



Engage Curriculum for Excellence

Health & Wellbeing : Relationships, Sexual Health and Parenthood - Early Level

(Suggested Stage Primary 1)

Teachers should assess the needs and maturity of classes and individual pupils before deciding when, and if, the lesson might be delivered. It is important that parents / carers are informed of the content of RSHP lessons. Please see school document store for standard letter.

Please also be aware that the lessons below are a guide and are not prescriptive nor is there the expectation that all lessons are delivered as suggested below.

Health & Wellbeing Outcomes	Pupils should learn:	Suggested Development	Suggested Resources
<p>Knowledge & Understanding</p> <p>Self-awareness</p> <p>I am aware of my growing body and I am learning the correct names for its different parts and how they work</p> <p>HWB 0-47b</p>	<p>The names of external body parts</p>	<p><i>Practitioners should be familiar with the content of any resources prior to their use.</i></p> <p>Discuss ways in which they look different.</p> <p>Hair – colour, style – graph info. Use face outline to record own hair colour and style in an appropriate way.</p> <p>Eyes – colour. Investigate in pairs. Graph information. Add to face outline.</p> <p>Nose – Look at shapes of noses. Are they all the same? Discuss importance of smell / breathing identify another opening through which they can breathe.</p> <p>Mouth – Why two places for breathing? Discuss. Briefly discuss other uses of mouth.</p> <p>Ears – Discuss importance of hearing and listening. Record familiar sounds and ask children to identify the sounds that can mean danger.</p>	<p><u>Health for Life 4-7 Years</u></p> <p>Growing and Changing</p> <p>Page 22 Activity 1 “Me and the People Around Me”</p> <p>Pages 23/24 Activity 2 “How do I know I’m me?”</p>

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<p>Knowledge & Understanding</p> <p>Self-awareness</p> <p>Awareness of Others</p> <p>I am aware of my growing body and I am learning the correct names for its different parts and how they work HWB 0-47b</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 HWB 0-45a</p>	<p>That we are all different and unique</p> <p>That we have some similarities and differences</p> <p>Understand that there are different types of family groups</p> <p>Understand why we are all important and special</p>	<p><i>Practitioners should be familiar with the content of any resources prior to their use.</i></p> <p>What do we look like? How can we find out? Ask the children to bring in photo to display as a baby, as a toddler and as they are now. Compare the changes. Use photos or mirrors to draw what they look like now they are in school.</p> <p>Show poster of boy and girl. Teacher labels all external body parts with flashcards. Head, arms, legs, feet, hands, chest, elbow and knee.</p> <p>Teachers should always use the correct language and when the situation arises the child should also be encouraged to use the correct names for different parts of the body.</p> <p>Draw a picture of your family and compare and discuss your picture with other pupils in class. Discuss other people who care and look after us.</p> <p>Who looks after me at home?-make a booklet of my special people.</p>	<p>Quality Circle Time - Jenny Mosley Vols. 1 P137: Activity 1 – We are all different and that’s ok</p> <p>Prim Ed Health Book 1 Page 47 “I am different”</p>

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<p>Personal & Social Skills</p> <p>Knowledge & Understanding</p> <p>Awareness of Others</p> <p>I recognise that we have similarities and differences but are all unique HWB 0-47a</p> <p>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships HWB 0-44a</p>	<p>To recognise their own feelings about themselves and towards others</p> <p>That it is okay to have different feelings from other people because everyone reacts to situations differently</p> <p>To explore their relationships with other children and adults</p> <p>To be aware of the need to co-operate with, and show respect towards others</p> <p>To develop an emotional vocabulary</p>	<p><i>Practitioners should be familiar with the content of any resources prior to their use.</i></p> <p>Introduce the word “feelings” and establish the difference between “feeling” - as in touching something - and “feelings” as in emotions</p> <p>Discuss with the children that feelings are internal and can’t be seen and ask them how they would know how someone is feeling? Paint pictures and draw what makes me happy</p> <p>Discuss photos/pictures sharing emotions Draw a friend looking sad, happy, angry</p> <p>Build a word bank of feelings/emotions vocabulary</p> <p>Reinforce how everyone is special and unique. Discuss when and why we think about others. Revisit the idea that “their body is their own”</p> <p>Talk about friendships and feelings (circle time) Identify a range of relationships children have with others</p> <p>Enable children to experience being part of a small group, a class group and a larger group Discuss when and why we might think about others. Discuss how we take responsibility with our own actions and revisit the idea that their body is their own</p>	<p>Health for Life-4-7 years Page 91, Activity 1: “How can I tell how other people are feeling?”</p> <p>Quality Circle Time Jenny Mosley P136-142: Friendship P104-108: Getting to know you</p> <p>Health for Life 4-7 years Activity 1: “Who are my friends?” p87</p>

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<p>Knowledge & Understanding</p> <p>Respect & Responsibility</p> <p>Personal & Social Skills</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication</p> <p>HWB 0-45b</p>	<p>The value and need for:</p> <p>Trust Honesty Support Respect</p> <p>To be aware of their own needs, feelings and be sensitive to the views and needs of others</p> <p>To co-operate with and show respect towards others</p>	<p><i>Practitioners should be familiar with the content of any resources prior to their use.</i></p> <p>Take turns sharing</p> <p>Form good relationships with adults, their peers and all children in their school. Work as part of a group/class</p> <p>Be confident to try new activities, initiate ideas and speak in a familiar group.</p> <p>Understand the need for agreed values and codes of behaviour in school and in the wider community.</p> <p>Encourage children to show consideration and respect for the feelings and interests of others.</p> <p>Discuss the fact that sometimes we and others need privacy and so we need to respect each other's personal space.</p> <p>Develop the concept of caring about others through discussion and role play, for example a new child in the class and bullying incidents.</p>	<p>Class Rules School Rules Green Cross Code Other laws/rules in wider community</p>

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<p>Knowledge & Understanding</p> <p>I am able to show an awareness of the tasks required to look after a baby HWB 0-51a</p> <p>I am learning about where living things come from and about how they grow, develop and are nurtured HWB 0-50a</p>	<p>To appreciate the care that a baby needs:</p> <p>Love and Warmth Food and Drink Shelter Personal Care- bathing/nappy changing/medical care</p>	<p><i>Practitioners should be familiar with the content of any resources prior to their use.</i></p> <p>Watch Living and Growing DVD Unit 1: “Growing Up” Chapter 1 Discuss a baby animal’s growth and development. Compare a newborn animal’s needs with the needs of a human baby</p> <p>Invite new parent; children ask questions to find out about their daily routine with their baby?</p> <p>Develop the concept of caring for a baby in the family through discussion and role play</p> <p>The teacher could role play the part of mother or father. The children follow a day in the life of a baby. Real Care babies could be borrowed.</p>	<p>Living and Growing DVD Unit 1: “Growing Up”, Chapter 1</p> <p>Living and Growing Resource Book-Unit 1 Activity 19:Baby Animals</p> <p>Home corner with dolls</p>