

The RSHP resource supports learning about SEXUAL HEALTH and REPRODUCTION 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, sexual intercourse and sexual health including reproduction. 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>	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.
	Pregnancy/Looking after a baby	I am learning about where living things come from and about how they grow, develop and are nurtured. HWB 0-50a I am able to show an awareness of the tasks required to look after a baby. HWB 0-51a	<ul style="list-style-type: none"> • Children are aware of the needs of a baby. • Children understand where living things come from.
<u>FIRST LEVEL</u> To begin	My Body/Names of parts of 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.
	Looking after plants and animals 1. Looking after plants	I am learning about where living things come from and about how they grow, develop and are nurtured. HWB 1-50a	<ul style="list-style-type: none"> • Children learn where plants (fruit and vegetables) come from and how they grow and develop. • Children learn what animals (pets) need to grow and develop.

	<ol style="list-style-type: none"> 2. Learning about life cycles 3. Looking after pets 		<ul style="list-style-type: none"> • Children learn that all living things grow and change. • Children learn that all living things need to be cared for and nurtured. • Children begin to relate their learning to their own development and growth.
FIRST LEVEL Progression 1	Keeping clean		<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.
FIRST LEVEL Progression 2	How human life begins, pregnancy and birth <ol style="list-style-type: none"> 1. How human life begins, pregnancy and birth 2. What babies need 	<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 about where living things come from and about how they grow, develop and are nurtured. HWB 1-50a</p>	<ul style="list-style-type: none"> • Children know the names for parts of their body required to understand conception, pregnancy and birth. • Children understand where living things come from. • Children understand the needs of a baby and how they are cared for.
SECOND LEVEL To begin	My body <ol style="list-style-type: none"> 1. Names of parts of my body 2. My body is changing (inc menstruation) 3. Feelings and puberty 	<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 learn strategies to manage emotions.

	<p>4. Personal hygiene</p>		<ul style="list-style-type: none"> • Children understand the importance of personal hygiene.
	<p>Consent</p> <ol style="list-style-type: none"> 1. What is consent? 2. My body is mine 	<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> <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 understand the concept of consent. • Children understand the concept of bodily autonomy. • Children acknowledge personal space and boundaries. • Children know that all forms of abuse are wrong. • Children learn help-seeking behaviours.
<p>SECOND LEVEL Progression 1</p>	<p>Sex: How people have sex/what do they do?</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> <p>I am able to describe how human life begins and how a baby is born. HWB 2-50a</p>	<ul style="list-style-type: none"> • Children recap learning about their body including sexual organs/genitals. • Children recap learning about puberty and physical and emotional changes. • Children are given basic knowledge about having sex (intercourse). This supports other RSHP learning. • This activity places sex as part of adult relationships which are characterised by kindness, love and intimacy. • The activity corrects what children at this young age may have learned by being exposed to media representations of sex, including pornography. • The age of consent is introduced.
	<p>How human life begins, pregnancy and birth</p>	<p>I am able to describe how human life begins and how a baby is born. HWB 250a</p>	<ul style="list-style-type: none"> • Children know the names for parts of their body required to understand conception, pregnancy and birth.

			<ul style="list-style-type: none"> • Children understand where living things come from.
SECOND LEVEL Progression 2	Understanding Human Sexuality	<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.
	Menstruation	<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.
	How adults plan and prevent a pregnancy: contraception and condoms	<p>I am able to describe how human life begins and how a baby is born. HWB 2-50a</p>	<ul style="list-style-type: none"> • Children understand the reasons why contraception may be used and can describe what contraception and condoms are.
THIRD + FOURTH LEVEL To begin	My Body Now <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.

			<ul style="list-style-type: none"> • Young people understand the importance of personal hygiene.
	<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>Consent</p> <ol style="list-style-type: none"> 1. What consent means in a relationship 	<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</p>	<ul style="list-style-type: none"> • 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.

	2. The age of consent	respond appropriately to verbal and non-verbal communication. HWB 3-45b 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	<ul style="list-style-type: none"> • Young people understand the pressures young people face to be in relationships including sexual relationships. • Young people know what the age of consent is.
<u>THIRD +</u> <u>FOURTH LEVEL</u> Progression 1	Getting pregnant/truths and myths	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 3-47b 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	<ul style="list-style-type: none"> • Young people are given basic knowledge about conception. • Myths or false information is challenged.
	Choices about contraception	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 3-47b 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	<ul style="list-style-type: none"> • Young people understand the reasons why contraception may be used. • Young people learn how to access local sexual health services, information and advice.
	Condoms (including demonstration)	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 3-47b 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	<ul style="list-style-type: none"> • Young people understand the reasons why condoms may be used and how to use them.

	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 will learn about the key elements of sexual health service provision, including how confidentiality works. • Young people will learn how to access local sexual health services, information and advice.
	Sexual intercourse: Pressure, pleasure and 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.
THIRD + FOURTH LEVEL Progression 2	Romantic and Loving Relationships <ol style="list-style-type: none"> 1. Love 2. Living together, Marriage and Civil Partnerships 3. How do you make a 	<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</p>	<ul style="list-style-type: none"> • Young people understand the importance of being cared for and caring for others in relationships. • Young people understand that adult relationships can include marriage, civil partnerships and living together. • Young people acknowledge the pressures they can be under to be in a relationship.

	<p>relationship work?</p> <p>4. Qualities of a partner and talking about relationships</p>	<p>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>Human Sexuality and Sexual Rights</p> <p>1. Sexuality and the idea of Sexual Rights (Including FGM)</p> <p>2. Claiming our Sexual Rights</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 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"> • 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. • 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

			<p>and female genitalia, and their functions.</p> <ul style="list-style-type: none"> • 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.
	Abortion	<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> <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"> • Young people know that abortion/termination of pregnancy services are available. • Young people know that all sexual health services are confidential.
	Consent and the Law	<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"> • 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. • Young people understand what the law says about sexual consent.

			<ul style="list-style-type: none"> • Young people understand the pressures young people face to be in relationships including sexual relationships.
	<p>About STIs/BBVs/HIV</p> <ol style="list-style-type: none"> 1. About STIs/BBVs 2. The Local and Global impact of HIV 	<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 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"> • Young people can name STIs/BBVs • Young people are aware of the signs and symptoms of STIs/BBVs. • Young people will learn how to protect themselves against STIs/BBVs. • Sexual health services/clinics are identified as services that can help. • Young people consolidate and build on their understanding of HIV facts. • Young people gain insight into some of the issues relating to HIV today.
<p>SENIOR PHASE To begin</p>	<p>Make it Good</p> <ol style="list-style-type: none"> 1. The relationship I want 2. How and why to end a relationship 3. How do you know you are ready for sex? 4. The sexual relationship I want 	<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>	<ul style="list-style-type: none"> • 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. • 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. • Young people think about whether they are ready for a sexual relationship, and are encouraged to delay having sex until they feel ready. • Young people consider the idea of 'relationship rights'.

		I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 4-46a	
	Contraception and condoms demonstration	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"> • Earlier learning about contraception and condoms is reinforced and refreshed. • Young people are informed about the purpose and main methods of contraception. • Young people know where contraceptive advice and information are available.
	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.
	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</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.

		<p>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>	
	<p>Getting to know your body: Self-examination and Sexual Problems</p>	<p>I understand my own body's uniqueness, my developing sexuality, and that of others. HWB 4-47a</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 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 4-48</p>	<ul style="list-style-type: none"> • Young people learn the importance of self-examination of breasts and testicles. • Young people have factual information about common sexual problems. • Young people know how to access services, information and support in terms of their sexual health and wellbeing.
<p>SENIOR PHASE Progression</p>	<p>Sex: Masturbation, Oral Sex, Anal Sex</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> <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.

			<ul style="list-style-type: none"> • Young people consider the impact that pornography has on choices and behaviours.
	Preparing for Parenthood	<p>I can explain the importance and the enduring and complex responsibility of being a parent/carer, and the impact on life choices and options. HWB 4-51a</p> <p>Through investigation I can explain the support available for parents and carers looking after babies and bringing up children. HWB 4-51b</p>	<ul style="list-style-type: none"> • Young people reflect on the need to plan for parenthood. • 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. • Young people understand the term pre-conception health.
	Stigma, taboo and discrimination	<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 reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 4-46a</p> <p>As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 4-09a</p>	<ul style="list-style-type: none"> • Young people discuss and understand the impact of stigma and discrimination on people living with ill-health/chronic conditions. • Young people know that their language and behaviour has an impact on others.