

**Woodside Primary School**

**RSHP Planners**

**First Level**

**P2**

Experiences and Outcomes		Benchmarks Suggested Online Resources	Learning Intentions / Success Criteria
Relationships, sexual health and parenthood	<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>Responsibility of All</p> <p><a href="https://rshp.scot/wp-content/uploads/2019/07/Part-1.-This-is-how-I-feel-Activity-plan.pdf">https://rshp.scot/wp-content/uploads/2019/07/Part-1.-This-is-how-I-feel-Activity-plan.pdf</a></p> <p><a href="https://www.bbc.co.uk/cbeebies/watch/feeling-better-songs-playlist#playlist">https://www.bbc.co.uk/cbeebies/watch/feeling-better-songs-playlist#playlist</a></p> <p><a href="https://vimeo.com/152985022">https://vimeo.com/152985022</a></p> <p><a href="https://www.youtube.com/watch?v=UsISd1AMNYU&amp;feature=youtu.be">https://www.youtube.com/watch?v=UsISd1AMNYU&amp;feature=youtu.be</a></p> <p><a href="https://www.bbc.co.uk/sounds/play/b03g6vpf">https://www.bbc.co.uk/sounds/play/b03g6vpf</a></p>	<ul style="list-style-type: none"> <li>• I can talk about how to make and sustain friendships.</li> <li>• I understand the importance of kindness and empathy.</li> <li>• I understand that friends have disagreements and can think of positive ways to cope and respond.               <ul style="list-style-type: none"> <li>• I can communicate my feelings.</li> <li>• I can discuss friendships and relationships.</li> </ul> </li> <li>• I know who can help me and keep me safe and who I can talk to if I am worried.</li> <li>• I am learning how to communicate effectively.</li> </ul>
Physical changes			
Sexual health and sexuality	<p>I recognise that we have similarities and differences but are all unique.</p> <p>HWB 1-47a</p> <p>I am aware of my growing body and I am</p>	<ul style="list-style-type: none"> <li>• Recognises that everyone is unique and identifies similarities and differences.</li> <li>• Explains that development and growth of each individual is different.</li> </ul> <p><a href="https://rshp.scot/wp-content/uploads/2019/08/Part-1.-I-am-unique-Activity-plan.pdf">https://rshp.scot/wp-content/uploads/2019/08/Part-1.-I-am-unique-Activity-plan.pdf</a></p> <ul style="list-style-type: none"> <li>• Identifies the correct words for body parts and their functions, for example, penis , testicles and vulva.</li> </ul>	<ul style="list-style-type: none"> <li>• I can give examples of what makes me a unique individual.</li> <li>• I show respect for others.</li> </ul> <p>• Children learn the correct names for parts of their body, including male and female genitalia, and their functions.</p>

	<p>learning the correct names for its different parts and how they work. <b>HWB 1-47b</b></p> <p>I am learning what I can do to look after my body and who can help me. <b>HWB 1-48a</b></p> <p>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. <b>HWB 1-49a</b></p>	<p>Responsibility for All</p> <p><a href="https://rshp.scot/wp-content/uploads/2019/08/Names-of-parts-of-my-body-Activity-plan.pdf">https://rshp.scot/wp-content/uploads/2019/08/Names-of-parts-of-my-body-Activity-plan.pdf</a></p> <ul style="list-style-type: none"> <li>• Explains about own and others' needs for privacy.</li> <li>• Expresses feelings through appropriate closeness to others.</li> <li>• Articulates the right to respond to inappropriate behaviours, for example, using the 3-step model: say no, go away, talk to someone you trust.</li> <li>• Identifies who to talk to if worried or concerned.</li> </ul> <p><a href="https://rshp.scot/wp-content/uploads/2019/08/Part-1.-My-body-belongs-to-me-Activity-plan.pdf">https://rshp.scot/wp-content/uploads/2019/08/Part-1.-My-body-belongs-to-me-Activity-plan.pdf</a></p>	<p>( I can talk about the different parts of my body and what they do.)</p> <ul style="list-style-type: none"> <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>• I can talk about what I like about me and my body.</li> <li>• I can explain that my body belongs to me.</li> <li>• I can say who I would go to if I have a question or worry.</li> </ul>
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<p><b>Role of parent/carer</b></p>	<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.</p> <p><b>HWB 1-45a</b></p> <p>I am learning about where living things come from and about how they grow, develop and are nurtured.</p>	<p><a href="https://rshp.scot/wp-content/uploads/2019/07/Part-1.-My-body-belongs-to-me-Prop-1.pdf">https://rshp.scot/wp-content/uploads/2019/07/Part-1.-My-body-belongs-to-me-Prop-1.pdf</a></p> <p><a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a></p> <p><a href="https://www.youtube.com/watch?v=a-5mdt9YN6I&amp;feature=youtu.be">https://www.youtube.com/watch?v=a-5mdt9YN6I&amp;feature=youtu.be</a></p> <ul style="list-style-type: none"> <li>• Explains ways in which families may differ and that there are a variety of people who may care for us.</li> <li>• Identify the meaning of “care” <ul style="list-style-type: none"> <li>• Identify people who care for them, exploring both physical and emotional care.</li> </ul> </li> </ul> <p><a href="https://rshp.scot/wp-content/uploads/2019/07/Part-1.-People-who-are-special-to-me-Activity-plan.pdf">https://rshp.scot/wp-content/uploads/2019/07/Part-1.-People-who-are-special-to-me-Activity-plan.pdf</a></p> <ul style="list-style-type: none"> <li>• Explains changes to the body at different stages of life.</li> <li>• Identifies what is needed for growth and development of animals, plants and humans.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the adults in my life who help, care for me and look after me.</li> <li>• I can talk about how adults help, care and look after me.</li> <li>• I can identify the non-family/professional adults in my life who care for me and look after me.</li> <li>• I can talk about how these adults care and look after me.</li> <li>• I can name who I can go to if I need help.</li> </ul> <ul style="list-style-type: none"> <li>• I can recognise and name common fruits and vegetables.</li> <li>• I know what affects the growth of plants, that plants need water, soil, space, sunlight and air to grow.</li> <li>• I can describe the care required to grow and nourish a plant</li> </ul>
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	<p><b>HWB 1-50a</b></p> <p>I am able to show an awareness of the tasks required to look after a baby.</p> <p><b>HWB 1-51a</b></p>	<p><a href="https://rshp.scot/wp-content/uploads/2019/08/Part-1.-Looking-after-plants.pdf">https://rshp.scot/wp-content/uploads/2019/08/Part-1.-Looking-after-plants.pdf</a></p> <ul style="list-style-type: none"><li>• Explains how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</li></ul>	
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