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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?** |
| 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** |
| 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** |
| 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** |
| 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** |
| 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** |
| 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)** |
| 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)** |