

## The RSHP resource supports learning about SEXUALITY and SEXUAL HEALTH 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 their bodies, sexuality, sexual intercourse and sexual health including reproduction. 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 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>Asking questions, making choices: Saying Yes/Saying No</b>	<ul style="list-style-type: none"> <li>• Children develop an understanding of a range of feelings which they can talk about.</li> <li>• Children are learning about co-operating, sharing and about manners.</li> </ul>
	<b>Looking after Plants and Animals</b>	<ul style="list-style-type: none"> <li>• Children develop their understanding of how plants and young animals grow and develop.</li> <li>• Children understand the concept of life-cycle.</li> <li>• Children understand that all living things need to be nurtured and cared for.</li> </ul>
	<b>Pregnancy/Looking after a baby</b>	<ul style="list-style-type: none"> <li>• Children are aware of the needs of a baby.</li> <li>• Children understand where living things come from.</li> </ul>
<b><u>FIRST LEVEL</u></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>Feelings and Safety</b> <ul style="list-style-type: none"> <li>• This is how I feel</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn to recognise their feelings.</li> </ul>

	<ul style="list-style-type: none"> <li>Feeling Safe</li> </ul>	<ul style="list-style-type: none"> <li>Children give examples of how they feel at different times or in different circumstances.</li> <li>Children learn help-seeking behaviours.</li> </ul>
	<p><b>Looking after plants and animals</b></p> <ul style="list-style-type: none"> <li>Looking after plants</li> <li>Learning about life cycles</li> <li>Looking after pets</li> </ul>	<ul style="list-style-type: none"> <li>Children learn where plants (fruit and vegetables) come from and how they grow and develop.</li> <li>Children learn what animals (pets) need to grow and develop.</li> <li>Children learn that all living things grow and change.</li> <li>Children learn that all living things need to be cared for and nurtured.</li> <li>Children begin to relate their learning to their own development and growth.</li> </ul>
	<p><b>How human life begins, pregnancy and birth</b></p> <ul style="list-style-type: none"> <li>How human life begins, pregnancy and birth</li> <li>What babies need</li> </ul>	<ul style="list-style-type: none"> <li>Children know the names for parts of their body required to understand conception, pregnancy and birth.</li> <li>Children understand where living things come from.</li> <li>Children understand the needs of a baby and how they are cared for.</li> </ul>
<p><b>SECOND LEVEL</b> P5, P6, P7 earlier or later for some</p>	<p><b>My body</b></p> <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>
	<p><b>Consent</b></p> <ul style="list-style-type: none"> <li>What is consent?</li> <li>My body is mine</li> </ul>	<ul style="list-style-type: none"> <li>Children understand the concept of consent.</li> <li>Children understand the concept of bodily autonomy.</li> <li>Children acknowledge personal space and boundaries.</li> <li>Children know that all forms of abuse are wrong.</li> <li>Children learn help-seeking behaviours.</li> </ul>
	<p><b>Sex: How people have sex/what do they do?</b></p>	<ul style="list-style-type: none"> <li>Children recap learning about their body including sexual organs/genitals.</li> </ul>



		<ul style="list-style-type: none"> <li>• Children recap learning about puberty and physical and emotional changes.</li> <li>• Children are given basic knowledge about having sex (intercourse). This supports other RSHP learning.</li> <li>• This activity places sex as part of adult relationships which are characterised by kindness, love and intimacy.</li> <li>• The activity corrects what children at this young age may have learned by being exposed to media representations of sex, including pornography.</li> <li>• The age of consent is introduced.</li> </ul>
	<b>How human life begins, pregnancy and birth</b>	<ul style="list-style-type: none"> <li>• Children know the names for parts of their body required to understand conception, pregnancy and birth.</li> <li>• Children understand where living things come from.</li> </ul>
	<b>Menstruation</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> <li>• Children recognise that body changes with puberty impact on feelings and behaviour.</li> <li>• Children understand the importance of personal hygiene.</li> </ul>
	<b>Understanding Human Sexuality</b>	<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>
	<b>How adults plan and prevent a pregnancy: contraception and condoms</b>	<ul style="list-style-type: none"> <li>• Children understand the reasons why contraception may be used and can describe what contraception and condoms are.</li> </ul>
<b>THIRD + FOURTH LEVEL</b> S1, S2, S3 earlier or later for some	<b>My Body Now</b> <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>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>Consent</b></p> <ul style="list-style-type: none"> <li>• What consent means in a relationship</li> <li>• The age of consent</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Young people understand the pressures young people face to be in relationships including sexual relationships.</li> <li>• Young people know what the age of consent is.</li> </ul>
	<p><b>Getting pregnant/truths and myths</b></p>	<ul style="list-style-type: none"> <li>• Young people are given basic knowledge about conception.</li> <li>• Myths or false information is challenged.</li> </ul>
	<p><b>Choices about contraception</b></p>	<ul style="list-style-type: none"> <li>• Young people understand the reasons why contraception may be used.</li> <li>• Young people learn how to access local sexual health services, information and advice.</li> </ul>
	<p><b>Condoms (including demonstration)</b></p>	<ul style="list-style-type: none"> <li>• Young people understand the reasons why condoms may be used and how to use them.</li> </ul>



	<b>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>
	<b>Abortion</b>	<ul style="list-style-type: none"> <li>• Young people know that abortion/termination of pregnancy services are available.</li> <li>• Young people know that all sexual health services are confidential.</li> </ul>
	<b>Sexual intercourse: Pressure, pleasure and first-time sex</b>	<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> <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>Romantic and Loving Relationships</b> <ul style="list-style-type: none"> <li>• Love</li> <li>• Living together, Marriage and Civil Partnerships</li> <li>• How do you make a relationship work?</li> <li>• Qualities of a partner and talking about relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Young people understand the importance of being cared for and caring for others in relationships.</li> <li>• Young people understand that adult relationships can include marriage, civil partnerships and living together.</li> <li>• Young people acknowledge the pressures they can be under to be in a relationship.</li> </ul>
	<b>Human Sexuality</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>



	<p><b>Consent and the Law</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Young people understand what the law says about sexual consent.</li> <li>• Young people understand the pressures young people face to be in relationships including sexual relationships.</li> </ul>
	<p><b>Menstruation</b></p>	<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 an manage periods.</li> </ul>
	<p><b>Pornography: What is it and what harm does it do?</b></p>	<ul style="list-style-type: none"> <li>• Young people reflect and develop their own views on pornography and learn approaches to manage their exposure to images/films they see.</li> <li>• Young people understand that what is represented in pornography is not 'real' but staged and performed.</li> <li>• Young people understand that they have choices and can choose to not watch pornography.</li> <li>• Young people begin to think critically about their own relationship with pornography.</li> </ul>
	<p><b>About STIs/BBVs/HIV</b></p> <ul style="list-style-type: none"> <li>• About STIs/BBVs</li> <li>• The Local and Global impact of HIV</li> </ul>	<ul style="list-style-type: none"> <li>• Young people can name STIs/BBVs</li> <li>• Young people are aware of the signs and symptoms of STIs/BBVs.</li> <li>• Young people will learn how to protect themselves against STIs/BBVs.</li> <li>• Sexual health services/clinics are identified as services that can help.</li> </ul>



		<ul style="list-style-type: none"> <li>• Young people consolidate and build on their understanding of HIV facts.</li> <li>• Young people gain insight into some of the issues relating to HIV today.</li> </ul>
<p><b>SENIOR PHASE</b> S4, S5, S6 and College or earlier for some</p>	<p><b>Make it Good</b></p> <ul style="list-style-type: none"> <li>• The relationship I want</li> <li>• How and why to end a relationship</li> <li>• How do you know you are ready for sex?</li> <li>• The sexual relationship I want</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Young people think about whether they are ready for a sexual relationship, and are encouraged to delay having sex until they feel ready.</li> <li>• Young people consider the idea of 'relationship rights'.</li> </ul>
	<p><b>Sex (+drugs + alcohol)</b></p>	<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>
	<p><b>Contraception and condoms demonstration</b></p>	<ul style="list-style-type: none"> <li>• Earlier learning about contraception and condoms is reinforced and refreshed.</li> <li>• Young people are informed about the purpose and main methods of contraception.</li> <li>• Young people know where contraceptive advice and information are available.</li> </ul>
	<p><b>Getting to know your body: Self-examination and Sexual Problems</b></p>	<ul style="list-style-type: none"> <li>• Young people learn the importance of self-examination of breasts and testicles.</li> <li>• Young people have factual information about common sexual problems.</li> <li>• Young people know how to access services, information and support in terms of their sexual health and wellbeing.</li> </ul>



	<b>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>
	<b>Preparing for Parenthood</b>	<ul style="list-style-type: none"> <li>• Young people reflect on the need to plan for parenthood.</li> <li>• Young people understand what choices and actions can be taken before conception to ensure the best start in life for a child and parent/carer.</li> <li>• Young people understand the term pre-conception health.</li> </ul>
	<b>Stigma, taboo and discrimination</b>	<ul style="list-style-type: none"> <li>• Young people discuss and understand the impact of stigma and discrimination on people living with ill-health/chronic conditions.</li> <li>• Young people know that their language and behaviour has an impact on others.</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> <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>
	<b>Pornography</b> <ul style="list-style-type: none"> <li>• What is pornography and what is it doing to us?</li> <li>• Pornography: what's the problem?</li> </ul>	<ul style="list-style-type: none"> <li>• Young people recognise the impact that pornography has on self-image, choices and behaviours.</li> <li>• Young people understand that what is represented in pornography is not 'real' but staged and performed.</li> <li>• Young people learn that pornography is a global business.</li> </ul>





		<ul style="list-style-type: none"> <li>• Pornography is viewed as a medium through which people can be objectified, hurt and exploited.</li> <li>• Young people understand that they have choices and can choose to not watch pornography.</li> <li>• Young people consider the impact that excessive exposure to pornography has on attitudes and brain development.</li> <li>• Young people think critically about their own relationship with pornography.</li> </ul>
	<p><b>Prostitution and Paying for Sex</b></p>	<ul style="list-style-type: none"> <li>• Young people learn about prostitution in terms of the law, social attitudes and harm to individuals.</li> <li>• Prostitution is framed as sexual exploitation.</li> </ul>