



# Engage Curriculum for Excellence

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

(Suggested Stage Primary 3)

*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><b>Awareness of Others</b>  <b>Personal and Social Skills</b>  <b>Knowledge &amp; Understanding</b>  <b>Self-awareness</b>  <b>Values &amp; Attitudes</b></p> <p><b>Respect &amp; Responsibility</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 / 1-47b</b></p> <p>I am learning what I can do to look after my body and who can help me  <b>HWB 1-48a</b></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  <b>HWB 0-49a / 1-49a</b></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  <b>HWB 0-45a / 1-45a</b></p>	<p>To show an awareness of the way their bodies grow and change</p> <p>That agreed language will be used in the classroom</p> <p>To differentiate between living and non-living things</p> <p>The difference between public and private</p>	<p><b>Practitioners should be familiar with the content of any resources prior to their use.</b></p> <p>Discuss the idea of living and non – living things.            How do we know things are living – growth, need for food, respiration and reproduction. Which category do we fit into? Follow up activity 1</p> <p>Divide class into mixed or single sex groups and ask them to draw around outlines of a boy and a girl on a large sheet of paper. They should then draw on and label the main parts of the body.            Display these and discuss words used – acknowledge family or pet names but ask if children know the correct names.            Emphasise the agreement of a shared language using the correct names for all parts of the body so that everyone understands each other.            Discourage use of inappropriate language.</p> <p>Discuss the difference between public/private and a network of people who can help if it is needed.</p> <p>In groups, children discuss and write down their definition of a “family.” Keep and review at end of topic. Discuss family names. What are their family names? Ask children to suggest possible family groups. Are any of these groupings like their family? Discuss size of family groups within the class. Children could survey pupils on a number of questions e.g. How many members in your family? How many brothers and sisters? etc. Children choose an appropriate way in which to represent the information. List questions they might want to ask about a fictional family. How old is the big brother/sister? What job does the parent/carer do? etc. In groups children should discuss the family history of their fictional family. They should be encouraged to avoid fantasy and try to be as realistic as they can.</p>	<p>“Living and Growing” DVD            Watch Unit 1, Chapter 2: Differences</p> <p>Living and Growing            Unit 1: Differences            Activity 1-Living and Non-Living Things            Activity 3-Girls and Boys Recipe Sheet            Activity 4-Naming Body Parts            Activity 5-Same, but Different</p> <p>School Nurse</p> <p>Prim Ed Health Book 2            Pg 46 and 47 My Body            Pg 52 and 53 Childhood Changes</p> <p>Prim Ed Health and Values Book B            Pg 12 and 13 Changes</p> <p>Prim Ed Health Book 2            Pg 70 and 71 My Family            Pg 72 and 73 Helping Others</p> <p>Prim Ed Health and Values Book B            Pg 58 and 59</p>

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<p><b>Awareness of Others Knowledge &amp; Understanding</b></p> <p><b>Personal and Social Skills</b></p> <p>I recognise that we have similarities and differences but are all unique</p> <p><b>HWB 0-47a / 1-47a</b></p> <p>.</p> <p>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships</p> <p><b>HWB 0-44a / 1-44a</b></p>	<p>The differences and similarities between male and female</p> <p>To recognise that individuals are unique and special and have their own strengths and abilities</p> <p>To recognise a range of feelings that they and other people experience at different times</p> <p>To recognise the range of responsibilities they have in different settings</p>	<p><b><i>Practitioners should be familiar with the content of any resources prior to their use.</i></b></p> <p>Review Primary 2 work done on male and female differences.</p> <p>Explore their perceptions of e.g. What boys like to do, what girls like to do, what boys wear, what girls wear etc. This should provide an opportunity to discuss stereotyping. Children should complete the activity for their own sex before moving on to the opposite sex. Once completed they should work in mixed pairs to discuss answers. What were the similarities and differences? Review as a class – are these characteristics likely to change as they grow older? How effective are these characteristics at determining male and female?</p> <p>I'm special because ... Talk about uniqueness eye colour, hair colour etc. Write and draw about uniqueness</p> <p>See TACADE lesson 4-One More Step Along the way</p> <p>View a range of emotions using pictures, photographs and faces. Discuss emotions and feelings and how these sometimes become mixed up</p> <p>Create a word bank/ photograph bank of emotions and feelings</p>	<p>Prim Ed Health Book 2 Pg 58 and 59 It is good to be different Pg 62 and 63 My feelings</p> <p>Prim Ed Health and Values Book B Pg 48 and 49 I am special Pg 72 and 73 We are all different</p> <p>Living and Growing DVD Watch Unit 1, Chapter 3: Growing Up Activity 21-My Friend Activity 22-Achievements</p>

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<p><b>Respect &amp; Responsibility</b></p> <p><b>Knowledge &amp; Understanding</b></p> <p><b>Personal &amp; Social Skills</b></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  <b>HWB 0-45b / 1-45b</b></p> <p>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 / 1-44b</b></p>	<p>To recognise the value of people around us who can help</p> <p>To recognise their own needs as they grow up</p> <p>To develop an awareness of and respect for other people's needs</p> <p>To identify what makes people or situations safe, risky or unsafe</p> <p>To identify safety rules and ways in which they can help keep themselves and others safe</p> <p>To identify safe people to whom they can go to when they need help</p>	<p><i><b>Practitioners should be familiar with the content of any resources prior to their use.</b></i></p> <p>Encourage turn taking and sharing</p> <p>Helping a new ( fictional) class member to settle in – what do they need to know etc</p> <p>Recap on who the children would go to for help at home, school and the wider community</p> <p>Develop self esteem – link to friendship work</p> <p>Reinforce the need for rules and boundaries</p> <p>Discuss body language and tone of voice when communicating wit others.</p> <p>Nominate a good friend or buddy of the week</p> <p>What makes a good friend? Or citizen? List the requirements for being a good friend</p> <p>See TACADE Lesson 10-Give a Little</p> <p>Drama activity linked to feelings and uncomfortable situations (See Prim-Ed Book B p62,63)</p> <p>See TACADE Lesson 21-Keeping Safe</p>	<p>Quality Circle Time by Jenny Mosley</p> <p>Prim Ed Health and Values Book B Pg 60 and 61 Feelings Pg 62 and 63 Uncomfortable Situations</p>

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<p><b>Knowledge &amp; Understanding</b></p> <p>I am learning about where living things come from and about how they grow, develop and are nurtured  <b>HWB 0-50a / 0-1-50a</b></p> <p>I am able to show an awareness of the tasks required to look after a baby  <b>HWB 0-50a / 1-50a</b></p>	<p>About the care that a baby needs:</p> <p>Love and warmth                      Food and drink                      Shelter                      Personal care</p>	<p><i><b>Practitioners should be familiar with the content of any resources prior to their use.</b></i></p> <p>Look at a calendar of a baby’s first year – milestones, teething, immunisations etc.</p> <p>Discuss the timetable of a baby’s day – feeding, bathing, resting etc.</p> <p>Discuss how to show a baby love – singing, cuddling</p> <p>Design an outfit for a toddler</p> <p>Talk with children about the important requirements of a baby and youngster. Compare needs of a baby to needs of a P3 pupil. Are there similarities and differences between needs?</p>	<p>Prim Ed Health Book 2                      Pg 50 and 51</p>