Book 3 (Year 2/P3) – Pages 70-71</li> </ul> </li> <li><b>BBC Bitesize: Reducing Family Conflict.</b></li> <li><b>God’s Loving Plan (School to request permission to purchase and use from the Scottish Catholic Education Service.)- Primary 4 - Worksheet 7 (Amended by Uist Primaries)</b></li> </ul>	<ul style="list-style-type: none"> <li>Explains ways in which families may differ and that there are a variety of people who may care for us.</li> <li>Explains changes to the body at different stages of life.</li> </ul>
	<p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.</p> <p><b>HWB 1-45b</b></p>	<ul style="list-style-type: none"> <li>Identify some signs that tell how other people may be feeling</li> <li>Recognise when people need help or when they need to be left alone</li> </ul>	<ul style="list-style-type: none"> <li>In role play situations display different emotions using verbal / non-verbal communication</li> <li>Explain how people react when displaying different emotions</li> </ul>	<ul style="list-style-type: none"> <li>Recognise verbal and non-verbal signs for several different emotions</li> <li>Explain how to react to different emotions</li> </ul>	<p><b>RSHP (Feelings &amp; Safety)</b></p> <ul style="list-style-type: none"> <li><a href="#">My Body Belongs to Me - Activity Plan - English</a></li> <li><a href="#">My Body Belongs to Me - Activity Plan - Gaelic</a></li> <li><a href="#">My Body Belongs to Me - Powerpoint - English</a></li> <li><a href="#">My Body Belongs to Me - Powerpoint - Gaelic</a></li> <li><b>RESOURCE - NSPCC - PANTS - The Underwear Rule</b></li> <li><b>RESOURCE - ICEPACK Primary 2/ 3/4 (School to purchase)</b></li> <li>What do I want?</li> <li>What do I think?</li> <li>What do I choose to say?</li> <li><b>RESOURCE – Prim Ed – Developing Awareness of Health and Personal Development Series (School to Purchase)</b> <ul style="list-style-type: none"> <li>Book 1 (Year 1/P2) – Pages 62-67</li> <li>Book 2 (Year 2/P3) – Pages 62-63</li> <li>Book 3 (Year 2/P3) – Pages 64-67</li> </ul> </li> <li><a href="#">Private and the PANTS rule - Activity Plan - English</a></li> <li><a href="#">Private and the PANTS rule - Activity Plan - Gaelic</a></li> <li><a href="#">PANTS Rule Powerpoint - English</a></li> <li><a href="#">PANTS Rule Powerpoint - Gaelic</a></li> <li><b>God’s Loving Plan (School to request permission to purchase and use from the Scottish Catholic Education Service.) - Primary 3 Worksheet 2(Amended by Uist Primaries).</b></li> </ul>	

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## Skills and Progression – First Level

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		P2	P3	P4		
		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>God's Loving Plan (School to request permission to purchase and use from the Scottish Catholic Education Service.) - <a href="#">Primary 3 Worksheet 3 (Amended by Uist Primaries)</a></li> <li>Online Safety                             <ul style="list-style-type: none"> <li><a href="#">Safe and Happy Online - Activity Plan - English</a></li> <li><a href="#">Safe and Happy Online - Activity Plan - Gaelic</a></li> <li><a href="#">Online Safety Powerpoint - English</a></li> <li><a href="#">Online Safety Powerpoint - Gaelic</a></li> <li><a href="#">RESOURCE - Jessie Online Safety</a></li> <li><a href="#">RESOURCE - Jessie's Online Safety Videos</a></li> <li><a href="#">RESOURCE - Internet Matters (Age 6-10)</a></li> <li><a href="#">You Tube Clip - E-Safety Tips for Parents</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<p>I recognise that we have similarities and differences but are all unique.  <b>HWB 1-47a</b> <a href="#">English</a></p>	<ul style="list-style-type: none"> <li>Name some similarities and differences between myself and my peers</li> <li>Name some similarities and differences within my family</li> <li>Recognise that we all have some things in common with our peers, but we are all unique</li> </ul>	<ul style="list-style-type: none"> <li>List some physical attributes which can be different in different people e.g., height, hair colour, eye colour</li> <li>Present this information in a visual way</li> </ul>	<ul style="list-style-type: none"> <li>Record and present visually some physical attributes of peers e.g., height, hair colour, eye colour</li> <li>Discuss findings and compare with other classes</li> </ul>	<p><b>RSHP (Similarity, diversity and respect)</b></p> <ul style="list-style-type: none"> <li><a href="#">BBC Bitesize Clip - My Identity-Being Half-Polish and Half-English</a></li> <li>God's Loving Plan (School to request permission to purchase and use from the Scottish Catholic Education Service.) - <a href="#">Primary 4 Worksheet 5 (Amended by Uist Primaries)</a></li> </ul>	<ul style="list-style-type: none"> <li>Recognises that everyone is unique and identifies similarities and differences.</li> <li>Explains that development and growth of each individual is different.</li> </ul>
<b>Physical Changes</b>	<p>I am aware of my growing body and I am learning the correct names for its different parts and how they work.  <b>HWB 1-47b</b></p>	<ul style="list-style-type: none"> <li>Explain the functions of many body parts e.g., joints, teeth, eyes</li> <li>Revisit the body parts from early level - nipples, penis, testicles, vulva</li> <li>Discuss changes in the body e.g., losing baby teeth and recognise that these can happen at different times for different people</li> </ul>	<ul style="list-style-type: none"> <li>Name and explain functions of body parts - nipples, penis, testicles, vulva,</li> <li>Explain what some of the changes to a growing body may be</li> </ul>	<ul style="list-style-type: none"> <li>Name and explain the functions of an increasing number of body parts including those in P3, scrotum and vagina</li> <li>Identify on a diagram where in the body they are</li> </ul>	<p><b>RSHP (My body)</b></p> <ul style="list-style-type: none"> <li><a href="#">My Body Parts - Unlabelled Worksheet - P2 - English</a></li> <li><a href="#">My Body Parts - Unlabelled Worksheet - P2 - Gaelic</a></li> <li><a href="#">My Body Parts - Unlabelled Worksheet - P3 - English</a></li> <li><a href="#">My Body Parts - Unlabelled Worksheet - P3 - Gaelic</a></li> <li><a href="#">My Body Parts - Unlabelled Worksheet - P4 - English</a></li> <li><a href="#">My Body Parts - Unlabelled Worksheet - P4 - Gaelic</a></li> </ul> <p><b>Brilliant Bodies</b></p> <ul style="list-style-type: none"> <li><a href="#">Brilliant Bodies (Suitable for P3)</a></li> <li><a href="#">Brilliant Bodies -Task (P3)</a></li> <li><a href="#">Blank-Body-template.pdf</a></li> </ul> <ul style="list-style-type: none"> <li><a href="#">RESOURCE - Healthyschools.net: Healthy lives (Registration required)</a></li> <li><a href="#">RESOURCE - NSPCC - Teaching Resources and Lesson Plans</a></li> </ul>	<ul style="list-style-type: none"> <li>Identifies the correct words for body parts and their functions, for example, womb, scrotum, ovaries, vagina.</li> </ul>
	<p>I am learning what I can do to look after my body and who can help me.  <b>HWB 1-48a</b></p>	<ul style="list-style-type: none"> <li>Understand that everyone's body belongs to them and that they are responsible for looking after it</li> <li>Understand the importance of keeping my body clean and</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of how a doctor, nurse and teacher can help me</li> <li>Explain routines for keeping clean, including drying our bodies properly</li> </ul>	<ul style="list-style-type: none"> <li>Explain some ways that a doctor, nurse and teacher can help me</li> <li>Explain how and why I should keep my body clean</li> <li>Understand why sleep is important for my body</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">You Tube Clip - Keeping Clean</a></li> <li><a href="#">RESOURCE - Healthyschools.net: Healthy lives (Registration required)</a></li> <li><a href="#">RESOURCE - Food Standards Scotland - Germ outbreak</a></li> </ul>	<ul style="list-style-type: none"> <li>Explains about own and others' needs for privacy.</li> <li>Expresses feelings through appropriate closeness to others.</li> </ul>

		<p>demonstrate how to wash hands and brush teeth properly</p> <ul style="list-style-type: none"> <li>Understand that sleep is important to maintain a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Explain the effects of not getting enough sleep</li> <li>Begin to talk about what privacy means</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what privacy means and the importance of it for myself and others</li> <li>Be able to express feelings appropriately</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">RESOURCE - NSPCC - Teaching Resources and Lesson Plans</a></li> <li><a href="#">RESOURCE - Some of Your Bits - NHS Health Promotion Publication</a></li> </ul>	
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## Lewis Primaries – Health and Wellbeing Planner (First Level Continued)

**Class/group:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_ **Session:** \_\_\_\_\_ **Term:** \_\_\_\_\_

### Skills and Progression – First Level

Organiser	Experiences & Outcomes	Skills Progression			Suggested Resources	Benchmarks (to be achieved by the end of first level)
		P2	P3	P4		
<b>Physical Changes</b>					<ul style="list-style-type: none"> <li><a href="#">RESOURCE – Prim Ed – Developing Awareness of Health and Personal Development Series (School to Purchase)</a> <ul style="list-style-type: none"> <li>Book 1 (Year 1/P2) – Pages 26-27</li> <li>Book 2 (Year 2/P3) – Pages 14-17</li> <li>Book 3 (Year 2/P3) – Pages 18-21</li> </ul> </li> <li><a href="#">God’s Loving Plan (School to request permission to purchase and use from the Scottish Catholic Education Service.)- Primary 4 Worksheet 7 (Amended by Uist Primaries)</a></li> </ul>	
	<p>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. <b>HWB 1-49a</b></p>	<ul style="list-style-type: none"> <li>Understand that my body belongs to me and how one must take care of it</li> <li>Explain why we should not hurt other children</li> <li>Understand which behaviours are appropriate and inappropriate in school</li> <li>Be able to talk to a trusted adult</li> </ul>	<ul style="list-style-type: none"> <li>Understand that my body belongs to me and how one must take care of it</li> <li>Follow class and playground rules about how to treat others</li> <li>Explain appropriate and inappropriate behaviours in a variety of situations e.g., getting changed for PE</li> <li>Identify an adult that is trusted and talk to the</li> </ul>	<ul style="list-style-type: none"> <li>Understand that my body belongs to me and how one must take care of it</li> <li>Follow class and playground rules about how to treat others</li> <li>Explain how to and behave appropriately in all situations in school</li> <li>Be able to appropriately use the three-step model by saying no, go away and find someone trusted to talk to.</li> </ul>	<p><b>RSHP (Privacy, People who help look after me)</b></p> <ul style="list-style-type: none"> <li><a href="#">Professionals - Activity Plan - English</a></li> <li><a href="#">Professionals - Activity Plan - Gaelic</a></li> <li><a href="#">RESOURCE - CRAFTS - Making People That Help Us</a></li> <li><a href="#">RESOURCE - Healthyschools.net: Healthy lives (Registration required)</a></li> <li><a href="#">RESOURCE - NSPCC - Teaching Resources and Lesson Plans</a></li> </ul>	<ul style="list-style-type: none"> <li>Articulates the right to respond to inappropriate behaviours, for example, using the 3-step model: say no, go away, talk to someone you trust.</li> <li>Identifies who to talk to if worried or concerned.</li> </ul>
<b>Sexual Health and Sexuality</b>	<p>I am learning about where living things come from and about how they grow, develop and are nurtured. <b>HWB 1-50a</b></p>	<ul style="list-style-type: none"> <li>Understand and talk about human and animal life cycles</li> <li>Explain a few simple rules for caring for a pet</li> <li>Talk about some changes in the body since birth</li> </ul>	<ul style="list-style-type: none"> <li>Illustrate life cycles of several creatures</li> <li>Explain some ways in which pets are cared for</li> <li>List several things that can be done at the age at now, that couldn’t be done at birth</li> <li>Be able to tell what a plant needs to grow and develop.</li> </ul>	<ul style="list-style-type: none"> <li>Explain and illustrate the changes that happen in human and animal life cycles</li> <li>List the requirements for caring for a specific pet</li> <li>Explain some changes in the human body from birth to adult</li> </ul>	<p><b>RSHP (Life Cycles)</b></p> <ul style="list-style-type: none"> <li><a href="#">Learning About Life Cycles - Activity Plan - English</a></li> <li><a href="#">Learning About Life Cycles - Activity Plan - Gaelic</a></li> </ul> <p><b>RSHP (Looking After Pets)</b></p> <ul style="list-style-type: none"> <li><a href="#">Looking After Pets - Activity Plan - English</a></li> <li><a href="#">Looking After Pets - Activity Plan - Gaelic</a></li> </ul>	<ul style="list-style-type: none"> <li>Identifies what is needed for growth and development of animals, plants and humans.</li> </ul>
<b>Role of the Parent/Carer</b>	<p>I am able to show an awareness of the tasks required to look after a baby. <b>HWB 1-51a</b></p>	<ul style="list-style-type: none"> <li>Understand that some animals and humans feed their babies milk</li> <li>Understand that babies are dependent on an adult for food, love and care</li> <li>Demonstrate an awareness of how to care for a baby through discussion, drawing or writing</li> </ul>	<ul style="list-style-type: none"> <li>Understand that breastfeeding is a healthy choice for babies</li> <li>Look at photos of animals feeding their young and give some reasons why it is good for them</li> <li>List equipment needed to care for a baby</li> <li>Discuss individual experiences with babies and how to look after them.</li> </ul>	<ul style="list-style-type: none"> <li>Look at photos / videos of animals / humans feeding their young and give some reasons why breastfeeding is good for mother and baby</li> <li>Describe how the needs of a baby change in its first year e.g., breast/bottle fed, solids etc.</li> <li>List some tasks a mother must do for a baby</li> </ul>	<p><b>RSHP (looking after plants &amp; animals, how human life begins, pregnancy and birth)</b></p> <ul style="list-style-type: none"> <li><a href="#">What Babies Need - Activity Plan - English</a></li> <li><a href="#">What Babies Need - Activity Plan - Gaelic</a></li> <li><a href="#">RESOURCE – Prim Ed – Developing Awareness of Health and Personal Development Series (School to Purchase)</a> <ul style="list-style-type: none"> <li>Book 1 (Year 1/P2) – Pages 44-45</li> <li>Book 2 (Year 2/P3) – Pages 50-51</li> <li>Book 3 (Year 2/P3) – Pages 44-47</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Explains how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</li> </ul>