



Engage Curriculum for Excellence

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

(Suggested Stage Primary 5)

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 Knowledge & Understanding Awareness of Others</p> <p>I recognise that how my body changes can affect how I feel about myself and how I may behave HWB 2-47a</p> <p>I understand that a wide range of different kinds of friendships and relationships exist HWB 2-44a</p>	<p>To recognise the value of people and oneself</p> <p>To widen their understanding of their own feelings and moods, and how to put these into words.</p> <p>To recognise personal feelings</p> <p>To understand how people demonstrate love and care</p>	<p>Practitioners should be familiar with the content of any resources prior to their use.</p> <p>Personal Feelings Practitioners may use the personal survey sheet (Prim Ed Primary Health and Values Book D Pg 40/41) to establish feelings and thoughts that the children have about themselves. This exercise can be used at the end of sessions to recap on feelings. Discuss:</p> <ul style="list-style-type: none"> • What situations can make you think about your feelings? • Importance of how others understand your feelings • Understanding how others feel • Importance of respecting others feelings <p>Encourage children to create a positive words word bank and use these in the general classroom environment.</p> <p>Discuss what is meant by “liking” and “loving” Ask children to bring in and discuss photos/drawings of their “Special People”. Make a network chart of these special people with the child at the centre. Try to include as many special people as possible those at home, at school or in the community. This will allow discussion on all the different kinds of relationships we have.</p> <p>Discuss how our “special people” may change as we grow older. Explain that the children grow and change and therefore so do their relationships with people. Be prepared for family break ups and death to be discussed. Also discuss new people joining the network and how it may take time to get used to these people and to trust them. This work can be displayed and connections can be made between children’s networks i.e. family groups, community activities etc.</p>	<p>Prim Ed Primary Health and Values Book D Pg 40 – 41 How do you feel? Pg 52 – 53 Peer pressure</p> <p>BBC Whiteboard Active: Sex and Relationships Education Unit 3: Feelings Managing Feelings I have feelings What’s the difference?</p> <p>Living and Growing Unit 2:How Babies are Born Activity 17-Love is... Activity 18-Feeling Good</p>

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<p>Knowledge & Understanding</p> <p>I can describe the role of a parent/carer and the skills, commitment and qualities the role requires</p> <p>HWB 2-51a</p>	<p>That we all have values and attitudes</p> <p>To identify and express values and attitudes in line with the ethos and culture of the school community</p> <p>The role a parent/carer plays in offering support, advice and guidance</p>	<p><i>Practitioners should be familiar with the content of any resources prior to their use.</i></p> <p>Discuss:</p> <p>What do you think the word “value” means? “I have to do what my friends want me to do otherwise they won’t like me!” Discuss this statement It is important to do what is right What do you think your parents/carers value? How do you know?</p> <p>Role Play</p> <p>Children write a short scene in pairs where two people are having a discussion and have opposing views to statements such as: “if a friend tells you a secret, you NEVER tell!” Encourage children to practise their scene and perform it in front of the class.</p> <p>Discuss:</p> <p>Who are the most important people in your life? What is something that is just special to your family? Do you speak to your best friend in the same way you speak to a parent/carer? How does their role differ from a friend’s role? Why is it important that you let other people in your family know if you are upset, worried, anxious or cross about something? Examples of when a parent/carer might offer support, advice and guidance</p>	<p>Prim-Ed Health and Values Book D : Pg 66 – 67 Your Values</p> <p>Living and Growing Unit 2:How Babies Are Made Activity 15:My Family</p> <p>Prim-Ed Health and Values Book D : Pg 60 -61 Families</p>

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<p>Personal & Social skills</p> <p>Knowledge & Understanding</p> <p>Values & Attitudes</p> <p>Self-awareness</p> <p>I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing</p> <p>HWB 2-45a</p>	<p>To identify different types of relationships and can show ways to maintain good relationships (e.g. listening, supporting, caring)</p> <p>To recognise how circumstances can change emotions</p> <p>To identify emotions and begin to learn how to deal with them</p> <p>The positive and negative effects of peer pressure</p>	<p>Practitioners should be familiar with the content of any resources prior to their use.</p> <p>Ask children to write all the good points about their best friend without mentioning any names. Help children to gather points under the headings – appearance, personality, things we do together. Discuss the importance of mutual trust, support, loyalty and sympathy.</p> <p>Comment on why girls play with girls and boys play with boys. Discuss if this is the case or whether the children are developing friendships with the opposite sex. Do similar exercise with the heading what people like about me?</p> <p>Create a set of rules for resolving issues. The rules could be:</p> <ul style="list-style-type: none"> • What’s the problem? • How can we fix it? • What is the best way to fix the problem? • Choose the best option • Agree to a solution and do it. <p>Display rules in the classroom</p> <p>How do conflicts make you feel and how would you resolve them?</p> <p>Pupils can discuss a time that they have been involved in a dispute. How did they react and resolve the issue. Discussion would lead to conflict within families – who is generally involved? Are the conflicts ever linked to growing up? Prepare “agony aunt” type problems for pupils (in pairs or in small groups) to find solutions. Use managing conflict strategies explained in Prim-Ed. Stress importance of talking to someone or keeping a journal if feeling low. Explore changing roles/responsibilities within the family as they get older.</p> <p>Peer Pressure</p> <p>Use scenario examples to create discussion – examples in Prim Ed Primary Health and Values Book D Pg 53. Pupils are asked to respond to the peer pressure as a negative or a positive. Discuss strategies for saying No. Create a book of scenario examples about negative peer pressure and strategies to overcome these.</p>	<p>Literacy Focus</p> <p>All in the Family by John Foster</p> <p>Young Citizen at Home by Kate Brooks</p> <p>A Ride on Mother’s Back by Emery and Dirga Bernhard</p> <p>Families by Nicola Baxter</p> <p>Living and Growing Unit 2:How Babies Are Made</p> <p>Activity 12:Bring Me Sunshine</p> <p>Prim-Ed Health and Values Book D :</p> <p>Pg 62 -63 Conflict resolution steps</p> <p>Pg 64 -65 Conflict resolution</p>

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<p>Personal and social skills</p> <p>Knowledge & Understanding</p> <p>Values & Attitudes</p> <p>Self-awareness</p> <p>I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing HWB 2-45a</p>	<p>That it is wrong to base first impressions of people on stereotypes</p> <p>To communicate and interact with a wider circle of people and demonstrate tolerance towards others</p>	<p><i>Practitioners should be familiar with the content of any resources prior to their use.</i></p> <p>Draw and label special people the children have a relationship with. Discuss special qualities of these people – categorise these into caring, listening and sharing qualities.</p> <p>Now ask children to list all the special things they do to make these people happy.</p> <p>Discuss with children how sometimes they are being asked to be grown up and other occasions they are being treated like children. This can lead on to discussion about gender roles, gender attitudes and discrimination.</p> <p>Interview an older pupil (P6, P7, S1, S2) and discuss the importance of respect and mutual understanding.</p>	<p>Prim Ed Primary Health and Values Book D : Pg 48 -49 We are all different Pg 72 -73 Tolerance</p> <p>Living and Growing Unit 2 Activity 19-Who does what?</p>

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<p>Knowledge & Understanding</p> <p>I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene</p> <p>HWB 2-48a</p>	<p>The meaning of puberty</p> <p>To identify the ways in which people grow and change physically and emotionally during puberty</p> <p>That everyone moves through puberty at different rates</p> <p>About the process of menstruation</p> <p>The importance of good personal hygiene</p> <p>To consider some of the changes over which we have no control and the choices we can make concerning those over which we do have control</p>	<p>Practitioners should be familiar with the content of any resources prior to their use.</p> <p>Review previous work from P4 on changes. Discuss the things they can do now which they couldn't do when they were younger.</p> <p>Puberty will be revisited in P6 as a whole class, but it is important that when the subject of menstruation is first introduced the girls have time to discuss these changes.</p> <p>Discuss the things they are allowed to do on their own and the things they need an adult for.</p> <p>Where can they go on their own and where will they be able to go when they are 12, 15, 18? List suggestions and use to complete time - line.</p> <p>Set the children a 'Draw and Write' activity using the instructions in the 'Growing Up' exercise. The results will inform the teacher of the current levels of knowledge. Ensure that the children know that this is not a test and that they are in charge of what they write and draw.</p> <p>Review that the physical changes that occur as they grow are perfectly normal but may occur at different times for different people. These are changes, which they cannot control.</p> <p>What changes will happen as their bodies grow? List their ideas on the board - make a list for boys and one for girls.</p> <p>Ask if they know the word used to describe the time in their lives when these changes occur. Draw their ideas on the Interactive Whiteboard or "Head-on" Body board.</p> <p>Introduce the words puberty - (reflect on results of draw and write activity). Explain that this process will start when the body is ready and is triggered by the release of hormones which are like chemical messengers in the body. These hormones can affect our moods and feelings too. It is important to link this work with previous work on lifecycles.</p> <p>Reassure children that the process is perfectly normal but may not happen for some time. See Prim-Ed resources on changes. To finish, children could imagine they have been visited by a group of aliens who do not know the difference between boys and girls.</p> <p>Working in pairs or small groups children should prepare a fact file with drawings and writing. The children should then think of questions they would ask if they were aliens. The questions should be collected and the class try and answer them. The girls may wish to extend the discussion with the school nurse.</p>	<p>Partnership working with school nurse is recommended here</p> <p>BBC Whiteboard Active: Sex and Relationships Education Unit 1: Growing Up Physical Changes-Body Changes From birth to present day</p> <p>Prim-Ed Health and Values Book D : Pg 10 -11 Changes Pg 12 -13 A Human Life Cycle</p> <p>Prim-Ed Health Book 4 : Pg 40-41 Changes Pg 42-43 Growing into an Adult</p> <p>Living and Growing DVD Unit 2: Changes Chapter 2 Activity Sheet 1: How do we change? Activity 4:Sort the Changes</p>

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<p>Knowledge & Understanding</p> <p>I am able to describe how human life begins and how a baby is born</p> <p>HWB 2-50a</p>	<p>That babies need food and protection in the womb for growth and development</p>	<p><i>Practitioners should be familiar with the content of any resources prior to their use.</i></p> <p>Watch Living and Growing Unit 1: How Did I Get Here? Chapter 4 Discuss content; this chapter shows an ultra sound of the growth and development of the foetus in the womb. It includes a brief biological description of how the sperm meets the egg. The function of the umbilical cord is explained.</p> <p>Teaching points: It takes a baby 9 months to grow in the womb and this is called pregnancy. We are growing and changing all the time</p>	<p>Living and Growing DVD Unit1: How Did I Get Here? Chapter 4 Activity 15:Nine months Activity 16-In the womb</p>