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| **RELATIONSHIPS, SEXUAL HEALTH AND PARENTHOOD****Uist Primaries Planning & Skills Progression Early Level****Class/Group: Teacher: Term: Session:** |
| **Health & Wellbeing****Early Level** |
| **Organiser** | **Experiences and Outcomes** | **Benchmarks** | **Skills Progression** | **Suggested resources** |
| 1. **Positive Relationships**
2. **Physical Changes**
3. **Sexual Health & Sexuality**
4. **Role of Parent/Carer**
 | I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.**HWB 0-44a**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** |  | * Choose friends to play with
* Talk about what I like and dislike
* Understand that people like/dislike different things
* Identify someone special at home who I can talk to
 | * Talk about and answer questions about friends
* Decide who to play with by common interests
* Explain choice of friends by their special qualities
* Explain why having friends is good for people
* Identify someone at home and at school who can help if needed
 | * **RSHP (Friends & Friendship)**
* **ICE PACK – What do I feel? What do I value?**
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| 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** | * 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.
 | * Name/identify some people who provide care (Family, Staff)
* Identify someone at nursery/school who is there to talk to if needed
* Explore and name some members of own family
 | * Name a wide range of people who care for and look after us (at home, school, community)
* List ways in which families help us
* Draw members of own family and compare to others, discuss similarities/differences
* Understand why family and friends are important
 | * **RSHP (Friends & Friendship, Our families, People who help look after me, When I feel sad or upset)**
* **God’s loving plan Primary 1 worksheet 3**
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| 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** |  | * Find a space to sit or stand
* Recognise when a sign, symbol or a gesture tells me something
* Recognise and respond in some way when spoken to
 | * Show awareness of own and others personal space
* Recognise and respond to most signs, symbols or gestures appropriately
* Recognise and respond appropriately to verbal communication
 | * **RSHP (Friends & friendship, Personal space & privacy)**
* **ICE PACK – What do I think? What do I choose to do/say?**
* **PANTS resource**
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| I recognise that we have similarities and differences but are all unique.**HWB 0-47a** | * Identifies body differences and similarities.
 | * Through play, sort, match and compare by appearance
 | * Identify similarities and differences between self and others
 | * **RSHP (My body, Unique, similar, different)**
* **God’s loving plan Primary 1 worksheet 1 & 2**
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| 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** | * Describes how bodies change as they grow. Identifies body parts using correct names

(See vocabulary overview) | * Understand that humans start of as babies and grow and change as they get older
* Point to some named body parts (See vocabulary overview)
 | * Describe how one’s body has grown since being a baby
* Locate and name simple body parts

(See vocabulary overview) | * **RSHP (My body)**

Staff to use agreed vocabulary list before commencing lessons |
| I am learning what I can do to look after my body and who can help me.**HWB 0-48a** | * Demonstrates modesty and privacy through, for example, closing toilet doors.
* Manages personal space with respect towards self and others.
 | * Demonstrate a few ways to look after one’s body
* Explain how we can look after our bodies and who can help us do this
* Begin to understand the concept of privacy by closing toilet doors when using the toilet.
 | * Identify people who can help one look after one’s body
* Explain how and why it is important to look after my body
* Understand the concept of privacy by closing toilet doors when using the toilet.
* Demonstrate awareness of personal space and respect that of others.
* Understand and learn the PANTS rule
 | * **RSHP (My body belongs to me, personal space & privacy)**
* **PANTS resource**
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| 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** | * 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.
 | * Begin to show through daily routines an awareness of the need for privacy and hygiene
* Begin to talk about what actions are right and wrong regarding respecting one’s body.
* Seek help if worried about respect for one’s body
 | * Explain how to keep some parts of the body private and hygienic
* Demonstrate understanding of what actions are right and wrong regarding respect for one’s body.
* Identify an adult that one can talk to if worried about respect for one’s body
 | * **RSHP (My body belongs to me, when I feel sad or upset)**
* **PANTS resource**
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| I am learning about where living things come from and about how they grow, develop and are nurtured.**HWB 0-50a** | * 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.
 | * Match babies to their mums (animals)
* Plant seeds, care for them and watch them grow
* Show how to look after a plant, animal or other living thing
 | * Identify changes that occur in plants or animals as they grow
* Learn about and explain the stages of a simple life cycle
* e.g., Caterpillar-butterfly, frogs, birds
* Understand that all living things need food, water and care to survive.
 | * **RSHP (Looking after plants & animals)**
* **God’s loving plan Primary 1 worksheet 5**
* **Healthyschools.scot (Nurtured)**
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| 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.
 | * Through play show how to look after a baby
 | * Describe some of the tasks required to look after a baby
 | * **RSHP (Pregnancy & looking after a baby)**
* **Healthyschools.scot (Nurtured)**
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