

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	Experiences and outcomes	Learning Intentions
<u>EARLY LEVEL</u>	My Body	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"> • 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	I am learning what I can do to look after my body and who can help me. HWB 0-48a 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 0-49a	<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	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.
	Personal space and privacy	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	<ul style="list-style-type: none"> • Children understand when they might need privacy. • Children are beginning to understand about personal space.

		respond appropriately to verbal and non-verbal communication HWB 0-45b	<ul style="list-style-type: none"> • Children can identify whether or not they feel safe or unsafe in different situations.
FIRST LEVEL To begin	My Body	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"> • Children learn the correct names for parts of their body, including male and female genitalia, and their functions.
	Privacy 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 respond appropriately to verbal and non-verbal communication. HWB 1-45b	<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 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.
FIRST LEVEL Progression 1	Keeping clean	I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB1-47b I am learning what I can do to look after my body and who can help me. HWB1-48a	<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.

<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 nonverbal 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 body</p> <ol style="list-style-type: none"> 1. Names of parts of my body 2. My body is changing (inc menstruation) 3. Feelings and puberty 4. Personal hygiene 	<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"> • 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.
	<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 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"> • 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.

		maintain and improve my wellbeing and health. HWB 2-15a	
	Social Media and Popular Culture 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"> • 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 1. When I feel safe/unsafe 2. My 5 trusted individuals 3. Bullying 4. Physical abuse and neglect 5. Sexual abuse	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"> • Children learn that all forms of abuse are wrong. • Children are informed about sources of information and support.
SECOND LEVEL Progression 1	Emotional Wellbeing and Body Image 1. My Feelings 2. My Body 3. When I feel sad or worried	I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b 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	<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>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>	
<p>SECOND LEVEL: Progression 2</p>	<p>Understanding Human Sexuality</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"> • Children are introduced to the concept of human sexuality. • Children build a positive sense of self.
	<p>Menstruation</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 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 understand the importance of personal hygiene.
<p>THIRD + FOURTH LEVEL To begin</p>	<p>My Body Now</p> <ol style="list-style-type: none"> 1. Names of parts of my body 2. How my body changes as I grow 3. Menstruation 4. Masturbation 	<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> <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"> • 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.

	<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>Sexual intercourse</p> <ol style="list-style-type: none"> 1. How people have sex/Having sex for the first time 2. Making my choices/Waiting for sex (delay) 	<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"> • 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. • Young people are encouraged to delay sexual activity.

	<p>Social Media (1)</p> <ol style="list-style-type: none"> 1. Me online/How we use social media 2. Netiquette 3. Sending and sharing images 	<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"> • 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.
	<p>Emotional Wellbeing</p> <ol style="list-style-type: none"> 1. Feeling emotional 2. Looking after myself and others 	<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"> • 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.

		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	
<u>THIRD + FOURTH LEVEL</u> Progression 1	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.
	Sexual intercourse: Pressure, pleasure, first-time sex	<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> <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 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>	<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. • Young people view sex in the context of a loving, committed relationship.
<u>THIRD + FOURTH LEVEL</u> Progression 2	Human Sexuality and Sexual Rights 1. Sexuality and the idea of Sexual Rights (including FGM)	<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>	<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.

	<p>2. Claiming our Sexual Rights</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"> • Young people understand the idea of sexual rights.
	<p>Menstruation</p>	<p>I understand my own body's uniqueness, my developing sexuality, and that of others. HWB 447a</p>	<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 understand the importance of personal hygiene. • Young people learn how to prepare for an manage periods.
<p>SENIOR PHASE To begin</p>	<p>Finding and using sexual health services/online information</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</p>	<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.

		confidentiality, and my responsibilities, including those under the law. HWB 4-48a	
	Going out/Keeping yourself and others safe	<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> <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 non-verbal communication. HWB 4-45b</p>	<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)	<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> <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>	<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.

		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	
<u>SENIOR PHASE</u> Progression	Sex: Masturbation, Oral Sex, Anal Sex	<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> <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>	<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. • 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.