

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
EARLY LEVEL Early learning establishments and P1 or later for some	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.
	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.
	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.
	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.
	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.
	When I feel sad or upset	<ul style="list-style-type: none"> Children have understanding of their feelings/emotions.

		<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.
FIRST LEVEL P2, P3, P4 earlier or later for some	My Body	<ul style="list-style-type: none"> • Children learn the correct names for parts of their body, including male and female genitalia, and their functions.
	Privacy <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.
	People who help and look after me <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.
	Feelings and Safety <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.
	Keeping clean	<ul style="list-style-type: none"> • Children learn about personal hygiene, in terms of their bodies, their clothes and some behaviours like coughing/sneezing. • Children learn the correct names for parts of their body.

	Safe and happy 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 dangers in online environments. • Children learn help-seeking behaviours.
SECOND LEVEL P5, P6, P7 earlier or later for some	My body <ul style="list-style-type: none"> • Names of parts of my body • My body is changing (inc menstruation) • 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 understand the importance of personal hygiene.
	My senses: Things I like/Things I don't like	<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.
	Consent <ul style="list-style-type: none"> • What is consent? • My body is mine 	<ul style="list-style-type: none"> • Children understand the concept of consent. • Children understand the concept of bodily autonomy. • Children acknowledge personal space and boundaries. • Children know that all forms of abuse are wrong. • Children learn help-seeking behaviours.
	Social Media and Popular Culture <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.
	Protecting Me/Abuse and Relationships <ul style="list-style-type: none"> • When I feel safe/unsafe 	<ul style="list-style-type: none"> • Children learn that all forms of abuse are wrong. • Children are informed about sources of information and support.

	<ul style="list-style-type: none"> • My 5 trusted individuals • Bullying • Physical abuse and neglect • Sexual abuse 	
	Understanding Human Sexuality	<ul style="list-style-type: none"> • Children are introduced to the concept of human sexuality. • Children build a positive sense of self.
THIRD + FOURTH LEVEL S1, S2, S3 earlier or later for some	My Body Now <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.
	Body Image <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.
	Sexual intercourse <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. • 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.

		<ul style="list-style-type: none"> • Young people are encouraged to delay sexual activity.
	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.
	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.
	Emotional Wellbeing <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.
	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.
	Sexual Health: getting advice and support	<ul style="list-style-type: none"> • Young people learn about the key elements of sexual health service provision, including how confidentiality works. • Young people learn how to access local sexual health services, information and advice.
	Sexual intercourse: Pressure, pleasure, first-time sex	<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.

		<ul style="list-style-type: none"> • Young people view sex in the context of a loving, committed relationship.
	Romantic and Loving Relationships <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.
	Equalities, Feminism and Sexual Harassment <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.
	Human Sexuality and Sexual Rights <ul style="list-style-type: none"> • The idea of Sexual Rights (including FGM) • Claiming your 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.
	Consent and the Law	<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.
SENIOR PHASE S4, S5, S6 and College or	Make it Good <ul style="list-style-type: none"> • The relationship I want • How and why to end a relationship 	<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.

earlier for some	<ul style="list-style-type: none"> • How do you know you are ready for sex? • The sexual relationship I want 	<ul style="list-style-type: none"> • 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'.
	Going Out, Keeping Safe	<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 and that of friends. • Young people reflect on their behaviour toward others.
	Sex (+ drugs + alcohol)	<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.
	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.
	Communication with a partner <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. • Young people understand the importance of positive behaviours whilst communicating using social media. • 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.
	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.



		<ul style="list-style-type: none">• 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.
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