

**Chatelherault Primary School**

**PSE and RSHP Planners**

**Second Level**

**P7**

Experiences and Outcomes		Benchmarks Suggested Online Resources	Learning Intentions / Success Criteria
<p><b>Planning for choices and change</b></p> <p><b>Expectations and Aspirations</b></p> <p><b>Relevance of learning to future choices</b></p>	<p>I am investigating different careers/occupations , ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life.</p> <p><b>HWB 2-20a</b></p>	<ul style="list-style-type: none"> <li>• Explains own ambitions and identifies ways to achieve them.</li> <li>• Manages personal profile and uses it to discuss interests, strengths and skills.</li> <li>• Identifies connections between skills and the world of work.</li> <li>• Uses investigative skills to gain more information about jobs / careers</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Physical activity and health</b></p> <p><b>Diet, rest and sleep</b></p>	<p>I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.</p> <p><b>HWB 2-25a</b></p> <p>I have investigated the role of sport and the opportunities it may offer me. I am able to</p>	<ul style="list-style-type: none"> <li>• Participates daily in moderate to vigorous physical activity.</li> <li>• Identifies and accesses opportunities for sport and / or outdoor learning within place of learning and community.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<p>access opportunities for participation in sport and the development of my performance in my place of learning and beyond. <b>HWB 2-26a</b></p> <p>I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity. <b>HWB 2-27a</b></p> <p>I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing. <b>HWB 2-28a</b></p>	<ul style="list-style-type: none"> <li>• Explains the interrelationship of daily physical activity, diet, rest and sleep on health and wellbeing</li> <li>• Identifies a range of activities at different intensities and explains how these may influence food / energy requirements, for example, 100m sprint – higher energy requirement; recreational bike ride – lower energy requirement.</li> </ul>	
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<p><b>Use of substances</b></p>	<p>I understand the effect that a range of substances including tobacco and alcohol can have on the body. <b>HWB 2-38a</b></p>	<ul style="list-style-type: none"> <li>• Gives examples of what can happen to the body as a result of smoking tobacco or drinking alcohol.</li> <li>• Knows the recommended alcohol intake advice.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Action in unsafe situations</b></p>	<p>I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions. <b>HWB 2-39a</b></p>	<ul style="list-style-type: none"> <li>• Gives examples of how peer, media and other pressures can influence decision making</li> </ul>	
<p><b>Risk taking Behaviour</b></p>	<p>I know that alcohol and drugs can affect people's ability to make decisions. <b>HWB 2-40a</b></p>	<ul style="list-style-type: none"> <li>• Identifies risks associated with the use of substances, for example, overdose, impaired judgement / vision.</li> <li>• Identifies the impact of risk-taking behaviours on life choices and relationships, for example, job prospects, limited foreign travel, loss of driving licence, family</li> </ul>	

<p><b>Action in unsafe situations</b></p>	<p>I can identify the different kinds of risks associated with the use and misuse of a range of substances. <b>HWB 2-41a</b></p> <p>I understand the impact that misuse of substances can have on individuals, their families and friends. <b>HWB 2-43a</b></p> <p>I know of actions I can take to help someone in an emergency. <b>HWB 2-42a</b></p>	<ul style="list-style-type: none"> <li>• Performs basic first aid procedures, for example, minor bleeding and burns, recovery position.</li> <li>• Explains how to contact the appropriate emergency services giving full details of the incident and location.</li> </ul>	
<p><b>Relationships , sexual health and parenthood</b></p>	<p>I understand that a wide range of different kinds of friendships and relationships exists. <b>HWB 2-44a</b></p>	<ul style="list-style-type: none"> <li>• Identifies different kinds of friendships and relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise that friendships can be built and maintained in my immediate social environments and online. <ul style="list-style-type: none"> <li>• I know that positive peer relationships are good for my health and wellbeing and that of others.</li> <li>• I can give examples of skills and behaviours that enhance friendships and peer relationships.</li> </ul> </li> </ul>

<p><b>Physical changes</b></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. <b>HWB 2-45a</b></p>	<ul style="list-style-type: none"> <li>Identifies the skills required to manage changing relationships, for example tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect.</li> <li>Explains the impact of positive relationships on emotional wellbeing.</li> </ul> <p><a href="https://rshp.scot/wp-content/uploads/2019/07/Part-3.-Online-Offline-Friends-Activity-plan-1.pdf">https://rshp.scot/wp-content/uploads/2019/07/Part-3.-Online-Offline-Friends-Activity-plan-1.pdf</a></p> <p><a href="https://rshp.scot/wp-content/uploads/2019/07/Part-3.-Online-offline-Friends-Slides.pptx">https://rshp.scot/wp-content/uploads/2019/07/Part-3.-Online-offline-Friends-Slides.pptx</a></p> <p><a href="https://www.thinkuknow.co.uk/8_10/stay-safe/">https://www.thinkuknow.co.uk/8_10/stay-safe/</a></p> <p><a href="https://rshp.scot/wp-content/uploads/2019/07/Part-3.-Being-transgender-Activity-plan.pdf">https://rshp.scot/wp-content/uploads/2019/07/Part-3.-Being-transgender-Activity-plan.pdf</a></p> <p><a href="https://rshp.scot/wp-content/uploads/2019/07/Part-3.-Being-transgender-Slides.pptx">https://rshp.scot/wp-content/uploads/2019/07/Part-3.-Being-transgender-Slides.pptx</a></p> <p><a href="http://www.howtobeagirlpodcast.com/videos">http://www.howtobeagirlpodcast.com/videos</a></p>	<ul style="list-style-type: none"> <li>I can talk about what I want from friendships and what kind of friend I can be.</li> <li>I can explain the benefits of friendships and as well as the challenges that come up in maintaining relationships.</li> <li>I give examples of things I can do to make and maintain friendships.</li> <li>I understand that I do not need to be best friends with everyone, but I can be friendly and kind.</li> </ul> <ul style="list-style-type: none"> <li>I understand that how I look, how I behave, or my aspirations should not be limited by stereotypes, my sex or expectations of what boys and girls should do.</li> <li>I can give examples of, and can challenge, stereotypes.</li> <li>I show respect for others.</li> <li>I understand and accept diversity amongst my peers</li> </ul>
<p><b>Sexual health and sexuality</b></p>	<p>I recognise that how my body changes can affect how I feel about myself and how I may behave. <b>HWB 2-47a</b></p> <p>I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene. <b>HWB 2-48a</b></p>	<ul style="list-style-type: none"> <li>Identifies positive things about own body image and appearance.</li> <li>Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out.</li> <li>Uses correct terminology for all private body parts and reproductive organs, for example, breasts, clitoris.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how positive relationships enhance emotional wellbeing.</li> <li>I am learning help-seeking behaviours.</li> <li>I can communicate my feelings.</li> <li>I can talk about positive things about me.</li> <li>I recognise when I have positive emotions, and when I feel sad or worried.</li> <li>I can reflect on my relationships with others and how they impact on my emotional wellbeing.</li> </ul>

Role of parent/carer

- Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings.

<https://rshp.scot/wp-content/uploads/2019/08/Part-2.-My-Body-Activity-plan.pdf>

<https://rshp.scot/wp-content/uploads/2020/06/Emotional-Wellbeing-Part-2.-My-Body-Slides-June-2020.pptx>

[https://www.youtube.com/watch?v=Fcy\\_VQZG5Dg&feature=youtu.be](https://www.youtube.com/watch?v=Fcy_VQZG5Dg&feature=youtu.be)

<https://www.youtube.com/watch?v=v7zUHOEYIN8&feature=youtu.be>

<https://rshp.scot/wp-content/uploads/2019/08/Part-4.-Personal-Hygiene-Activity-plan.pdf>

<https://rshp.scot/wp-content/uploads/2020/06/My-body-Part-4-Personal-Hygiene-June-2020.pptx>

<https://www.youtube.com/watch?v=4SRXvGHKA-k&feature=youtu.be>

- I know who or where I can go to for support or if I have a worry or a question

- I can describe what consent means to me.
- I know that I, and others, can use words, body language and facial expression to communicate what they like and don't like.

- I explain the idea of personal space.
- I can explain that my body is my body.
- I can name an adult / adults I go to if I have a worry.

- I know that all families are different.
- Children understand and explain the role and qualities of a parent/carer. Success
- I can talk about what a parent/carer does to make sure their child is healthy, happy and safe.
  - I can describe the diversity we find in family life.
- I can discuss some of the challenges of being a parent/carer.
- I talk about the kind of parent or carer I would be.

	<p>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. <b>HWB 2-49a</b></p> <p>I am able to describe how human life begins and how a baby is born. <b>HWB 2-50a</b></p>	<ul style="list-style-type: none"> <li>• Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help.</li> <li>• Explains own rights and responsibilities in relation to abuse.</li> <li>• Describes the concept of consent.</li> </ul> <p><a href="https://rshp.scot/wp-content/uploads/2019/10/Part-1.-What-is-consent-Activity-plan.pdf">https://rshp.scot/wp-content/uploads/2019/10/Part-1.-What-is-consent-Activity-plan.pdf</a></p> <p><a href="https://rshp.scot/wp-content/uploads/2019/08/Part-1.-Consent-Slides.pptx">https://rshp.scot/wp-content/uploads/2019/08/Part-1.-Consent-Slides.pptx</a></p> <p><a href="https://www.youtube.com/watch?v=zAALZxa6NCw&amp;feature=youtu.be">https://www.youtube.com/watch?v=zAALZxa6NCw&amp;feature=youtu.be</a></p> <p><a href="https://www.youtube.com/watch?v=h3nhM9UIJjc">https://www.youtube.com/watch?v=h3nhM9UIJjc</a></p> <p><a href="https://www.youtube.com/watch?v=1wOqcU79Rh8">https://www.youtube.com/watch?v=1wOqcU79Rh8</a></p> <ul style="list-style-type: none"> <li>• Describes human conception and birth, for example, sexual intercourse, egg and sperm, giving birth.</li> <li>• Gives reasons why contraception may be used, for example, to prevent pregnancy and infection.</li> <li>• Describes some symptoms of pregnancy</li> </ul>	
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	<p>I can describe the role of a parent / carer and the skills, commitment and qualities the role requires. <b>HWB 2-51a</b></p>	<ul style="list-style-type: none"><li>• Describes skills and qualities required to be a parent / carer, for example, commitment, love, patience, sense of humour.</li></ul> <p><a href="https://rshp.scot/wp-content/uploads/2019/07/Part-2.-If-I-were-a-parent-or-carer-Activity-plan.pdf">https://rshp.scot/wp-content/uploads/2019/07/Part-2.-If-I-were-a-parent-or-carer-Activity-plan.pdf</a></p> <p><a href="https://rshp.scot/wp-content/uploads/2020/06/Being-a-parent-Part-2.-If-I-were-a-parent-or-carer-Slides-June-2020.pptx">https://rshp.scot/wp-content/uploads/2020/06/Being-a-parent-Part-2.-If-I-were-a-parent-or-carer-Slides-June-2020.pptx</a></p>	
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