

**Chatelherault Primary School**

**PSE and RSHP Planners**

**First Level**

**P2**

Experiences and Outcomes		Benchmarks Suggested Online Resources	Learning Intentions / Success Criteria
<p><b>Planning for choices and changes</b></p> <p><b>Expectations and Aspirations</b></p> <p><b>Relevance of learning to future choices</b></p>	<p>I can describe some of the kinds of work that people do and I am finding out about the wider world of work.</p> <p><b>HWB 1-20a</b></p>	<ul style="list-style-type: none"> <li>• Talks about own strengths, interests and skills and links these to career ambitions.</li> <li>• Sets learning goals and works towards achieving them.</li> <li>• Talks about the world of work, for example, from visits, visitors and interdisciplinary learning.</li> <li>• Describes skills needed for different jobs in the community.</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 aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest to look after my body</p> <p><b>HWB 1-27a</b></p> <p>I understand that my body needs energy to function and that this comes from the food that I eat. I am exploring how physical activity contributes to my health and wellbeing.</p> <p><b>HWB 1-28a</b></p>	<ul style="list-style-type: none"> <li>• Suggests different ways of being active and the positive effect this can have on health.</li> <li>• Articulates how much sleep is needed in childhood and why this is important.</li> <li>• Explains that food is the fuel that gives the body energy.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Use of substances</b></p>	<p>I know that there are medicines and some other substances</p>	<ul style="list-style-type: none"> <li>• Identifies conditions which require medication and how it benefits health.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<p><b>Action in unsafe situations</b></p>	<p>that can be used in a safe way to improve health and I am becoming aware of how choices I make can affect my health and wellbeing. <b>HWB 1-38a</b></p> <p>I know how to react in unsafe situations and emergencies. <b>HWB 1-42a</b></p>	<ul style="list-style-type: none"> <li>• Identifies why misusing medication can be harmful.</li> <li>• Links personal actions to health and wellbeing, using role play for example.</li> <li>• Describes when and how to contact emergency services.</li> <li>• Shares key information about an emergency situation.</li> </ul>	
<p><b>Relationships, sexual health and parenthood</b></p> <p><b>Physical changes</b></p>	<p>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. <b>HWB 1-44a</b></p> <p>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. <b>HWB 1-44</b></p>	<p>Responsibility of All</p> <p><a href="https://rshp.scot/wp-content/uploads/2019/07/Part-1.-This-is-how-I-feel-Activity-plan.pdf">https://rshp.scot/wp-content/uploads/2019/07/Part-1.-This-is-how-I-feel-Activity-plan.pdf</a></p> <p><a href="https://www.bbc.co.uk/cbeebies/watch/feeling-better-songs-playlist#playlist">https://www.bbc.co.uk/cbeebies/watch/feeling-better-songs-playlist#playlist</a></p> <p><a href="https://vimeo.com/152985022">https://vimeo.com/152985022</a></p> <p><a href="https://www.youtube.com/watch?v=UsISd1AMNYU&amp;feature=youtu.be">https://www.youtube.com/watch?v=UsISd1AMNYU&amp;feature=youtu.be</a></p> <p><a href="https://www.bbc.co.uk/sounds/play/b03g6vpf">https://www.bbc.co.uk/sounds/play/b03g6vpf</a></p>	<ul style="list-style-type: none"> <li>• I can talk about how to make and sustain friendships.</li> <li>• I understand the importance of kindness and empathy.</li> <li>• I understand that friends have disagreements and can think of positive ways to cope and respond. <ul style="list-style-type: none"> <li>• I can communicate my feelings.</li> <li>• I can discuss friendships and relationships.</li> </ul> </li> <li>• I know who can help me and keep me safe and who I can talk to if I am worried.</li> <li>• I am learning how to communicate effectively.</li> </ul>

**Sexual health and sexuality**

I recognise that we have similarities and differences but are all unique.

**HWB 1-47a**

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

**HWB 1-47b**

- Recognises that everyone is unique and identifies similarities and differences.
- Explains that development and growth of each individual is different.

<https://rshp.scot/wp-content/uploads/2019/08/Part-1.-I-am-unique-Activity-plan.pdf>

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

Responsibility for All

<https://rshp.scot/wp-content/uploads/2019/08/Names-of-parts-of-my-body-Activity-plan.pdf>

<https://rshp.scot/wp-content/uploads/2019/07/Body-Diagram-Prop-1.pdf>

- I can give examples of what makes me a unique individual.
- I show respect for others.

- Children learn the correct names for parts of their body, including male and female genitalia, and their functions. ( I can talk about the different parts of my body and what they do.)

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

**HWB 1-48a**

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**

- Explains about own and others' needs for privacy.
- Expresses feelings through appropriate closeness to others.

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

<https://rshp.scot/wp-content/uploads/2019/08/Part-1.-My-body-belongs-to-me-Activity-plan.pdf>

<https://rshp.scot/wp-content/uploads/2019/07/Part-1.-My-body-belongs-to-me-Prop-1.pdf>

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

<https://www.youtube.com/watch?v=a-5mdt9YN6I&feature=youtu.be>

- Children learn that parts of their body are private.
- Children learn that other children/people also have the right to privacy.
- I can talk about what I like about me and my body.
- I can explain that my body belongs to me.
- I can say who I would go to if I have a question or worry.

<p><b>Role of parent/carer</b></p>	<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.</p> <p><b>HWB 1-45a</b></p> <p>I am learning about where living things come from and about how they grow, develop and are nurtured.</p> <p><b>HWB 1-50a</b></p> <p>I am able to show an awareness of the tasks required to look after a baby.</p> <p><b>HWB 1-51a</b></p>	<ul style="list-style-type: none"> <li>Explains ways in which families may differ and that there are a variety of people who may care for us.</li> <li>Identify the meaning of “care” <ul style="list-style-type: none"> <li>Identify people who care for them, exploring both physical and emotional care.</li> </ul> </li> </ul> <p><a href="https://rshp.scot/wp-content/uploads/2019/07/Part-1.-People-who-are-special-to-me-Activity-plan.pdf">https://rshp.scot/wp-content/uploads/2019/07/Part-1.-People-who-are-special-to-me-Activity-plan.pdf</a></p> <p><b><u>PowerPoint</u></b></p> <ul style="list-style-type: none"> <li>Explains changes to the body at different stages of life.</li> <li>Identifies what is needed for growth and development of animals, plants and humans.</li> </ul> <p><a href="https://rshp.scot/wp-content/uploads/2019/08/Part-1.-Looking-after-plants.pdf">https://rshp.scot/wp-content/uploads/2019/08/Part-1.-Looking-after-plants.pdf</a></p> <ul style="list-style-type: none"> <li>Explains how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the adults in my life who help, care for me and look after me.</li> <li>I can talk about how adults help, care and look after me.</li> <li>I can identify the non-family/professional adults in my life who care for me and look after me.</li> <li>I can talk about how these adults care and look after me.</li> <li>I can name who I can go to if I need help.</li> </ul> <ul style="list-style-type: none"> <li>I can recognise and name common fruits and vegetables.</li> <li>I know what affects the growth of plants, that plants need water, soil, space, sunlight and air to grow.</li> <li>I can describe the care required to grow and nourish a plant</li> </ul>
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