



Engage Curriculum for Excellence

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

(Suggested Stage Primary 2)

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 and Wellbeing Outcomes	Pupils should learn:	Suggested Development	Suggested Resources
<p>Self-awareness</p> <p>Knowledge and understanding</p> <p>Respect & Responsibility</p> <p>Personal & Social Skills</p> <p>Values & Attitudes</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 / 1-47b</p> <p>I am learning what I can do to look after my body and who can help me HWB 0-48a / 1-48a</p> <p>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 HWB 0-49a / 1-49a</p>	<p>To begin to recognise differences between males and females in animals and human beings</p> <p>To use the correct terms for different parts of the body</p> <p>To understand that sometimes we can tell the difference by looking and sometimes not</p> <p>That no two people are exactly alike except identical twins</p> <p>The continued importance of personal hygiene</p> <p>Why rules are important</p>	<p>Practitioners should be familiar with the content of any resources prior to their use.</p> <p>Watch Living and Growing DVD Unit 1: "Differences", Chapter 1 Display a variety of animal pictures. E.g. Lion and Lioness, animals feeding babies etc. Children discuss and group into male and female (boy/girl). Ask the class to list all the ways they can identify whether someone is a boy or a girl. Responses might include length of hair, first names, games, preferred clothing etc... Discuss with children the effectiveness of these in distinguishing between male and female e.g. some girls in the class have short hair and wear trousers</p> <p>Discuss the difference in physical appearance between boys and girls</p> <p>Encourage the children to use the correct names for different parts of the body The children draw a picture of a person called Sam. This person has long shoulder length hair is wearing jeans and a t-shirt. Children can add other items such as hat, bag, hobbies etc... Ask the children to add in what the person is doing. Discuss results How many children drew a boy/ girl? Why?</p> <p>Play a version of the board game "Guess Who". Have the class standing and then ask questions like: Are you a girl? Do you have long hair? Do you have any brothers? Children who can answer yes remain standing. The game continues until only one person is left. (It is important that the attributes are always positive.) Recap on personal hygiene work done in P1. Introduce importance of brushing teeth and keeping our selves clean. Recap on who can help us in school.</p> <p>Discuss school rules, rules for playing games etc. Reinforce the need for rules and how these determine our behaviour.</p>	<p>Living and Growing DVD Unit 1: "Differences", Chapter 1 Living and Growing Resource Book Activity Sheet 2-Male and Female Animals</p> <p>Prim Ed Health Book 1 Page 43 "My Body"</p>

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<p>Awareness of others</p> <p>Personal and Social Skills</p> <p>Knowledge & Understanding</p> <p>I recognise that we have similarities and differences but are all unique</p> <p style="text-align: right;">HWB 0-47a / 1-47a</p> <p>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships</p> <p style="text-align: right;">HWB 0-44a / 1-44a</p> <p>I understand positive things about friendships and relationships, but when something worries or upsets me I know who I should talk to</p> <p style="text-align: right;">HWB 0-44b / 1-44b</p>	<p>To recognise that, although we have certain features in common with other people, it is the particular combination of characteristics that make us and them unique and special.</p> <p>That personality traits, abilities and physical features accentuate the differences between us</p> <p>That it is our feelings and relationships with other people that make us special</p> <p>To recognise, name and deal with feelings in a positive way</p>	<p><i>Practitioners should be familiar with the content of any resources prior to their use.</i></p> <p>Encourage children to identify ways in which they are unique. Focus initially on physical characteristics. Remember all differences should be valued positively. Children play the “shadow game” or make shadow paintings of their silhouettes. Children could take it in turn to guess whose silhouette it is. This could also form a wall display.</p> <p>Children carry out a class survey of physical characteristics. Review findings and display as a graph. Surveys could be extended to include size of family, hobbies, favourite food, colour etc.</p> <p>Discuss the fact that it is not just our physical characteristics which make us unique but also our personalities and abilities. Children make a medal to show /tell something they are good at.</p> <p>Teacher builds a “look what we can do” wall</p> <p>People who are special to us</p> <p>Explore the child’s role in forming positive relationships with family and friends:</p> <ol style="list-style-type: none"> 1. Ask other pupils to scribe positive statements about one another 2. Investigate playground relationships required for successful play and how that might break down 	<p>Living and Growing DVD: Watch Unit 1 “Differences” Chapter 3</p> <p>Activity sheet 6: Class Survey or I.T. Database</p> <p>Prim Ed Health Book 1</p> <p>Page 55 “My This is Me”</p> <p>Page 57 “We are all different”</p> <p>Page 59 “I am Special”</p> <p>Page 61 “I am Really Good At...”</p> <p>Page 71 “My Family”</p> <p>Quality Circle Time</p> <p>Vol. 2 – Jenny Mosley</p> <p>P67: When I grow up I want to be....</p> <p>P89: A special person.</p> <p>P67: My family is special because...</p> <p>P78-83: Using puppets.</p> <p>Section 4 lesson 25 –These are special people to me</p> <p>Health for Life Ages 4-7 years</p> <p>Focus on People p75</p> <p>Focus on Special People p83</p> <p>Can I Help Dad? By Sally Grindley, Aren’t they Wonderful! By Eveline de Jong</p> <p>What Feels Best by A. Harper, Badger’s Parting Gifts by Susan Varley, Playtime Poems by Jill Bennett, Dogger by Shirley Hughes</p>

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<p>Respect and Responsibility</p> <p>Knowledge & Understanding</p> <p>Awareness of Others</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 HWB 0-45b / 1-45b</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 / 1-45a</p>	<p>To become aware of own and others personal space and how to value it</p> <p>To develop a sense of self worth and positive body image</p> <p>To understand what people in their life do for them and what they do for others</p> <p>To understand the value of being part of different groups and communities.</p> <p>To know who can help them and keep them safe</p>	<p>Practitioners should be familiar with the content of any resources prior to their use.</p> <p>Explore issues of self worth and positive body image. Investigate with the children:</p> <ol style="list-style-type: none"> 1. Am I feeling good about my body? 2. Am I enjoying what I can do? 3. What can I make it do? 4. How does it make me feel? 5. Re-visit how the children's bodies have changed since babyhood and coming to school 6. What am I good at? <p>Consider the following points with the children:</p> <ol style="list-style-type: none"> 1. What makes me the same as you? 2. What are the feelings we all share? (e.g. being happy, sad, cheerful, afraid, uneasy, shy) 3. What makes us different? 4. How does it feel to be different? <p>Explore how positive relationships with family and friends can foster a sense of belonging:</p> <ol style="list-style-type: none"> 1. Encourage children to talk about their family and express positive statements about it 2. Consider the qualities of a "good friend" Create a recipe of ingredients for a good or an imaginary friend <p>See Tacade Lesson 11</p> <p>Consider strategies which empower children to take confident and appropriate action in a range of situations-What can I do when I am:</p> <ol style="list-style-type: none"> 1. Frightened? 2. Lost? 3. Bullied? 4. Upset? 5. What choices can I make? 6. How can I say "No," "Yes," "I can't," "I won't," "I don't" and "stop?" <p>Explore body language, facial expressions through role-play, pictures, drama etc</p>	<p>Circle time/P.S.D</p> <p>Feelings Game</p> <p>Living and Growing Unit 1: "Differences" Activity7-Best Days and Worst Days</p> <p>Living and Growing DVD Unit 1: "Growing Up"-Chapter 2</p> <p>Activity 12-What can we do? or Activity 18-What can I do? Activity 23:Meal Time Activity 24:Clothes</p> <p>Literacy Focus Granny's Quilt by Penny Ives Family Album by Jill Bennett Your Community by Michael Pollard School by Jeff Stanfield</p> <p>Health for Life 4-7 Years Activity 1-What do I think I have to keep safe from? P32 Activity 1-The People Who Keep Me Safe p35</p> <p>Prim Ed Health Book 1 Stranger Danger p41</p>

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<p>Knowledge and Understanding</p> <p>I am able to show an awareness of the tasks required to look after a baby</p> <p style="text-align: right;">HWB 0-51a / 1-51a</p> <p>I am learning about where living things come from and about how they grow, develop and are nurtured</p> <p style="text-align: right;">HWB 0-50a / 1-50a</p>	<p>To show an awareness of the needs of a baby and the tasks required to look after a baby</p>	<p><i>Practitioners should be familiar with the content of any resources prior to their use.</i></p> <p>Discuss</p> <p>Who has a baby brother or sister at home? What kind of care does a baby need? What kind of care do you need and how has this changed since you were a baby?</p> <p>Invite a mother and baby to the class. Children have the opportunity to ask questions about the baby’s development and care.</p> <p>Provide the opportunity for baby care through a home corner. Role play – dolls, nappies and baby clothes. Discuss how to show a baby love by singing, cuddling and reading.</p> <p>Give children an outline of a baby grow-design and colour their own</p> <p>Discuss</p> <p>Similarities between pupils and older siblings and parents. How their bodies have changed over the years they have been alive What requirements they need? i.e. food, warmth etc</p>	<p>Prim Ed Health Book 1 Page 45 “My Babies”</p>