

The RSHP resource supports learning about BODILY AUTONOMY, CONSENT and PROTECTION FROM HARM across Curriculum for Excellence Levels

The learning activities and supporting resources across the RSHP resource have an interest in supporting learners to gain basic knowledge about bodily autonomy, consent and protection from harm. Learning on these topics is integrated with learning about relationships, but there are a number of activities where learning explicitly addresses these topics – the table below identifies this material and supports teachers/educators to map progression across the curriculum.

CforE Level	Activities	Learning Intentions
<u>EARLY LEVEL</u> Early learning establishments and P1 or later for some	EL1 My Body	<ul style="list-style-type: none"> • Children can accurately name and locate a variety of body parts. • Children explain why keeping clean is important. • Children can explain basic hand cleaning and dental care routines.
	EL2 My Body Belongs to Me	<ul style="list-style-type: none"> • Children can name and locate a variety of body parts. • Children begin to understand the notion of bodily autonomy.
	EL5 People who help and look after Me	<ul style="list-style-type: none"> • Children understand that different adults – family and professional people – provide care for children. • Children know the jobs of the main professional people who provide care.
	EL6 Asking questions, making choices: Saying Yes/Saying No	<ul style="list-style-type: none"> • Children develop an understanding of a range of feelings which they can talk about. • Children are learning about co-operating, sharing and about manners.
	EL9 Personal space and privacy	<ul style="list-style-type: none"> • Children understand when they might need privacy. • Children are beginning to understand about personal space. • Children can identify whether or not they feel safe or unsafe in different situations.
	EL10 When I feel sad or upset	<ul style="list-style-type: none"> • Children give examples of different feelings/emotions they can have.

		<ul style="list-style-type: none"> • Children understand the concept of trust and consider who they trust. • Children know that if they are sad or upset they can talk to an adult they trust.
<p>FIRST LEVEL P2, P3, P4 earlier or later for some</p>	<p>1.1 My Body</p> <ul style="list-style-type: none"> • Names of parts of my body • Keeping clean 	<ul style="list-style-type: none"> • Children learn the correct names for parts of their body, including male and female genitalia, and their functions. • Children learn about personal hygiene, in terms of their bodies, their clothes and some behaviours like coughing/sneezing.
	<p>1.2 Privacy</p> <ul style="list-style-type: none"> • My Body Belongs to Me • Private and the PANTS rule 	<ul style="list-style-type: none"> • Children learn the concept of bodily autonomy – that their body is <i>their</i> body. • Children learn that parts of their body are private. • Children learn that other children/people also have the right to privacy. • Children learn help-seeking behaviours.
	<p>1.3 Feelings and Safety</p> <ul style="list-style-type: none"> • This is how I feel • Feeling Safe 	<ul style="list-style-type: none"> • Children learn to recognise their feelings. • Children give examples of how they feel at different times or in different circumstances. • Children learn help-seeking behaviours.
	<p>1.7 People who help and look after me</p> <ul style="list-style-type: none"> • People who are special to me • When I have a question or a worry • Professional people 	<ul style="list-style-type: none"> • Children know that there are adults in their lives who care for them and look after them; this includes professional people. • Children understand that who these adults are can be different for children. • Children understand that care can be physical and emotional.
	<p>1.8 Being online: Safe and happy online</p>	<ul style="list-style-type: none"> • Children see the internet as a positive place that is fun and helps them learn. • Children reflect on their online behaviours. • Children identify potential dangers in online environments. • Children learn help-seeking behaviours.

<p>SECOND LEVEL P5, P6, P7 earlier or later for some</p>	<p>2.1 My body</p> <ul style="list-style-type: none"> Names of parts of my body My body is changing (inc menstruation) It's my body and I like it Feelings and puberty Personal hygiene 	<ul style="list-style-type: none"> Children learn the correct names for parts of their body, including male and female genitalia, and their functions. Children recognise that body changes with puberty impact on feelings and behaviour. Children learn strategies to manage emotions. Children maintain a positive sense of self and good body image. Children understand the importance of personal hygiene.
	<p>2.6 Understanding Human Sexuality</p>	<ul style="list-style-type: none"> Children are introduced to the concept of human sexuality. Children build a positive sense of self.
	<p>2.7 My senses: Things I like/Things I don't like</p>	<ul style="list-style-type: none"> Children learn about their senses about how senses are used when considering if they like or dislike something. Children acknowledge personal space and boundaries. Children understand that feelings and responses are communicated both verbally and non-verbally.
	<p>2.8 Social Media</p> <ul style="list-style-type: none"> Where do we go online? Being smart online 	<ul style="list-style-type: none"> Children see the internet as a positive place that is fun and helps them learn. Children reflect on their online behaviours. Children identify potential or actual abusive behaviour in online environments. Children learn help-seeking behaviours.
	<p>2.9 Protecting Me/Abuse and Relationships</p> <ul style="list-style-type: none"> When I feel safe/unsafe My 5 trusted individuals ChildLine Bullying Physical abuse and neglect Sexual abuse 	<ul style="list-style-type: none"> Children learn that all forms of abuse are wrong. Children are informed about sources of information and support.
	<p>2.10 Consent</p> <ul style="list-style-type: none"> What is consent? 	<ul style="list-style-type: none"> Children understand the concept of consent. Children understand the concept of bodily autonomy.

	<ul style="list-style-type: none"> • My body is mine 	<ul style="list-style-type: none"> • Children acknowledge personal space and boundaries. • Children know that all forms of abuse are wrong. • Children learn help-seeking behaviours.
<p>THIRD LEVEL S1, S2, S3 earlier or later for some</p>	<p>3.1 My Body Now</p> <ul style="list-style-type: none"> • Names of parts of my body • How my body changes as I grow • Menstruation • Masturbation 	<ul style="list-style-type: none"> • Young people learn the correct names for parts of their body, including male and female genitalia, and their functions. • Young people recognise that body changes with puberty impact on feelings and behaviour. • Young people learn strategies to manage emotions. • Young people understand the importance of personal hygiene.
	<p>3.2 Emotional Wellbeing</p> <ul style="list-style-type: none"> • Feeling emotional • Looking after myself and others 	<ul style="list-style-type: none"> • Young people understand that puberty is a time of change that impacts both physically and mentally/emotionally. • Young people can identify sources of information and help. • Young people learn empathy and understanding for people who experience mental ill-health.
	<p>3.3 Body Image</p> <ul style="list-style-type: none"> • The influence of popular culture • My real body/body confidence 	<ul style="list-style-type: none"> • Young people learn about the influence and impact of media on body/self-image. • Young people understand this comes at a unique time in their lives, with puberty and developing sexuality. • Young people become critical of what they see and hear. • Young people view themselves as unique individuals.
	<p>3.4 Sexual intercourse</p> <ul style="list-style-type: none"> • How people have sex/Having sex for the first time • Making my choices/Waiting for sex (delay) 	<ul style="list-style-type: none"> • Young people are given basic knowledge about having sex (intercourse) including mutual masturbation, penetrative vaginal sex, oral sex and anal sex. • Basic and fact-checked information seeks to correct what young people may have learned by being exposed to pornography and its representations of sexual activity. • Young people discuss sex as part of adult relationships which are characterised by kindness, love and intimacy.

		<ul style="list-style-type: none"> • Young people explore what a positive first sexual experience might be like, framed as young people’s right to be healthy, happy and safe in their personal and intimate adult relationships. • The age of consent is clarified. • Young people are encouraged to delay sexual activity.
	3.5 Consent <ul style="list-style-type: none"> • What consent means in a relationship • The age of consent 	<ul style="list-style-type: none"> • Young people know that that consent in the context of relationships is about communication and respect and means asking another person for permission to do something. • Young people understand the pressures young people face to be in relationships including sexual relationships. • Young people know what the age of consent is.
	3.8 Abuse and Relationships <ul style="list-style-type: none"> • Grooming and sexual exploitation • Partner control, coercion and violence 	<ul style="list-style-type: none"> • Young people explore signs of abusive relationships and propose a range of strategies for accessing help. • Young people understand the law protects them from abuse in relationships.
	3.9 Social Media <ul style="list-style-type: none"> • Me online/How we use social media • Netiquette • Sending and sharing images 	<ul style="list-style-type: none"> • Young people talk about their online activity. • Young people consider how popular culture and media impacts on them. • Young people identify sources of information and support.
	3.14 Sexual Health: getting advice and support	<ul style="list-style-type: none"> • Young people will learn about the key elements of sexual health service provision, including how confidentiality works. • Young people will learn how to access local sexual health services, information and advice.

<p><u>FOURTH LEVEL</u> S1, S2, S3 earlier or later for some</p>	<p>4.1 Romantic and Loving Relationships</p> <ul style="list-style-type: none"> • Love • Living together, Marriage and Civil Partnerships • How do you make a relationship work? • Qualities of a partner/talking about relationships 	<ul style="list-style-type: none"> • Young people understand the importance of being cared for and caring for others in relationships. • Young people understand that adult relationships can include marriage, civil partnerships and living together. • Young people acknowledge the pressures they can be under to be in a relationship.
	<p>4.2 Sexual intercourse: Pressure, pleasure, first-time sex</p>	<ul style="list-style-type: none"> • Young people are reminded that sex is more than penetrative penis/vagina sex. • Young people’s discussion of sexual relationships includes learning about consent. • Young people understand that pleasure is a component of a happy adult sexual experience. • Young people view sex in the context of a loving, committed relationship.
	<p>4.4. Gender</p> <ul style="list-style-type: none"> • Equalities and feminism • Sexual harassment 	<ul style="list-style-type: none"> • Young people understand that power exists within relationships. • Young people consider what the abuse of power means in terms of gender. • Young people explain what gender, equality and feminism mean to them.
	<p>4.5 Human Sexuality</p> <ul style="list-style-type: none"> • Sexuality and the idea of Sexual Rights • Sexual Rights 	<ul style="list-style-type: none"> • Young people understand that we are all sexual beings. • Young people develop a broad understanding that our sexuality is about sexual feelings, thoughts, attractions and behaviours. • Young people understand the idea of sexual rights.

<p>SENIOR PHASE S4, S5, S6 and College or earlier for some</p>	<p>S.1 Make it Good</p> <ul style="list-style-type: none"> • The relationship I want • How and why to end a relationship • How do you know you are ready for sex? • The sexual relationship I want 	<ul style="list-style-type: none"> • Young people consider what would characterise the good relationship, and what relationship experiences might cause them concern or make them want to end a relationship. • Young people explore what can influence choices about making a relationship sexual, and if it becomes so, what a positive sexual relationship might be like. • Young people think about whether they are ready for a sexual relationship, and are encouraged to delay having sex until they feel ready. • Young people consider the idea of ‘relationship rights’.
	<p>S.2 Consent and the Law</p>	<ul style="list-style-type: none"> • Young people know that that consent in the context of relationships is about communication and respect and means asking another person for permission to do something. • Young people understand what the law says about sexual consent. • Young people understand the pressures young people face to be in relationships including sexual relationships.
	<p>S.3 Going Out, Keeping Safe</p>	<ul style="list-style-type: none"> • Young people acknowledge their growing independence and exposure to different and difficult social situations. • Young people consider personal safety. • Young people reflect on their behaviour toward others. • Young people recognise violence and sexual harassment as an infringement of rights.
	<p>S.4 Sex (+ drugs + alcohol)</p>	<ul style="list-style-type: none"> • Young people understand the role and impact of alcohol and drugs in relationships and on choices and experiences of sex. • Young people reflect on their behaviour toward others.
	<p>S.6 Communication with a partner</p> <ul style="list-style-type: none"> • The importance of communication • Getting along and dealing with conflict 	<ul style="list-style-type: none"> • Young people recognise the different ways people communicate with each other in the context of personal relationships. • Young understand empathy is a characteristic of a healthy relationship.

		<ul style="list-style-type: none"> • Young people understand the importance of positive behaviours whilst communicating using social media. • Young people understand the importance of good communication, compromise and negotiation in a relationship. • Young people know that there can be disagreements in relationships, but that conflict requires resolution. • Young people understand how to de-escalate conflict, giving examples of strategies to do so.
	S.7 Finding and using sexual health services/online information	<ul style="list-style-type: none"> • Young people know how to access services, information and support in terms of their sexual health and wellbeing. • Young people learn how confidentiality works in sexual health services.
	S.12 Sex: Masturbation, Oral Sex, Anal Sex	<ul style="list-style-type: none"> • Young people are reminded that a range of sexual behaviours, and not just penetrative penis/vagina sex, are considered as sex. • Young people receive accurate information about sexual practices. • Young people are encouraged to seek further information or help if they need it. • Young people consider the impact that pornography has on choices and behaviours.