

## 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	Experiences and outcomes	Learning Intentions
<b><u>EARLY LEVEL</u></b>	<b>My Body</b>	I recognise that we have similarities and differences but are all unique. HWB 0-47a I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB 0-47b I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 0-15a	<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>	I am learning what I can do to look after my body and who can help me. HWB 048a I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. HWB 0-49a	<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>	I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. HWB 0-45a	<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>Asking questions, making choices: Saying Yes/Saying No</b>	I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a	<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>Personal space and privacy</b>	I am learning what I can do to look after my body and who can help me. HWB 0-48a I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication HWB 0-45b	<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>When I feel sad or upset</b>	I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. HWB 0-49a I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. HWB 045a	<ul style="list-style-type: none"> <li>• Children have understanding of their feelings/emotions.</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>FIRST LEVEL To begin</b>	<b>My Body/Names for parts of my body</b>	I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB1-47b	<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> 1. My Body Belongs to Me 2. Private and the PANTS rule	I am learning what I can do to look after my body and who can help me. HWB1-48a I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. HWB 1-49a I am aware of the need to respect personal space and boundaries and can recognise and	<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> <li>• Children learn that other children/people also have the right to privacy.</li> <li>• Children learn help-seeking behaviours.</li> </ul>

		respond appropriately to verbal and non-verbal communication. HWB 1-45b	
	<p><b>People who help and look after me</b></p> <ol style="list-style-type: none"> <li>1. People who are special to me</li> <li>2. When I have a question or a worry</li> <li>3. Professional people</li> </ol>	<p>I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. HWB 1-45a</p>	<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>
<p><b>FIRST LEVEL Progression 1</b></p>	<p><b>Feelings and Safety</b></p> <ol style="list-style-type: none"> <li>1. This is how I feel</li> <li>2. Feeling Safe</li> </ol>	<p>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 1-44a</p> <p>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 1-44</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and nonverbal communication. HWB 1-45b</p>	<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>
	<p><b>Keeping clean</b></p>	<p>I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB1-47b</p> <p>I am learning what I can do to look after my body and who can help me. HWB1-48a</p>	<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>

<p><b>FIRST LEVEL</b> <b>Progression 2</b></p>	<p><b>Safe and happy online</b></p>	<p>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 1-44a I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 1-44 I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 1-45b</p>	<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>
<p><b>SECOND LEVEL</b> <b>To begin</b></p>	<p><b>My body</b></p> <ol style="list-style-type: none"> <li>1. Names of parts of my body</li> <li>2. My body is changing (inc menstruation)</li> <li>3. Feelings and puberty</li> <li>4. Personal hygiene</li> </ol>	<p>I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene. HWB 2-48a</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 learn strategies to manage emotions.</li> <li>• Children understand the importance of personal hygiene.</li> </ul>
	<p><b>My senses: Things I like/Things I don't like</b></p>	<p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 2-45b I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 2-01a I am developing my understanding of the human body and can use this knowledge to</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>

		maintain and improve my wellbeing and health. HWB 2-15a	
	<b>Consent</b> 1. What is consent? 2. My body is mine	I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 2-45b I know that all forms of abuse are wrong, and I am developing the skills to keep myself safe and get help if I need it. HWB 2-49a	<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>
	<b>Social Media and Popular Culture</b> 1. Where do we go online? 2. Being smart online	I understand that a wide range of different kinds of friendships and relationships exists. HWB 2-44a I know that all forms of abuse are wrong, and I am developing the skills to keep myself safe and get help if I need it. HWB 2-49a I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 2-45b	<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>
	<b>Protecting Me/Abuse and Relationships</b> 1. When I feel safe/unsafe 2. My 5 trusted individuals 3. Bullying	I know that all forms of abuse are wrong, and I am developing the skills to keep myself safe and get help if I need it. HWB 2-49a	<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>4. Physical abuse and neglect</p> <p>5. Sexual abuse</p>		
<p><b>SECOND LEVEL Progression 2</b></p>	<p><b>Understanding Human Sexuality</b></p>	<p>I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a</p> <p>I understand my own body's uniqueness, my developing sexuality, and that of others. HWB 3-47a</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 To begin</b></p>	<p><b>My Body Now</b></p> <ol style="list-style-type: none"> <li>1. Names of parts of my body</li> <li>2. How my body changes as I grow</li> <li>3. Menstruation</li> <li>4. Masturbation</li> </ol>	<p>I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene. HWB 2-48a</p> <p>I understand my own body's uniqueness, my developing sexuality, and that of others. HWB 3-47a</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 learn strategies to manage emotions.</li> <li>• Young people understand the importance of personal hygiene.</li> </ul>
	<p><b>Body Image</b></p> <ol style="list-style-type: none"> <li>1. The influence of popular culture</li> <li>2. My real body/body confidence</li> </ol>	<p>I understand my own body's uniqueness, my developing sexuality, and that of others. HWB 3-47a</p> <p>I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. HWB 3-46b</p>	<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> <ol style="list-style-type: none"> <li>1. How people have sex/Having sex for the first time</li> <li>2. Making my choices/Waiting for sex (delay)</li> </ol>	<p>I understand the importance of being cared for and caring for others in relationships, and can explain why. HWB 344a</p> <p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 3-46a</p> <p>I know how to manage situations concerning my sexual health and wellbeing and am learning to understand what appropriate sexual behaviour is. HWB 3-49a</p>	<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> <ol style="list-style-type: none"> <li>1. What consent means in a relationship</li> <li>2. The age of consent</li> </ol>	<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 3-45a</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 3-45b</p> <p>I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. HWB3-49b</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 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>Social Media (1)</b></p> <ol style="list-style-type: none"> <li>1. Me online/How we use social media</li> <li>2. Netiquette</li> <li>3. Sending and sharing images</li> </ol>	<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 3-45a</p> <p>I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. HWB3-46b</p> <p>I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult. HWB 3-46c</p> <p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 3-46a</p> <p>I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. HWB 3-49b</p>	<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> <ol style="list-style-type: none"> <li>1. Feeling emotional</li> <li>2. Looking after myself and others</li> </ol>	<p>I understand the importance of being cared for and caring for others in relationships, and can explain why. HWB 3-44a</p> <p>I understand my own body's uniqueness, my developing sexuality, and that of others. HWB 3-47a</p> <p>I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. HWB 3-46b</p> <p>I know how to access services, information and support if my sexual health and wellbeing is at</p>	<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>



		risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law. HWB 3-48a	
<b>THIRD + FOURTH LEVEL Progression 1</b>	<b>Abuse and Relationships</b> 1. Grooming and sexual exploitation 2. Partner control, coercion and violence	I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 3-45a I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law. HWB 3-48a I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. HWB 3-49b	<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>Sexual Health: Getting advice and support</b>	I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law. HWB 3-48a	<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>
	<b>Sexual intercourse: Pressure, pleasure, first-time sex</b>	I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 4-46a Using what I have learned, I am able to make informed decisions and choices that promote	<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>

		and protect my own and others' sexual health and wellbeing. HWB 4-47b I know how to manage situations concerning my sexual health and wellbeing and am learning to understand what appropriate sexual behaviour is. HWB 4-49a	<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>THIRD + FOURTH LEVEL Progression 2</b>	<b>Romantic and Loving Relationships</b> <ol style="list-style-type: none"> <li>1. Love</li> <li>2. Living together, Marriage and Civil Partnerships</li> <li>3. How do you make a relationship work?</li> <li>4. Qualities of a partner/talking about relationships</li> </ol>	<p>I understand the importance of being cared for and caring for others in relationships and can explain why. HWB 4-44a</p> <p>I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I understand the different contexts of such relationships including marriage. HWB 4-44c</p> <p>I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult. HWB 4-46c</p> <p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 4-46a</p>	<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>Equalities, Feminism and Sexual Harassment</b> <ol style="list-style-type: none"> <li>1. Equalities and feminism</li> <li>2. Sexual harassment</li> </ol>	<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a</p> <p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 4-46a</p>	<ul style="list-style-type: none"> <li>• Young people understand that power exists within relationships.</li> <li>• Young people consider what the abuse of power means in terms of gender.</li> <li>• Young people explain what gender equality and feminism mean to them.</li> </ul>

		<p>I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law. HWB 4-48a</p> <p>I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. HWB 4-49b</p>	
	<p><b>Human Sexuality and Sexual Rights</b></p> <ol style="list-style-type: none"> <li>1. Sexuality and the idea of Sexual Rights (including FGM)</li> <li>2. Claiming our Sexual Rights</li> </ol>	<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 4-45b</p> <p>I know how to manage situations concerning my sexual health and wellbeing and am learning to understand what appropriate sexual behaviour is. HWB 4-49a</p> <p>I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law. HWB 4-48a</p> <p>I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. HWB 4-49b</p>	<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>	<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a</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>SENIOR PHASE</b> <b>To begin</b></p>	<p><b>Make it Good</b></p> <ol style="list-style-type: none"> <li>1. The relationship I want</li> <li>2. How and why to end a relationship</li> <li>3. How do you know you are ready for sex?</li> <li>4. The sexual relationship I want</li> </ol>	<p>I understand the importance of being cared for and caring for others in relationships and can explain why. HWB 4-44a</p> <p>I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I understand the different contexts of such relationships including marriage. HWB 4-44c</p> <p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a</p> <p>I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult. HWB 4-46c</p> <p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 4-46a</p>	<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>Finding and using sexual health services/online information</b></p>	<p>I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law. HWB 4-48a</p>	<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>
	<p><b>Going out/Keeping yourself and others safe</b></p>	<p>I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult. HWB 4-46c                  I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 4-46a                  Using what I have learned I am able to make informed decisions and choices that promote and protect my own and others' sexual health and wellbeing. HWB 4-47b                  I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 4-45b</p>	<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>
	<p><b>Sex (+ drugs + alcohol)</b></p>	<p>I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult. HWB 4-46c                  I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 4-46a</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>Using what I have learned I am able to make informed decisions and choices that promote and protect my own and others' sexual health and wellbeing. HWB 4-47b</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and nonverbal communication. HWB 4-45b</p>	
<b>SENIOR PHASE Progression</b>	<p><b>Communication with a partner</b></p> <ol style="list-style-type: none"> <li>1. The importance of communication</li> <li>2. Getting along and dealing with conflict</li> </ol>	<p>I understand and can demonstrate the qualities and skills required to sustain different types of relationships. HWB 4-44b</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 4-45b</p> <p>I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult. HWB 4-46c</p>	<ul style="list-style-type: none"> <li>• Young people recognise the different ways people communicate with each other in the context of personal relationships.</li> <li>• Young understand empathy is a characteristic of a healthy relationship.</li> <li>• Young people understand the importance of positive behaviours whilst communicating using social media.</li> <li>• Young people know that there can be disagreements in relationships, but that conflict requires resolution.</li> <li>• Young people understand how to de-escalate conflict, giving examples of strategies to do so.</li> </ul>
	<p><b>Sex: Masturbation, Oral Sex, Anal Sex</b></p>	<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a</p> <p>I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. HWB 4-46b</p>	<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> </ul>



		Using what I have learned, I am able to make informed decisions and choices that promote and protect my own and others' sexual health and wellbeing. HWB 4-47b	<ul style="list-style-type: none"><li>• Young people consider the impact that pornography has on choices and behaviours.</li></ul>
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