

Curriculum for Excellence Experiences/Outcomes and Benchmarks for RELATIONSHIPS, SEXUAL HEALTH AND PARENTHOOD at EARLY, FIRST & SECOND LEVEL

	Early Nursery to end of P1	First P2 – P4	Second P5-P7
Positive Relationships	Explains ways in which families may differ and that there are a variety of people who may care for us.		Identifies different kinds of friendships and relationships. • Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect. • Explains the impact of positive relationships on emotional wellbeing
Physical Changes	Identifies body differences and similarities. • Describes how bodies change as they grow. Identifies body parts using correct names, for example, penis, testicles, vulva and nipples.	Recognises that everyone is unique and identifies similarities and differences. • Explains that development and growth of each individual is different.	Uses correct terminology for all private body parts and reproductive organs, for example, breasts, clitoris. • Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings. • Demonstrates an understanding of diversity in sexuality and gender identity. • Describes ways of keeping hygienic during puberty
Sexual Health and Sexuality	Demonstrates modesty and privacy through, for example, closing toilet doors. • Manages personal space with respect towards self and others. • Demonstrates an	Identifies the correct words for body parts and their functions, for example, womb, scrotum, ovaries, vagina. • Explains about own and others' needs for privacy. •	Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help. • Explains own rights and responsibilities in relation to abuse.

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	<p>understanding of the concept, 'my body belongs to me'. • 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. • Identifies people who can help, for example, teachers, family members. • Recognises that care can come from a variety of different people. • Identifies that families may be made up of different people. • Gives examples of where living things come from, for example, plants from seeds, fish from eggs. • Explains that living things need food, water and care to grow and survive.</p>	<p>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.</p>	<ul style="list-style-type: none"> • Describes the concept of consent. • Describes human conception and birth, for example, sexual intercourse, egg and sperm, giving birth. • Gives reasons why contraception may be used, for example, to prevent pregnancy and infection. • Describes some symptoms of pregnancy.
<p>Role of Parent/Carer</p>	<p>Describes the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding, sleeping</p>	<p>Explains ways in which families may differ and that there are a variety of people who may care for us.</p> <p>Explains changes to the body at different stages of life. • Identifies what is needed for growth and development of animals, plants and humans. • Explains how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</p>	<p>Describes skills and qualities required to be a parent / carer, for example, commitment, love, patience, sense of humour</p>