

## The RSHP resource supports learning about PHYSICAL CHANGES across Curriculum for Excellence Levels

The learning activities and supporting resources across the RSHP resource have an interest in supporting learners to gain knowledge about their bodies and the changes that happen as they grow. The table below identifies this material and supports teachers/educators to map progression across the curriculum.

CforE Level	Activities	Learning Intentions
<b>EARLY LEVEL</b> Early learning establishments and P1 or later for some	<b>My Body</b>	<ul style="list-style-type: none"> <li>Children can accurately name and locate a variety of body parts.</li> <li>Children explain why keeping clean is important.</li> <li>Children can explain basic hand cleaning and dental care routines.</li> </ul>
	<b>My Body Belongs to Me</b>	<ul style="list-style-type: none"> <li>Children can name and locate a variety of body parts.</li> <li>Children begin to understand the notion of bodily autonomy.</li> </ul>
	<b>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>Personal space and privacy</b>	<ul style="list-style-type: none"> <li>Children understand when they might need privacy.</li> <li>Children are beginning to understand about personal space.</li> <li>Children can identify whether or not they feel safe or unsafe in different situations.</li> </ul>
<b>FIRST LEVEL</b> P2, P3, P4 earlier or later for some	<b>My Body</b>	<ul style="list-style-type: none"> <li>Children learn the correct names for parts of their body, including male and female genitalia, and their functions.</li> </ul>
	<b>Privacy</b> <ul style="list-style-type: none"> <li>My Body Belongs to Me</li> <li>Private and the PANTS rule</li> </ul>	<ul style="list-style-type: none"> <li>Children learn the concept of bodily autonomy – that their body is <i>their</i> body.</li> <li>Children learn that parts of their body are private.</li> </ul>

		<ul style="list-style-type: none"> <li>• Children learn that other children/people also have the right to privacy.</li> <li>• Children learn help-seeking behaviours.</li> </ul>
	<b>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>Keeping clean</b>	<ul style="list-style-type: none"> <li>• Children learn about personal hygiene, in terms of their bodies, their clothes and some behaviours like coughing/sneezing.</li> <li>• Children learn the correct names for parts of their body.</li> </ul>
	<b>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> <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>
<b>SECOND LEVEL</b> P5, P6, P7 earlier or later for some	<b>My body</b> <ul style="list-style-type: none"> <li>• Names of parts of my body</li> <li>• My body is changing (inc menstruation)</li> <li>• Feelings and puberty</li> <li>• Personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn the correct names for parts of their body, including male and female genitalia, and their functions.</li> <li>• Children recognise that body changes with puberty impact on feelings and behaviour.</li> <li>• Children learn strategies to manage emotions.</li> <li>• Children understand the importance of personal hygiene.</li> </ul>
	<b>My senses: Things I like/Things I don't like</b>	<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>
	<b>Social Media and Popular Culture</b> <ul style="list-style-type: none"> <li>• Where do we go 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> </ul>

	<ul style="list-style-type: none"> <li>• Being smart online</li> </ul>	<ul style="list-style-type: none"> <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>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>• 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>Menstruation</b></p>	<ul style="list-style-type: none"> <li>• Children learn the correct names for parts of their body, including male and female genitalia, and their functions.</li> <li>• Children recognise that body changes with puberty impact on feelings and behaviour.</li> <li>• Children understand the importance of personal hygiene.</li> </ul>
	<p><b>Understanding Human Sexuality</b></p>	<ul style="list-style-type: none"> <li>• Children are introduced to the concept of human sexuality.</li> <li>• Children build a positive sense of self.</li> </ul>
<p><b>THIRD + FOURTH LEVEL</b> S1, S2, S3 earlier or later for some</p>	<p><b>My Body Now</b></p> <ul style="list-style-type: none"> <li>• Names of parts of my body</li> <li>• How my body changes as I grow</li> <li>• Menstruation</li> <li>• Masturbation</li> </ul>	<ul style="list-style-type: none"> <li>• Young people learn the correct names for parts of their body, including male and female genitalia, and their functions.</li> <li>• Young people recognise that body changes with puberty impact on feelings and behaviour.</li> <li>• Young people learn strategies to manage emotions.</li> <li>• Young people understand the importance of personal hygiene.</li> </ul>
	<p><b>Body Image</b></p> <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>

	<p><b>Sexual intercourse</b></p> <ul style="list-style-type: none"> <li>• How people have sex/Having sex for the first time</li> <li>• Making my choices/Waiting for sex (delay)</li> </ul>	<ul style="list-style-type: none"> <li>• Young people are given basic knowledge about having sex (intercourse) including mutual masturbation, penetrative vaginal sex, oral sex and anal sex.</li> <li>• 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.</li> <li>• Young people discuss sex as part of adult relationships which are characterised by kindness, love and intimacy.</li> <li>• 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.</li> <li>• The age of consent is clarified.</li> <li>• Young people are encouraged to delay sexual activity.</li> </ul>
	<p><b>Social Media</b></p> <ul style="list-style-type: none"> <li>• Me online/How we use social media</li> <li>• Netiquette</li> <li>• Sending and sharing images</li> </ul>	<ul style="list-style-type: none"> <li>• Young people talk about their online activity.</li> <li>• Young people consider how popular culture and media impacts on them.</li> <li>• Young people identify sources of information and support.</li> </ul>
	<p><b>Emotional Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Feeling emotional</li> <li>• Looking after myself and others</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> <li>• Young people learn empathy and understanding for people who experience mental ill-health.</li> </ul>
	<p><b>Sexual Health: Getting advice and support</b></p>	<ul style="list-style-type: none"> <li>• Young people learn about the key elements of sexual health service provision, including how confidentiality works.</li> <li>• Young people learn how to access local sexual health services, information and advice.</li> </ul>
	<p><b>Sexual intercourse: Pressure, pleasure, first-time sex</b></p>	<ul style="list-style-type: none"> <li>• Young people are reminded that sex is more than penetrative penis/vagina sex.</li> <li>• Young people’s discussion of sexual relationships includes learning about consent.</li> </ul>

		<ul style="list-style-type: none"> <li>• Young people understand that pleasure is a component of a happy adult sexual experience.</li> <li>• Young people view sex in the context of a loving, committed relationship.</li> </ul>
	<b>Menstruation</b>	<ul style="list-style-type: none"> <li>• Young people learn the correct names for parts of their body, including male and female genitalia, and their functions.</li> <li>• Young people recognise that body changes with puberty impact on feelings and behaviour.</li> <li>• Young people understand the importance of personal hygiene.</li> <li>• Young people learn how to prepare for and manage periods.</li> </ul>
	<b>Human Sexuality and Sexual Rights</b> <ul style="list-style-type: none"> <li>• The idea of Sexual Rights (including FGM)</li> <li>• Claiming your Sexual Rights</li> </ul>	<ul style="list-style-type: none"> <li>• Young people understand that we are all sexual beings.</li> <li>• Young people develop a broad understanding that our sexuality is about sexual feelings, thoughts, attractions and behaviours.</li> <li>• Young people understand the idea of sexual rights.</li> </ul>
<b>SENIOR PHASE</b> S4, S5, S6 and College or earlier for some	<b>Going Out, Keeping Safe</b>	<ul style="list-style-type: none"> <li>• Young people acknowledge their growing independence and exposure to different and difficult social situations.</li> <li>• Young people consider personal safety and that of friends.</li> <li>• Young people reflect on their behaviour toward others.</li> </ul>
	<b>Sex (+ drugs + alcohol)</b>	<ul style="list-style-type: none"> <li>• Young people understand the role and impact of alcohol and drugs in relationships and on choices and experiences of sex.</li> <li>• Young people reflect on their behaviour toward others.</li> </ul>
	<b>Finding and using sexual health services/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>
	<b>Sex: Masturbation, Oral Sex, Anal Sex</b>	<ul style="list-style-type: none"> <li>• Young people are reminded that a range of sexual behaviours, and not just penetrative penis/vagina sex, are considered as sex.</li> </ul>



		<ul style="list-style-type: none"><li>• Young people receive accurate information about sexual practices.</li><li>• Young people are encouraged to seek further information or help if they need it.</li><li>• Young people consider the impact that pornography has on choices and behaviours.</li></ul>
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