



Engage Curriculum for Excellence

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

(Suggested Stage Primary 6)

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>Self-awareness Awareness of Others Knowledge & Understanding</p> <p>I recognise that how my body changes can affect how I feel about myself and how I may behave</p> <p style="text-align: right;">HWB 2-47a</p> <p>I understand that a wide range of different kinds of friendships and relationships exist</p> <p style="text-align: right;">HWB 2-44a</p>	<p>To consider the influences on self image and their effects</p> <p>The meaning of the term "stereotype"</p> <p>To Identify and describe stereotypes in real life and on television</p> <p>To realise way people are treated, according to the stereotype, can affect their self- concept and how we relate to them</p>	<p>Practitioners should be familiar with the content of any resources prior to their use.</p> <p>Examine the effects of self image from a variety of sources.</p> <p>Explore the influences on self-image e.g. family, peers, the media, advertising, the law, trends and fashion, role models, culture and gender, personal hygiene etc.</p> <p>Explore the effects of these images on confidence, self worth and behaviour.</p> <p>Explore body image and how this may impact on health issues (including emotional health) e.g. media representation of dieting, alcohol, smoking and drugs.</p> <p>Consider the positive and negative influences which styles and fashion can create.</p> <p>Practise giving and receiving positive comments. Explore how to deal with positive and negative comments.</p> <p>Suggested Lesson Plan-See Resources.</p> <p>Aspects to explore through discussion and group work:</p> <p>Understand and challenge gender stereotyping in society.</p> <p>Roles/occupations, in society e.g. male/female occupations linked to assumed qualities i.e. female-nurture, male-breadwinner.</p> <p>Roles in the family including generational roles (male/female).</p> <p>Gender bias in toys, interests, hobbies and clothes.</p> <p>Expected emotional behaviour of males and females.</p> <p>Discuss potential exploitation of male/female body for entertainment/advertising purposes.</p> <p>Foster respect for cultural differences and beliefs.</p> <p>Explore impact of image on our perception of others and how they might behave e.g. goth, punk.</p>	<p>Prim-Ed Health and Values Book F</p> <p>Looking at Stereotypes p52,53</p> <p>Pictures of stereotypical models from magazines and catalogues</p>

Health & Wellbeing Outcomes	Pupils should learn	Suggested Development	Suggested Resources
<p>Awareness of Others</p> <p>Values & Attitudes</p> <p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others</p> <p>HWB 2-44b</p>	<p>To understand the importance of valuing oneself</p> <p>To identify ways of showing self-respect</p> <p>To demonstrate respect and tolerance towards others</p> <p>To recognise and resist actions that are disrespectful</p> <p>To understand the meaning of values</p> <p>To identify some of his/her own values and attitudes</p> <p>To express personal opinions with growing confidence</p> <p>To respect the values of others</p> <p>To respect and comply with the values of the school community</p>	<p>Practitioners should be familiar with the content of any resources prior to their use.</p> <p>What does respect mean?</p> <p>How do we know we are respected?</p> <p>List ways children can show self-respect.</p> <p>Why is self respect important?</p> <p>Practise saying one positive thing about yourself and another person each day.</p> <p>List ways in which children can show respect towards others.</p> <p>What qualities do the children respect in others?</p> <p>Identify the values of the school to which all members of the school community adhere.</p> <p>List desirable qualities to aspire to.</p> <p>Discuss the importance of having positive friendships based on mutual respect.</p> <p>Provide scenarios-discuss in groups how you can act respectfully to people in your life-see Prim-Ed Health and Values Book F pp 76-77</p> <p>Discuss:</p> <p>What do you think a value is? How important are values in our lives?</p> <p>What kinds of things do you value? What do you think your parents value? How do you know? How do you show what you value?</p> <p>Discuss their heroes. What values do they admire about them?</p> <p>Sometimes not knowing what society's values are can lead us to do things we do not really want to do-discuss.</p> <p>We can often have our values challenged by our peers and so we need to be confident about our values-discuss.</p>	<p>Prim-Ed Health Book 5 Respect-pages 64-65</p> <p>Prim-Ed Health and Values Book E Respecting each other-pages 70-71</p> <p>Prim-Ed Health and Values Book F Respecting each other-pages 76-77</p> <p>Prim-Ed Health and Values Book E Values: Pages 64-65</p> <p>Prim-Ed Health and Values Book F Tolerance: Pages 72-73</p>

Health & Wellbeing Outcomes	Pupils should learn	Suggested Development	Suggested Resources
<p>Values & Attitudes Knowledge & Understanding Awareness of Others Personal & Social Skills Self-awareness Respect & Responsibility</p> <p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others HWB 2-44b</p> <p>I understand that a wide range of different kinds of friendships and relationships exist HWB 2-44a</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>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 2-45b</p>	<p>To use personal and interpersonal skills to relate to other people</p> <p>To communicate and interact with growing confidence within a wider circle of people</p> <p>How relationships progress.</p> <p>How to make new friends and cope with changing relationships</p> <p>To respect personal space and boundaries</p> <p>To communicate verbally and non-verbally</p>	<p>Practitioners should be familiar with the content of any resources prior to their use.</p> <p>What is a relationship?</p> <p>List different groups of people with whom you have a relationship e.g. parents, school friends, neighbours, brothers and sisters etc.</p> <p>Which group is the easiest/hardest to form a good relationship with and why?</p> <p>What do you value in a relationship?</p> <p>What are the most important relationships to you? What kind of friend do you think you are?</p> <p>Do you have good relationships with people of all ages?</p> <p>Why do some people find it easier to form good relationships than others?</p> <p>How would we help the others to join in?</p> <p>Use drama scenarios to develop strategies</p> <p>How do friendships with the opposite sex change as you grow older?</p> <p>How do you cope with changes in your friendships?</p> <p>Discuss a variety of relationships.</p> <p>Discuss: Individual rights and responsibilities within relationships. A variety of things that attract people to one another. Include physical attraction. Adult relationships and individual choices e.g. having a baby, marriage, setting up home. The need to respect personal space and boundaries and how this need increases as you grow up. The need to communicate with each other both verbally and non-verbally. Discuss examples of non-verbal communication in different situations</p>	<p>Prim-Ed Health Book 5 pp44-45 Relationships</p> <p>Health for Life 2 Growing Up and Relationships p178-196</p> <p>Prim-Ed Health and Values Book E pp 58-59 Relationships</p> <p>Prim Ed Health and Values Book F Friendships-pp 58,59 Relationships-pp 60,61</p> <p>BBC Whiteboard Active: Sex and Relationships Education Unit 4: Family Life Marriage and Partnerships What makes a family?</p> <p>Unit 5: Friendships Making Friends What makes a good friend? When do friendships go wrong? Why do friendships go wrong? It's ok to be different A story about falling out Keeping friends Friendship skills (empathise, listen, support) What is good listening?</p> <p>Living and Growing Unit 3 Activity 11-A friend indeed</p>

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

(Suggested Stage Primary 6)

Health & Wellbeing Outcomes	Pupils should learn	Suggested Development	Suggested Resources
<p>Knowledge & Understanding</p> <p>Self Awareness</p> <p>I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene HWB 2-48a</p> <p>I recognise how my body changes can affect how I feel about myself and how I may behave HWB 2-47a</p>	<p>The key physical and emotional changes at puberty for boys and girls</p> <p>The ways of coping with these changes and managing pressure.</p> <p>To recognise how people's emotions change as they reach puberty and how to deal with their feelings towards themselves, family and others in a positive way</p>	<p><i>Practitioners should be familiar with the content of any resources prior to their use.</i></p> <p>Revise the outcomes covered in P5 taking account of individual needs and maturity.</p> <p>Use diagrams, models etc to ensure appropriate vocabulary is used in naming sexual body parts.</p> <p>Revisit puberty and the reproductive system.</p> <p>Establish group agreement (agreed ground rules)</p> <p>Explain the function and establish use of an agreed vocabulary and "Ask It Basket" (This is a box with a slot cut out where pupils can post questions they would like addressed. The children can do this anonymously. The teacher also has the chance to view the questions and prepare answers for the next session. The "basket" can be decorated and personalised to suit the class)</p> <p>Discussion Points</p> <ul style="list-style-type: none"> • What is puberty? • Do boys and girls go through the same stages at the same times? • What physical and emotional changes will happen? • Why is it such a difficult time for some people? • Why do we need to go through puberty? Why is personal hygiene even more important? • What are some strategies for dealing with changes? • What are all the positive things about puberty and growing up? <p>Follow up work-choose activities from the Prim-Ed resources listed to suit the needs of the pupils</p> <p>Examine emotional changes at puberty and its impact on self and others. Why does puberty affect emotions and make some children moody? Provide scenarios and discuss ways to handle them in a more positive way. See Prim-Ed Health Book 5 p38,39</p> <p>Consider possible kinds of disagreements within families and discuss responses for these-which ones are linked to "getting older"</p> <p>Create a comic strip that deals with some emotional issues pupils may be faced with during puberty. See Prim-Ed Health and Values Book F pp10-11</p>	<p>*"The Ask It Basket"</p> <p>Living and Growing DVD</p> <p>Unit 3, Chapters 1:Girl Talk</p> <p>Activity 1:Girl Talk</p> <p>Activity 2: Menstruation (information)</p> <p>Activity 3:Everything You need to Know about Periods</p> <p>Activity 4: The Problem with Girls</p> <p>Activity 5:Clean Up</p> <p>Activity 7: Girl Facts</p> <p>Activity 8: What's the Score?</p> <p>Unit 3, Chapter 1:Boy Talk</p> <p>Unit 3, Chapter 3: Boy Talk</p> <p>Activity 9:Check out the Changes: Boys</p> <p>Activity 12:The Problem with Boys</p> <p>Activity 13: Boys Do Cry</p> <p>Activity 15: Boys v Girls</p> <p>Prim-Ed Health Book 5</p> <p>pp34-35 Changes</p> <p>pp36-37 Puberty</p> <p>pp 38,39 Emotional Changes</p> <p>Prim-Ed Health and Values Book E</p> <p>pp14-15 Changes</p> <p>pp 16-17 Puberty</p> <p>pp 18-19 Life Changes</p> <p>TACADE-I am, I Know, I Can-Section 1 Lesson 46-Still Changing</p> <p>Prim-Ed Health and Values Book F</p> <p>pp6-7 Puberty-1</p> <p>pp8-9 Puberty-2</p> <p>pp10-11 Social and Emotional Growth</p> <p>pp12-13 Growth and Development</p> <p>'Current Issues in PSE'-Tacade</p> <p>Sections 2.3 and 2.4 Changes in Puberty</p>

Health & Wellbeing Outcomes	Pupils should learn	Suggested Development	Suggested Resources
<p>Knowledge & Understanding</p> <p>I can describe the role of a parent/carer and the skills, commitment and qualities the role require</p> <p style="text-align: right;">HWB2-51a</p>	<p>To identify the skills and qualities needed to be a parent/carer</p> <p>To identify the basic needs of a newly born baby and how some of these needs change as they develop</p> <p>To describe when and how children become more independent as they develop</p>	<p><i>Practitioners should be familiar with the content of any resources prior to their use.</i></p> <p>Discuss:</p> <p>What things will a baby need during the first few months of life to ensure it is kept:</p> <p>Fed Warm Entertained Clean</p> <p>What jobs does a parent/carer need to do to look after a newly born baby? What skills and qualities are required for the role of parent/carer? Pupils could interview parents/carers about their role.</p> <p>Research:</p> <p>Children research the ages that babies/toddlers start becoming more independent and are able to do the following:</p> <p>Talk Walk Feed themselves using a spoon Use a potty/toilet instead of a nappy</p>	<p>BBC Whiteboard Active: Sex and Relationships Education Unit 2: Cycle of Life Birth How do you care for a newborn baby?</p>

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

(Suggested Stage Primary 6)

Health & Wellbeing Outcomes	Pupils should learn	Suggested Development	Suggested Resources
<p>Knowledge & Understanding</p> <p>Values & Attitudes</p> <p>Respect & Responsibility</p> <p>Personal & Social Skills</p> <p>I know that all forms of abuse are wrong and I am developing the skills to keep safe and get help if I need it myself HWB 2-49a</p>	<p>To identify safe and unsafe feelings.</p> <p>To Identify sources of help and support if required.</p> <p>To Identify appropriate responses and decision making skills to keep themselves safe</p>	<p><i>Practitioners should be familiar with the content of any resources prior to their use.</i></p> <p>Consideration of what a safe and unsafe feeling is.</p> <p>Examine body language, including photographs/images to highlight the messages which can be sent.</p> <p>Examine a variety of challenges or activities which would evoke safe (enjoyable) or unsafe feelings</p> <p>Examine some risk taking activities and explore a variety of responses and consequences e.g. peer pressure, feeling left out etc.</p> <p>Develop My5 strategies (this refers to five people the child identifies as his/her support network)</p> <p>Discuss the pupils who could be included in their personal (My 5) support network</p> <p>Discuss the need to persist if your concerns remain unanswered by your first designated (My 5) person.</p> <p>Examine their recognised support networks available locally or nationally.</p> <p>Practise responding to a range of feelings.</p> <p>Consider a variety of scenarios where pupils may have to make safe choices.</p> <p>Use drama to practise a variety of responses (being assertive)</p> <p>“Keeping Yourself and Others Safe” Checklist and Tips</p>	<p>Prim-Ed Health Book 5 Difficult Secrets-pp32-33</p> <p>Childline 0800 1111 Bullying Helpline 0800 44 1111 Domestic Abuse Helpline 0800 027 1234</p>

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

(Suggested Stage Primary 6)

Health & Wellbeing Outcomes	Pupils should learn	Suggested Development	Suggested Resources
<p>Knowledge & Understanding</p> <p>Values & Attitudes</p> <p>Respect & Responsibility</p> <p>Personal & Social Skills</p> <p>I know that all forms of abuse are wrong and I am developing the skills to keep myself safe and get help if I need it</p> <p style="text-align: right;">HWB 2-49a</p>	<p>Some secrets should not be kept if they affect another person's safety</p> <p>There are different types of abuse-all types are wrong</p> <p>To identify their own support network</p> <p>Where/how to get help</p>	<p><i>Practitioners should be familiar with the content of any resources prior to their use.</i></p> <p>When are secrets unsafe?</p> <p>Consider the factors which make decision making difficult e.g. peer pressure, alcohol.</p> <p>Explore the need to respond to a feeling Discuss different aspects of abuse including Sexual abuse and formulate appropriate action to keep themselves safe.</p> <p>Consider a variety of scenarios where pupils may have to make safe choices or require help</p> <p>Re-examine the support network in context.</p> <p>Review and evaluate the (My 5) network in relation to outcome 2.</p> <p>Establish that "persistent requests" for help may be necessary.</p> <p>Examine the role of child protection and the law.</p>	<p>Refer to "Zero Tolerance-Think Respect" Pack for 10-12 years www.zerotolerance.org.uk</p> <p>Be cautious and sensitive to personal circumstances here</p>