

## The RSHP resource supports learning about EMOTIONAL WELLBEING and HELP-SEEKING BEHAVIOUR across Curriculum for Excellence Levels

The learning activities and supporting resources across the RSHP resource have an interest in supporting learning about emotional wellbeing and to equip children and young people with knowledge and skills to seek help if and when they need it. 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.

<b>CforE Level</b>	<b>Activities</b>	<b>Learning Intentions</b>
<b><u>EARLY LEVEL</u></b> Early learning establishments, P1 or later for some	<b>EL5 People who help and look after Me</b>	<ul style="list-style-type: none"> <li>• Children understand that different adults – family and professional people – provide care for children.</li> <li>• Children know the jobs of the main professional people who provide care.</li> </ul>
	<b>EL10 When I feel sad or upset</b>	<ul style="list-style-type: none"> <li>• Children give examples of different feelings/emotions they can have.</li> <li>• Children understand the concept of trust and consider who they trust.</li> <li>• Children know that if they are sad or upset they can talk to an adult they trust.</li> </ul>
<b><u>FIRST LEVEL</u></b> P2, P3, P4 earlier or later for some	<b>1.3 Feelings and Safety</b> <ul style="list-style-type: none"> <li>• This is how I feel</li> <li>• Feeling Safe</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn to recognise their feelings.</li> <li>• Children give examples of how they feel at different times or in different circumstances.</li> <li>• Children learn help-seeking behaviours.</li> </ul>
	<b>1.7 People who help and look after me</b> <ul style="list-style-type: none"> <li>• People who are special to me</li> <li>• When I have a question or a worry</li> <li>• Professional people</li> </ul>	<ul style="list-style-type: none"> <li>• Children know that there are adults in their lives who care for them and look after them; this includes professional people.</li> <li>• Children understand that who these adults are can be different for children.</li> <li>• Children understand that care can be physical and emotional.</li> </ul>
	<b>1.8 Being online: Safe and happy online</b>	<ul style="list-style-type: none"> <li>• Children see the internet as a positive place that is fun and helps them learn.</li> </ul>

		<ul style="list-style-type: none"> <li>• Children reflect on their online behaviours.</li> <li>• Children identify potential dangers in online environments.</li> <li>• Children learn help-seeking behaviours.</li> </ul>
<p><b><u>SECOND LEVEL</u></b> P5, P6, P7 earlier or later for some</p>	<p><b>2.4 Emotional Wellbeing</b></p> <ul style="list-style-type: none"> <li>• My talents and abilities</li> <li>• When I feel sad or worried</li> </ul>	<ul style="list-style-type: none"> <li>• Children understand how friendships and relationships differ.</li> <li>• Children explain how positive relationships enhance emotional wellbeing.</li> <li>• Children identify their own talents and abilities, and those of others.</li> </ul>
	<p><b>2.7 My senses: Things I like/Things I don't like</b></p>	<ul style="list-style-type: none"> <li>• Children learn about their senses about how senses are used when considering if they like or dislike something.</li> <li>• Children acknowledge personal space and boundaries.</li> <li>• Children understand that feelings and responses are communicated both verbally and non-verbally.</li> </ul>
	<p><b>2.8 Social Media</b></p> <ul style="list-style-type: none"> <li>• Where do we go online?</li> <li>• Being smart online</li> </ul>	<ul style="list-style-type: none"> <li>• Children see the internet as a positive place that is fun and helps them learn.</li> <li>• Children reflect on their online behaviours.</li> <li>• Children identify potential or actual abusive behaviour in online environments.</li> <li>• Children learn help-seeking behaviours.</li> </ul>
	<p><b>2.9 Protecting Me/Abuse and Relationships</b></p> <ul style="list-style-type: none"> <li>• When I feel safe/unsafe</li> <li>• My 5 trusted individuals</li> <li>• ChildLine</li> <li>• Bullying</li> <li>• Physical abuse and neglect</li> <li>• Sexual abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn that all forms of abuse are wrong.</li> <li>• Children are informed about sources of information and support.</li> </ul>
<p><b><u>THIRD LEVEL</u></b></p>	<p><b>3.2 Emotional Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Feeling emotional</li> </ul>	<ul style="list-style-type: none"> <li>• Young people understand that puberty is a time of change that impacts both physically and mentally/emotionally.</li> <li>• Young people can identify sources of information and help.</li> </ul>

S1, S2, S3 earlier or later for some	<ul style="list-style-type: none"> <li>Looking after myself and others</li> </ul>	<ul style="list-style-type: none"> <li>Young people learn empathy and understanding for people who experience mental ill-health.</li> </ul>
	<b>3.3 Body Image</b> <ul style="list-style-type: none"> <li>The influence of popular culture</li> <li>My real body/body confidence</li> </ul>	<ul style="list-style-type: none"> <li>Young people learn about the influence and impact of media on body/self-image.</li> <li>Young people understand this comes at a unique time in their lives, with puberty and developing sexuality.</li> <li>Young people become critical of what they see and hear.</li> <li>Young people view themselves as unique individuals.</li> </ul>
	<b>3.8 Abuse and Relationships</b> <ul style="list-style-type: none"> <li>Grooming and sexual exploitation</li> <li>Partner control, coercion and violence</li> </ul>	<ul style="list-style-type: none"> <li>Young people explore signs of abusive relationships and propose a range of strategies for accessing help.</li> <li>Young people understand the law protects them from abuse in relationships.</li> </ul>
	<b>3.14 Sexual Health: getting advice and support</b>	<ul style="list-style-type: none"> <li>Young people will learn about the key elements of sexual health service provision, including how confidentiality works.</li> <li>Young people will learn how to access local sexual health services, information and advice.</li> </ul>
<u>SENIOR PHASE</u> S4, S5, S6 and College or earlier for some	<b>S.7 Finding and using sexual health services and online information</b>	<ul style="list-style-type: none"> <li>Young people know how to access services, information and support in terms of their sexual health and wellbeing.</li> <li>Young people learn how confidentiality works in sexual health services.</li> </ul>