



# Engage Curriculum for Excellence

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

(Suggested Stage Primary 4)

*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>Knowledge &amp; Understanding</b></p> <p><b>Self-awareness</b></p> <p>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 about where living things come from and about how they grow, develop and are nurtured  <b>HWB 0-50a / 1-50a</b></p>	<p>That growth and change belong to a natural life cycle</p> <p>That living things come from other living things</p> <p>That the timescale of growth varies</p> <p>That all babies come from a male and female</p> <p>That babies are made by the joining of a sperm from a male and an egg from a female</p> <p>That our bodies change in size and shape as we get older</p>	<p><b>Practitioners should be familiar with the content of any resources prior to their use.</b> Discuss the idea that all living things come from living things e.g. flowers from seeds/bulbs. Discuss where a variety of things come from. Encourage children to think of the timescale involved, e.g. seed growing into flower, acorn into oak tree. Discuss the idea of life-cycles. Activities 8, 9</p> <p>Have their pets ever had babies? Talk about the names given to the offspring of different animals. How do mothers of different creatures feed their young? How are human babies fed? Talk about how their grandparents are the mother and father of their parents and how this will continue.</p> <p>Ask the children where they think they came from and talk about the stories they have been told or heard e.g. under a gooseberry bush, left by stork. Review the differences between males and females and why these are important in understanding where babies really come from. Use correct language for body parts. Establish that we are all made from a male and a female.</p> <p>Show Living and Growing DVD-How Did I get Here? Unit 1, Chapter 1. Discuss content; programme looks briefly at where we come from-Activities 10,11</p> <p>Discuss the birth of animals and the fact that babies of all animals grow from eggs. What about human babies? Explain that a baby is a little part of dad (the sperm) and a little part of mum (the egg)</p> <p>Show Living and Growing DVD-How Did I get Here? Unit 1, Chapter 2. Discuss content-animation of male and female body is shown as a child and an adult. The vocabulary used reinforces the importance of using the correct name for body parts.</p> <p>Introduce to the class by explaining that this lesson is about the way we change as we are growing. Watch Living and Growing Unit 2: Changes Chapter 1</p> <p>The presenters, Leon and Kadie explain how they have changed since they were little.</p> <p>Discuss with the class about how the children have changed since they were small. As well as the more obvious changes, like being taller, or being able to walk, talk about the activities they enjoyed when they were small and what they enjoy now. Record their suggestions on the board.</p>	<p>Living and Growing Unit1: Differences Activity Sheet 8: Life Cycles</p> <p>Prim-Ed Health Book 3</p> <p>The Human Life Cycle pp48-49</p> <p>Unit1: How Did I Get Here? Activity 9: What do things come from? Activity 10:Birth Fact File</p> <p>Book: "Mummy Laid an Egg" by Babette Cole</p> <p>"Living and Growing" DVD Watch Unit 1, Chapter 1: How did I get Here? Activity 11-Growing Up</p> <p>"Living and Growing" DVD Watch Unit 1, Chapter 2: How did I get Here? Activity Sheet 13-Parts of the Body</p> <p>Prim-Ed Health Book 3 Changes pp46-47</p> <p>Prim-Ed Health and Values Book C pp8-9 Life Stages</p> <p>Living and Growing DVD Watch Unit 2, Chapter 1: Changes Watch Unit 2, Chapter 3: Changes Activity 2-Make your choice Activity 3-Find a feeling Activity 8-Past, Present, Future</p>

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<p><b>Knowledge &amp; Understanding</b></p> <p><b>Awareness of Others</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</p> <p style="text-align: right;"><b>HWB 0-45a / 1-45a</b></p> <p>I recognise that we have similarities and differences but are all unique</p> <p style="text-align: right;"><b>HWB 0-47a / 1-47a</b></p>	<p>Not all families have the same members and can have different family histories and backgrounds</p> <p>Families support and help each other and all have a responsibility to each other</p> <p>Families are special. They support, love and care for each other</p> <p>That we inherit features and characteristics from our parents and relations</p> <p>That as we grow older we will change and grow at different rates</p> <p>The ways that they have changed since they were babies</p>	<p><b>Practitioners should be familiar with the content of any resources prior to their use.</b>In groups children discuss and write down their definition of a “family.”</p> <p>Keep and review at the end of the topic.</p> <p>Discuss family names-what are their family names?</p> <p>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. Display information.</p> <p>Groups should draw their families and add a written biography for wall display. Show children photographs and pictures of some different families and discuss in what ways these families are similar and different to each other.</p> <p>In groups children should investigate the meaning of support and responsibility using dictionaries. Children should identify how they can support a member of their family. This can be written on a brick shape and used to build a “supporting wall” in the class.</p> <p>Review the initial definitions of a family. Were they right, how would they define a family now? Children to make a certificate for their family saying why they are special.</p> <p>Discuss the ways we are like our brothers, sisters, parents, etc. Begin by looking at physical characteristics then move on to consider personalities and mannerisms. Point out that people within families are often alike because they are related but also people who live together often become alike in some aspects of their character or mannerisms.</p> <p>Watch Living and Growing Unit 1: How Did I Get Here? Chapter 3</p> <p>Ask the children how they think they will change as they get older-will they become more like their parents? In what ways? Children draw a self portrait of what they think they will look like as an adult.</p> <p>Pupils should discuss the things in their lives they think they can or cannot control e.g. choosing friends, their appearance, hobbies, growing taller. Make a chart of their suggestions.</p> <p>Collect and display photographs of the children as babies. Have a guess the baby competition. Discuss how they have changed and the things they can do now, but could not do when they were little. What would they like to do in the future?</p>	<p>Prim-Ed Health Book 3 Families pp70-71</p> <p>Living and Growing DVD Unit1: How Did I Get Here? Chapter 3 Activity 14: Who are we like?</p>

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<p><b>Personal &amp; Social Skills</b></p> <p><b>Awareness of Others</b></p> <p><b>Knowledge &amp; Understanding</b></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>To recognise the value of friendships</p> <p>To show ways of making and keeping friends</p> <p>That friends can change and this can make us feel good and bad</p> <p>Safe ways of dealing with a range of situations, particularly those that may present risk</p> <p>To recognise and understand the power of peer pressure</p> <p>To develop strategies to resist unwanted peer pressure</p>	<p><b><i>Practitioners should be familiar with the content of any resources prior to their use.</i></b></p> <p>Discuss            What qualities would you look for in a friend? Do you have these qualities? Discuss and illustrate.            How do you feel when someone is friendly/unfriendly towards you?            What are the advantages and disadvantages of having lots of friends?            What are the advantages and disadvantages of having a few close friends?            Which would you prefer?            Discuss feeling good/feeling bad, making, breaking friendships            What do we mean by a stranger? What should you do if a stranger asks you to go with him/her? Is it only strangers who can hurt children?            Discuss the dangers of sharing personal information with strangers. This is a useful and important opportunity to explain the subject of internet safety.            List "good" things you might do with your friends then list things which are "bad" (e.g. playing in dangerous places)            What could you do or say if someone dared you to do something that you know is bad?</p>	<p>Circle Time/PSD</p> <p>Prim-Ed Health and Values Book C            Friends pp 54-55</p> <p>Prim-Ed Health Book 3            Say No pp 40-41            Friends pp 50-51            Friends Can Be Bad Too pp 52-53</p>

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<p><b>Knowledge &amp; Understanding</b> <b>Respect &amp; Responsibility</b> <b>Personal &amp; Social Skills</b> <b>Values &amp; Attitudes</b></p> <p>I am learning what I can do to look after my body and who can help me <b>HWB 0-48a / 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 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 could talk to <b>HWB 0-44b / 1-44b</b></p>	<p>To develop strategies for managing feelings and communicating effectively with others</p> <p>To use a range of communication styles</p> <p>To develop respect and responsibility for their own body</p> <p>To respect personal space and boundaries</p> <p>To explore ways to understand and minimise conflict with friends</p> <p>To identify a range of individuals and organisations who could provide support</p> <p>To identify the benefits and risks associated with different communication styles</p>	<p><i>Practitioners should be familiar with the content of any resources prior to their use.</i></p> <p>Provide ideas to stimulate role play exercises e.g. never tidying room, not coming home at an agreed time. Discuss the feelings of the adults and children in these situations; practice sharing the feelings to achieve better mutual understanding</p> <p>Discuss the various roles of the people mentioned above adding “ME” in the middle to highlight the important role a child has in looking after him/herself</p> <p>In groups children can list a variety of ways that they can be responsible for our bodies (e.g. keeping clean, being healthy)</p> <p>Discuss why they need to respect personal space and boundaries.</p> <p>Discuss: The meaning of the word conflict Who has conflicts? What do you think causes the most conflict between friends? What may cause disagreements in your own family? How do you feel when you argue with a friend or family member? How do you make up?</p> <p>Provide scenarios in which pupils decide on strategies to resolve the conflict</p> <p>Identify the range of people/organisations/websites who provide advice and support e.g. within the school, family and wider community. Create a support directory of key contacts</p> <p>List all the people who care for our physical and emotional health</p> <p>Suggested activities may include keeping a glossary of emotional vocabulary.</p> <p>Teacher prepares “ask it basket” type problems/dilemmas for children to find solutions for including being asked to keep a bad secret</p> <p>Discuss how they would get help, what they would say; discuss the communication styles (verbal and non-verbal) and methods they could use.</p>	<p>Prim-Ed Health Book 3 Worries pp66-67</p> <p>Prim-Ed Health and Values Book C Worries pp68-69 Communication and Co-operation pp60-61 Working Out Conflicts pp64,65</p>

