

Chatelherault Primary School

PSE and RSHP Planners

Second Level

P5

Experiences and Outcomes		Benchmarks Suggested Online Resources	Learning Intentions / Success Criteria
Planning for choices and changes Expectations and Aspirations Relevance of learning to future choices	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. HWB 2-20a	<ul style="list-style-type: none"> • Explains own ambitions and identifies ways to achieve them. • Manages personal profile and uses it to discuss interests, strengths and skills. • Identifies connections between skills and the world of work. • Uses investigative skills to gain more information about jobs / careers 	<ul style="list-style-type: none"> •
Physical activity and health Diet, rest and sleep	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. HWB 2-25a I have investigated the role of sport and the opportunities it may offer me. I am able to access opportunities for participation in sport and the development of my performance in my place of learning and beyond.	<ul style="list-style-type: none"> • Participates daily in moderate to vigorous physical activity. • Identifies and accesses opportunities for sport and / or outdoor learning within place of learning and community. 	<ul style="list-style-type: none"> •

	<p>HWB 2-26a</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.</p> <p>HWB 2-27a</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.</p> <p>HWB 2-28a</p>	<ul style="list-style-type: none"> • Explains the interrelationship of daily physical activity, diet, rest and sleep on health and wellbeing • 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. 	
<p>Use of substances</p> <p>Action in unsafe situations</p>	<p>I understand the effect that a range of substances including tobacco and alcohol can have on the body.</p> <p>HWB 2-38a</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.</p> <p>HWB 2-39a</p>	<ul style="list-style-type: none"> • Gives examples of what can happen to the body as a result of smoking tobacco or drinking alcohol. • Knows the recommended alcohol intake advice. • Gives examples of how peer, media and other pressures can influence decision making 	<ul style="list-style-type: none"> •

<p>Risk taking Behaviour</p> <p>Action in unsafe situations</p>	<p>I know that alcohol and drugs can affect people's ability to make decisions. HWB 2-40a</p> <p>I can identify the different kinds of risks associated with the use and misuse of a range of substances. HWB 2-41a</p> <p>I understand the impact that misuse of substances can have on individuals, their families and friends. HWB 2-43a</p> <p>I know of actions I can take to help someone in an emergency. HWB 2-42a</p>	<ul style="list-style-type: none"> • Identifies risks associated with the use of substances, for example, overdose, impaired judgement / vision. • Identifies the impact of risk-taking behaviours on life choices and relationships, for example, job prospects, limited foreign travel, loss of driving licence, family • Performs basic first aid procedures, for example, minor bleeding and burns, recovery position. • Explains how to contact the appropriate emergency services giving full details of the incident and location. 	
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<p>Relationships, sexual health and parenthood</p> <p>Physical changes</p>	<p>I understand that a wide range of different kinds of friendships and relationships exists.</p> <p>HWB 2-44a</p>	<p>Identifies different kinds of friendships and relationships.</p> <p>Diversity – identifies the importance of respecting others and celebrating individuality.</p> <p>Understanding and developing awareness of the impact of stereotypes, equality and gender equality</p> <p>Understanding changing relationships , identify skills required to manage, cope for example tolerance, empathy, loyalty, kindness, resilience</p> <p>Develop an awareness of the impact of bullying on emotional wellbeing</p> <p>https://rshp.scot/wp-content/uploads/2019/07/Part-1.-Stereotypes-and-Equality-Activity-plan.pdf</p> <p>https://rshp.scot/wp-content/uploads/2019/07/Part-1.-Stereotypes-and-Equality-Slides.pptx</p> <p>https://rshp.scot/wp-content/uploads/2020/06/Protecting-me-Part-3.-Bullying-Slides-June-2020.pptx</p> <p>https://rshp.scot/wp-content/uploads/2019/07/Part-1.-What-is-love-Activity-plan.pdf</p> <p>https://rshp.scot/wp-content/uploads/2019/07/Part-1.-What-is-love-Slides.pptx</p> <p>https://rshp.scot/wp-content/uploads/2019/08/Part-2.-Being-attracted-to-someone-Activity-plan.pdf</p> <p>https://rshp.scot/wp-content/uploads/2019/07/Part-2.-Being-attracted-to-someone-Slides.pptx</p> <p>https://vimeo.com/227690432</p>	<p>Children understand that different kinds of friendships and relationships exist; and that positive relationships have a positive impact on wellbeing.</p> <ul style="list-style-type: none"> • Children understand the importance of being cared for and caring for others in personal and loving relationships. • Children respect and value friendships with children of the opposite sex. • Children acknowledge pressures on them to be in boyfriend/girlfriend relationships. • I can talk about the importance of being cared for, caring for others, caring for myself and what love means
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<p>Sexual health and sexuality</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.</p> <p>HWB 2-45a</p>	<p>Identifies the skills required to manage changing relationships, for example tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect.</p> <p>Explains the impact of positive relationships on emotional wellbeing.</p> <p>https://rshp.scot/wp-content/uploads/2019/08/My-senses-Activity-plan.pdf</p> <p>https://rshp.scot/wp-content/uploads/2019/07/My-senses-Slides.pptx</p> <p>Uses correct terminology for all private body parts and reproductive organs, for example, breasts, clitoris.</p> <p><i>Children recap learning about their body including sexual organs/genitals.</i></p>	
<p>Role of parent/carer</p>			

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, understand why they are taking place and the importance of personal hygiene.

HWB 2-48a

Connecting with home letter to be issued prior to lessons

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-1.-Names-of-parts-of-my-body-Activity-plan.pdf>

<https://rshp.scot/wp-content/uploads/2021/02/Part-1.-My-Body-Part-1-Names-of-parts-of-my-body-Slides-June-2020.pptx>

https://rshp.scot/wp-content/uploads/2020/02/Part-2.-My-body-is-changing-Activity-plan_2.2020.pdf

https://rshp.scot/wp-content/uploads/2020/06/My-Body-Part-2-My-body-is-changing_2.2020-June-2020.pptx

<https://www.nhs.uk/Livewell/puberty/Documents/4youmarch2010nonprinting.pdf>

<https://rshp.scot/wp-content/uploads/2019/08/Part-3.-Feelings-and-Puberty-Activity-plan.pdf>

<https://rshp.scot/wp-content/uploads/2020/06/My-Body-Part-3.-Feelings-and-Puberty-JUNE-2020.pptx>

www.kidshealth.org (see links on notes)

<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>


www.kidshealth.org (see links on notes)

- I can name parts of my body.
- I can talk about the different parts of my body and what they do.
- I can describe the changes that take place

- I can name parts of my body.
- I can talk about the different parts of my body and what they do.
- I can describe the changes that take place with puberty

- I know that all types of abuse are wrong.
 - I build confidence in my own feelings and judgements about what feels safe/unsafe or okay/not okay for me.
 - I can identify trusted adults who can help when I have a worry or a question.

- I can name the private parts of my body.
- I can talk about how puberty results in physical and emotional changes.

	<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.</p> <p>HWB 2-49a</p> <p>Connecting with home letter to be issued prior to lessons</p>	<p>https://rshp.scot/wp-content/uploads/2019/08/Part-4.-Personal-Hygiene-Activity-plan.pdf</p> <p>https://rshp.scot/wp-content/uploads/2020/06/My-body-Part-4-Personal-Hygiene-June-2020.pptx</p> <p>Describe the concept of consent and describes and identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help.</p> <ul style="list-style-type: none"> • Explains own rights and responsibilities in relation to abuse. • Describes the concept of consent. <p>Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help.</p> <ul style="list-style-type: none"> • Explains own rights and responsibilities in relation to abuse. • Describes the concept of consent. <p>https://rshp.scot/wp-content/uploads/2019/09/Part-1.-When-I-feel-safe-feel-unsafe-Activity-plan.pdf</p> <p>https://rshp.scot/wp-content/uploads/2020/06/Protecting-Me-Part-1.-When-I-feel-safe-unsafe-Slides-June-2020.pptx</p> <p>https://rshp.scot/wp-content/uploads/2019/10/Part-1.-What-is-consent-Activity-plan.pdf</p> <p>https://rshp.scot/wp-content/uploads/2019/08/Part-1.-Consent-Slides.pptx</p>	<ul style="list-style-type: none"> • I know that all types of abuse are wrong. • I build confidence in my own feelings and judgements about what feels safe/unsafe or okay/not okay for me. • I can identify trusted adults who can help when I have a worry or a question.