

Relationships, Sexual Health and Parenthood Education

Cambusbarron Primary School

Stage	Targeted E's and O's	Activities/Experiences	Vocabulary
Nursery	I am learning about where living things come from and how they grow, develop and are nurtured. HWB 0-50a	Plant a sunflower/broad bean and record it's growth. Explore what happens when they don't look after something they have planted. Illustrate the changes they see in frog spawn as they change into tadpoles and ultimately frogs.	Grow, change, develop, life cycle
Primary 1	I recognise that we all have similarities and differences but are all unique. HWB 1-14a I am aware of my growing body and I am learning the correct names for it's different parts and how they work HWB 1-47b	Repeat above and look at the life cycle of a frog or butterfly. Learners should discuss the things we need from parents/carers. Create a general class timeline for a person developing from baby to toddler right through to adult hood. Discuss body parts and recognise that there are differences between boys and girls. Living and Growing Unit 1 Programme 1	As above Baby, toddler, child, boy/girl, teenager, woman/man Body parts – heads, shoulders etc, penis, vagina, testicles, breasts
Primary 2	I am learning about where living things come from and how they grow, develop and are nurtured. HWB 1-50a	Children should nurture butterflies from caterpillars and digitally document their progress. All learners should take part in growing vegetables in school and garden. If possible, a parent with a new baby should visit the class and the concept of feeding a baby should be explored. Children should talk about what they are able to do now that they could not do when they were younger. Children should watch a video of a farm animal being born. Living and Growing Unit 1 programme 2	As above Gender specific vocabulary should be introduced e.g. cow/bull, ram/ewe, fox/vixen Language of young animals also e.g. cat/kitten Breast feeding
Primary 3	I am aware of my growing body and I am learning the correct names for it's different parts and how they work. HWB 1-47a	Learners should further develop their knowledge of body parts vocabulary. They should create a labelled picture of both a man and a lady with labelled body parts.	Body parts – head, shoulders, knees etc, penis, vagina, testicles, nipples, breasts

		Living and growing – unit 1 programme 3	New vocabulary – pregnant, womb/uterus
Primary 4	I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB 1-47a	Discussion on changes that have happened since they were small. Discussion on Changes they expect to take place as they grow older (physical and other changes) Talk about things they can control and things they have no control over. Living and Growing - Unit 2 – Programme 4 Factfile explaining differences between males and females – sex parts should be labelled. Discussion on things that make us feel good. Research what age different animals are able to reproduce. Include humans. Input this info into a database. Talk about why some animals grow to adulthood and reproduce very quickly, whilst others, including humans, only have a few offspring and take many years to grow into reproducing adults.	Body parts – vagina, breasts, testicles, pregnant, womb/uterus New vocabulary – reproductive organs, sperm, scrotum, ovaries, egg, clitoris, period, puberty, menstruation, sexual relationship, semen
Primary 5	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 I am able to describe how human life begins and how a baby is born. HWB 2-50a	Living and Growing Unit 2 – Programme 5 and 6 BBC Active Unit 1: Growing up Learners should create information leaflets – one for boys and one for girls which explains the changes that will occur during puberty. Learners should split open a broad bean to reveal the embryo plant. Learners should discuss the reason for the seed coat and food store. Learners should explore how animals mate and reproduce. Learners should explore the differences between mammals, which give birth to live young and animals that lay eggs.	All previous vocabulary revisited. New vocabulary – pubic hair, sexual attraction, wet dream
Primary 6	I am able to describe how human life begins and how a baby is born. HWB 2-50a I understand that a wide range of different kinds of friendships and relationships exist. HWB 2-44a	Living and Growing Unit 3- Programme 7 BBC Active Unit 2: cycle of life Discussion on characteristics of a good friend. Children draw/write characteristics of a good friend. BBC Active Unit 5 – Friendships	All previous vocabulary revisited. New vocabulary – embryo, amniotic fluid, umbilical cord, hormones, intercourse,

	<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 learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 2-16a</p> <p>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. HWB 2-17a</p>	<p>Feel, Think, Do – A personal safety and prevention of Abuse programme</p>	<p>orgasm, abuse (sexual, physical and emotional) conception, fertilisation, making love</p>
<p>Primary 7</p>	<p>I am able to describe how a human life begins and how a baby is born – HWB 2-50a</p> <p>I recognise that how my body changes can affect how I feel about myself and how I behave. HWB 2-47a</p>	<p>Learners will revisit what they know about human reproduction. Learners will watch the birth of a baby. Learners will discuss briefly the legalities surrounding sexual intercourse Learners will discuss how a baby is born and will watch footage of a birth Living and Growing Unit 3 Programme 8</p> <p>Learners should revisit the changes which take place during puberty for both boys and girls. Learners should explore how puberty and hormones affect how they feel and behave. BBC Active Unit 3 – Feelings</p>	<p>All previous vocabulary revisited.</p> <p>New vocabulary – contraception, foetus, labour, ultrasound, umbilical cord, intercourse</p>

All learners from Primary 1 to 7 will develop what we call “My five.” These are the five adults that children feel they can talk to when they are worried or anxious or want to share special news with. This encourages learners to recognise that they have people to who they can talk openly. Classes will also operate an “Askit basket” or “Questions Box” to allow learners and degree of anonymity when asking questions.

Teachers should start each block of RSHP lessons by establishing a class contract specifically for these lessons. This allows the learners to establish rules so that they feel safe, secure and valued during the lessons. It also allows the teacher to discuss vocabulary that is appropriate/not appropriate and any other issues they feel may arise – e.g. no personal questions or comments. From P5 upwards it is useful to start the block of lessons by allowing the children to write down all the vocabulary they can think of linked to the male/female genitals. This allows the “silliness” to be dealt with in the first lesson and an agreement to be reached on appropriate vocabulary.