

# Lewis Primaries – Health and Wellbeing Planner (Second Level – P6)

Class/group:

Teacher:

Session:

Term:

## Skills and Progression – Second Level

Organiser	Experiences & Outcomes	Skills Progression P6	Suggested Resources	Benchmarks (to be achieved by the end of second level P7)
<b>Positive Relationships</b>	<p>I understand that a wide range of different kinds of friendships and relationships exist. <b>HWB 2-44a</b></p> <p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. <b>HWB 2-44b</b></p> <p>I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. <b>HWB 2-45a</b></p> <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. <b>HWB 2-45b</b></p>	<ul style="list-style-type: none"> <li>Name and describe different types of friendships and relationships.</li> <li>Describe how positive relations can make us feel and behave.</li> <li>Describe the impact actions may have on others' health and wellbeing.</li> <li>ICE PACK - What do I feel?</li> <li>Explore strategies which can be practised to help me deal with changing relationships and describe the positive impact this can have on emotional wellbeing.</li> <li>Talk about the need to respect personal space and boundaries.</li> <li>Recognise and respond appropriately to verbal and non-verbal communication.</li> </ul>	<p><b>P5/6 -Friends and Friendship</b></p> <p><b>Part 1: What is a friend?</b></p> <ul style="list-style-type: none"> <li><a href="#">What is a Friend - Activity Plan - English</a></li> <li><a href="#">What is a Friend - Activity Plan - Gaelic</a></li> </ul> <p><b>Part 2: Making and Keeping Friends</b></p> <ul style="list-style-type: none"> <li><a href="#">Making and Keeping Friends - Activity Plan - English</a></li> <li><a href="#">Making and Keeping Friends - Activity Plan - Gaelic</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 5 (Year 5/P6) – Pages 44-45</li> </ul> </li> </ul> <p><b>Part 3: Online-Offline Friends</b></p> <ul style="list-style-type: none"> <li><a href="#">Online and Offline Friends - Activity Plan - English</a></li> <li><a href="#">Online and Offline Friends - Activity Plan - Gaelic</a></li> <li><a href="#">RESOURCE - E-Safety Kids Resources</a></li> <li><b>God's Loving Plan (School to request permission to purchase and use from the Scottish Catholic Education Service.)- <a href="#">Primary 6 Worksheet 1 (amended by Uist Primaries) - Discovering Myself</a></b></li> </ul> <p><b>P5/6 RSHP: Consent</b></p> <p><b>Part 1: What is consent?</b></p> <ul style="list-style-type: none"> <li><a href="#">What is Consent? Activity Plan English</a></li> <li><a href="#">What is Consent? Activity Plan- Gaelic</a></li> </ul> <p><b>Part 2: My body is mine (You Tube video mentions sexual consent video on slide 3 – clip below)</b></p> <ul style="list-style-type: none"> <li><a href="#">My Body is Mine: Activity plan - English</a></li> <li><a href="#">My Body is Mine: Activity Plan - Gaelic</a></li> <li><a href="#">You Tube Clip - Consent Explained for Kids</a></li> <li><a href="#">You Tube Clip - Boss of my Body</a></li> <li><a href="#">RESOURCE - NSPCC - PANTS Resources for Schools and Teachers</a></li> </ul> <p><b>P5/6 RSHP: My senses: Things I like, things I don't like</b></p> <ul style="list-style-type: none"> <li><a href="#">My Senses - Activity Plan - English</a></li> <li><a href="#">My Senses - Activity Plan - Gaelic</a></li> </ul>	<ul style="list-style-type: none"> <li>Identifies different kinds of friendships and relationships.</li> <li>Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect.</li> <li>Explains the impact of positive relationships on emotional wellbeing.</li> </ul>
<b>Physical Changes</b>	<p>I recognise that how my body changes can affect how I feel about myself and how I may behave. <b>HWB 2-47a</b></p>	<ul style="list-style-type: none"> <li>Describe how my body changes can affect how I feel about myself and how I may behave.</li> <li>Describe some emotions and identify strategies that could be used to manage these e.g. Decider Skills, Emotion Works.</li> </ul>	<p><b>RSHP: Emotional wellbeing and body image</b></p> <p><b>Part 1: My Feelings</b></p> <ul style="list-style-type: none"> <li><a href="#">My Feelings - Activity Plan - English</a></li> <li><a href="#">My Feelings - Activity Plan - Gaelic</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 5 (Year 5/P6) – Pages 66-67</li> </ul> </li> <li><a href="#">You Tube Clip - Talking Mental Health</a></li> </ul> <p><b>Part 2: My Body</b></p> <ul style="list-style-type: none"> <li><a href="#">You Tube Clip - Bodies: Different Shapes and Sizes. All Beautiful!</a></li> <li><a href="#">Puberty-and-Hygiene-Twinkl-P6.pptx</a></li> <li><a href="#">RESOURCE - Dove Self Esteem-Body Image Project Resources (TEACHER MUST REGISTER/LOGIN )</a></li> </ul> <p><b>Part 3: When I feel sad or worried</b></p>	<ul style="list-style-type: none"> <li>Identifies positive things about own body image and appearance.</li> <li>Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out.</li> </ul>

- [When I Feel Sad or Worried - Activity Plan - English](#)
- [When I Feel Sad or Worried - Activity Plan - Gaelic](#)

## Lewis Primaries – Health and Wellbeing Planner (Second Level – P6 Continued)

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

### Skills and Progression – Second Level

Organiser	Experiences & Outcomes	Skills Progression (cont)	Suggested Resources	Benchmarks (to be achieved by the end of second level P7)
		P6		
<b>Physical Changes</b>	<p>I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene. <b>HWB 2-48a</b></p> <p>I know that all forms of abuse are wrong and I am developing the skills to keep myself safe and get help if I need it. <b>HWB 2-49a</b></p>	<ul style="list-style-type: none"> <li>• Revise physical changes from P5</li> <li>• Use the correct terminology to describe some physical and emotional changes that occur during puberty e.g. reproductive organs, menstruation, mood swings, hormones, pubic hair.</li> <li>• Describe how some of the changes identified above would lead to changes in personal hygiene routine.</li> <li>• Describe some effects of poor personal hygiene during puberty and recognise how this could affect emotional, social and physical wellbeing.</li> <li>• Describe different forms of abuse and understand why they are wrong.</li> <li>• List different ways of how to keep myself safe and can state how and where to get help.</li> </ul>	<p><b>P6: Menstruation</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">Operation Ouch- Puberty</a></li> <li>○ <a href="#">Twinkl BBC Teach – Menstruation.</a></li> <li>○ <a href="#">Menstruation Slides</a></li> <li>○ <a href="#">Menstruation Activity Planner</a></li> <li>○ <a href="#">You Tube Clip - Menstruation: What to Expect</a></li> <li>○ <a href="#">You Tube Clip - Period Hygiene</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 5 (Year 5/P6) – Pages 8-9</li> </ul> </li> </ul> <p><b>Part 3: Bullying</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">Bullying - Activity Plan - English</a></li> <li>○ <a href="#">Bullying - Activity Plan - Gaelic</a></li> <li>○ <b>RESOURCE - Respect Me - Scotland's Anti-Bullying Service</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 5 (Year 5/P6) – Pages 70-71</li> </ul> </li> </ul> <p><b>Part 4: Physical Abuse and Neglect</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">Physical Abuse and Neglect - Activity Plan - English</a></li> <li>○ <a href="#">Physical Abuse and Neglect - Activity Plan - Gaelic</a></li> </ul> <p><b>Part 5: Sexual abuse</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">Sexual Abuse - Activity Plan - English</a></li> <li>○ <a href="#">Sexual Abuse - Activity Plan - Gaelic</a></li> <li>○ <a href="#">You Tube Clip - Tom's Secret</a></li> <li>○ <a href="#">You Tube Clip - What Happens When You Contact Childline</a></li> <li>○ <a href="#">You Tube Clip - Calling Childline</a></li> <li>○ <b>RESOURCE - PANTS Resources for Schools and Teachers:</b> <a href="#">Lesson - How can the PANTS rules help us - 9-11</a> <a href="#">PowerPoint - How can the PANTS rules help us - 9-11</a> <a href="#">Resources - How can the PANTS rules help us - 9-11</a></li> <li>○ <b>RESOURCE - Childline</b></li> <li>○ <b>RESOURCE - Think U Know</b></li> <li>○ <b>RESOURCE - NSPCC - Training and resources in safeguarding and child protection</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 5 (Year 5/P6) – Pages 32-33</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Uses correct terminology for all private body parts and reproductive organs, for example, breasts, clitoris.</li> <li>• Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings.</li> <li>• Demonstrates an understanding of diversity in sexuality and gender identity.</li> <li>• Describes ways of keeping hygienic during puberty.</li> <li>• Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help.</li> <li>• Explains own rights and responsibilities in relation to abuse.</li> <li>• Describes the concept of consent</li> </ul>
<b>Sexual Health and Sexuality</b>	<p>I am able to describe how human life begins and how a baby is born. <b>HWB 2-50a</b></p>	<ul style="list-style-type: none"> <li>• Describe biologically how human life begins and how a baby is born.</li> <li>• Attempt to answer a few questions about how human life develops in the womb once the egg is fertilised</li> </ul>	<ul style="list-style-type: none"> <li>○ <a href="#">Twinkl- How Human life Begins</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 5 (Year 5/P6) – Pages 40-43</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describes human conception and birth, for example, sexual intercourse, egg and sperm, giving birth.</li> <li>• Gives reasons why contraception may be used, for example, to prevent pregnancy and infection.</li> <li>• Describes some symptoms of pregnancy</li> </ul>

<b>The Role of Parent or Carer</b>	I can describe the role of a parent/carer and the skills, commitment and qualities the role requires. <b>HWB 2-51a</b>	<ul style="list-style-type: none"> <li>• Describe the role of a parent/carer and some of the skills, commitment and qualities the role requires.</li> </ul>	<b>RSHP: Being a parent/carer</b> <b>Part 1: What does a parent/carer need to know and do?</b> <ul style="list-style-type: none"> <li>○ <a href="#">What Does a Parent-Carer Need to Know and to Do - Activity Plan - English</a></li> <li>○ <a href="#">What Does a Parent-Carer Need to Know and to Do - Activity Plan - Gaelic</a></li> </ul>	<ul style="list-style-type: none"> <li>• Describes skills and qualities required to be a parent / carer, for example, commitment, love, patience, sense of humour.</li> </ul>
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