|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **RELATIONSHIPS, SEXUAL HEALTH AND PARENTHOOD**  **Uist Primaries Planning & Skills Progression Second Level**  **Class/Group: Teacher: Session:** | | | | | | |
| **Health & Wellbeing**  **Second Level** | | | | | | |
| **Organiser** | **Experiences and Outcomes** | **Benchmarks** | **Skills Progression** | | | **Suggested resources (green indicates amended appendices to be used)** |
| **Positive Relationships** | I understand that a wide range of different kinds of friendships and relationships exist.  **HWB 2-44a**  I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.  **HWB 2-44b** | * Identifies different kinds of friendships and relationships. | * Talk about and give some examples of a wide range of different types of friendships and relationships. * Recognise and talk about how positive relationships can make you feel. * Recognise and talk about how actions can have an impact on others’ health and wellbeing. | * 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. | * Discuss and explain why there are differences between different types of relationships. * Provide reasons why positive relationships can impact on health and wellbeing. * Discuss and explain why actions may have an impact on others’ health and wellbeing. | RSHP - Friends and friendship  * Part 1: What is a friend?   + [**What is a friend? (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/07/Part-1.-What-is-a-friend-Activity-plan.pdf)   + [**What is a friend? (Slides)**](https://rshp.scot/wp-content/uploads/2019/07/Part-1.-What-is-a-friend-Slides.pptx)   + [**What is a friend? (Prop 1)**](https://rshp.scot/wp-content/uploads/2019/07/Part-1.-What-is-a-friend-Prop-1.pdf)   + [**What is a friend? (Prop 2)**](https://rshp.scot/wp-content/uploads/2019/07/Part-1.-What-is-a-friend-Prop-2.pdf) * Part 2: Making and Keeping Friends   + [**Making and Keeping friends (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/07/Part-2.-Making-and-Keeping-Friends-Activity-plan.pdf)   + [**Making and keeping friends (Slides)**](https://rshp.scot/wp-content/uploads/2019/07/Part-2.-Making-and-keeping-friends-Slides.pptx)   + [**Making and keeping friends (Prop)**](https://rshp.scot/wp-content/uploads/2019/07/Part-2.-Making-and-keeping-friends-Prop.pdf) * Part 3: Online-Offline Friends   + [**Online-Offline Friends (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/07/Part-3.-Online-Offline-Friends-Activity-plan-1.pdf)   + [**Online-offline Friends (Slides)**](https://rshp.scot/wp-content/uploads/2019/07/Part-3.-Online-offline-Friends-Slides.pptx)   + [**Online-offline Friends (Prop)**](https://rshp.scot/wp-content/uploads/2019/07/Part-3.-Online-offline-friends-Prop.pdf)   **ICE PACK - What do I feel?** RSHP - Love and relationships  * Part 1: What is love?   + [**What is Love? (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/07/Part-1.-What-is-love-Activity-plan.pdf)   + **What is Love? (Slides) – Appendix 1 (has been amended)** * Part 2: Being attracted to someone   + [**Being attracted to someone (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/08/Part-2.-Being-attracted-to-someone-Activity-plan.pdf)   + [**Being attracted to someone (Slides)**](https://rshp.scot/wp-content/uploads/2019/07/Part-2.-Being-attracted-to-someone-Slides.pptx) **Appendix 1b Slide 4 was removed**   + [**Being attracted to someone (Prop)**](https://rshp.scot/wp-content/uploads/2019/07/Part-2.-Being-attracted-to-someone-Prop.pdf)  RSHP - A fair and equal life for girls and boys  * Part 1: Stereotypes and Equality   + [**Stereotypes and Equality (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/07/Part-1.-Stereotypes-and-Equality-Activity-plan.pdf)   + [**Stereotypes and Equality (Slides)**](https://rshp.scot/wp-content/uploads/2019/07/Part-1.-Stereotypes-and-Equality-Slides.pptx)   + [**Stereotypes and Equality (Prop)**](https://rshp.scot/wp-content/uploads/2019/07/Part-1.-Stereotypes-and-Equality-Prop.pdf) * Part 2: Being Fair   + [**Being fair (Activity Plan)**](https://rshp.scot/wp-content/uploads/2019/08/Part-2.-Being-Fair-Activity-Plan.pdf)   + [**Being fair (Slides)**](https://rshp.scot/wp-content/uploads/2019/07/Part-2.-Being-Fair-Slides.pptx)   + [**Being fair (Prop)**](https://rshp.scot/wp-content/uploads/2019/07/Part-2.-Being-Fair-Prop.pdf) * **Part 3: Being transgender Not being used (3rd level learning)**   + [**Being transgender (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/07/Part-3.-Being-transgender-Activity-plan.pdf) **Not being used**   + [**Being transgender (Slides)**](https://rshp.scot/wp-content/uploads/2019/07/Part-3.-Being-transgender-Slides.pptx) **Not being used**   [**https://www.pinterest.co.uk/pin/283445370276405547/**](https://www.pinterest.co.uk/pin/283445370276405547/)  <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-friendship-struggles/zbpvcqt>  **God’s Loving Plan** **Appendix 2**  Create a portfolio of relevant photographs or develop a drama scenario in which children are encouraged to be solution focussed to deal with situations which involve relationships.  **Primary 6**   * **Create** a ‘Friends wanted’ poster or advertise themselves as a friend * **Read** Charlotte’s Web * **Circle Time** focusing on friendship * **Design** and label a ‘good’ friend poster * **Make** a timeline to show how their friendships have changed. Why? * **Discuss** making friends online and internet safety * **Explore** conflict resolution, what happens when there are arguments and ‘fall outs’ * **Use** Circle Time, role play to explore friendships * **Develop** behaviour plans to assist with thinking of strategies e.g. – Think, plan, do, review, Restorative Practice * **Create** a family tree/photo display * **Create** a ‘My Family’ scrapbook * **Investigate** global citizenship – explore family dynamics across cultures * **Explore** different types of families – single parent, same sex parents, step parents/families, etc. * **Discuss** stereotyping – jobs around the house – who does what? * **Make** feelings displays * **Develop** P7/P1 Buddy System if appropriate * **Explore** different types of relationships – parents/grandparents – circle of friendship concentric circles exercise   **Primary 7**   * **Discuss** future hopes/aspirations/fears. Who can help and how?   **Investigate** gender stereotyping   * **Investigate** the roles of men and women in families across the world * **Research** different types of relationships, roles within relationships, what makes relationships good/bad or happy/sad * **Explore** the roles of parents and discuss ‘what it takes’ * **Investigate** domestic abuse * **Create** a friend SWOT (strengths, weaknesses, opportunities, threats) portfolio to analyse friendships and what we gain from them/give to them |
| **2.**  **Physical Changes** | 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**  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** | * 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. | * Identify strategies which I can practise to help me deal with changing relationships and talk about the positive impact this can have on my emotional wellbeing * Show an awareness of the need to respect personal space and boundaries * Recognise and attempt to show how to respond to verbal and non-verbal communication | * 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. | * Choose and practise appropriate strategies to help deal with changing relationships and explain why these can have a positive impact on emotional wellbeing. * Discuss and explain why there is a need to respect personal space and boundaries. * Recognise and explain how to respond appropriately to verbal and non-verbal communication. | RSHP - Love and relationships  * Part 1: What is love?   + [**What is Love? (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/07/Part-1.-What-is-love-Activity-plan.pdf)   + **What is Love? (Slides) – Appendix 1 (has been amended)** * Part 2: Being attracted to someone   + [**Being attracted to someone (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/08/Part-2.-Being-attracted-to-someone-Activity-plan.pdf)   + [**Being attracted to someone (Slides)**](https://rshp.scot/wp-content/uploads/2019/07/Part-2.-Being-attracted-to-someone-Slides.pptx) **slide 4 not being used**   + [**Being attracted to someone (Prop)**](https://rshp.scot/wp-content/uploads/2019/07/Part-2.-Being-attracted-to-someone-Prop.pdf)  RSHP - Friends and friendship  * Part 1: What is a friend?   + [**What is a friend? (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/07/Part-1.-What-is-a-friend-Activity-plan.pdf)   + [**What is a friend? (Slides)**](https://rshp.scot/wp-content/uploads/2019/07/Part-1.-What-is-a-friend-Slides.pptx)   + [**What is a friend? (Prop 1)**](https://rshp.scot/wp-content/uploads/2019/07/Part-1.-What-is-a-friend-Prop-1.pdf)   + [**What is a friend? (Prop 2)**](https://rshp.scot/wp-content/uploads/2019/07/Part-1.-What-is-a-friend-Prop-2.pdf) * Part 2: Making and Keeping Friends   + [**Making and Keeping friends (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/07/Part-2.-Making-and-Keeping-Friends-Activity-plan.pdf)   + [**Making and keeping friends (Slides)**](https://rshp.scot/wp-content/uploads/2019/07/Part-2.-Making-and-keeping-friends-Slides.pptx)   + [**Making and keeping friends (Prop)**](https://rshp.scot/wp-content/uploads/2019/07/Part-2.-Making-and-keeping-friends-Prop.pdf) * Part 3: Online-Offline Friends   + [**Online-Offline Friends (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/07/Part-3.-Online-Offline-Friends-Activity-plan-1.pdf)   + [**Online-offline Friends (Slides)**](https://rshp.scot/wp-content/uploads/2019/07/Part-3.-Online-offline-Friends-Slides.pptx)   + [**Online-offline Friends (Prop)**](https://rshp.scot/wp-content/uploads/2019/07/Part-3.-Online-offline-friends-Prop.pdf)  RSHP - Consent  * Part 1: What is consent?   + [**What is consent? (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/10/Part-1.-What-is-consent-Activity-plan.pdf)   + [**What is consent? (Slides)**](https://rshp.scot/wp-content/uploads/2019/08/Part-1.-Consent-Slides.pptx) * Part 2: My body is mine   + [**My body is mine (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/10/Part-2.-My-body-is-mine-Activity-plan.pdf)   + [**My body is mine (Slides)**](https://rshp.scot/wp-content/uploads/2019/07/Part-2-Consent-My-body-is-mine-Slides.pptx)  RSHP - My senses: Things I like, things I don’t like  * [**My senses (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/08/My-senses-Activity-plan.pdf) * [**My senses (Slides)**](https://rshp.scot/wp-content/uploads/2019/07/My-senses-Slides.pptx) * [**My senses (Prop)**](https://rshp.scot/wp-content/uploads/2019/07/My-senses-Prop.pdf)   <https://www.dove.com/uk/dove-self-esteem-project/school-workshops-on-body-image-confident-me/confident-me-five-sessions.html>  <https://www.esafety.gov.au/kids/be-an-esafe-kid>  **Primary 5**   * Explore the concept and reality of bullying **(Circle Time)** * Role play – conflict resolution * **Practice** verbalising emotions * **Explore** – matching actions to reactions * **Create** – behaviour plans * **Revisit** restorative approach to solving conflicts * **Display** of actions/behaviours and their effect on emotions of others * **Introduce** a kindness box where children can write down good deeds that have been done for them by others. Use an opportunity for **discussion** and/or put on display * **Create** an honesty box where children can, without fear of repercussions, own up to something they feel they have done wrong. Use as an opportunity for discussion   **Primary 6**   * Role play and Circle Time * **Highlight** links – emotions to puberty * **Discuss** areas such as death, divorce, separation… * Seasons for Growth where appropriate * **Create** a feelings diary * **Establish** small friendship circles where the children are given the opportunity to bring items/home situations for discussion * **Develop** Agony Aunts – children are given an open forum to present problems to their peers for help with solutions/advice on actions that could be taken * **Create** Kindness/honesty boxes * **Establish** a routine for contributing to self help guide throughout year with problems they have come across and how they have been dealt with them. * **Explore** balance of rights and responsibilities in terms of how we treat others and expected to be treated ourselves   **Primary 7**   * **Role play** * **Circle Time** * **Explore** changing feelings and emotions related to puberty – how friendships between boys and girls may change * **Explore** transitions meeting new friends and leaving old ones behind * **Discuss** fears/hopes * **Discuss** areas such as death, divorce, separation.. * **Explore** the effect of social media on friendships – link to cyber bullying * **Establish** small friendship circles where the children are given the opportunity to bring items/home situations for discussion * **Create** scenarios to present to peers for help with solutions/advice on actions that could be taken. * **Develop** Kindness/Honesty boxes |
| I recognise that how my body changes can affect how I feel about myself and how I may behave.  **HWB 2-47a** | * Identifies positive things about own body image and appearance. * Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out. | * Talk about how some body changes may affect how I feel about myself and how I may behave. | * Describe how my body changes can affect how I feel about myself and how I may behave. | * Recognise and explain why some body changes can affect how I feel about myself and how I may behave. | RSHPProgression 1Emotional wellbeing and body image  * Part 1: My Feelings   + [**My Feelings (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/08/Part-1.-My-Feelings-activity-plan.pdf)   + [**My Feelings (Slides)**](https://rshp.scot/wp-content/uploads/2020/06/Emotional-Wellbeing-Part-1.-My-Feelings-Slides-June-2020.pptx)   + [**My Feelings (Prop)**](https://rshp.scot/wp-content/uploads/2019/07/Part-1.-My-feelings-Prop.pdf)  Progression 1  * Part 2: My Body   + [**My Body (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/08/Part-2.-My-Body-Activity-plan.pdf)   + [**My Body (Slides)**](https://rshp.scot/wp-content/uploads/2020/06/Emotional-Wellbeing-Part-2.-My-Body-Slides-June-2020.pptx) * Part 3: When I feel sad or worried   + [**When I feel sad or worried (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/08/Part-3.-When-I-feel-sad-or-worried-Activity-plan.pdf)   + [**When I feel sad or worried (Slides)**](https://rshp.scot/wp-content/uploads/2020/06/Emotional-Wellbeing-Part-3.-When-I-feel-sad-or-worried-Slides-June-2020.pptx)   + [**When I feel sad or worried (Prop)**](https://rshp.scot/wp-content/uploads/2019/07/Part-3.-When-I-feel-sad-or-worried-Prop.pdf)  RSHP - My senses: Things I like, things I don’t like  * [**My senses (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/08/My-senses-Activity-plan.pdf) * [**My senses (Slides)**](https://rshp.scot/wp-content/uploads/2019/07/My-senses-Slides.pptx) * [**My senses (Prop)**](https://rshp.scot/wp-content/uploads/2019/07/My-senses-Prop.pdf)   **Quality Circle Time:** Discussions about physical changes such as getting taller, putting on/losing weight, needing a bigger shoe size etc.  Opportunities to discuss changes which is not dependent on weight loss or gender.  **Primary 5**   * **Investigate** photographs of family which represent the changes that individuals undertake * **Research** animal and human lifecycles (link to science) * **Explore** emotional changes and how these impact on yourself and your relationships with others * **Explore** stress management and coping strategies e.g. music, exercise, meditation * **Investigate** things we can do to maintain our bodies…..   - Tooth brushing  - Exercise  - Rest/Sleep  - Healthy diet, etc.  - Ensure clean body - private body parts and underwear.   * **Label** body parts on diagrams indicating the changes which take place during puberty.   **Primary 6**   * **Develop** opportunities for discussion during Circle Time * **Review** personal hygiene * **Provide** opportunities to enable children to ask questions and raise issues for discussion on changes during puberty in both mixed and single gender groups * **Explore** feelings and emotions associated with puberty e.g. frustration, anger, confusion * **Develop** ideas/suggestions of strategies to manage feelings and emotions   **Primary 7**   * **Revisit** puberty from P6 * **Explore** what makes us feel positive and recognise that there are times when we feel less positive * **Investigate** strategies to help cope during more challenging times. Explore stress management techniques e.g., Music, role play, exercise, meditation * **Explore** magazines and the effect the images in them may have on how we feel about ourselves e.g. disability, race and gender |
| **3.**  **Sexual Health and Sexuality** | 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** | * 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. | * Explain the importance of personal hygiene and describe how a hygiene routine may need to change during puberty. * Recognise and explain how poor personal hygiene can affect emotional, social and physical wellbeing. | * Describe some changes in the body which 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. | * Explain changes of the body that lead to changes in personal hygiene routines during puberty and beyond. * Describe a good personal hygiene routine which positively affect emotional, social and physical wellbeing. | To beginClass Contract Appendix 4 Staff to refer to agreed vocabulary list before commencing lessonsRSHP - My body  * Part 1: Names of parts of my body   + [**Names of parts of my body (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/08/Part-1.-Names-of-parts-of-my-body-Activity-plan.pdf)   + **Names of parts of my body (Slides)**   **Appendix 5 (has been amended)**   * + [**Names of parts of my body (Prop 1)**](https://rshp.scot/wp-content/uploads/2019/07/Part-1.-Names-of-parts-of-my-body-Prop-1.pdf)   + **Names of parts of my body (Unlabelled Prop 2)**   **Appendix 6 (has been amended)**   * + **Names of parts of my body (Labelled Prop 3)**   **Appendix 7 (has been amended)**   * Part 2: My body is changing (inc menstruation)   + [**My body is changing (Activity plan)**](https://rshp.scot/wp-content/uploads/2020/02/Part-2.-My-body-is-changing-Activity-plan_2.2020.pdf)   Prim-Ed - Primary Health & Values  (Jenni Harrold)  NHS – Some of your Bits - HP-Publication   * [**My body is changing (Slides)**](https://rshp.scot/wp-content/uploads/2020/02/Part-2.-My-body-is-changing-Activity-plan_2.2020.pdf) **– Not being used as unnecessary for discussion (More suitable resources)** * Part 3: Feelings and puberty   + [**Feelings and puberty (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/08/Part-3.-Feelings-and-Puberty-Activity-plan.pdf)   + [**Feelings and puberty (Slides)**](https://rshp.scot/wp-content/uploads/2020/06/My-Body-Part-3.-Feelings-and-Puberty-JUNE-2020.pptx)   + [**Feelings and puberty (Prop)**](https://rshp.scot/wp-content/uploads/2019/07/Part-3.-Feelings-and-puberty-Prop.pdf) * Part 4: Personal hygiene   + [**Personal Hygiene (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/08/Part-4.-Personal-Hygiene-Activity-plan.pdf)   + [**Personal Hygiene (Slides)**](https://rshp.scot/wp-content/uploads/2020/06/My-body-Part-4-Personal-Hygiene-June-2020.pptx)  RSHP - Menstruation  * [**Menstruation (Activity plan)**](https://rshp.scot/wp-content/uploads/2020/06/Menstruation-Activity-plan-June-2020.pdf) * **Menstruation (Slides) Appendix 8 (has been amended)** * **School Nurse to bring in sanitary products**   **Primary 5**   * **Investigate** photographs of family which represent the changes that individuals undertake * **Explore** emotional changes and how these impact on yourself and your relationships with others * **Explore** stress management and coping strategies e.g. music, exercise, meditation * **Investigate** things we can do to maintain our bodies…..   - Tooth brushing  - Exercise  - Rest/Sleep  - Healthy diet, etc.  - Ensuring a good clean body - including private body parts  **Primary 6**   * **Develop** opportunities for discussion during Circle Time * **Review** personal hygiene * **Provide** opportunities to enable children to ask questions and raise issues for discussion on changes during puberty in both mixed and single gender groups * **Explore** feelings and emotions associated with puberty e.g. frustration, anger, confusion * **Develop** ideas/suggestions of strategies to manage these feelings and emotions * **Some of your bits…Your guide to personal hygiene leaflet – HP-Publication**   **Primary 7**   * **Revisit** puberty from P6 * **Explore** what makes us feel positive and recognise that there are times when we feel less positive * **Investigate** strategies to help cope during more challenging times. Explore stress management techniques e.g., Music, role play, exercise, meditation * **Explore** magazines and the effect the images in them may have on how we feel about ourselves e.g. disability, race and gender * **Discuss** airbrushing in magazines, plastic surgery and the Use Photoshop type software to enhance photographs/portraits * **Some of your bits…Your guide to personal hygiene leaflet – HP-Publication** |
| 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** | * 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. | * Name different forms of abuse and know that they are wrong * Talk about ways of how to keep myself safe and get help if I need it. | * 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. | * Discuss different forms of abuse and explain why they are wrong. * Discuss different ways of how to keep myself safe and can explain how and where to get help. | RSHP - Protecting me/Abuse and relationships  * Part 1: When I feel safe / Feel unsafe   + [**When I feel safe / Feel unsafe (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/09/Part-1.-When-I-feel-safe-feel-unsafe-Activity-plan.pdf)   + [**When I feel safe / Feel unsafe (Slides)**](https://rshp.scot/wp-content/uploads/2020/06/Protecting-Me-Part-1.-When-I-feel-safe-unsafe-Slides-June-2020.pptx)   + [**When I feel safe / Feel unsafe (Prop 1)**](https://rshp.scot/wp-content/uploads/2019/07/Part-1.-When-I-feel-safe-unsafe-Prop-1.pdf)   + [**When I feel safe / Feel unsafe (Prop 2)**](https://rshp.scot/wp-content/uploads/2019/07/Part-1.-When-I-feel-safe-unsafe-Prop-2.pdf)   + [**When I feel safe / Feel unsafe (Prop 3)**](https://rshp.scot/wp-content/uploads/2019/07/Part-1.-When-I-feel-safe-unsafe-Prop-3.pdf) * Part 2: My 5 trusted individuals   + [**My 5 trusted individuals (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/08/Part-2.-My-5-trusted-individuals-Activity-plan.pdf)   + [**My 5 trusted individuals (Slides)**](https://rshp.scot/wp-content/uploads/2020/06/Protecting-Me-Part-2.-My-5-trusted-individuals-June-2020.pptx)   + [**My 5 trusted individuals** **(Prop)**](https://rshp.scot/wp-content/uploads/2019/07/Part-2.-My-5-trusted-individuals-Prop.pdf) * Part 3: Bullying   + [**Bullying (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/08/Part-3.-Bullying-Activity-plan.pdf)   + [**Bullying (Slides)**](https://rshp.scot/wp-content/uploads/2020/06/Protecting-me-Part-3.-Bullying-Slides-June-2020.pptx)   + [**Bullying (Prop)**](https://rshp.scot/wp-content/uploads/2019/07/Part-3.-Bullying-Prop.pdf) * Part 4: Physical Abuse and Neglect   + [**Physical Abuse and Neglect (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/08/Part-4.-Physical-abuse-and-neglect-Activity-plan.pdf)   + [**Physical Abuse and Neglect (Slides)**](https://rshp.scot/wp-content/uploads/2019/07/Part-4.-Physical-abuse-and-neglect-Slides.pptx)   + [**Physical Abuse and Neglect (Prop)**](https://rshp.scot/wp-content/uploads/2020/06/Protecting-Me-Part-4.-Physical-abuse-and-neglect-Slides-June-2020.pptx) * Part 5: Sexual abuse   + [**Sexual abuse (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/08/Part-5.-Sexual-abuse-Activity-plan.pdf)   + [**Sexual Abuse (Slides)**](https://rshp.scot/wp-content/uploads/2020/06/Protecting-Me-Part-5.-Sexual-abuse-June-2020.pptx)  RSHP - Consent  * Part 1: What is consent?   + [**What is consent? (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/10/Part-1.-What-is-consent-Activity-plan.pdf)   + [**What is consent? (Slides)**](https://rshp.scot/wp-content/uploads/2019/08/Part-1.-Consent-Slides.pptx) * Part 2: My body is mine   + [**My body is mine (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/10/Part-2.-My-body-is-mine-Activity-plan.pdf)   + [**My body is mine (Slides)**](https://rshp.scot/wp-content/uploads/2019/07/Part-2-Consent-My-body-is-mine-Slides.pptx)   [**https://www.thinkuknow.co.uk/**](https://www.thinkuknow.co.uk/)  [**https://learning.nspcc.org.uk/**](https://learning.nspcc.org.uk/)  [**https://learning.nspcc.org.uk/media/1411/making-sense-of-relationships\_teaching-resource-guidance.pdf**](https://learning.nspcc.org.uk/media/1411/making-sense-of-relationships_teaching-resource-guidance.pdf)  **Primary 5**   * **Create** a display (from magazines, etc.) of verbal/non-verbal communication * **Investigate** positive and negative body language e.g. charades, role play * **Explore** what constitutes abusive and bullying behaviours and **discuss** the impact these may have on a person and also why someone might be a bully * **Discuss** social media and its impact on behaviours * **Explore** and **review** internet safety   **Primary 6**   * **Explore** safe space and the prevention of sexual abuse as well as the development of the skills to prevent all forms of abuse * Role Play risky scenarios and possible ways of dealing with them * **Analyse and review** safe and unsafe risks * **Produce** a leaflet for other children on safe and unsafe risks e.g. risks taken on Residential Trips etc.   **Primary 7**   * **Investigate** and **experiment** with different forms of communication, including things like Makaton, Braille, etc. to have an understanding of how those with impairments communicate * Role play specific to personal space and boundaries * **Investigate** different forms of abuse (physical, sexual and emotional) * **Organise** a campaign in school to raise awareness of abuse * **Compile** a directory of agencies/charities who provide help for those suffering from abuse * **Review** risk taking behaviours, including those that may be undertaken through peer pressure * **Make** a film clip about peer pressure and how to cope with it * **Discuss** risks associated with online media – chat rooms, snapchat, etc. |
| I am able to describe how human life begins and how a baby is born.  **HWB 2-50a** | * 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 | * Attempt to answer a few questions about how human life begins and how a baby is born. | * Describe biologically how human life begins and how a baby is born. | * 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. | RSHP - Sex: How people have sex/what do they do?[How do people have sex? (Activity plan)](https://rshp.scot/wp-content/uploads/2019/07/Sex-How-do-people-have-sex-Activity-plan.pdf)[How do people have sex? (Slides)](https://rshp.scot/wp-content/uploads/2019/07/Sex-How-do-people-have-sexSlides.pptx)(RSHP not being used as resources not deemed appropriate for age/stage) **God’s Loving Plan - Appendix 9** RSHP - How human life begins – pregnancy – birth[How human life begins – pregnancy – birth (Activity plan)](https://rshp.scot/wp-content/uploads/2019/08/How-human-life-begins-pregnancy-birth-Activity-plan.pdf)[How human life begins – pregnancy – birth (Slides)](https://rshp.scot/wp-content/uploads/2020/03/How-human-life-begins-pregnancy-and-birth.pptx) **(RSHP not being used as resources not deemed appropriate for age/stage)**  **God’s Loving Plan - Appendix 9** *How adults plan and prevent a* pregnancy: contraception and condoms  * [***How adults plan and prevent pregnancy – Contraception and Condoms (Activity plan)***](https://rshp.scot/wp-content/uploads/2019/08/How-adults-plan-and-prevent-pregnancy-Contraception-and-Condoms-Activity-plan.pdf) * [***How adults plan and prevent pregnancy – Contraception and Condoms (Slides)***](https://rshp.scot/wp-content/uploads/2019/07/How-adults-plan-and-prevent-pregnancy-Contraception-and-Condoms-Slides.pptx)   **(RSHP not being used as resources not deemed appropriate for age/stage)**  ***Consultation with Stakeholders required***  **Primary 6**   * **Sequencing** activity showing timeline from conception to birth to show understanding of reproduction * **Investigate** different forms of childbirth within the UK and immediate aftercare   **Primary 7**   * **Develop** sequencing activities re. reproduction including sexual intercourse and the timeline from conception to birth to ensure an understanding of reproduction * **Research** the laws around protecting children’s rights. Explore the age of legal consent for sex in comparison to driving, smoking, drinking and voting |
| **4.**  **Role of**  **Parent/**  **Carer** | I can describe the role of a parent/carer and the skills, commitment and qualities the role requires.  **HWB 2-51a** | * Describes skills and qualities required to be a parent / carer, for example, commitment, love, patience, sense of humour. | * Talk about the role of a parent/carer and the skills, commitment and qualities the role requires. | * Describe the role of a parent/carer and some of the skills, commitment and qualities the role requires. | * Discuss, describe and explain the role of a parent/carer and 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?   + [**What does a parent/carer need to know and do? (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/09/Part-1.-What-does-a-parent-carer-need-to-know-and-to-do-Activity-plan.pdf)   + **What does a parent/carer need to know and do? (Slides) *Appendix 10 (has been amended)*** * Part 2: If I were a parent or carer   + [**If I were a parent or carer (Activity plan)**](https://rshp.scot/wp-content/uploads/2019/07/Part-2.-If-I-were-a-parent-or-carer-Activity-plan.pdf)   + **If I were a parent or carer (Slides)Appendix 11 (has been amended)**   ***Resource:***  ***Northern Alliance – The Great Big Book of Families***  [*https://highlandliteracy.com/2017/12/11/the-great-big-book-of-families-lesson-plan/*](https://highlandliteracy.com/2017/12/11/the-great-big-book-of-families-lesson-plan/)  ***God’s Loving Plan* Appendix 12**  ***The Sustainable Development Goals***  ***https://www.un.org/sustainabledevelopment/sdg-moment/***  **Primary 5**   * **Visit** an early years establishment/nursery to investigate how they support children’s needs * **Develop** a fact file/class book on how animals care for their young and support them towards independence * **Create** a ‘Parents Guide’ leaflet on how to look after a child   **Primary 6**   * **Research** the effects of substances on babies – Foetal alcohol syndrome * **Review** links to substance misuses * **Invite** health visitors/pregnant women * **Research** pre-natal care * **Identify** the skills and qualities required to be a good parent/carer * **Visits** from new parents/carers to **explore** the type of care a new baby needs and how easy or difficult this is * **Develop** opportunities for role play * **Create** a list of the equipment a baby needs * **Use** online catalogues to find the cost of baby equipment * **Design** a leaflet outlining healthy choices for a pregnant mother and the benefits of these to her unborn child   **Primary 7**   * **Discuss** why a baby cries * **Create** a display from catalogues etc.) of all the equipment a child needs * **Investigate** the developmental stages from baby to toddler and show needs change. * **Create** ‘My life so far…’ posters to show their stages of development * **Invite** parents/carers/health visitors/Early Years Workers to school * **Develop** role play scenarios and Circle Time opportunities * **Discuss** childcare issues * **Write** an advert for the perfect parent and explore media perceptions of parents * **Explore** practical and emotional demands required of a parent by interviewing a parent/carer about what they do and what it means to them * **Develop** role play – interviews in class for a nanny/child minder job * **Investigate** the use of male and female stereotypes in relation to childcare |