



# 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
<b>Knowledge &amp; Understanding</b> <b>Self-awareness</b> I am aware of my growing body and I am learning the correct names for its different parts and how they work <b>HWB 0-47b</b>	The names of external body parts	<p><b><i>Practitioners should be familiar with the content of any resources prior to their use.</i></b></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><b><u>Health for Life 4-7 Years</u></b> <b>Growing and Changing</b> Page 22 Activity 1 “Me and the People Around Me” Pages 23/24 Activity 2 “How do I know I’m me?”</p>

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<b>Knowledge &amp; Understanding</b> <b>Respect &amp; Responsibility</b> <b>Personal &amp; Social Skills</b> <b>Values &amp; Attitudes</b>  I am learning what I can do to look after my body and who can help me <b>HWB 0-48a</b>  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 <b>HWB 0-49a</b>  I understand positive things about friendships and relationships, but when something worries or upsets me I know who I should talk to <b>HWB 0-44b</b>	How they can keep our bodies healthy.  How to keep clean.  Who they can turn to for help in and out of school and in the wider community.	<p><b><i>Practitioners should be familiar with the content of any resources prior to their use.</i></b></p> <p>Discuss ways of keeping healthy e.g. eating and drinking, exercise, sleep, keeping clean and brushing teeth.</p> <p>Compile a picture with the teacher based on discussion of what a healthy, clean person is. Body Boards could be used here.</p> <p>Highlight importance of washing hands and that germs can lead to tummy aches and illness (See Tacade lessons listed in the resource column)</p> <p>Discuss importance of respect for oneself and others and list respectful behaviour i.e. waiting your turn to speak, listen to others etc.</p> <p>Explore and inform the children of the people (adults/buddies etc) they can turn to for help, in a range of situations through a variety of methods</p>	Prim Ed Health Book 1 Page 11 "A Healthy Body" –Use as basis for discussion  Confidence to Learn Strategy 1 – A Picture of Health page 13  Body Board  Literacy Focus I don't want to have a bath by Julie Sykes Wash, Scrub, Brush by Mick Manning and Brita Granstrom, Why is soap so slippery? by Catherine Ripley

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<b>Personal &amp; Social Skills</b> <b>Knowledge &amp; Understanding</b> <b>Awareness of Others</b> I recognise that we have similarities and differences but are all unique <b>HWB 0-47a</b>	To recognise their own feelings about themselves and towards others  That it is okay to have different feelings from other people because everyone reacts to situations differently  To explore their relationships with other children and adults  To be aware of the need to co-operate with, and show respect towards others  To develop an emotional vocabulary	<p><b><i>Practitioners should be familiar with the content of any resources prior to their use.</i></b></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>	Health for Life-4-7 years Page 91, Activity 1: “How can I tell how other people are feeling?”  Quality Circle Time Jenny Mosley P136-142: Friendship P104-108: Getting to know you  Health for Life 4-7 years Activity 1: “Who are my friends?” p87
I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships  <b>HWB 0-44a</b>			

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<b>Knowledge &amp; Understanding</b> <b>Respect &amp; Responsibility</b> <b>Personal &amp; Social Skills</b>  I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication <b>HWB 0-45b</b>	The value and need for:  Trust Honesty Support Respect  To be aware of their own needs, feelings and be sensitive to the views and needs of others  To co-operate with and show respect towards others	<p><b><i>Practitioners should be familiar with the content of any resources prior to their use.</i></b></p> <p>Take turns sharing  Form good relationships with adults, their peers and all children in their school. Work as part of a group/class  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>	Class Rules School Rules Green Cross Code Other laws/rules in wider community

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<b>Knowledge &amp; Understanding</b> I am able to show an awareness of the tasks required to look after a baby <b>HWB 0-51a</b>  I am learning about where living things come from and about how they grow, develop and are nurtured <b>HWB 0-50a</b>	To appreciate the care that a baby needs:  Love and Warmth Food and Drink Shelter Personal Care- bathing/happy changing/medical care	<p><b><i>Practitioners should be familiar with the content of any resources prior to their use.</i></b></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>	Living and Growing DVD Unit 1: "Growing Up", Chapter 1  Living and Growing Resource Book-Unit 1 Activity 19:Baby Animals  Home corner with dolls