

Relationships, Sexual Health and Parenthood Plan



Nursery and Primary 1	
Primary 2	Primary 3
Primary 4	Primary 5
Primary 6	Primary 7

ACTIVITY PLANS/RESOURCES:

- Links to the lesson plans, power points and lesson materials are provided in the top row for each year group.
- Some lessons require online media resources and the link for those is below.
- Parental information is available for each level of the curriculum: <https://rshp.scot/about-the-resource/#parentsandcarers>

ONLINE MEDIA LINKS: <https://rshp.scot/wp-content/uploads/2019/07/Online-Media-Links-Early-First-and-Second-Levels.pdf>

ACTIVITIES/RESOURCES: Additional to those above, can be used to supplement learning and teaching.

Planning is grouped into the four RSHP organisers not all progression levels have outcomes for each of the organisers.

EARLY LEVEL NURSERY AND PRIMARY 1 - https://rshp.scot/early-level/				
Activities	Experiences and Outcomes	Learning Intentions	Activities/Resources	Benchmarks
PHYSICAL CHANGES				
My body	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 developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 0-15a	<ul style="list-style-type: none"> • Children accurately name and locate a variety of body parts. • Children explain why keeping clean is important. • Children can explain basic hand cleaning and dental care routines. 	<ul style="list-style-type: none"> • Hand washing with environmental health and make 'how to wash your hands' posters. • Visit from child smile. • Buddying activities regarding how to identify foods that keep our teeth strong • Daily teeth brushing after snack etc 	<p><i>Identifies body differences and similarities.</i></p> <p><i>Describes how bodies change as they grow. Identifies body parts using correct names for example penis, testicles, vulva and nipples.</i></p> <p><i>Demonstrates modesty and privacy through for example, closing toilet doors.</i></p>
My Body Belongs to Me	I am learning what I can do to look after my body and who can help me. HWB 048a 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	<ul style="list-style-type: none"> • Children can name and locate a variety of body parts. • Children begin to understand the notion of bodily autonomy. 		<p><i>Manages personal space with respect to themselves and others.</i></p> <p><i>Demonstrates an understanding of the concept 'my body belongs to me'.</i></p>
Personal space and privacy	I am learning what I can do to look after my body and who can help me. HWB 0-48a I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication HWB 0-45b	<ul style="list-style-type: none"> • Children understand when they might need privacy. • Children are beginning to understand about personal space. • Children can identify whether or not they feel safe or unsafe in different situations. 		<p><i>Recognises and communicates uncomfortable feelings in relation to a person or situation using for example the 3 step-model. Say no, go away or talking to someone you trust.</i></p>

POSITIVE RELATIONSHIPS

<p>Unique, similar and different</p>	<p>I recognise that we have similarities and differences but are all unique. HWB 0-47a</p> <p>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 0-10a</p>	<ul style="list-style-type: none"> • Children begin to recognise that people are individual and unique. • Children give examples of similarities and differences in their group. • Children begin to understand that treating someone badly/poorly based on a difference is not okay. 	<ul style="list-style-type: none"> • Draw pictures/craft activity of self and others and describe orally. • Work with a partner to compare height/hair colour/eye colour etc • Compare pictures of other children and find ones with similarities and differences. • Matching cards activity, find someone else in the class with a blue card and see if you can find one/two/three things that are the same about both of you. • Matching cards activity, find someone with a red card and see if you can find one/two/three things that are different about both of you. • Make pictorial graphs of eye/hair colour. 	<p><i>Identifies body differences and similarities.</i></p> <p><i>Recognises and communicates uncomfortable feelings in relation to a person or situation using for example the 3 step-model. Say no, go away or talking to someone you trust.</i></p>
<p>Friends and friendship/Helping others</p>	<p>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 0-44a</p> <p>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</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 0-45b</p>	<ul style="list-style-type: none"> • Children learn how friendships are formed and nurtured. • Children identify who to go to if they are worried or concerned about peer relationships. • Children consider the feelings associated with friendship. 	<ul style="list-style-type: none"> • Create a class charter. • Take part in activities to get to know the school and meet the different staff e.g. office staff, canteen staff, SMT and support staff etc. 	<p><i>Identifies people who can help, for example, teachers, family members.</i></p>
<p>Playing together, Being Kind</p>	<p>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 0-10a</p> <p>I understand that people can feel alone and can be misunderstood and left out by others. I am learning</p>	<ul style="list-style-type: none"> • Children begin to understand the value of getting along and playing with others. • Children recognise the importance of kindness and can give examples of how to show kindness toward others. 	<ul style="list-style-type: none"> • Be able to explain in simple terms the rules to be followed in the school toilets. • Daily emotional check ins 	

	how to give appropriate support. HWB 0-08a		<ul style="list-style-type: none"> Daily routines which involve playing games cooperatively, sharing resources, manners during formal events such as snack etc 	
Asking questions, making choices: saying yes/saying no	I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a	<ul style="list-style-type: none"> Children develop an understanding of a range of feelings which they can talk about. Children are learning about cooperating, sharing and about manners 		
ROLE OF A PARENT/CARER				
Our Families	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	<ul style="list-style-type: none"> Children can talk about their own family Children are able to describe the role that parents and carers play. Children discuss different family situations. 		<i>Recognises that care can come from a variety of different people. Identifies that families may be made up of different people.</i>
When I feel sad or upset	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 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 045a	<ul style="list-style-type: none"> Children have understanding of their feelings/emotions. Children understand the concept of trust and consider who they trust. Children know that if they are sad or upset they can talk to an adult they trust 	<ul style="list-style-type: none"> Daily emotional check in 	<i>Gives examples of where living things come from. For example, plants from seeds, fish from eggs.</i>
People who help and look after Me	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 045a	<ul style="list-style-type: none"> Children understand that different adults - family and professional people - provide care for children. Children know the jobs of the main professional people who provide care. 	<ul style="list-style-type: none"> Visit from the Dentist to discuss how to keep teeth healthy. Make posters - Healthy Teeth Visitor to show how to wash hands properly 	<i>Explains that living things need food, water and care to grow and survive.</i>
Looking after Plants and Animals	I am learning about where living things come from and about how they grow, develop and are nurtured. HWB 0-50	<ul style="list-style-type: none"> Children develop their understanding of how plants and young animals grow and develop. Children understand the concept of lifecycle. Children understand that all living things need to be nurtured and cared for. 	<ul style="list-style-type: none"> Plant flowers and vegetables in the poly tunnel, outside flower beds and classroom. Return to weed and water plants and help to split vegetables. Invite senior pupils e.g. AHS to take part in joint planting/growing sessions. Use craft materials to create pictures of plant parts. 	<i>Describes the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding, and sleeping.</i>

Pregnancy and Looking after a baby	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	<ul style="list-style-type: none"> • Children are aware of the needs of a baby. • Children understand where living things come from. 	<ul style="list-style-type: none"> • Visit from parent/carer from the class with a baby/Visit from Health Visitor • The Very Hungry Caterpillar story and activities 	
FIRST LEVEL TO BEGIN - PRIMARY 2 - https://rshp.scot/first-level/#tobegin				
Activities	Experiences and Outcomes	Learning Intentions	Activities/Resources	Benchmarks
PHYSICAL CHANGES				
My body	I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB1-47b	<ul style="list-style-type: none"> • Children learn the correct names for parts of their body, including male and female genitalia, and their functions. 	<ul style="list-style-type: none"> • Use a life size outline of a body in groups to label the different body parts. • Remove the label, use a softball and throw it at the body parts and see if the pupils can identify the name of the body part that it lands on. 	<i>Identifies the correct words for body parts and their functions for example womb, scrotum, ovaries, and vagina.</i>
Privacy <ul style="list-style-type: none"> • My Body Belongs to Me • Private and the PANTS rule 	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 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	<ul style="list-style-type: none"> • Children learn the concept of bodily autonomy - that their body is their body. • Children learn that parts of their body are private. • Children learn that other children/people also have the right to privacy. • Children learn help-seeking behaviours. 	<ul style="list-style-type: none"> • Use NSPCC website to show and discuss "Pantosurus Campaign" • Use the body outline previously created. Create and cut out handprints and stick on where it is ok to touch someone. 	<i>Explains about own and other's needs for privacy.</i> <i>Articulates the right to respond to inappropriate behaviours for example, using the 3-step model: say no, go away, and talk to someone you trust.</i> <i>Identifies who to talk to if worried or concerned.</i> <i>Explains ways in which families may differ and that there are a variety of people who may care for us.</i>
POSITIVE RELATIONSHIPS				
Friends and Friendship	I am aware of how friendships are formed and that likes, dislikes,	<ul style="list-style-type: none"> • Children learn how friendships are formed and nurtured. 	<ul style="list-style-type: none"> • Discuss why some people bully and why we should be kind to others. • Link to RRS and class/school charter. 	

<ul style="list-style-type: none"> • My friends/Being a friend • Kindness and empathy • When friends fall out 	<p>special qualities and needs can influence relationships. HWB 1-44a</p> <p>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</p>	<ul style="list-style-type: none"> • Children identify who to go to if they are worried or concerned about peer relationships. • Children consider the feelings associated with friendship. 		<p><i>Identifies who to talk to if worried or concerned.</i></p>
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ROLE OF A PARENT/CARER

<p>People who help and look after me</p> <ul style="list-style-type: none"> • People who are special to me • When I have a question or a worry • Professional people 	<p>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 145a</p>	<ul style="list-style-type: none"> • Children know that there are adults in their lives who care for them and look after them; this includes professional people. • Children understand that who these adults are can be different for children. • Children understand that care can be physical and emotional. 	<ul style="list-style-type: none"> • Set up a "worry box" to record any worries or concerns and encourage asking for help. • Create a People Who Can Help Me collage/large picture. Include "My Top Five"- Top 5 people who I can go to for help • Identify and take photos of people who make us feel safe in school and explain why. • Link to RRS and corresponding Articles 	<p><i>Explains ways in which families may differ and that there are a variety of people who may care for us.</i></p>
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SEXUALITY AND SEXUAL RELATIONSHIPS

<p>Looking after plants and animals</p> <ul style="list-style-type: none"> • Looking after plants • Learning about life cycle • Looking after pets 	<p>I am learning about where living things come from and about how they grow, develop and are nurtured. HWB 1-50a</p>	<ul style="list-style-type: none"> • Children learn where plants (fruit and vegetables) come from and how they grow and develop. • Children learn what animals (pets) need to grow and develop. • Children learn that all living things grow and change. • Children learn that all living things need to be cared for and nurtured. • Children begin to relate their learning to their own development and growth. 	<ul style="list-style-type: none"> • Use ppt to discuss how plants grow and what they need. • Class complete sequencing sheet. • Plan and conduct cress experiment using resources and sheet. • Take class into the polytunnel and around the school to identify plants. • Class complete 'plants in our school sheet.' 	<p><i>Explains changes to the body at different stages of life.</i></p> <p><i>Identifies what is needed for growth and development of animals, plants and humans.</i></p> <p><i>Explains changes to the body at different stages of life.</i></p>
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FIRST LEVEL PROGRESSION 1- PRIMARY 3 - <https://rshp.scot/first-level/#progression1>

Activities	Experiences and Outcomes	Learning Intentions	Activities/Resources	Benchmarks
PHYSICAL CHANGES				

<p>Keeping clean</p>	<p>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</p>	<ul style="list-style-type: none"> • Children learn about personal hygiene, in terms of their bodies, their clothes and some behaviours like coughing/sneezing. • Children learn the correct names for parts of their body. 	<ul style="list-style-type: none"> • Visit from the Dentist to discuss how to keep teeth healthy. • Make posters - Healthy Teeth • Visitor to show how to wash hands properly • Writing instructions - hand washing, brushing teeth • Use "Twinkl" - Hygiene Washing Hands • Follow up thank you letter • Class visit - At the Opticians <ul style="list-style-type: none"> • Identify body parts through play and song such as "Head, Shoulders, Knees and Toes." "Simon Says." etc. 	<p><i>Identifies the correct words for body parts and their functions for example womb, scrotum, ovaries, and vagina.</i></p>
POSITIVE RELATIONSHIPS				
<p>Feelings and Safety</p> <ul style="list-style-type: none"> • This is how I feel • Feeling Safe 	<p>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 1-44 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</p>	<ul style="list-style-type: none"> • Children learn to recognise their feelings. • Children give examples of how they feel at different times or in different circumstances. • Children learn help-seeking behaviours. 	<ul style="list-style-type: none"> • Set up a 'worry box' to record any worries or concerns and to encourage asking for help. • Create a 'People who can help me' piece of writing, include my 'top 5' people who I can go to for help. • Identify people who keep us safe within and out of school, take pictures and make a display. 	<p><i>Expresses feelings through appropriate closeness to others.</i></p> <p><i>Articulates the right to respond to inappropriate behaviours for example, using the 3-step model: say no, go away, and talk to someone you trust.</i></p> <p><i>Identifies who to talk to if worried or concerned.</i></p>
<p>Similarity, Diversity and Respect</p> <ul style="list-style-type: none"> • I am unique • We are similar and different • Boys and Girls • Disability • Heterosexual/ LGB 	<p>I recognise that we have similarities and differences but are all unique. HWB1-47a</p>	<ul style="list-style-type: none"> • Children learn about themselves, what makes them unique and the idea of diversity. • Children consider stereotypes and gender-biased expectations. • Children learn about what is meant by the term disability <ul style="list-style-type: none"> • Children learn about what is meant by the terms heterosexual, gay, lesbian and bisexual. • Learning about sexual orientation is in the context of learning about love. 	<ul style="list-style-type: none"> • Use Circle Time to name something about ourselves that we like • Collect and present information to show similarities/ differences such as shoe size, height and hand span etc. • Explore books that have a diverse range of characters in them. 	<p><i>Recognises that everyone is unique and identifies similarities and differences.</i></p> <p><i>Explains the development and growth of each individual is different.</i></p>

ROLE OF PARENT/CARER				
My Family/All our families are different	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 145a	<ul style="list-style-type: none"> • Children know that there are adults in their lives who care for them and look after them. • Children understand that who these adults can be different for children. • Children describe different types of family. 	<ul style="list-style-type: none"> • Discuss how everyone's family group can look different. • Encourage pupils to bring in a photo of their 'family' share and discuss with pupils. • Draw pictures and label their family. 	<i>Explains ways in which families may differ and that there are a variety of people who may care for us.</i>
FIRST LEVEL PROGRESSION 2 - PRIMARY 4- https://rshp.scot/first-level/#progression2				
Activities	Experiences and Outcomes	Learning Intentions	Activities/Resources	Benchmarks
PHYSICAL CHANGES				
Safe and happy online	<p>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 1-44a</p> <p>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 1-44 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</p>	<ul style="list-style-type: none"> • Children see the internet as a positive place that is fun and helps them learn. • Children reflect on their online behaviours. • Children identify potential dangers in online environments. • Children learn help-seeking behaviours. 	<ul style="list-style-type: none"> • Identify people who they can talk to and seek advice/help from. 	<p><i>Articulates the right to respond to inappropriate behaviours for example, using the 3-step model: say no, go away, and talk to someone you trust.</i></p> <p><i>Identifies who to talk to if worried or concerned.</i></p>
ROLE OF A PARENT/CARER				
How human life begins, pregnancy and birth <ul style="list-style-type: none"> • How human life begins, pregnancy and birth 	<p>I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB1-47b</p> <p>I am learning about where living things come from and about how they grow, develop and are nurtured. HWB 1-50a</p>	<ul style="list-style-type: none"> • Children know the names for parts of their body required to understand conception, pregnancy and birth. • Children understand where living things come from. • Children understand the needs of a baby and how they are cared for. 	<ul style="list-style-type: none"> • Role play the jobs that their parent/carer does for them. Discuss differences between wants and needs. Remind the children that human babies need warmth, food, stimulation, protection, security and love. Ask the children to compare the basic needs with the responses they gave to the role play. • Create a job description for a parent/carer, listing the skills/qualities/commitment required. • To demonstrate some basic skills in caring for a baby. Draw a pictorial map of all the things they think are required when caring for a baby. 	<p><i>Identifies the correct words for body parts and their functions for example womb, scrotum, ovaries, and vagina.</i></p> <p><i>Identifies what is needed for growth and</i></p>

<ul style="list-style-type: none"> • What babies need 			<ul style="list-style-type: none"> • Look at a calendar of a baby's first year – milestones, teething, immunisations etc. • Invite a mother and baby to the class. • Look after a simulated baby to highlight the importance of feeding and sleeping for a baby. • Invite a midwife to the class to talk about the timetable of a baby's day - feeding, bathing, resting • Discuss how to show a baby love – singing, cuddling • Talk with the children about the important requirements of a baby and youngster. Compare the needs of a baby to the needs of a P4 pupil. Are there similarities and differences between needs? • Create an instruction manual for looking after a baby. 	<p><i>development of animals, plants and humans.</i></p> <p><i>Explains how to meet the basic needs of a baby, for example eye contact, cuddling, washing, changing and feeding.</i></p>
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SECOND LEVEL TO BEGIN - PRIMARY 5 - <https://rshp.scot/second-level/#tobegin>

Activities	Experiences and Outcomes	Learning Intentions	Activities/Resources	Benchmarks
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PHYSICAL CHANGES

<p>My body:</p> <ul style="list-style-type: none"> • Names of parts of my body • My body is changing (inc menstruation) <p>Feelings and puberty Personal hygiene</p>	<p>I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a</p> <p>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</p>	<ul style="list-style-type: none"> • Children learn the correct names for parts of their body, including male and female genitalia, and their functions. • Children recognise that body changes with puberty impact on feelings and behaviour. • Children learn strategies to manage emotions. • Children understand the importance of personal hygiene. 	<ul style="list-style-type: none"> • Create a comic strip that deals with some emotional issues pupils may be faced with during puberty. • Explore how to cope with feelings related to puberty and growing up and in small groups role play scenes. 	<p><i>Uses correct terminology for all private body parts and reproductive organs, for example, breasts, clitoris.</i></p> <p><i>Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings.</i></p> <p><i>Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out.</i></p>
<p>My senses:</p> <ul style="list-style-type: none"> • Things I like/Things I don't like 	<p>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</p> <p>I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 2-01a</p>	<ul style="list-style-type: none"> • Children learn about their senses about how senses are used when considering if they like or dislike something. • Children acknowledge personal space and boundaries. • Children understand that feelings and responses are communicated both verbally and non-verbally. 	<ul style="list-style-type: none"> • Hidden box game. Hide objects in boxes and ask pupils to use their senses to tell what is in the box. 	<p><i>Describes ways of keeping hygienic during puberty</i></p> <p><i>Identifies strategies to manage emotions, for example,</i></p>

	I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 2-15a			<i>relaxation techniques, speaking to someone, taking time out.</i>
Social Media and Popular Culture: <ul style="list-style-type: none"> Where do we go online? Being smart online 	I understand that a wide range of different kinds of friendships and relationships exists. HWB 2-44a 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 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	<ul style="list-style-type: none"> Children see the internet as a positive place that is fun and helps them learn. Children reflect on their online behaviours. Children identify potential or actual abusive behaviour in online environments. Children learn help-seeking behaviours. 	<ul style="list-style-type: none"> Internet safety day. NewsRound specials (please watch first to decide if it is appropriate for your individual class) https://www.bbc.com/ownit/its-personal/newsround-caught-in-the-web https://www.bbc.co.uk/newsround/26136189 Class Talks - how to stay safe online, social media etc in groups and pupils self asses each other. 	<i>Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help.</i> <i>Explains own rights and responsibilities in relation to abuse.</i> <i>Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out.</i>
Protecting Me/Abuse and Relationships: <ul style="list-style-type: none"> When I feel safe/unsafe My 5 trusted individuals Bullying Physical abuse and neglect Sexual abuse 	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	<ul style="list-style-type: none"> Children learn that all forms of abuse are wrong. Children are informed about sources of information and support. 		
POSITIVE RELATIONSHIPS				
Friends and Friendship: <ul style="list-style-type: none"> What is a friend? 	I understand that a wide range of different kinds of friendships and relationships exists. HWB 2-44a	<ul style="list-style-type: none"> Children understand that there are different kinds of friendships and relationships. 		<i>Identifies different kinds of friendships and relationships.</i>

<p>Making and keeping friends Online/offline friends</p>	<p>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</p>	<ul style="list-style-type: none"> • Children recognise that friendships can be built and maintained in their immediate social environments and online. • Children know that positive peer relationships are good for their health and wellbeing and that of others. • Children give examples of skills and behaviours that enhance friendships and peer relationships. 	<ul style="list-style-type: none"> • Newsround special (please watch to decide if it is appropriate for your individual class) • Follow up circle time activity with talking tokens to discuss what makes us unique and the idea of diversity including disability. https://www.bbc.co.uk/newsround/31425238 	<p><i>Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect.</i></p> <p><i>Explains the impact of positive relationships on emotional wellbeing.</i></p>
<p>A fair and equal life for girls and boys:</p> <ul style="list-style-type: none"> • Stereotypes and equality • Being fair • Being transgender 	<p>I understand that a wide range of different kinds of friendships and relationships exists. HWB 2-44a</p> <p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b 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</p>	<ul style="list-style-type: none"> • Children learn about themselves, what makes them unique and the idea of diversity. • Children consider stereotypes and gender-biased expectations. 		<p><i>Identifies positive things about own body image and appearance.</i></p> <p><i>Demonstrates an understanding of diversity in sexuality and gender identity.</i></p>
SEXUALITY AND SEXUAL HEALTH				
<p>Consent:</p> <ul style="list-style-type: none"> • What is consent? • My body is mine 	<p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and nonverbal communication. HWB 2-45b 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</p>	<ul style="list-style-type: none"> • Children understand the concept of consent. • Children understand the concept of bodily autonomy. • Children acknowledge personal space and boundaries. • Children know that all forms of abuse are wrong. • Children learn help-seeking behaviours. 		<p><i>Describes the concept of consent.</i></p> <p><i>Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help.</i></p>

				<p><i>Explains own rights and responsibilities in relation to abuse.</i></p> <p><i>Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out.</i></p>
SECOND LEVEL PROGRESSION 1 - PRIMARY 6 - https://rshp.scot/second-level/#progression1				
Activities	Experiences and Outcomes	Learning Intentions	Activities/Resources	Benchmarks
PHYSICAL CHANGES				
<p>Emotional Wellbeing and Body Image:</p> <ul style="list-style-type: none"> • My Feelings • My Body • When I feel sad or worried 	<p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b</p> <p>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</p> <p>I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a</p> <p>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</p>	<ul style="list-style-type: none"> • Children learn to recognise their feelings • Children explain how positive relationships enhance emotional wellbeing. • Children learn help-seeking behaviours. 		<p><i>Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect.</i></p> <p><i>Explains the impact of positive relationships on emotional wellbeing.</i></p> <p><i>Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out.</i></p>
POSITIVE RELATIONSHIPS				

<p>Love and Relationships:</p> <ul style="list-style-type: none"> • What is love? • Being attracted to someone 	<p>I understand that a wide range of different kinds of friendships and relationships exists. HWB 2-44a</p> <p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b</p> <p>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</p> <p>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</p>	<ul style="list-style-type: none"> • Children understand that different kinds of friendships and relationships exist; and that positive relationships have a positive impact on wellbeing. • Children understand the importance of being cared for and caring for others in personal and romantic relationships. • Children respect and value friendships with children of the opposite sex. • Children acknowledge the pressures on them to be in boyfriend/girlfriend relationships. 		<p><i>Identifies the different kinds of friendships and relationships.</i></p> <p><i>Explains the impact of positive relationships on emotional wellbeing.</i></p>
ROLE OF PARENT/CARER				
<p>Being a parent/carer:</p> <ul style="list-style-type: none"> • What does a parent/carer need to do? • If I were a parent or carer. 	<p>I can describe the role of a parent / carer and the skills, commitment and qualities the role requires. HWB 2-51a</p>	<ul style="list-style-type: none"> • Children know that all families are different. • Children understand and explain the role and qualities of a parent/carer. 		<p><i>Describes skills and qualities required to be a parent / carer, for example, commitment, love, patience, sense of humour.</i></p>
SEXUALITY AND SEXUAL HEALTH				
<p>Sex:</p> <p>How people have sex/what do they do?</p>	<p>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 2-15a</p> <p>I am able to describe how human life begins and how a baby is born. HWB 2-50a</p>	<ul style="list-style-type: none"> • Children recap learning about their body including sexual organs/genitals • Children recap learning about puberty and physical and emotional changes. • Children are given basic knowledge about having sex (intercourse). This supports other RSHP learning. • This activity places sex as part of adult relationships which are characterised by kindness, love and intimacy. 	<ul style="list-style-type: none"> • Anonymous question box, teacher answers questions during the next lesson, particularly clearing up misconceptions pupils have. 	<p><i>Uses correct terminology for all private body parts and reproductive organs, for example, breasts, clitoris.</i></p> <p><i>Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings.</i></p>

		<ul style="list-style-type: none"> The activity corrects what children at this young age may have learned by being exposed to media representations of sex, including pornography. Age of consent introduced. 		Describes human conception and birth, for example, sexual intercourse, egg and sperm, giving birth.
SECOND LEVEL PROGRESSION 2 - PRIMARY 7 - https://rshp.scot/second-level/#progression2				
Activities	Experiences and Outcomes	Learning Intentions	Activities/Resources	Benchmarks
PHYSICAL CHANGES				
Understanding Human Sexuality	<p>I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a</p> <p>I understand my own body's uniqueness, my developing sexuality, and that of others. HWB 3-47a</p>	<ul style="list-style-type: none"> Children are introduced to the concept of human sexuality. Children build a positive sense of self. 	<ul style="list-style-type: none"> Newsround Special (please watch first to decide if it is appropriate for your individual class) <p>https://www.bbc.co.uk/newsround/51910126</p> <p>https://www.bbc.co.uk/newsround/32131619</p>	<p><i>Demonstrates an understanding of diversity in sexuality and gender identity.</i></p> <p><i>Identifies positive things about own body image and appearance.</i></p>
Menstruation	<p>I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a</p> <p>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</p>	<ul style="list-style-type: none"> Children learn the correct names for parts of their body, including male and female genitalia, and their functions. Children recognise that body changes with puberty impact on feelings and behaviour. Children understand the importance of personal hygiene. 		<p><i>Uses correct terminology for all private body parts and reproductive organs, for example, breasts, clitoris.</i></p> <p><i>Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings.</i></p> <p><i>Describes ways of keeping hygienic during puberty.</i></p>
SEXUALITY AND SEXUAL HEALTH				
How adults plan and prevent pregnancy: Contraception and Condoms	<p>I am able to describe how human life begins and how a baby is born. HWB 2-50a</p>	<ul style="list-style-type: none"> Children understand the reasons why contraception may be used and can describe what contraception and condoms are. 	<ul style="list-style-type: none"> Visit from healthcare professional such as school nurse Anonymous question box, teacher answers questions during the next lesson, particularly clearing up misconceptions pupils have. 	<p><i>Gives reasons why contraception may be used, for example, to prevent pregnancy and infection.</i></p>
WHOLE SCHOOL ACITIVITES				

Event	Experiences and Outcomes	Learning Intentions	Activities/Resources	Benchmarks
<p>School/Class Charters</p> <p>Anti-bullying Week</p> <p>Internet Safety Day</p> <p>Rights Respecting School Day for Change/Outright Day</p> <p>Assemblies</p> <p>Friendship Squad</p> <p>Healthy Schools Playground</p> <p>Nurture Activities</p> <p>Buddying Activities</p>	<p>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. 0-44a/1-44a</p> <p>I understand that a wide range of different kinds of friendships and relationships exist. 2-44a</p> <p>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. 0-44b/1-44b</p> <p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. 2-44b</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. 0-45b/1-45b/2-45b</p>		<ul style="list-style-type: none"> • Various whole school and individual class activities. • Assemblies from visitors and SMT. 	<p><i>Recognises and communicates uncomfortable feelings in relation to a person or situation using for example the 3 step-model. Say no, go away or talking to someone you trust.</i></p> <p><i>Identifies people who can help, for example, teachers, family members.</i></p> <p><i>Identifies the different kinds of friendships and relationships.</i></p> <p><i>Explains the impact of positive relationships on emotional wellbeing.</i></p> <p><i>Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect.</i></p> <p><i>Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help.</i></p> <p><i>Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out.</i></p>