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| **RELATIONSHIPS, SEXUAL HEALTH AND PARENTHOOD****Uist Primaries Planning & Skills Progression First Level****Class/Group: Teacher: Term: Session:** |
| **Health & Wellbeing****First Level** |
| **Organiser** | **Experiences and Outcomes** | **Benchmarks** | **Skills Progression** | **Suggested resources** |
| 1. **Positive Relationships**
2. **Physical Changes**
3. **Sexual Health & Sexuality**
4. **Role of the Parent/Carer**
 | I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. ***HWB 1-44a***I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. ***HWB 1-44b*** |  | * Describe own likes and dislikes
* Understand that others have different likes and dislikes
* Contribute to a discussion about what makes a good friend
* List some things we have in common with our friends e.g., likes/dislikes
* Understand that friends sometimes fall out and describe some strategies for dealing with this
* Identify special people and give reasons why they are special
 | * Talk about likes/dislikes and common themes between friends
* Talk about what makes me a good friend
* Understand that friends sometimes fall out and discuss strategies to support and deal when this happens.
 | * Listen to and discuss friendships /what makes a good friend during Circle Time
* Understand that friends support each other but are still able to make independent choices
* Identify people who will be a personal support if one is upset or worried.
 | * **RSHP (Friends & Friendship)**
* **Healthyschools.scot: Healthy lives (Nurtured, Included)**
* **God’s loving plan P2 - Worksheet 4**
* **ICEPACK: What do I feel? What do I need? What do I want? 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 1-45a** | * Explains ways in which families may differ and that there are a variety of people who may care for us.
* Explains changes to the body at different stages of life.
 | * Understand what a family is and that families can be different
* Identify people who care and are safe to be around.
* Talk about problems and identify who to go to do this
 | * Name the different relationships within a family
* Discuss the different roles of people who care in a school setting
* Identify people to go to if a problem arises
 | * Understand that families love and care for each other even when times are hard
* Use strategies that have been taught to sort out problems but also know who to talk to about problems
* Describe/write about the roles of the different people who care, both at home and in school
 | * **Healthyschools.scot: Healthy lives (Nurtured)**
* **RSHP (Family. People who look after me)**
* **God’s loving plan Primary 4 worksheet 7**
* **UNICEF: Articles 9, 10, 11 Staying in contact with your family**
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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 1-45b***  |  | * Identify some signs that tell how other people may be feeling
* Recognise when people need help or when they need to be left alone
 | * In role play situations display different emotions using verbal / non-verbal communication
* Explain how people react when displaying different emotions
 | * Recognise verbal and non-verbal signs for several different emotions
* Explain how to react to different emotions
 | * **RSHP (Feelings & Safety)**
* **God’s loving plan Primary 3 worksheet 2 & 3**
* **ICEPACK: What do I want? 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 1-47a** | * Recognises that everyone is unique and identifies similarities and differences.
* Explains that development and growth of each individual is different.
 | * Name some similarities and differences between myself and my peers
* Name some similarities and differences within my family
* Recognise that we all have some things in common with our peers, but we are all unique.
 | * List some physical attributes which can be different in different people e.g., height, hair colour, eye colour
* Present this information in a visual way
 | * Record and present visually some physical attributes of peers e.g., height, hair colour, eye colour
* Discuss findings and compare with other classes
 | * **Healthyschools.scot: Healthy lives (Included)**
* **RSHP (Similarity, diversity and respect)**

**Part 3 Boys & Girls Appendix 1 (Slide 2 was removed)** **Part 5 Hetrosexual/LGB Appendix 2 (Slides 10 & 11 removed)*** **God’s loving plan Primary 4 worksheet 5 & 6**
* **The Great Big Book of Families**
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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 1-47b** | * Identifies the correct words for body parts and their functions, for example, womb, scrotum, ovaries, vagina.
 | * Explain the functions of many body parts e.g., joints, teeth, eyes

(See vocabulary overview)* Discuss changes in the body e.g., losing baby teeth and recognise that these can happen at different times for different people
 | * Name and locate an increasing number of body parts (nipples, penis, scrotum, testicles, vulva)

(See vocabulary overview)* Explain what some of the changes to a growing body may be
 | * Name and explain the functions of an increasing number of body parts including womb, scrotum, ovaries and vagina

(See vocabulary overview)* Identify on a diagram where in the body they are
 | * **Healthyschools.scot: Healthy lives (Healthy)**
* **RSHP (My body)**
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| I am learning what I can do to look after my body and who can help me.**HWB 1-48a** | * Explains about own and others’ needs for privacy.
* Expresses feelings through appropriate closeness to others.
 | * Understand that everyone’s body belongs to them and that they are responsible for looking after it
* Understand the importance of keeping my body clean and demonstrate how to wash hands and brush teeth properly
* Understand that sleep is important to maintain a healthy lifestyle
* Understand and learn the PANTS rule
 | * Give examples of how a doctor, nurse and teacher can help me
* Explain routines for keeping clean, including drying our bodies properly
* Explain the effects of not getting enough sleep
* Begin to talk about what privacy means
 | * Explain some ways that a doctor, nurse and teacher can help me
* Explain how and why I should keep my body clean
* Understand why sleep is important for my body
* Talk about what privacy means and the importance of it for myself and others
* Be able to express feelings appropriately
 | * **Healthyschools.scot: Healthy lives (Healthy)**
* **RSHP (Keeping clean)**
* **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 1-49a** | * Articulates the right to respond to inappropriate behaviours, for example, using the 3-step model: say no, go away, talk to someone you trust.
* Identifies who to talk to if worried or concerned.
 | * Understand that my body belongs to me and how one must take care of it
* Explain why we should not hurt other children
* Understand which behaviours are appropriate and inappropriate in school
* Be able to talk to a trusted adult
 | * Understand that my body belongs to me and how one must take care of it
* Follow class and playground rules about how to treat others
* Explain appropriate and inappropriate behaviours in a variety of situations e.g., getting changed for PE
* Identify an adult that is trusted and talk to them
 | * Understand that my body belongs to me and how one must take care of it
* Follow class and playground rules about how to treat others
* Explain how to and behave appropriately in all situations in school
* Be able to appropriately use the three-step model by saying no, go away and find someone trusted to talk to.
 | * **Healthyschools.scot: Healthy lives (Respected)**
* **RSHP (Privacy, People who help look after me)**
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| I am learning about where living things come from and about how they grow, develop and are nurtured.**HWB 1-50a** | * Identifies what is needed for growth and development of animals, plants and humans.
 | * Understand and talk about human and animal life cycles
* Explain a few simple rules for caring for a pet
* Talk about some changes in the body since birth
 | * Illustrate life cycles of several creatures
* Explain some ways in which pets are cared for
* List several things that can be done at the age at now, that couldn’t be done at birth
* Be able to tell what a plant needs to grow and develop.
 | * Explain and illustrate the changes that happen in human and animal life cycles
* List the requirements for caring for a specific pet
* Explain some changes in the human body from birth to adult
 | * **RSHP (looking after plants & animals, how human life begins, pregnancy and birth)**
* **God’s Loving Plan (God gives me life) P2 worksheets 1, 2 & 3**
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| I am able to show an awareness of the tasks required to look after a baby.**HWB 1-51a** | * Explains how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.
 | * Understand that some animals and humans feed their babies milk
* Understand that babies are dependent on an adult for food, love and care
* Demonstrate an awareness of how to care for a baby through discussion, drawing or writing
 | * Understand that breastfeeding is a healthy choice for babies
* Look at photos of animals feeding their young and give some reasons why it is good for them
* List equipment needed to care for a baby
* Discuss individual experiences with babies and how to look after them.
 | * Look at photos / videos of animals / humans feeding their young and give some reasons why breastfeeding is good for mother and baby
* Describe how the needs of a baby change in its first year e.g., breast/bottle fed, solids etc.
* List some tasks a mother must do for a baby
 | * **RSHP (looking after plants & animals, how human life begins, pregnancy and birth)**
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