

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.

CforE Level	Activities	Experiences and Outcomes	Learning Intentions
<u>EARLY LEVEL</u>	People who help and look after Me	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"> 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.
	When I feel sad or upset	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"> Children have understanding of their feelings/emotions. 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.
<u>FIRST LEVEL</u> To begin	People who help and look after me <ol style="list-style-type: none"> 1. People who are special to me 2. When I have a question or a worry 3. Professional people 	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	<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.

<p>FIRST LEVEL Progression 1</p>	<p>Feelings and Safety</p> <ol style="list-style-type: none"> 1. This is how I feel 2. Feeling Safe 	<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 nonverbal communication. HWB 1-45b</p>	<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.
<p>FIRST LEVEL Progression 2</p>	<p>Safe and happy online</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"> • 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.
<p>SECOND LEVEL To begin</p>	<p>My senses: Things I like/Things I don't like</p>	<p>I am aware of the need to respect personal space and boundaries and can recognise and respond</p>	<ul style="list-style-type: none"> • Children learn about their senses about how senses are used when considering if they like or dislike something.

		<p>appropriately to verbal and non-verbal communication. HWB 2-45b</p> <p>I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 2-01a</p> <p>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 2-15a</p>	<ul style="list-style-type: none"> • Children acknowledge personal space and boundaries. • Children understand that feelings and responses are communicated both verbally and non-verbally.
	<p>Social Media and Popular Culture</p> <ol style="list-style-type: none"> 1. Where do we go online? 2. Being smart online 	<p>I understand that a wide range of different kinds of friendships and relationships exists. HWB 2-44a</p> <p>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</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</p>	<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.
	<p>Protecting Me/Abuse and Relationships</p> <ol style="list-style-type: none"> 1. When I feel safe/unsafe 2. My 5 trusted individuals 3. Bullying 4. Physical abuse and neglect 	<p>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</p>	<ul style="list-style-type: none"> • Children learn that all forms of abuse are wrong. • Children are informed about sources of information and support.

	5. Sexual abuse		
<p>SECOND LEVEL Progression 1</p>	<p>Emotional Wellbeing and Body Image</p> <ol style="list-style-type: none"> 1. My Feelings 2. My Body 3. When I feel sad or worried 	<p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b</p> <p>I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. HWB 2-45a</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 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"> • Children learn to recognise their feelings • Children explain how positive relationships enhance emotional wellbeing. • Children learn help-seeking behaviours.
<p>THIRD + FOURTH LEVEL To begin</p>	<p>Body Image</p> <ol style="list-style-type: none"> 1. The influence of popular culture 2. My real body/body confidence 	<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"> • 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.
	<p>Emotional Wellbeing</p> <ol style="list-style-type: none"> 1. Feeling emotional 	<p>I understand the importance of being cared for and caring for others in</p>	<ul style="list-style-type: none"> • Young people understand that puberty is a time of change that impacts both physically and mentally/emotionally.

	<p>2. Looking after myself and others</p>	<p>relationships, and can explain why. HWB 3-44a I understand my own body's uniqueness, my developing sexuality, and that of others. HWB 3-47a 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 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</p>	<ul style="list-style-type: none"> • Young people can identify sources of information and help. • Young people learn empathy and understanding for people who experience mental ill-health.
<p>THIRD + FOURTH LEVEL Progression 1</p>	<p>Abuse and Relationships</p> <ol style="list-style-type: none"> 1. Grooming and sexual exploitation 2. Partner control, coercion and violence 	<p>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</p>	<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.



		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	
	Sexual Health: getting advice and support	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"> • 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.
<u>SENIOR PHASE</u>	Finding and using sexual health services and online information	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	<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.