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