

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

Class/group:	Teacher:	Session:	Term:	
Organiser	Experiences & Outcomes	Skills and Progression – Second Level		
		Skills Progression	Suggested Resources	Benchmarks (to be achieved by the end of second level P7)
Positive Relationships	<p>I understand that a wide range of different kinds of friendships and relationships exist. HWB 2-44a</p> <p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b</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. HWB 2-45a</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. HWB 2-45b</p>	<ul style="list-style-type: none"> • Name and describe different types of friendships and relationships. • Describe how positive relations can make us feel and behave. • Describe the impact actions may have on others' health and wellbeing. • ICE PACK - What do I feel? • Explore strategies which can be practised to help me deal with changing relationships and describe the positive impact this can have on emotional wellbeing. • Talk about the need to respect personal space and boundaries. • Recognise and respond appropriately to verbal and non-verbal communication. 	<p>P5/6 -Friends and Friendship</p> <p>Part 1: What is a friend?</p> <ul style="list-style-type: none"> ○ What is a Friend - Activity Plan - English ○ What is a Friend - Activity Plan - Gaelic <p>Part 2: Making and Keeping Friends</p> <ul style="list-style-type: none"> ○ Making and Keeping Friends - Activity Plan - English ○ Making and Keeping Friends - Activity Plan - Gaelic ○ RESOURCE – Prim Ed – Developing Awareness of Health and Personal Development Series (School to Purchase) <ul style="list-style-type: none"> • Book 5 (Year 5/P6) – Pages 44-45 <p>Part 3: Online-Offline Friends</p> <ul style="list-style-type: none"> ○ Online and Offline Friends - Activity Plan - English ○ Online and Offline Friends - Activity Plan - Gaelic ○ Online- where do we go? English ○ Online Where do we go Powerpoint - (English) ○ Online- Where do we go? Prop ○ Being Smart online -activity planner ○ Being Smart online power-point ○ Being Smart online -prop ○ RESOURCE - E-Safety Kids Resources ○ God's Loving Plan (School to request permission to purchase and use from the Scottish Catholic Education Service.)- Primary 6 Worksheet 1 (amended by Uist Primaries) - Discovering Myself <p>P5/6 RSHP: Consent</p> <p>Part 1: What is consent?</p> <ul style="list-style-type: none"> ○ What is Consent? Activity Plan English ○ What is Consent? Activity Plan- Gaelic ○ What is consent - Powerpoint <p>Part 2: My body is mine (You Tube video mentions sexual consent video on slide 3 – clip below)</p> <ul style="list-style-type: none"> ○ My Body is Mine:Activity plan - English ○ My Body is Mine: Activity Plan - Gaelic ○ My Body is mine Powerpoint ○ You Tube Clip - Consent Explained for Kids ○ You Tube Clip - Boss of my Body ○ RESOURCE - NSPCC - PANTS Resources for Schools and Teachers <p>P5/6 RSHP: My senses: Things I like, things I don't like</p> <ul style="list-style-type: none"> ○ My Senses - Activity Plan - English ○ My Senses - Activity Plan - Gaelic ○ My Senses - Activity Plan - Powerpoint 	<ul style="list-style-type: none"> • Identifies different kinds of friendships and relationships. • Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect. • Explains the impact of positive relationships on emotional wellbeing.
Physical Changes	I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a	<ul style="list-style-type: none"> • Describe how my body changes can affect how I feel about myself and how I may behave. • Describes some emotions and identifies strategies that could be used to manage these e.g. Decider Skills, Emotion Works. 	<p>RSHP: Emotional wellbeing and body image</p> <p>Part 1: My Feelings</p> <ul style="list-style-type: none"> ○ My Feelings - Activity Plan - English ○ My Feelings - Activity Plan - Gaelic ○ RESOURCE – Prim Ed – Developing Awareness of Health and Personal Development Series (School to Purchase) <ul style="list-style-type: none"> • Book 5 (Year 5/P6) – Pages 66-67 ○ You Tube Clip - Talking Mental Health 	<ul style="list-style-type: none"> • Identifies positive things about own body image and appearance. • Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out.

			<p>Part 2: My Body</p> <ul style="list-style-type: none"> ○ You Tube Clip - Bodies: Different Shapes and Sizes. All Beautiful! ○ Puberty-and-Hygiene-Twinkl-P6.pptx ○ RESOURCE - Dove Self Esteem-Body Image Project Resources (TEACHER MUST REGISTER/LOGIN) ○ <p>Part 3: When I feel sad or worried</p> <ul style="list-style-type: none"> ○ When I Feel Sad or Worried - Activity Plan - English ○ When I Feel Sad or Worried - Activity Plan - Gaelic 	
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<h2 style="margin: 0;">Lewis Primaries – Health and Wellbeing Planner (Second Level – P6 Continued)</h2>					
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)	
Physical Changes	<p>I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene. HWB 2-48a</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. HWB 2-49a</p>	<p>Skills Progression (cont)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center; padding: 2px;">P6</td> </tr> </table> <ul style="list-style-type: none"> ● Revise physical changes from P5 ● 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. ● Describe how some of the changes identified above would lead to changes in personal hygiene routine. ● Describe some effects of poor personal hygiene during puberty and recognise how this could affect emotional, social and physical wellbeing. ● Describe different forms of abuse and understand why they are wrong. ● List different ways of how to keep myself safe and can state how and where to get help. 	P6	<p>P6: Menstruation</p> <ul style="list-style-type: none"> ○ Operation Ouch- Puberty ○ Twinkl BBC Teach – Menstruation. ○ Menstruation Slides ○ Menstruation Activity Planner ○ You Tube Clip - Menstruation: What to Expect ○ You Tube Clip - Period Hygiene ○ RESOURCE – Prim Ed – Developing Awareness of Health and Personal Development Series (School to Purchase) <ul style="list-style-type: none"> ● Book 5 (Year 5/P6) – Pages 8-9 <p>Part 3: Bullying</p> <ul style="list-style-type: none"> ○ Bullying - Activity Plan - English ○ Bullying - Activity Plan - Gaelic ○ RESOURCE - Respect Me - Scotland's Anti-Bullying Service ○ RESOURCE – Prim Ed – Developing Awareness of Health and Personal Development Series (School to Purchase) <ul style="list-style-type: none"> ● Book 5 (Year 5/P6) – Pages 70-71 <p>Part 4: Physical Abuse and Neglect</p> <ul style="list-style-type: none"> ○ Physical Abuse and Neglect - Activity Plan - English ○ Physical Abuse and Neglect - Activity Plan - Gaelic <p>Part 5: Sexual abuse</p> <ul style="list-style-type: none"> ○ Sexual Abuse - Activity Plan - English ○ Sexual Abuse - Activity Plan - Gaelic ○ You Tube Clip - Tom's Secret ○ You Tube Clip - What Happens When You Contact Childline ○ You Tube Clip - Calling Childline ○ RESOURCE - PANTS Resources for Schools and Teachers: Lesson - How can the PANTS rules help us - 9-11 ○ PowerPoint - How can the PANTS rules help us - 9-11 ○ Resources - How can the PANTS rules help us - 9-11 ○ RESOURCE - Childline ○ RESOURCE - Think U Know ○ RESOURCE - NSPCC - Training and resources in safeguarding and child protection ○ RESOURCE – Prim Ed – Developing Awareness of Health and Personal Development Series (School to Purchase) <ul style="list-style-type: none"> ● Book 5 (Year 5/P6) – Pages 32-33 	<ul style="list-style-type: none"> ● Uses correct terminology for all private body parts and reproductive organs, for example, breasts, clitoris. ● Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings. ● Demonstrates an understanding of diversity in sexuality and gender identity. ● Describes ways of keeping hygienic during puberty. ● Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help. ● Explains own rights and responsibilities in relation to abuse. ● Describes the concept of consent
P6					

Sexual Health and Sexuality	I am able to describe how human life begins and how a baby is born. HWB 2-50a	<ul style="list-style-type: none"> Describe biologically how human life begins and how a baby is born. Attempt to answer a few questions about how human life develops in the womb once the egg is fertilised 	<ul style="list-style-type: none"> Twinkl- How Human life Begins RESOURCE – Prim Ed –Developing Awareness of Health and Personal Development Series (School to Purchase) <ul style="list-style-type: none"> Book 5 (Year 5/P6) – Pages 40-43 	<ul style="list-style-type: none"> Describes human conception and birth, for example, sexual intercourse, egg and sperm, giving birth. Gives reasons why contraception may be used, for example, to prevent pregnancy and infection. Describes some symptoms of pregnancy
The Role of Parent or Carer	I can describe the role of a parent/carer and the skills, commitment and qualities the role requires. HWB 2-51a	<ul style="list-style-type: none"> Describe the role of a parent/carer and some of the skills, commitment and qualities the role requires. 	RSHP: Being a parent/carer Part 1: What does a parent/carer need to know and do? <ul style="list-style-type: none"> What Does a Parent-Carer Need to Know and to Do - Activity Plan - English What Does a Parent-Carer Need to Know and to Do - Activity Plan - Gaelic 	<ul style="list-style-type: none"> Describes skills and qualities required to be a parent / carer, for example, commitment, love, patience, sense of humour.