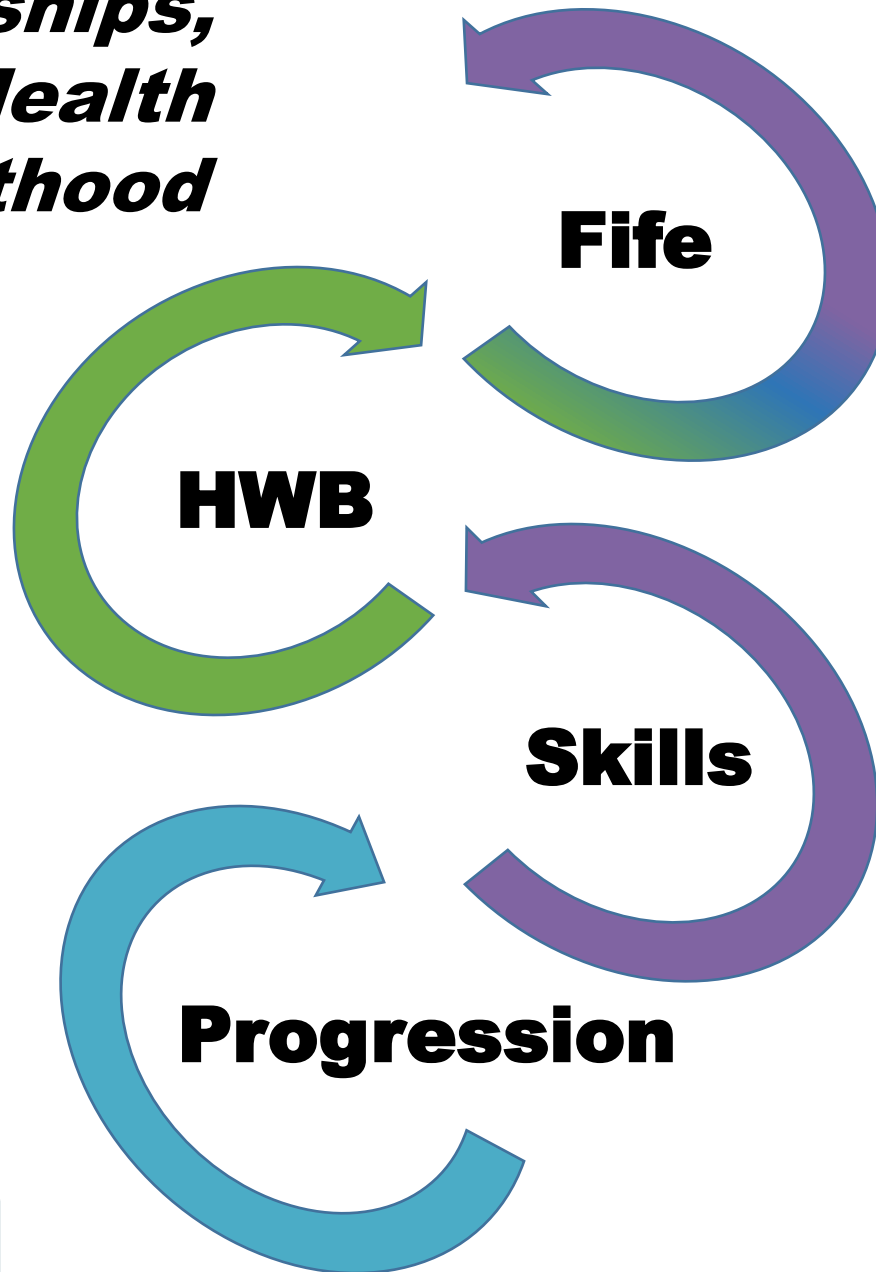


Relationships, Sexual Health & Parenthood



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ACKNOWLEDGEMENT

This programme is extensively based on the guidance and recommendations of Scotland's Curriculum for Excellence and Benchmarks set out by Education Scotland.

We would like to thank Dundee City, West Lothian & Falkirk Councils who have supported the development of this resource through sharing of good practice.

Finally, we would like to thank the Fife HWB Pathway Working group and the many other Fife practitioners who provided such useful feedback to inform the pathway. This has been crucial in ensuring that the pathway is cohesive, progressive and practical.

Unlike many resources that present HWB & PSE skills as discreet, logically ordered and prioritised, these progressions allow for a fluidity of approaches that facilitate the opportunity for learners to think creatively and independently.

The HWB pathway has, at same time, been designed to support practitioners to plan in a structured, progressive and coherent way. Using these shared standards and expectations within and across schools, clusters and Local Improvement Forums throughout Fife will ensure that all learners have an equitable and engaging experience to progressively develop important skills for their learning, life and work.

Introduction

HWB Responsibility of All

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area. (*Building the Curriculum 1*)

Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community. Robust policies and practice which ensure the safety and wellbeing of children should already be in place. Good health and wellbeing is central to effective learning and preparation for successful independent living. This aspiration for every child and young person can only be met through a concentrated approach; schools and their partners working together closely to plan their programmes for health and wellbeing explicitly, taking account of local circumstances and individual needs.

GIRFEC & The Wellbeing Indicators

When planning & delivering the HWB curriculum, practitioners should take into account the GIRFEC principles, ensuring programmes are rights-based, strengths-based, holistic and adaptable enough to take account of stage of development and the complexity of each child or young person's individual life circumstances. The Wellbeing Indicators should also be taken into account and run as a golden thread throughout each progression pathway, ensuring that they are context based.

Safe	Protected from abuse, neglect or harm at home, at school and in the community.
Healthy	Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy, safe choices.
Achieving	Being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community.
Nurtured	Having a nurturing place to live in a family setting, with additional help if needed, or where not possible, in a suitable care setting.
Active	Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.
Respected	Having the opportunity, along with parents and carers, to be heard and involved in decisions that affect them.
Responsible	Having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision, and being involved in decisions that affect them.
Included	Having help to overcome social, educational, physical and economic inequalities, and being accepted as part of the community in which they live and learn.

Nurturing Approaches in Health & Wellbeing

Ensuring learners feel a sense of safety & belonging leads to better engagement with learning and final outcomes. A focus on nurturing approaches can enable practitioners to effectively support all children and young people. Engaging with Education Scotland's [Applying Nurture as a Whole School Approach](#) or Fife's How Nurturing Is Our School Toolkit offers information and a range of self-evaluation tools for settings to reflect upon. There are also a number of ways to gather feedback from learners about their social & emotional wellbeing. These include Fife's Wellbeing Questionnaire and Resilience Toolkit, Glasgow's Motivation and Wellbeing Profile & Stirling's Wellbeing Scale.

Learning in Health and Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children and young people.

Effective learning and teaching in Health and Wellbeing

Effective learning and teaching in health and wellbeing:

- engages children and young people and takes account of their views and experiences, particularly where decisions are to be made that may impact on life choices
- takes account of research and successful practice in supporting the learning and development of children and young people, particularly in sensitive areas such as substance misuse
- uses a variety of approaches including active, cooperative and peer learning and effective use of technology
- encourages and capitalises on the potential to experience learning and new challenges in the outdoor environment
- encourages children and young people to act as positive role models for others within the educational community
- leads to a lasting commitment in children and young people to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable
- helps to foster health in families and communities through work with a range of professions, parents and carers, and children and young people, and enables them to understand the responsibilities of citizenship
- harnesses the experience and expertise of different professions to make specialist contributions, including developing enterprise and employability skills.

In Fife, the [Our Minds Matter framework](#) underpins our learning and teaching across a continuum of universal, additional and intensive support. We also embed the 5 Ways to Wellbeing approach within the curriculum – learn, be active, connect, give and take notice. This encompasses both physical and emotional wellbeing.

Planning for Health and Wellbeing

Children's capacities to learn are shaped by their background and home circumstances as well as by their individual development. Exposure to different social and environmental influences contributes to the way that attitudes, values and behaviours are formed. These in turn affect their ability to make and take decisions.

Progression and development in many aspects of health and wellbeing will depend upon the stage of growth, development and maturity of the individual, upon social issues and upon the community context. Teachers and other practitioners in planning together will take account of these factors, ensuring that experiences are relevant and realistic for the child or young person in his or her circumstances. Particularly within experiences and outcomes which span more than one level, careful planning will be required to ensure appropriate pace and coverage, and teachers and other practitioners will need to decide when and how the experiences and outcomes are introduced. Planning arrangements must ensure that these decisions are taken in the best interests of each child and young person and take account of his or her social and personal circumstances, as necessary. It is expected that due to the nature of the health and wellbeing curriculum, the skills and knowledge embedded will be revisited regularly through both new and unfamiliar contexts whilst each individual learner is making progress appropriate to their circumstances.

The statements of experiences and outcomes in health and wellbeing reflect a holistic approach to promoting the health and wellbeing of all children and young people. They are consistent with the United Nations Convention on the Rights of the Child, which sets out the right for all children and young people to have access to appropriate health services and to have their health and wellbeing promoted.

Some ELCs and Schools may already be recognised in this area by the Rights Respecting Schools award. For more information [click here](#)

Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community.

Good health and wellbeing is central to effective learning and preparation for successful independent living. This aspiration for every child and young person can only be met through a concerted approach: schools and their partners working together closely to plan their programmes for health and wellbeing explicitly, taking account of local circumstances and individual needs. Planning to provide and manage the many different and complementary contributions may be challenging but is needed. Each individual practitioner must be aware of his or her roles and responsibilities.

Though the delivery of a high-quality Health and Wellbeing curriculum, we can also support the drive towards achieving the 17 [Global Goals](#) by 2030 – with a particular focus on (3) Good Health & Wellbeing; (5) Gender Equality; (10) Reduced Inequalities and (16) Peace, Justice and Strong Institutions.

Whilst ensuring we promote positive Health and Wellbeing for all children and young people in our ELCs and school settings, we need to be aware of the specific needs of our care experienced learners, particularly regarding the topics of relationships and emotional wellbeing. [The Promise](#) was developed so that ALL children and young people grow up feeling loved, safe and respected.

Assessment in Health and Wellbeing

In Health and Wellbeing, assessment must take account of the breadth and purpose of the wide range of learning experienced by children and young people within this curriculum area. It will focus on children and young people's knowledge and understanding, skills and attributes in relation to physical education, food and health, substance misuse, relationships, sexual health and parenthood, and their social and life skills.

Teachers and learners can gather evidence of progress as part of day-to-day learning inside and outside the classroom and, as appropriate, through specific assessment tasks. From the early years through to the senior stages, children and young people's progress will be seen in how well they are developing and applying their knowledge, understanding and skills in, for example, key features of healthy living and relationships, and in approaches to personal planning, assessing risk and decision making.

For example:

- To what extent do they understand the role of healthy eating and physical fitness in contributing to their wellbeing?
- How well are they applying personal and interpersonal skills as part of their daily lives, and developing them as they grow and mature?
- Through their involvement in planning, managing and participating in individual and group activities in school and in the community, do they demonstrate skills, attitudes and attributes which will be important for the world of work, such as judgement, resilience and independence?

Progression in knowledge, understanding and skills can be seen as children and young people demonstrate that they are:

- applying their knowledge and skills with increasing confidence and competence in dealing with familiar circumstances and new challenges
- developing an increasing depth of understanding of their own and others' motivations, attitudes, beliefs and behaviours
- extending the range of their relationships within and outwith the school.

Assessment should also link with other areas of the curriculum, within and beyond the classroom, offering children and young people opportunities to apply their knowledge and skills in more complex, demanding or unfamiliar learning or social contexts.

Partnership working

Children's and young people's learning in health and wellbeing benefits strongly from close involvement with children and young people and their parents or carers and partnership between teachers and colleagues such as home link staff, health professionals, educational psychologists and sports coaches.

Partners can make complementary contributions through their specialist expertise and knowledge. Effective partnership working:

- engages the active support of parents and carers
- reinforces work across transitions and planning across sectors
- maximises the contributions of the wider community
- draws upon specialist expertise
- ensures, through careful planning and briefing, that all contributions come together in ways which achieve coherence and progression.

Families

It's essential to recognise the important role of families in supporting the Health and Wellbeing of children and young people. This can be via the direct experiences at home and in the community but also through the discussions and interactions between children and young people and their carers. Early Learning and school settings should ensure that they work in partnership with families, promoting positive communication & reciprocal trust.

Impact of COVID/times of change & uncertainty on Health and Wellbeing

For many children and young people, the pandemic has resulted in lower levels of confidence and higher levels of anxiety.

Education Scotland recommend that schools and ELCs:

- Continue to prioritise the wellbeing of children, young people and staff as part of school improvement priorities.
- Improve further aspects of the health and wellbeing curriculum to equip children and young people with the skills and knowledge to respond to change and uncertainty.
- Build on existing arrangements to monitor and evaluate approaches to supporting wellbeing to ensure they are making a positive difference to learners.
- Maximise the contribution of partnerships, parents and the wider community to enhance staff, children and young people's wellbeing.
- Continue to support the attendance of children and young people.

As we continue through Covid recovery and beyond an increased focus on a school curriculum which supports learner skill development in achieving improved emotional wellbeing and resilience is essential.

HWB and the Four Capacities



With:

- Enthusiasm and motivation for learning
- Determination to reach high standards of achievement
- Openness to new thinking and ideas

And be able to:

- Use literacy and communication skills when presenting ideas to others
- Show confidence in expressing opinions and making choices
- Use technology for learning and to demonstrate knowledge of a concept
- Think creatively and independently when comparing and analysing different situations
- Work cooperatively with others, appreciating different viewpoints
- Make reasoned evaluations through complex investigations
- Apply what they have learned to real-life situations



With:

- Self-respect and sensitivity to others
- A sense of physical, mental, and emotional wellbeing
- Secure values and beliefs

And be able to:

- Understand self and others in relation to managing both physical and emotional wellbeing
- Assess risk and make informed decisions through examining a range of contexts
- Achieve success in developing informed attitudes and opinions
- Recognise the impact of good physical and emotional wellbeing on their life, the lives of others, the environment, and society
- Achieve success in different areas of activity
- Manage emotions in range of situations
- Develop and maintain positive relationships

Learning in HWB
will enable
learners to
become



With:

- Commitment to participate responsibly in political, economic, social, and cultural life
- Sensitivity for and understanding of all citizens in society regardless of culture, race, gender, religion, belief or orientation

And be able to:

- Develop knowledge and understanding of different ways to look after physical and emotional wellbeing.
- Understand the diversity of relationships.
- Make informed choices and decisions.
- Evaluate and reflect on the implications of choices made in relation to physical and emotional wellbeing
- Develop informed, ethical views of complex issues, dilemmas and choices
- Reflect upon local and national issues



With:

- An enterprising attitude, resilience and self-reliance

And be able to:

- Communicate arguments and ideas that are well informed by research
- Make informed decisions when planning and undertaking research
- Work in partnership and in teams to explore issues, dilemmas and choices
- Take the initiative and lead discussions about ways to promote physical and emotional wellbeing.
- Apply critical thinking about decisions and choices relating to physical and emotional wellbeing.
- Appreciate their role in their class, school and wider community and their ability to contribute to it.

How to use the Health and Wellbeing Progression Pathway

The Fife Health and Wellbeing (HWB) Progression Pathway has been devised and aligned with the experiences, outcomes, and benchmarks from Curriculum for Excellence. As such the pathway will support practitioners to plan progressive, active, and engaging learning, teaching and assessment experiences for Fife's children and young people. It is important to note that learner progress within and across the breadth of the curriculum is not linear, therefore this pathway should be used in a responsive way appropriate to the needs of all learners. The pathway will support practitioners in identifying key skills for development and to devise a continuum of learning within and across levels to ensure coherence, challenge, breadth, depth, and progression. By responding to learners' own experiences, faiths, and beliefs, practitioners can also plan to ensure relevance, challenge, enjoyment as well as personalisation and choice.

The Progression Tiles

The progression tiles represent the skills development that learners undertake to meet the benchmarks (outlined in bold) for each level and aspect of the curriculum. Broadly, learners will start on the tiles at the bottom of the page, with experiences and outcomes represented by a progression through the level tiles. It is important to remember that the skills progression is not hierarchical but rather an ongoing scaffolding of skills that will be revisited in a variety of contexts.

It may help to think of each tile as a 'stepping stone' towards a benchmark with a variety of routes that can be taken through them. Tiles should be revisited in new and unfamiliar contexts to provide depth of understanding and consolidation.

It is anticipated that learners will progress through the learning pathway as appropriate to their developmental needs. It should also be noted that it is not feasible for every tile to be covered in a school year but rather that these are planned as part of a cohesive and progressive learning experience within a level.

Careful monitoring and tracking of pupils' progress across each of the curriculum aspects will allow practitioners to work with learners to identify strengths and areas for development based on a range of evidence. Practitioners should encourage learner agency when planning HWB so that they can actively participate in planning and developing their own learning, next steps, and targets. The pathway offers flexibility to take cognisance of unplanned factors, life circumstances or events that ensure relevance and an HWB curriculum that is responsive to local contexts. The pathway also offers the opportunity for holistic teacher professional judgements on learner's progress with the opportunity to clearly identify next steps in progress as part of learning conversations and other assessment methodologies.

As the pathways illustrates, the interconnected nature of HWB means that learning can be embedded within the totality of the curriculum. Thus, the HWB curriculum should be designed to ensure that learners have opportunities to explore mental, social , emotional and physical wellbeing across the totality of the curriculum rather than as ‘add-on’ or isolated events. It is also intended that the pathway provides a mechanism to provide quality assurance and equity of delivery within clusters and localities across Fife.

A wide range of opportunities to work with partners and agencies in the wider community can be used to enhance the learner experience.

Mental, Social and Emotional Wellbeing

As published in the Health & Wellbeing: Experiences and Outcomes, Mental, Social and Emotional Wellbeing has its associated Es and Os but does not have associated benchmarks. Therefore, there is no separate progression tiles for Mental, Social and Emotional Wellbeing. Rather, the Experiences and Outcomes for Mental, Social and Emotional Wellbeing are embedded within the progression tiles represented in this document. The Development of Mental, Social and Emotional Wellbeing can be considered a core thread that is intertwined with and underpins the entirety of the HWB curriculum.

Further Developments

The Fife HWB pathway will be further developed as feedback is received through widespread consultation and moderation of the pathway in practice. Links to useful resources for teaching and learning, and for engagement with parents will be provided in the near future.

Advice for using the RSHP Resource

You may be using the nationally produced RSHP resource (www.RSHP.scot) to support learning and teaching. It provides a comprehensive set of learning activities for use in early learning settings, primary and secondary schools, ASN settings, colleges and in community-based learning. The resource can be used to support the delivery of RSHP lessons in mainstream and specialist settings and in non-denominational and denominational schools. It is recommended that parents and carers are aware of the use of the resource and its content to support ongoing discussions at home. RSHP provides information leaflets and powerpoint presentations which can be edited for your own context.

PLEASE NOTE: Before engaging with the materials, practitioners should ensure that the content aligns with the progression pathways within this document.

RSHP – Early Level Progression Tiles (Positive Relationships)

E & O codes:

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.

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

There are no associated benchmark statements for Early Level Positive Relationships

Describe a positive experience I have shared with a friend.

Identify how to keep myself and others safe.

Demonstrate ways to resolve upsets with others or worries within my friendships & relationships.

Play cooperatively with others.

Listen to and respect the thoughts and feelings of others.

Understand we can choose how we react to different situations.

Know how to ask for help when needed.

Ask to join in play & actively seek friendships with others.

Talk about my likes, dislikes & special interests.

Recognise the difference between kind and unkind actions

Recognise that trusted adults may differ for other people.

Identify qualities of a good friend.

Recognise similarities & differences between people.

Contribute to and follow a rights respecting class charter.

Identify trusted adults in my own life.

Early Level Progression – RSHP

PLEASE NOTE: Before engaging with the RSHP.SCOT materials, practitioners should ensure that the content aligns with the progression pathways within this document.

RSHP – Early Level Progression Tiles (Role of Parent/Carer)

E & O codes:

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

I am learning about where living things come from and about how they grow, develop and are nurtured. HWB 0-50a

I am able to show an awareness of the tasks required to look after a baby. HWB 0-51a

Identifies people who can help, for example, teachers, family members.

Describes the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding, sleeping.

Identifies that families may be made up of different people.

Recognises that care can come from a variety of different people.

Explains that living things need food, water and care to grow and survive.

Gives examples of where living things come from, for example, plants from seeds, fish from eggs.

Understand that not all families are the same.

Explain what a family is.

Take part in experiments with growing plants to find out what happens if we don't look after them properly.

Draw and/or write about the life cycles of some creatures e.g. butterfly, frog.

Name some people who care for me in different settings.

Describe some things I need to grow strong and healthy.

Talk about the life cycles of humans and some animals.

Describe what it means to be cared for.

Talk about and sort living and non-living things.

Explain how I have changed since I was born.

Early Level Progression – RSHP

PLEASE NOTE: Before engaging with the RSHP.SCOT materials, practitioners should ensure that the content aligns with the progression pathways within this document.

RSHP – Early Level Progression Tiles

(Physical Changes, Sexual Health & Sexuality)

E & O codes:

I recognise that we have similarities and differences but are all unique. HWB 0-47a. 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. I am learning what I can do to look after my body and who can help me. HWB 0-48a. 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

Describes how bodies change as they grow. Identifies body parts using correct names, for example, penis, testicles, vulva and nipples

Use photos/images to design a timeline that relates to my development.

Name some of the external parts of my body.

Demonstrates an understanding of the concept, 'my body belongs to me'

Understand that some parts of my body are private.

Say why some parts of my body are private.

Understand that my body belongs to me and I must take care of it.

Understand that there are some parts of my body that are okay / not okay to be touched.

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

Demonstrate when to use the words no, go away and can talk to someone I trust.

List some people I can trust.

Identifies body differences and similarities

Describe physical characteristics which make me & other people unique.

Talk about what makes me special.

Demonstrates modesty and privacy through, for example, closing toilet doors

Talk about why it is important to close the door when I am in the toilet.

Explain why I should not interrupt other when they are in the toilet.

Manages personal space with respect towards self and others

Show awareness of actions or behaviours which are 'right' or 'wrong'.

Understand and explain why it is wrong to hurt people.

Recognise some similarities and differences between myself and my peers.

Demonstrate how to wash my hands properly.

Describe ways I look after my body.

Talk about why I might need help from others to look after my body.

Understand that I may have different likes and dislikes from my peers.

Early Level Progression – RSHP

PLEASE NOTE: Before engaging with the RSHP.SCOT materials, practitioners should ensure that the content aligns with the progression pathways within this document.

RSHP - First Level Progression Tiles

(Positive Relationships)

E & O codes:

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

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

I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and nonverbal communication. HWB 1-45b

There are no associated benchmark statements for First Level Positive Relationships

Identify a positive relationship in my life and the impact it has on me.

Apologise & make amends to repair relationships.

Recognise the difference between a parent and a carer.

Communicate appropriately to others when I need my own personal space.

Understand that friends sometimes fall out and describe some strategies for dealing with this.

Recognise verbal and non-verbal cues from others.

Talk about likes/dislikes I have in common with some of my friends.

Identify (and use, when appropriate) the different ways I can share my worries or ask for help.

Recognise when I might need personal space.

Understand that friends support each other but are still able to make independent choices.

Identify ways in which families can differ.

Identify people who will support me if I am upset or worried.

Respect the personal space and boundaries of others.

Take part in a discussion about what makes a good friend.

Discuss the impact that kind or unkind actions can have on others.

Understand that all families are different.

Understand what is meant by personal space and boundaries.

First Level Progression – RSHP

PLEASE NOTE: Before engaging with the RSHP.SCOT materials, practitioners should ensure that the content aligns with the progression pathways within this document.

RSHP - First Level Progression Tiles

(Role of Parent/Carer)

E & O codes:

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 I am learning about where living things come from and about how they grow, develop and are nurtured. HWB 1-50a

I am able to show an awareness of the tasks required to look after a baby. HWB 1-51a

Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.

Identifies what is needed for growth and development of animals, plants and humans.

Explain changes to the body at different stages of life.

List equipment needed to care for a baby.

Explain ways in which families may differ and that there are a variety of people who may care for us.

Understand that babies are dependent on an adult.

Explain some changes in the human body from birth to adult.

Describe how the needs of a baby change in its first year e.g. breast/bottle fed, solids etc.

Discuss how animals feed their young and give some reasons why it is good for them.

Name some people I can go to if I have a problem

List several things I can do now which I couldn't do when I was born.

Illustrate life cycles of several creatures.

Understand that some animals and humans feed their babies milk.

Understand and talk about human and animal life cycles

Explain a few simple rules for caring for a pet.

Name the different relationships within a family.

Discuss the different roles of people who care for me in different settings.

Talk about some changes in my body since I was born.

Explain what a plant needs to grow and develop.

First Level Progression – RSHP

PLEASE NOTE: Before engaging with the RSHP.SCOT materials, practitioners should ensure that the content aligns with the progression pathways within this document.

RSHP - First Level Progression Tiles

(Physical Changes, Sexual Health & Sexuality)

E & O codes:

I recognise that we have similarities and differences but are all unique. HWB1-47a

I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB1-47b

I am learning what I can do to look after my body and who can help me. HWB1-48a

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

Recognises that everyone is unique and identifies similarities and differences

Identifies the correct words for body parts and their functions, for example, womb, scrotum, ovaries, vagina.

Identifies who to talk to if worried or concerned

Articulates the right to respond to inappropriate behaviours, for example, using the 3-step model: say no, go away, talk to someone you trust.

Record and present visually some physical attributes of my peers e.g. height, hair colour, eye colour.

Name and explain the functions of an increasing number of body parts including womb, scrotum, ovaries and vagina.

Begin to identify & recognise arrange of which adults to talk to about troubling behaviour if I am worried about respect for my body.

Expresses feelings through appropriate closeness to others.

Explain some ways that a doctor, nurse and teacher can help me.

Describe what actions are right & wrong to show that I am aware of how to respect my body.

Discuss my findings and compare with other classes.

Name an increasing number of body parts and how they work.

Explains about own and others' needs for privacy.

Show my feelings towards others without making them feel uncomfortable e.g. respecting personal space & need for privacy.

Recognise that while I have some things in common with my peers no-one is exactly the same as me.

Explains that development and growth of each individual is different.

Begin to talk about what privacy means.

Discuss the importance of privacy for myself and others.

Name some similarities and differences between myself and my peers.

Name some similarities and differences within my family.

List some physical attributes which can be different in different people e.g. height, hair colour, eye colour.

Discuss changes in my body e.g. losing baby teeth and recognise that these can happen at different times for different people.

Explains why & how I look after my body.

Understand that my body belongs to me and I am responsible for looking after it.

First Level Progression – RSHP

PLEASE NOTE: Before engaging with the RSHP.SCOT materials, practitioners should ensure that the content aligns with the progression pathways within this document.

RSHP - Second Level Progression Tiles (Positive Relationships)

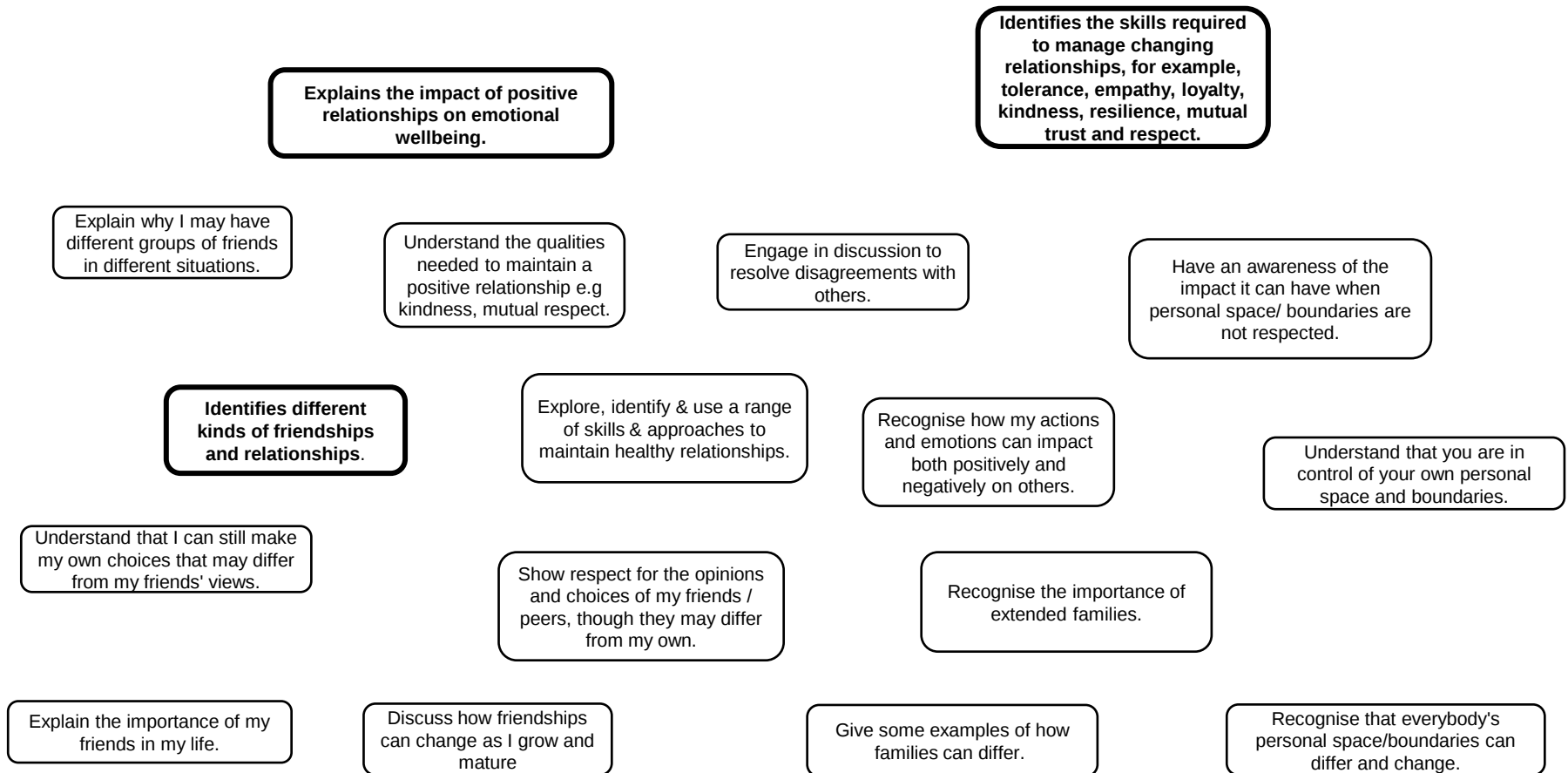
E & O codes:

I understand that a wide range of different kinds of friendships and relationships exists. HWB 2-44a

I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b

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



Second Level Progression – RSHP

PLEASE NOTE: Before engaging with the RSHP.SCOT materials, practitioners should ensure that the content aligns with the progression pathways within this document.

RSHP - Second Level Progression Tiles (Role of Parent)

E & O codes:

I can describe the role of a parent / carer and the skills, commitment and qualities the role requires. HWB 2-51a

**Describes the role, skills and qualities
required to be a parent / carer**

Recognise and discuss
the responsibilities and
commitment that a good
parent/carers shows.

Describe some ways in
which my parents/carers
have supported me.

Describe some ways that a
parental/carers can support
and encourage child
development.

Discuss the
responsibilities that a
parent/carers has
towards a child.

Describe some qualities of a
good parent/carers, for
example; love, commitment,
patience.

Describe the role of a
parent/carers.

Recognise the role that
my parent/carers has
played in my life.

Understand and discuss
that parent/carers support
can influence child
development.

Second Level Progression – RSHP

PLEASE NOTE: Before engaging with the RSHP.SCOT materials, practitioners should ensure that the content aligns with the progression pathways within this document.

RSHP - Second Level Progression Tiles (Physical Changes, Sexual Health & Sexuality)

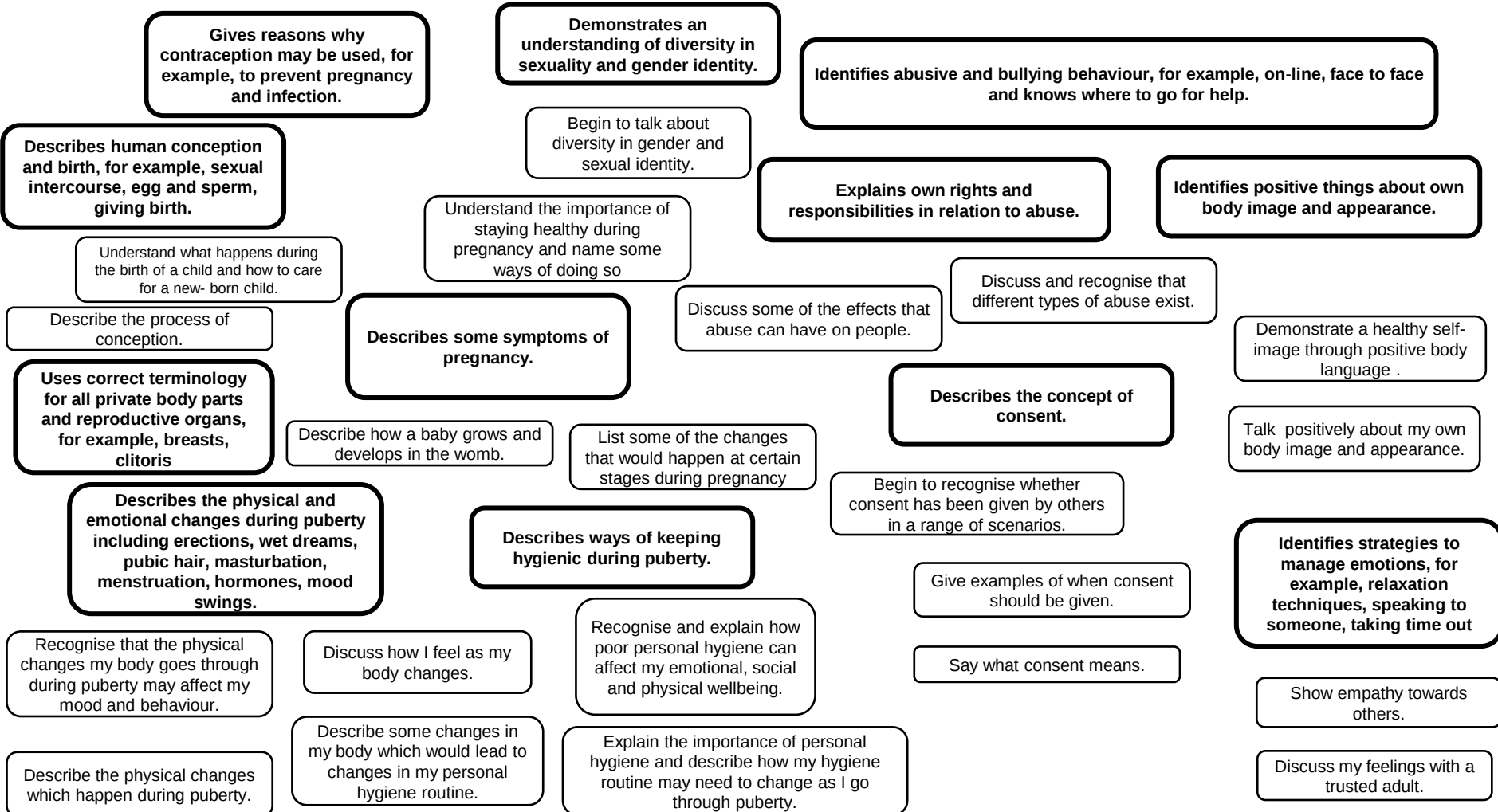
E & O codes:

I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a

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

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

I am able to describe how human life begins and how a baby is born. HWB 2-50a



Second Level Progression – RSHP

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RSHP - Third Level Progression Tiles (Positive Relationships)

E & O codes:

I understand the importance of being cared for and caring for others in relationships and can explain why HWB 3-44a, I understand & can demonstrate the qualities & skills required to sustain different types of relationships HWB 3-44b, I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I understand the different contexts of such relationships including marriage HWB 3-44c
I recognise that power can exist within relationships and can be used positively as well as negatively HWB 3-45a 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 3-45b

Evaluate & explain why some relationships are more caring than others.

Evaluate the consequences of positive & negative influences within a relationship.

Explains why commitment, trust and respect are central to being cared for and caring for others.

Demonstrates respect and understanding of the diversity of loving and sexual relationships, for example, LGBTI relationships, marriage, living together, co-parenting.

Explains the impact an imbalance of power can have on relationships, including sexual relationships, for example, consent, coercion, responsibility for actions and decisions.

Understand why commitment, trust and respect are central to being cared for and caring for others.

Understand how diverse relationships differ in different faiths and cultures.

Know where I can access help and advice if I am worried about imbalance of power.

Explain how power can be dangerous within a relationship and can lead to me or my friends/partner feeling unsafe.

Discuss why it is important to be cared for & to care for others.

Demonstrate respect and understanding of the diversity of loving and sexual relationships .

Give examples of how imbalance of power can impact on a relationship.

Discuss the importance of ensuring consent & taking responsibility within a relationship.

Give examples of diverse relationships: LGBTI relationships, marriage, living together, co-parenting.

Explain the importance of personal space & boundaries in a relationship & why these need to be respected.

Discuss my rights, the rights of others & my responsibilities in a relationship in order to ensure my own safety & the safety of others.

Demonstrate good communication skills within my relationships.

Know and understand the importance of relationships.

Identify a number of caring relationships I am involved in e.g. parent-child, sister-brother, friend, best friend etc.

Give an example of how my actions and those of others can impact both positively and negatively on my friends/peers.

Recognise that power can exist within a relationship with one partner or the other.

Identify types of behaviours that may be classed as abusive within a relationship.

Third Level Progression – RSHP

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RSHP - Third Level Progression Tiles (Role of Parent/Carer)

E & O codes:

I can explain the importance and the enduring and complex responsibility of being a parent/carers, and the impact on life choices and options. HWB 3-51a

I can explain the support and care necessary to ensure a child is nurtured through the different stages of childhood. HWB 3-51b

Evaluate & give reasons to why specific skills are needed to parent effectively.

Evaluate & prioritise my life choices & options, including the options to become a parent/carers in the future.

Explains the short and long term impact of parenthood, for example, joy, commitment, financial implications, anxiety, physical demands.

Explain the different types of support available for parents & carers looking after babies & bringing up children.

Understand the negative impact on a child when love and care is not shown by a parent/carers.

Identifies local support available for parents and carers.

Explains the meaning and importance of nurture in a child's development.

Explain why the role of a parent/carers is enduring and complex.

Identify the types of support parents/ carers might need.

Begin to understand the practical impact that becoming a parent has on life choices and options in terms of commitment, financial implications, and physical demands.

Begin to understand the emotional impact that becoming a parent has on you, e.g. worry, post-natal depression, joy, experiencing unconditional love etc.

Identify some of the ways the needs of a baby and a child change and develop over time.

Understand why positive relationships are beneficial when bringing up a child.

Give examples of some of the support & care necessary at each stage of childhood development.

Describe what is meant by nurture.

Describe ways in which parents and carers demonstrate their love, care and support for their families.

Third Level Progression – RSHP

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RSHP – Third Level Progression Tiles

(Physical Changes, Sexuality & Sexual Health)

E&O Codes:

I understand my own body's uniqueness, my developing sexuality, and that of others. HWB 3-47a. I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. HWB3-46b. I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult. HWB 3-46c. I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 3-46a. Using what I have learned I am able to make informed decisions and choices that promote and protect my own and others' sexual health and wellbeing. HWB 3-47b. I know how to manage situations concerning my sexual health and wellbeing and am learning to understand what appropriate sexual behaviour is. HWB 3-49a. I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law. HWB 3-48a. I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. HWB3-49b

Demonstrates the skills needed to challenge stereotypical images in the media, including social media, for example, confidence & judgement.

Identifies and explains influence/impact of media, including social media and pornography on self-esteem and decision making.

Describes how positive and negative feelings about body image can affect health, self-worth and behaviour, for example, confidence, self-harm, eating disorders.

Knows how to access confidential information, guidance and help

Gives examples of laws in relation to sexual health, for example, age of consent, right to confidentiality, consent, coercion, grooming.

Discuss where support can be accessed within my own context e.g. school nursing service.

Identifies how to take action in a situation involving abusive or inappropriate sexual behaviour, for example, ending unhealthy relationships, local support, police

Discuss and give examples of what is meant by gender stereotyping and can demonstrate the skills confidently to challenge images and perceptions that I see in others.

Confidently identify and explain, by giving examples, how items online, on social media and pornography can influence how I feel about myself and my body image.

Identifies negotiation skills required to have safe and enjoyable sex, for example, knowing when the time is right, mutual responsibility to prevent unintended pregnancy, use of contraceptives, confidence

Explain how to protect my own and my partners' sexual health and wellbeing.

Understand and respect that every person is unique, developing at different times and in their own individual way.

Recognises the impact of puberty and developing sexuality.

Identifies and demonstrates the skills required to make positive choices in challenging situations, for example, assertiveness, empathy

Use these skills to negotiate when the time is right for sex, to be able to use contraceptives appropriately and be able to refuse unwanted sex.

Understand why it is important not to pressurise someone else into sexual activity.

Know there are images and stories in popular culture and the media that can affect how I feel about myself and my body image.

Understand that hormonal changes may affect the moods and behaviours of myself and my peers.

Apply these new skills in situations which may be challenging or difficult.

Identify the negotiation skills I need in order to have safe and enjoyable sex.

Explain and give examples of what consent is, the different ages of consent in terms of the law, the right to confidentiality, coercion and grooming.

Describe the effects puberty has on my decision making and how I am able to make positive choices.

Develop new skills such as assertiveness and empathy in order to make decisions about my relationships and sexual behaviour.

Recognise that there needs to be negotiation and compromise in a safe, enjoyable relationship.

Give examples of challenging situations and the skills I need to be able to make positive choices about them.

Identify when I feel negative or positive about myself.

Third Level Progression – RSHP

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