



Engage Curriculum for Excellence

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

(Suggested Stage Primary 7)

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>Knowledge & Understanding</p> <p>Values & Attitudes</p> <p>Awareness of Others</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>How friendships and relationships develop and what is a good friend (listening, supporting, caring)</p> <p>To reflect on relationships with people they care about – how we show these people our love and how it makes us feel</p> <p>To understand what is important in a relationship</p> <p>To reflect on relationships with people they care about.</p> <p>To understand that different faiths and cultures have different views on marriage.</p> <p>To explore values and attitudes towards relationships</p> <p>To value stable relationships and consider the importance of love and commitment</p>	<p><i>Practitioners should be familiar with the content of any resources prior to their use.</i></p> <p>Begin by asking the children who the most important people in their lives are and why. This could be done as a circle time activity. Record ideas on the board/large sheet of paper under the headings family, friends, other. Discuss similar and different friendships from being a baby, toddler, till now. Discuss how the circle of friends has grown since being a baby.</p> <p>As a class, discuss how we show someone that we care about them and how that makes us feel. Talk about who we might show this affection to and discuss different ways of showing how we care. Discuss how the affection differs depending on who it is we are showing the affection to. Using the words on the activity sheet, ask the class to write sentences describing how they show they care about three different people.</p> <p>Explain that relationships have to be worked at and there must be elements of sharing, caring, listening, communication and trust. In small groups, ask children to list elements that make a relationship work. This could include living close by, similar hobbies and interests. Report ideas back to class.</p> <p>Recap on the meaning of the word relationship. Use a dictionary definition and a class made definition. Discuss the idea of good relationship and an unsatisfactory relationship. Talk about feelings associated with this such as lack of communication, lies, secrets etc. Ask the children to think of an unsatisfactory relationship that they might have and list ideas on how they could make this better.</p> <p>Create a “Steps to Follow” plan on creating and maintaining relationships.</p> <p>Mock interviews can be set up with children devising and asking the questions : this could be cross curricular using video cameras etc to record interview.</p>	<p>Circle Time Paper to record ideas</p> <p>Living and Growing Unit 3 Activity 14: Show You Care</p> <p>Health and Values Book G Pgs 56 and 57 Relationships</p> <p>BBC Whiteboard Active: Sex and Relationships Education Unit 4: Family Life Marriage and Partnerships Marriage, partnerships, commitment Celebrating Events – Marriage Marriage celebrations Marriage vows</p> <p>Living and Growing Unit 3 Activity 21-Love and Marriage</p> <p>BBC Whiteboard Active: Sex and Relationships Education Unit 4: Family Life Different Family Patterns Happy families? Have you ever felt like this? Top tips for happy families</p>

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<p>values & Attitudes</p> <p>Awareness of Others</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 recognise and challenge stereotypes relating to gender.</p> <p>To investigate and reflect on images of men and women in the media.</p> <p>To recognise the right to equal opportunities for all members of the community</p> <p>To recognise and devise strategies to deal with peer and media influence that affect the choices they make</p> <p>To investigate how sex and relationships are portrayed in the media.</p>	<p><i>Practitioners should be familiar with the content of any resources prior to their use.</i></p> <p>Give each child an A4 sheet of paper divided into 8 sections. Ask them to draw a picture of the following people: nurse, soldier, doctor, burglar, ballet dancer, teacher, judge and bus driver. Cut up the drawings into sections. Divide the class into groups. Each group gets either all the nurses or all the soldiers...The children look at the cards and note similarities and differences.</p> <p>Discuss examples of gender and stereotyping</p> <p>Put notices in the classroom on the floor or the wall: agree, disagree, not sure. Teacher reads a variety of stereotypical and non stereotypical statements e.g. Boys shouldn't cry, women are better at caring for babies than men. Children decide which statement they agree with. Pupils move to that section of the continuum. Encourage children to discuss why they chose that position and to persuade someone else to change their mind with a reasoned argument.</p> <p>Children could act out stereotypical situations and discuss outcomes. They could then act out the same scenario but in a non stereotypical way and compare the outcomes of the role play.</p> <p>Art work could reflect stereotypical and non stereotypical thinking. Discuss:</p> <ul style="list-style-type: none"> • The influence of the media on behaviour and decision making • The impact of the media (conscious and subliminal) messages <p>Watch Living and Growing Unit 3 "Let's talk about sex" – discuss content of DVD. Using media images cut out pictures of male and female images in the media.</p> <p>Discuss:</p> <ul style="list-style-type: none"> • What is meant by peer pressure and peer influences? • Can peer influences be positive and negative? How? • In what ways can you say no to a situation you know is wrong? • How does peer pressure influence feelings, behaviour and self-esteem? <p>List positive and negative peer influence experiences</p>	<p>Prim-Ed Health and Values Book G Pgs 48 and 49 Stereotyping Pgs 52 and 53 Peer Pressure</p> <p>'Current Issues in PSE' – Tacade Section 2.2 Male and Female</p> <p>I am, I know, I can – Tacade Section 4 lesson 55 – Are they all like that? Literacy Focus He said, she said, they said by Anne Harvey</p> <p>Refer to "Zero Tolerance-Think Respect" Pack for 10-12 years- Some copies available through Dumfries and Galloway District Teams.</p> <p>Sessions 7 and 8 Being a Girl, Being a Boy www.zerotolerance.org.uk</p> <p>I am, I know, I can – Tacade Section 3 lesson 49 – Do what you want to do. (links with peer pressure)</p> <p>Living and Growing DVD Unit 3 Let's Talk about Sex Chapters 1-4</p> <p>Activity 17-Soaps Activity 18-Too Sexy for my shirt Activity 22-Product Power</p> <p>Prim-Ed Health Book 6 Pgs 52 and 53 Peers Pgs 72 and 73 The Media</p> <p>BBC Whiteboard Active: Sex and Relationships Education Unit 3: Feelings Keeping Safe Resisting negative peer pressure</p>

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<p>Self-awareness</p> <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 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>I am able to describe how human life begins and how a baby is born HWB 2-50a</p>	<p>That puberty is a time of change and that various factors can affect the development of individuals</p> <p>To identify the specific changes in the male and female body at puberty</p>	<p><i>Practitioners should be familiar with the content of any resources prior to their use.</i></p> <p>Recap on P6 Puberty lessons</p> <p>Use a diagram to explain the different parts of the male reproductive system. Use a similar diagram to allow children to label parts. Body Boards could be used.</p> <p>Repeat activity for the female reproductive system</p> <p>Design a self help poster or pamphlet to help others going through puberty. Encourage the children to reinforce the point of seeking help and not bottling emotions up.</p> <p>Use page 13 of Health and Values Book G. This exercise will allow children to explore their knowledge of growing up and voice concerns in a secure environment.</p> <p>Discussion Points:</p> <ul style="list-style-type: none"> • Hereditary factors can influence development at puberty • Age at which puberty begins is different for everyone • Body shapes and sizes are different and this is normal • Mood changes during puberty and strategies for coping <p>NB It is very important that the boys and the girls hear how puberty affects both genders</p>	<p>Body Boards are available in the region across the district teams www.headonltd.co.uk/products/bodyboard.</p> <p>Living and Growing Unit 2 Activity 6-Big words, little words Living and Growing DVD Unit 3 Boy Talk Chapter 2 Activity 10-Sperm Activity 16-Further your score</p> <p>Prim-Ed Health and Values Book G Pgs 4-5 Puberty Pgs 6-7 Growth and Development – Male Pgs 8- 9 Growth and Development – Female Pgs 12-13 Personal Development</p> <p>Prim-Ed Health Book 6 Pgs 40-41 Puberty Pgs 44-45 Menstruation Pgs 46-47 Conception to Birth Pgs 48-49 Babies</p> <p>BBC Whiteboard Active: Sex and Relationships Education Unit 1: Growing Up</p>

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<p>Awareness of others</p> <p>Personal & Social Skills</p> <p>Knowledge & Understanding</p> <p>Values & Attitudes</p> <p>Self-awareness</p> <p>Respect & Responsibility</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 reflect on what is a good friend</p> <p>To use strategies previously learnt and gather new ones to help develop relationships</p> <p>To provide examples of when personal space and boundaries should be respected</p> <p>To recognise non-verbal cues</p>	<p>Practitioners should be familiar with the content of any resources prior to their use.</p> <p>Working in pairs, describe in turn their best friend, physical characteristics, personality, hobbies and sports, and what it is about that person that makes them a close friend. Invite each pair to discuss why they like this person and record attributes on board. Work through activity sheet.</p> <p>Working in small groups (4 or 5), ask children to agree on the five most important elements of friendship and record these in a class list. These can then be transferred to the worksheet. As a whole class, discuss the responses similarities and differences between the groups. Discuss the skills needed to work in a group situation and compare these to working in a relationship.</p> <p>Referring back to previous lesson, discuss whether the girls' responses and boys responses might differ. Consider why they might be different. In the same groups as before ask children to write down the attributes they would look for in a friend of the opposite sex. Are the attributes any different? Why would we feel differently about friends of the opposite sex?</p> <p>Discuss attraction and what it means – explain that some people are attracted to people of the same sex and some to those of the opposite sex. As a class discuss the term “going out” and what the appropriate age for going out with someone is.</p> <p>Role play: Children could role play how to approach new friendships.</p> <p>Have a positive section during Circle Time where each child says something positive about the person sitting beside them.</p> <p>Discuss changing friendships as children approach transition and strategies for coping.</p> <p>Discuss in small groups examples of when personal space and boundaries should be respected. How would someone react non-verbally if you were invading their space?</p>	<p>Large sheets of paper Living and Growing Unit 3 Activity 11- A Friend Indeed</p> <p>Health and Values Book G Pgs 54 and 55 Friendships</p> <p>Prim-Ed Health Book 6 Pgs 50-51 Friendships Pgs 68-69 My thoughts and Feelings</p> <p>BBC Whiteboard Active: Sex and Relationships Education Unit 1: Growing Up Emotional 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 HWB 2-50a</p>	<p>To describe the main stages in human reproduction</p> <p>To identify the main things a pregnant woman needs to do to keep healthy</p> <p>To order the keys stages of a baby's development in the uterus</p> <p>To describe how a baby is born</p>	<p><i>Practitioners should be familiar with the content of any resources prior to their use.</i></p> <p>Watch and discuss Living and Growing DVD, Unit 2, How Babies are Made, Chapter 2.</p> <p>Watch and discuss Living and Growing DVD, Unit 2, How Babies are Made, Chapter 3.</p> <p>See associated activities listed under resources.</p> <p>Discuss: What do a man and a woman need to make a baby? What happens when a man's sperm meets a woman's egg? How long does a human pregnancy last? What things could a pregnant woman do to keep herself healthy?</p> <p>Watch and discuss Living and Growing DVD, Unit 2, How Babies are Born, Chapter 1-3 (the chapters could be watched individually over separate lessons if preferred).</p> <p>See associated activities listed under resources.</p> <p>Discuss: What happens when a baby is born? Where are babies normally born? What does a baby look like when it is first born?</p>	<p>BBC Whiteboard Active: Sex and Relationships Education Unit 1: Growing UP Physical Changes – Body Changes How does my body change at puberty? What changes do boys and girls go through at puberty? Men and women's bodies Am I the same as everyone else? Physical – Hygiene Keeping Clean Emotional Changes Feeling Positive Unit 4: Family Life Different Family Patterns Family Arguments Living and Growing DVD Unit 2, "How Babies are Made", Chapter 2 Animation of Sexual Intercourse shown in Chapter 2 Activity 11: How Does a Baby Start? Living and Growing DVD Unit 2, How Babies are Made, Chapter 3 Activity 9: Life Cycles Mummy Laid an Egg by Babette Cole Prim-Ed Health Book 5 Pp40-41 Waiting to be Born Pp42-43 Babies Living and Growing DVD Unit 2, How Babies are Born, Chapters 1-3 Activity 14: Building for a Baby 20: Healthy Mum and Healthy Baby 22: What a Big Baby! 23: How is a Baby Born 'Current Issues in PSE'</p>

