Relationships, Sexual Health and Parenthood

Proud to be Me
support pack
## Contents

### Suggested Lesson Outlines

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### Appendices (Resources)

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## P1 Session 1

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<tr>
<td>We are all different</td>
<td>What do we look like? How can we find out? If appropriate, ask children to bring in photo to display. Option to have children use mirrors to draw themselves (or each other) or for them to simply draw themselves. Discuss ways in which they look different.</td>
<td>Photographs&lt;br&gt;Display labels, paint/collage materials&lt;br&gt;Mirrors</td>
<td>Oral Discussions&lt;br&gt;Drawing of Self</td>
<td></td>
</tr>
<tr>
<td>We are all unique</td>
<td>Hair – colour, style – graph information. Use face outline to record own hair colour and style in an appropriate way.</td>
<td>Data base programme</td>
<td></td>
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<tr>
<td>individuals</td>
<td>Eyes – colour. Investigate in pairs. Graph information. Add to face outline.</td>
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<tr>
<td></td>
<td>Nose – look at shapes of noses. Are they all the same? Discuss importance of smell/breathing – identify another opening through which they can breathe. List favourite smells – list smells they don’t like. Put various smells into containers. Have a ‘what’s the smell’ quiz!</td>
<td>Small containers with vinegar, lemon, soap, mint etc</td>
<td>Completed face outlines – did they record the correct information?</td>
<td></td>
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<tr>
<td></td>
<td>Mouth – why two places for breathing? Discuss. Briefly discuss other uses of mouth. Tasting table (watch out for food allergies)</td>
<td>Tasting Table (fruits)</td>
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<td></td>
<td>Ears – discuss importance of hearing and listening. Record familiar sounds and ask children to identify the sounds that can mean danger.</td>
<td>Tape recorder and tape of sounds e.g. cars, water, trains, stranger etc</td>
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**Session 1 (continued)**

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</thead>
<tbody>
<tr>
<td>We are all unique individuals</td>
<td>Hands – discuss what hands can do? Make Helping Hands Booklets With help, children could draw and write how they help others Explore using ‘feely’ boxes Hand printing Photocopy hands for display purposes</td>
<td>Paper, pens, scissors Feely boxes – suggest placing wool, fur, sandpaper, jelly etc into tubs for children to feel without looking.</td>
<td>Finished booklets. Are they aware of how they can help others?</td>
<td>NB: these body parts can also be used to abuse, this possibility should always be kept in mind when observing children’s reactions to this section on how hands, legs and feet can be used. One way to circle this might be to remind children of previous discussion on recognising and responding to danger/discussion of personal space etc.</td>
</tr>
<tr>
<td>We have similarities and differences</td>
<td>Fingers – discuss the fact that everyone has different fingerprints. Make fingerprints and investigate using a magnifying glass. Are they the same?</td>
<td>Magnifying glasses Ink pads (washable)</td>
<td>Oral reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Legs/feet – investigate shoe size. Graph information. Discuss what they can do with their legs. Draw/write, with help, something they can do with their legs. Report to class. Try writing with their toes.</td>
<td>Drawing materials Writing materials Database programme</td>
<td></td>
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</table>

Paper, pens, scissors
Feely boxes – suggest placing wool, fur, sandpaper, jelly etc into tubs for children to feel without looking.
Magnifying glasses
Ink pads (washable)
Drawing materials
Writing materials
Database programme
## P1 Session 2

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>We have similarities and differences</td>
<td>Revision of previous work. Show poster of boy or girl. Label all external body parts using flashcards – head, arms, legs, stomach, feet, hands, chest, elbow and knees. Sing action song ‘Head, Shoulders, Knees and Toes’. Discuss main jobs of legs, hands, arms, feet etc. Children could experiment with trying to carry a large item with one hand or move around using only one leg. Revise that we all have different sized feet, hands and bodies. Play ordering games where children have to get into order of tallest – smallest, biggest feet to smallest feet etc. Complete worksheet titled ‘look at me then and now’ (page 9 &amp; 10) Discuss changes.</td>
<td>Large body outline and flashcards</td>
<td>Flashcards placed at correct part of the body</td>
<td>Can children list at least three changes in their bodies?</td>
</tr>
<tr>
<td>The external parts of our bodies</td>
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<td></td>
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<tr>
<td>Recognise that as we grow our bodies grow</td>
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</table>
P1 Session 2

Head
Legs
Feet
Chest
Stomach
Elbow
Knee
Arms
Hands
Name:
P1 Session 2

Name

That was me then!

Draw

Write

(Adapted from SLC Healthy Programme of Study)
P1 Session 2

Name

This is me now!

Draw

Write

(Adapted from SLC Healthy Programme of Study)
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<tbody>
<tr>
<td>How we can keep our bodies healthy</td>
<td>Discuss ways of keeping healthy e.g. eating and drinking, exercise, sleep, keeping clean and brushing teeth.</td>
<td>Drawing materials</td>
<td>Can children list 3 ways to keep healthy?</td>
<td>Again, needs to be done with mindfulness that abusers often use the term ‘dirty’ in order to silence survivors of abuse by shaming them.</td>
</tr>
<tr>
<td>How to keep clean</td>
<td>Children to draw a picture of a healthy, clean person.</td>
<td></td>
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<tr>
<td>Importance of washing hands</td>
<td>Discuss/list all times when we should wash our hands e.g. after toilet, handling pets, before eating.</td>
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<tr>
<td>Germs lead to tummy aches and illness</td>
<td>Display of large bars of soap Experiment with variety of soaps Graph/table to show results in terms of smell, colour, effectiveness, texture Design poster encouraging children to wash hands. Posters could be displayed around school and in toilets. Elicit importance of washing hands and highlight germs. Children could draw a ‘germ’ and use their drawings as puppets to tell a story of how germs can cause/spread illness and tummy aches.</td>
<td>Borrow ‘Glo Box’ from Public Health Nurse/Health Improvement Resource Library Variety of soaps (bars, liquids)</td>
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<td></td>
<td>Children draw a second picture of a healthy, clean person. More detail should be added and reflect that learning has taken place.</td>
<td>Drawing materials</td>
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## P2 Session 1

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<tbody>
<tr>
<td>Characteristics of male and female animals</td>
<td>Display a variety of animal pictures e.g. lion and lioness, animals feeding babies etc. Children to discuss and group into male and female (boy/girl). Ask the class to list all the ways they can identify whether someone is a boy or a girl. Responses might include length of hair, first names, games preferred, clothing etc. Discuss with children the effectiveness of these in distinguishing between male and female e.g. some girls have short hair and wear trousers. Children draw a picture of a person called Sam. This person has shoulder length hair, is wearing jeans and a t-shirt. Children can add other items such as hat, bag, hobbies etc. Ask children to add in what the person is doing. Discuss results - how many children drew a boy/girl? Why? Play a version of the board game ‘Guess Who?’ Have the class standing and then ask questions like: Are you a girl? Do you have long hair? Do you have any brothers? Children who can answer yes remain standing. The game continues only until one person is left (it is important that the attributes are always positive).</td>
<td>Various pictures of animals – wild, farm etc Living and Growing Unit 1 – Activity Sheet 2</td>
<td>Correct identification of types of animals Knowledge that female animals have babies, male lions have a mane etc</td>
<td>Basic principle of gender in action – reinforce that these ‘girly or boyish’ signs can not only be wrong, but can also be different in different cultures, and have been different in times gone by.</td>
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<tr>
<td>No two people are exactly alike except possibly identical twins</td>
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**Living and Growing**

**Unit 1 – Activity Sheet 2**

**Drawing and writing materials**
### P2 Session 2

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</table>
| To recognise that although we have certain features in common with other people, it is the particular combination of characteristics that make us (and them) unique and special | Encourage children to identify ways in which they are unique. Focus initially on physical characteristics. Remember all differences should be valued positively.  
Children play a ‘shadow game’ or make shadow paintings of their silhouettes. Children could take it in turn to guess whose silhouette it is. This could also form a wall display.  
Class survey – children complete worksheet and carry out a class survey of physical characteristics. Review findings and display as a graph. Surveys could be extended to include size of family, hobbies, favourite food, colour etc | Paper, black paint, small light to cast a shadow.  
Living and Growing Unit 1, Activity Sheet 6  
I.T. Database  
Medal Template  
Newspapers | Each child contributes one item for wall | Circle time activity to explore what we are good at. |
| Personalities, traits, abilities and physical features accentuate the differences between us | Discuss how it is not just our physical characteristics which make us unique but also our personalities and abilities.  
Children make a medal to show/tell something they are good at.  
Teacher builds a ‘look what we can do’ wall.  
Play a game of ‘sharks’ – several sheets of newspaper are laid on the floor and when music stops, children have to stand on a sheet of paper. As the game progresses the sheets are either removed or placed closer together. Children who cannot stand on a piece of paper are out. The game finishes when a small group are huddled together or one piece. Discuss how it felt to be so close to others — did they feel uncomfortable? Were people holding on to them? | | | Good way to relate back to exercise in P1 of what hands and feet can do and issues of personal space etc. |
I am good at

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<tr>
<td>To differentiate between living and non-living things</td>
<td>Discuss the idea of living and non-living things. How do we know things are living – growth, need for food, respiration and reproduction. Complete Activity Sheet 1. Which category do we fit into?</td>
<td>Living and Growing Unit 1, Activity Sheet 1</td>
<td>Children can identify living and non-living things</td>
<td>Links with Science</td>
</tr>
<tr>
<td>The differences and similarities between males and females</td>
<td>Review Primary 2 work done on male and female differences. Explore their perceptions e.g. what boys like to do, what girls like to do, what boys wear, what girls wear etc. This should provide an opportunity to discuss stereotyping. Complete Activity Sheet 3. Children should complete sheet for their own sex before moving on to opposite sex. Once completed they should work in mixed pairs to discuss answers. What were similarities and differences? Review as a class, are these characteristics likely to change as they grow older? How effective are these at determining male and female? Can they change?</td>
<td>Living and Growing Unit 1, Activity Sheet 3</td>
<td></td>
<td>Areas for discussion include TV programmes, books, sports, music</td>
</tr>
<tr>
<td>That stereotypes exist in society</td>
<td>Ask how we can accurately tell the difference, establish that sexual organs are the only way to determine difference. Divide class into mixed or single sex groups and ask them to draw an outline of a boy/girl on a large sheet of paper. They should then draw on and label all the main parts of the body, including the sex parts. Display these and discuss words used – acknowledge family names but ask if children know the correct names. Show ‘differences’ DVD.</td>
<td>Living and Growing Unit 1, Programme 1 – Differences Activity Sheets 4&amp;5</td>
<td></td>
<td>Refer to Living and Growing Unit 1, Resource Book Page 9 for follow up literature</td>
</tr>
<tr>
<td>That the sexual organs are the only accurate way to determine male and female</td>
<td>Establish that from now on we will use a common language so that everyone understands each other. Discourage use of inappropriate language. Consider use of ‘ask-it-basket’ at this stage.</td>
<td></td>
<td></td>
<td>For information, this exercise can be carried in P4 if this is felt to be more appropriate.</td>
</tr>
<tr>
<td>The correct names for male and female sexual body parts (work on this topic can be moved to P4 if preferred)</td>
<td></td>
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<td></td>
<td>Activity Sheet 4 could be sent home in order to involve parents in the consistent use of language.</td>
</tr>
<tr>
<td>That a common language will be used in the classroom</td>
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<td></td>
<td>Worksheets could be adapted to suit words used in group.</td>
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<td></td>
<td>Be mindful that, again, this is a time that could trigger flashbacks/disclosures of abuse. Children need to know that it is safe to do so.</td>
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## P4 Session 1

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<tr>
<td>That growth and change belong to a natural life cycle</td>
<td>Discuss the idea that all living things come from living things, e.g. flowers from seeds/bulbs. Discuss where a variety of things come from. Encourage children to think of the timescale involved e.g. seed growing into a flower, acorn into oak tree. Discuss the idea of life cycles or review work done in Science around Animals and Plants. Think back to the video (Differences shown in P3). Discuss the story of Jamahl and Vicky looking for Mogsy the cat. Have their pets ever had babies? Talk about the names given to the offspring of different animals. How do mothers of different creatures feed their young? How are human babies fed? Talk about how their grandparents are the mother and father of their parents and how this cycle will continue. Ask the children where they think they have come from and talk about the stories they may have been told or have heard e.g. under a gooseberry bush, left by the stork. Review the differences between males and females and why these are important in understanding where babies really come from – review work done in P3 (if appropriate) on names of body parts. Establish that we are all made from a male and a female. Show DVD ‘How did I get here?’ Discuss the birth of animals as seen in the DVD and the fact that these babies and the babies of all animals grow from eggs. What about human babies? Explain that a baby is the result of a little part of the dad (sperm) and a little part of the mum (egg). Complete sheet A</td>
<td>Living and Growing Unit 1, Activity Sheets 8 &amp; 9</td>
<td></td>
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</tbody>
</table>

Useful literature includes:

- ‘Mummy laid an egg’ – Babette Cole

Living and Growing Unit 1, Activity Sheet 10 could be done at home
P4 Session 1 Worksheet A How Did I Get Here?
(Adapted from SLC Healthy Programme of Study)

Use the words in the box to complete the sentences below.

<table>
<thead>
<tr>
<th>born</th>
<th>eggs</th>
<th>mother's</th>
<th>babies</th>
<th>ovaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>sperm</td>
<td>father</td>
<td>nine</td>
<td>Womb</td>
<td>testes</td>
</tr>
</tbody>
</table>

All animals grow from _ _ _ _.

_ _ _ _ _ _ grow from an egg.

To grow into a baby the _ _ _ _ _ _’ _ egg needs to be joined by a _ _ _ _ _ _ from the _ _ _ _ _ _.

The baby grows inside the mother's _ _ _ _ for _ _ _ _ months until it is ready to be _ _ _ _ _ _.

Sperm are made in a man's _ _ _ _ _ _.

Eggs are made in a woman's _ _ _ _ _ _.
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<tbody>
<tr>
<td>That we inherit features and characteristics from our parents and relations</td>
<td>Circle time activity – to share responses from homework sheet.</td>
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<tr>
<td>That as we grow older we will change</td>
<td>Discuss the ways in which we are like our brothers, sisters, parents etc. Begin by looking at physical characteristics then move on to consider personalities and mannerisms. Point out that people within families are often alike because they are related but also people that live together often become alike e.g. adopted children. Activity Sheet 14 should be completed individually then the results discussed as a class.</td>
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<tr>
<td>They will change and grow at different rates</td>
<td>Ask the children how they think they will change as they get older, will they become more like their parents? In what ways?</td>
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<tr>
<td>That some of these changes they can control and some they cannot</td>
<td>Discuss how their limbs and other features will grow and change. Will they all grow at the same rate? Ensure children are aware that it is normal to develop and grow at different rates. Ask children to draw a self portrait of what they think they will look like as an adult. Children should complete Activity Sheet 11 in pairs or small groups. They should estimate each person’s age and write it next to the picture. Try to arrive at a class agreement. Alternatively magazines, internet images could be used to make a collage time-line.</td>
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<td></td>
<td>Children should discuss some of the things in their lives that they can or cannot control e.g. choosing friends, their appearance, hobbies, growing taller. Make a chart of their suggestions.</td>
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</tbody>
</table>
### What pupils should learn

| The ways they have changed since they were babies |

#### Suggested development of session

Tell children they are now going to watch a DVD which will look at some of the ways we grow and change after we are born.

Follow up activities could include:
- Collect and display photographs of the children as babies (if appropriate for the class). Have a ‘guess the baby’ competition. Discuss how they have changed and the things they can now do.
- As a class, talk about the significance of birthdays and how we celebrate them. What did the children do on their last birthday? How have they changed since then?
- Refer to the DVD – what presents did Jamahl receive for his birthday? Why was Uncle Leroy’s present inappropriate? Talk about presents they have received, which did they like and why?
- Working individually or in groups use pictures from magazines and catalogues to create collages of presents suitable for babies, toddlers, P1 and P4.
- Finish by asking the children about the things they can do now but couldn’t when they were little. What would they like to be able to do in the future when they are older? Complete Activity sheet and discuss results, possibly as a circle time activity.

#### Equipment and resources

- Living and Growing Unit 1, Programme 3 (DVD) – ‘Growing up’
- Photographs
- Living and Growing Unit 1, Activity Sheets 23 & 24
- Living and Growing Unit 1, Activity Sheet 17
- Magazines, catalogues

#### Assessment

Living and Growing Unit 1, Activity Sheet 17

#### Comment

As previously, sensitivity needed for children who are not living with birth parents, or who, for other reasons, don’t provide such photos or have negative memories of early childhood.
**P5 Session 1**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>That as they grow they will become more independent</td>
<td>Review previous work from P4 on changes. Discuss the things they can do now which they couldn’t do when they were younger. Discuss the things they are allowed to do on their own and the things they need an adult for. Where can they go on their own and where will they be able to go when they are 12, 15, and 18? List suggestions and use to complete time line. Set the children a ‘draw and write’ activity using the instructions in the ‘growing up’ exercise. The results will inform the teacher of the current levels of knowledge. Ensure that the children know that this is not a test and that they are in charge of what they write and draw. Review that the physical changes that occur as they grow are perfectly normal but may occur at different times for different people. These are changes, which they cannot control. Tell the children that they are going to watch a DVD about these changes. Show video stopping before the process of menstruation is discussed. Discuss the contents – things they did when they were little, what choices did they make themselves, which were made for them? How have relationships changed? What changes will happen as their bodies grow – list on the board, make a list for boys and one for girls. Ask if they know the word used to describe the time in their lives when these changes occur – write it on the board if they know.</td>
<td>Time Line Worksheet</td>
<td>Living and Growing Unit 1, Activity Sheet 8</td>
<td>For your information, abusers often attach shame to puberty, and sometimes restrict access to hygiene such as rationing the number of showers a child may take or denying access to sanitary pads/tampons. It is important to allow time for full discussion of DVD and for questions. Remember you can use an ‘ask it’ basket which allows you to control the questions you answer in the class setting.</td>
</tr>
<tr>
<td>That their bodies will grow and change in ways they cannot control, and that this is a normal, healthy process, which is simply part of growing up</td>
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<tr>
<td>That some changes are common to both boys and girls and some are peculiar to their own sex</td>
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<tr>
<td>The meaning of the term – puberty</td>
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### P5 Session 1 (cont)

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<tbody>
<tr>
<td>The process of menstruation</td>
<td>Show next part of DVD ‘changes’ – up to end of menstruation explanation.</td>
<td>Living and Growing Unit 1, Programme 4 (DVD) – ‘changes’ – second part</td>
<td>As above, need to be mindful of how abusers often restrict access to hygiene.</td>
<td></td>
</tr>
<tr>
<td>The importance of good hygiene</td>
<td>Review understanding of puberty and menstruation (reflect on results of draw and write activity) explain that this process will start when the body is ready and is triggered by the release of hormones which are like chemical messengers in the body. These hormones can affect our moods and feelings too, and we do not consciously control when this happens. It is important to link this work with previous work on life cycles and explain that the egg, which is released, will only grow into a baby if it is fertilised. Ask children what they know – ask small groups to come up with 3 facts each and then feedback to class. Explain how girls can protect themselves during their period – show some examples of sanitary towels and tampons. Many of them will be familiar with TV adverts. Show the rest of the DVD to reassure children that the process is perfectly normal but may not happen for some time. Complete worksheets to consolidate learning. To finish, children could imagine they have been visited by a group of aliens who do not know the difference between boys and girls. Working in pairs or small groups children could prepare a fact file with drawings and writing. The children then think of questions they would ask if they were aliens. The questions should be collected and the class try and answer then. The Ask-it-basket could be used.</td>
<td>Sanitary towels, liners and tampons</td>
<td>Note that whilst some girls start their periods at 8 years and some at 17, the average age is falling.</td>
<td></td>
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</tbody>
</table>
P5 Session 2

Time Line of Change

Complete the time line to show at what age you think you could:

A  Go out in the evening  
B  Sit up by yourself  
C  Go to the cinema with friends  
D  Go to nursery/playgroup  
E  Walk on your own  
F  Play outside with friends  
G  Go out to play by yourself  
H  Go to school  
I  Go swimming with friends

If you can think of any others, add them to the list and put them on the time line

Age in years
The Feelings Game

Resources
Hall or large space

Large smiley, sad and neutral faces, placed at corners of room.

A selection of suitable images and written/drawn situations pertinent to children's experiences e.g. wedding pictures, new babies, Christmas scenes, alone in playground. Make sure there is a good mix of situations which would encourage a range of feelings.

Method
Stand children in the middle of the room and point out the three faces on the wall. Explain that they are going to run to the face which best shows how they would feel in each situation. Children should think about how they would feel before running to a face.

Explain that the smiley face represents pleasant or happy emotions, the frowning face represents unhappy or sad emotions and the face with the straight mouth can be used if they are not sure how they would feel. For older pupils, the range of emotions could be increased.

Take time to discuss the children's responses. Exercise can be used as an effective way of making children aware of bullying or other important issues.

As a teacher, pay particular attention to the undecided child/children or those who make inappropriate responses. This means bearing in mind the possibility of abuse and how that may affect a child's reaction to something that, superficially, might appear quite trivial – e.g. if child does not immediately go to 'happy' face when the statement relates to the situation of 'opening your presents on your birthday' this could be because that was when a painful incident of abuse occurred etc).
P5 Growing Up


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Time needed: 40 – 45 minutes

Materials

A piece of paper (approx A4 size) folded so that it provides a four page book formation. Pencils, crayons, but leave colouring in to the end of the session.

It is helpful if you or the children number the 4 sides of the book 1, 2, 3, 4.

Remind the children not to put their names on the paper; ask them to put boy or girl and age in years only on the front of the book.

Reassure the children that there are no correct or wrong answers, that everything they draw and write will be valuable information.

Adapt the language level of the instructions for the children, but do not put in helpful hints, suggestions, reminders of previous discussion or classroom activities or reinterpret the instructions in over-helpful ways.

Please act as scribe for any child who does not feel confident about writing. You may need to bring in some additional scribes. Please remind them of the rules as they are to only write what the child says. It is critically important that this rule is followed and that scribes do not attempt to give a meaning to what the child says. Ask the children to whisper to the scribe so that ideas are not passed on to other children nearby.

Please encourage the children to write as much as they can, in and around their illustrations, as well as in the speech or thought bubbles. Without over emphasising the fact, make it clear that correct spelling is not vitally important. Discourage children from getting out dictionaries or word books, queuing up by you to ask you how to spell. Tell them to have a good try at the spelling (corrections can be thought about later).

Introduce the activity to the children as an invitation to take part in something important.

Introduction to be read to children

We have been asked to help in writing a book about growing up. The book is about two teenagers, a girl Kim and a boy Jon (teacher – change names as you wish and not to be the same as any class member). Kim knows that she is starting to change from a girl into a young woman. Jon knows that he is starting to change from a boy into a young man.

The person who is writing the book and the person who is illustrating it has asked us to get lots of pictures and some bits of writing from children – so that they get the book exactly right. You don't need
to be specifically good artists and writers because it's your ideas they need. They are good at drawing and writing. It's YOUR ideas they want, so they don't want you to talk about it with me, or with each other. If you want any help with the writing or want me or one of the other people here to write for you, just put your hand and whisper what it is you want me/one of us to write. They don't want you to look at each other's pictures and writing. They don't want you even to put your name on the paper, just your age in years. Please do that now on the front of the paper which is folded like a book. Please write in big writing so we can see it easily. Good. That's page 1 finished.

Activity 1
Might need to make it clear before they start this page, how many parts there are to it, or else they might end up with little or no space left for the final instructions.

On this page (page 2) draw a picture of Kim or Jon – you choose – going out in the evening, dressed up and looking grown up. Draw quickly, don't bother about colouring in, you can do that at the end. (4 – 5 minutes). Next, on your picture write how we can tell from your picture that Kim or Jon is growing up. Now, think about Kim or Jon and how she or he is feeling about looking growing up. Draw a thought bubble over Kim or Jon's head and write in it how Kim or Jon is feeling. Note to teacher: you could draw a speech bubble on the blackboard as a starter.

List on this page, draw and write or just write what Kim and Jon are taking with them to show that they are growing up. It would help if you could put this right at the bottom and draw a box round it when you have finished. Great – well done. We'll talk about it later. Now move across to the next page. Page 3.

Activity 2
This time, draw a picture of Kim or Jon – you choose which one – it doesn't have to be the one you choose before (4–5 minutes). Write beside your picture how it is that we can tell Kim or Jon's bodies are changing and growing up. Put a thought bubble over Kim or Jon's head and write in it how Kim or Jon are feeling about their body's changing and growing up. Great – nearly finished! Turn over, fold your paper so it's like a small book. We are on page 4, the back page.

Draw a big thought bubble and write in it how you feel about growing up and your body growing and changing. Write as much as you like – two or three bubbles, if you like. Well done!

Check on the front of the book: NO NAME
AGE IN YEARS

If time – then colour in. Thank you. We will come back to this so you can share your thoughts with each other. This doesn't mean we have to show the work we did.

Teacher - It is important that this follow up happens as soon as possible. The best time is as soon as the session finishes and the response sheets are collected in. If that is not possible, then it should be as soon as possible.
## P6 Session 1

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<thead>
<tr>
<th>What pupils should learn</th>
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<tr>
<td>The physical and emotional changes that take place during puberty</td>
<td>Begin by asking children how they have changed since P4 – have they grown, changed hair style, moved house, relationships e.g. with parents? Discuss which changes they had control over and which they didn’t. (bear in mind that this could trigger painful recollections if there has been separation or any form of abuse, either towards the child or towards a non-abusing parent in the case of domestic abuse) Focus on physical changes. Ask children to work in small groups to write down 5–7 facts they can remember about puberty. Allow groups to share results. Through discussion begin to focus on the changes that will happen to girls, stating that at the next session we’ll do the same for boys (cover both boys and girls if you think you have time). Reassure the children that these changes occur at different rates in different people and this is perfectly normal – some may be experiencing these changes just now, some in the future. Now show the 15 minute DVD ‘Girl Talk’. Children should work in pairs to complete the activity sheet. You may wish to provide the following sub-headings for guidance: mood swings, periods, breasts, curves, underarm hair, pubic hair, spots, and greasy hair. While the class review and compare their answers, take the opportunity to correct any misconceptions the children may have and respond appropriately to any questions. Or ask children to write any questions on scrap paper and add to the ‘ask-it-basket’ or worry box for discussion at a later date.</td>
<td>Large sheet of paper, pens</td>
<td>Oral questioning/recall or previous knowledge</td>
<td>These lessons can be carried out in single sex groups if preferred although both should be taught the same lesson. It would be valuable to bring them together for a discussion as a circle time activity – emphasising why it is important that girls and boys hear about the changes in each other’s bodies.</td>
</tr>
<tr>
<td>The changes that take place in girls’ bodies</td>
<td></td>
<td>Living and Growing Unit 3, Programme 7 (DVD) ‘Girl Talk/Boy talk (when session focuses on boys) Activity Sheet 1 Activity Sheets 2, 3, 4 &amp; 7 provide further activities to extend and re-inforce knowledge and understanding</td>
<td>Completed sheets</td>
<td>Activity Sheet 8</td>
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<tr>
<td>What pupils should learn</td>
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<tr>
<td>The changes that take place in boys’ bodies</td>
<td>This lesson can be carried out in single sex classes if preferred but both sexes should be taught the same lesson. This activity encourages children to now reflect upon the changes that happen to boys during puberty. It also enables the teacher to recap or to reassess how much information they have assimilated. Ask the children to think about the changes as they get older. Again, reassure the children in variation of personal experience and that it is a natural process.</td>
<td>Living and Growing Unit 3 – Programme 8 ‘boy talk’ Activity Sheet 9 (Activity Sheet 12 could be used to extend knowledge and understanding)</td>
<td>Completed activity sheets</td>
<td>Group should be guided to only share what they are comfortable with – this is not an appropriate or safe environment for disclosure of sensitive information and reassure where, when and how children might access such a safe listening ear if they ever have the need to talk etc.</td>
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<tr>
<td>That changes will be emotional as well as physical</td>
<td>Now watch the 15 minute DVD ‘Boy Talk’. Children should now work in pairs to complete the activity sheet. You may wish to give them the following sub-headings as guidance: hair, feelings, spots and voice. Again, as the class review the answers, correct any misconceptions or use the ‘ask-it-basket’. Discuss similar non-physical changes experienced by both sexes. In groups ask children to compile examples of these changes e.g. mood swings, falling out with friends etc. Groups give feedback to the rest of the class and generate discussion. Give each child a copy of activity sheet 13 and, as a whole class, discuss the different times when they have experienced these feelings. Ask children to complete the sheet and then, in small groups, discuss their answers. Ask them to look at the different answers given by boys and girls. Use the opportunity to discuss the effects of bottled up feelings. The children should then be able to sympathise/empathise and understand the feelings and emotions of others at this time of changes.</td>
<td>Large sheets of paper Living and Growing Unit 3, Activity Sheet 13</td>
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 Raumhintergrund: P6 Session 2
## P6 Session 3

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<tr>
<td>What is acceptable language to use and the reasons for this</td>
<td>Revise previous work done on Life Cycles and Reproduction. Children should know the correct names for the sexual organs of the body, how human life begins and the physical and emotional changes of puberty. Appropriate language should be reinforced by asking children to write the names of parts of the body onto an outline of a boy and a girl. They can do this in small, mixed groups. Discuss the words used, again accept that there are family names but that there are also words which can be hurtful and insulting. Agree appropriate language for use in the classroom. Discuss the human reproductive organs. The reproductive organs can be used to produce babies. Men and women have different reproductive organs. In both they can be found in the lower part of the body.</td>
<td>Large sheets of paper</td>
<td>Science – Body Systems – The Reproductive System Worksheets A&amp;B</td>
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**P6 Session 3 (cont’d)**

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<th>What pupils should learn</th>
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<tr>
<td>What is acceptable language to use and the reasons for this</td>
<td>Watch the 15 minute DVD on ‘How babies are made’. Ask the children if they can recall how a baby starts? Collate any information on the boards. Alternatively, set a draw and write activity, prompting the children to draw a picture and sentence about the process. Summarise the information that the children contributed, taking the opportunity to correct any misconceptions. Put the information in the correct order, adding any vital pieces that have been omitted. Encourage questions; answer appropriately and honestly or use the ‘ask-it-basket’. Refer to work done on relationships, love and marriage already. Issues of consent and respect could also be emphasised here. When the discussion draws to a close, give out the activity sheet. Read through with the children. Invite them to carefully cut out the pictures and place them in the correct order. They could be stuck in their workbooks or onto clean paper.</td>
<td>Living and Growing Unit 2, Programme 5 ‘How babies are made’</td>
<td>Living and Growing Unit 2, Activity Sheet 11</td>
<td>Children may have already seen this DVD in Science</td>
</tr>
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</table>
Can you complete the table with the correct words or descriptions?

**The Female Reproductive System**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Egg tube or oviduct (where egg is fertilised)</td>
</tr>
<tr>
<td>B</td>
<td>Womb</td>
</tr>
<tr>
<td>C</td>
<td>Ovary</td>
</tr>
<tr>
<td>D</td>
<td>Sperm from male enter here</td>
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</tbody>
</table>

**Missing words:**

Vagina   Fallopian tube   Where baby develops   Produces eggs
Can you complete the table with the correct words or descriptions?

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Delivers sperm to the vagina</td>
</tr>
<tr>
<td>B</td>
<td>Testes</td>
</tr>
<tr>
<td>C</td>
<td>Sperm Tube</td>
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</table>

Missing words

Where sperm are made

Carries sperm from testes

Penis
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<tr>
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<tr>
<td>To understand how a baby develops in the womb and the effect that the health of the mother has on the baby</td>
<td>Find out what children know about the development of the baby in the womb by asking them in small groups to make up questions that they would like answered e.g. where does the baby get its food supply?, how does it breathe?, does the food the mother eats affect the baby? Feedback to rest of the class and list a selection of questions on the board. Children can try to answer them themselves or visiting speakers could be asked along to help. Activity sheets could be completed in pairs. Ask children to think of things that the pregnant mother should and shouldn’t do. Complete activity sheet individually then discuss as a class. Discuss what they could do to help their mother, aunt, sister or other relative stay healthy. A follow on activity could be to produce a leaflet to explain why and how a pregnant woman could stay healthy. Discuss the huge impact that a new baby has on a family. In pairs, children write a list of things that a new baby will need, how the arrival of a new baby might make the family feel. Discuss results and suggest any negative feelings and positive feelings (e.g. having a new baby versus being woken up by crying). Activity sheet completed in pairs.</td>
<td>New mother</td>
<td>Living and Growing Unit 2, Activity Sheets 21 &amp; 22</td>
<td>Tabard showing development of baby (available to borrow as part of puberty resources from the Health Improvement Library) Activity sheet 20 Leaflets</td>
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## P6 Session 4 (cont’d)

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<tr>
<td>The needs of babies before and after the birth</td>
<td>How is a baby born – DVD – watch the 15 minute DVD. Discuss after nine months of warmth and safety in the mother’s womb, the baby is ready to be born. A mother about to give birth is usually described as being in labour. As a class review what the children know about how a baby is born. Record on board, ordering the stages of labour so that children can see them clearly. Encourage children to ask if they have any questions. Answer them honestly and appropriately or use ‘ask it basket’. Distribute the worksheet and read it over with the children. Ask them to cut out the pictures and stick them on clean paper in the correct order. Tell the children to write a sentence beside each picture explaining what is happening, using the words at the bottom of the page. Extension – as homework, children to find out which hospital they were born in or whether they were born at home. What time were they born, how long was their mum in labour; was their dad present? Were any of them born by caesarean section? Was anyone born in unusual circumstances, such as in the car on the way to the hospital? As a class discuss results. Circle time activity could be used to ascertain if the pupils have any further questions and it should be stressed that parents could be the first point of contact if anyone has any further questions.</td>
<td>Living and Growing Unit 2, Programme 6 (DVD) – ‘how a baby is born’</td>
<td></td>
<td>Be sensitive to children who may not be able to get this information. If you know this is the case with children in the class, remember to adapt to make it better suit. We would not want the situation to arise where any children feel they have to publicly admit a personal circumstance that labels them as ‘different’.</td>
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<tr>
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| To have an awareness of developing friendships and relationships | This activity enables the children to think about their relationships with other children.  
1. Begin by asking children who the most important people in their lives are and why. You may choose to do this as a circle time activity. Record contributions on the board or a large sheet of paper under the headings of family, friends and others. Discuss how the children's friendships have changed since they were small and how this circle of friends has enlarged.  
2. Ask the children to work in pairs describing in turn the person they talk to/play with/spend most time with - what they look like, the activities they do together and what it is about that person that makes them a good friend. Invite each pair to give examples of the reasons why they like this friend, recording these attributes on the board or large sheets of paper. Then give a copy of the activity sheet to each member of the class.  
Working in small groups of four or five, ask them to agree the five most important attributes of friendship recorded on the class list. These should then be written in the spaces provided on the sheet. As a class, discuss the similarities and differences between the group choices and consider whether it was easy or difficult to agree the list. | Large sheets of paper | Quality of discussion | 1. Again, the circle time question of who is important in their lives could be tricky for children living with current or previous abuse, be mindful of safety and well-being and reiterate that people should only discuss what they're comfortable with in class, stating when and where they can go for confidential chats about anything that may be worrying them.  
2. Phrased this way to take into account that not all children would be able to identify a 'best' friend |
### P7 Session 1 (continued)

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<tr>
<td>To reflect on what a good friend is and to consider friendships with those of the opposite sex</td>
<td>Ask the children to consider whether boys’ responses might differ from those of the girls. Why might they be different? In the same groups, ask the children to think how they might feel if the friend was a member of the opposite sex. Remind the class of previous discussions about stereotypes. Ask them to write down individually any attribute they would look for in a partner other than those already listed and discuss the responses as a whole class. Why might we feel differently towards friends of the opposite sex? There will be a need to clarify possible distinction between a boy/girl who is a friend; versus a ‘partner’ Consider ‘attraction’ and what it means – explain at this stage that some people are attracted to others of the same sex and some to the opposite sex. Discuss the age at which it is most appropriate to be going out with someone and what ‘going out’ actually means. Discuss what the word ‘relationship’ means to the children. Look up the meaning in the dictionary. Invite the children to consider the different relationships they have with different people. Discuss the notion of having a good relationship or an unsatisfactory relationship with someone and the feelings associated with each. Discussion of safety and how and when to leave a situation in which they do not feel comfortable Ask them to think of someone with whom they have a good relationship and how might they be able to improve it.</td>
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<td>Consideration should be given to the fact that there may be children in the class who come from homes with same sex relationships</td>
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Link with circle time

Introduce notions of safety in relationships
### P7 Session 1 (continued)

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<tr>
<td>To understand how to show someone that we care about them and how that makes us feel</td>
<td>The purpose of this activity is to enable children to reflect on their relationship with the people they care about. Give out copies of the activity sheet to the class and ask them to draw a red circle around words they associate with feelings they might have towards someone they care about. They should draw a blue circle around the physical action someone might use to demonstrate they care. Working in pairs, ask the children to compare their circled words. As a class, discuss how we show someone that we care about them and how that makes us feel. Consider to whom we might be showing this affection and discuss different ways of showing we care. This will vary of course, according to who that person is and the stage in our lives: our parents, other family members, partner etc. Using the words on the activity sheet, ask the children to write three sentences describing how they might show they care to three different people. Different words to be used for each of the examples.</td>
<td>Living and Growing Unit 3, Activity Sheet 14</td>
<td>Completed sheets</td>
<td>Again, another time in which children can reflect on the importance of feeling safe and respected by those who say they care about us.</td>
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### P7 Session 1 (continued)

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<tr>
<td>To begin to understand what is important in a relationship</td>
<td>This activity allows children to consider what is important in a relationship. Tell children that relationships have to be worked at and that there must be elements of caring, sharing, listening, trusting and ‘feeling safe’. Ask small groups to list the things that help make a relationship work e.g. living close by, similar interests etc. Report back to class. When there are nine recorded, issue activity sheet and ask pupils to rank the suggestions in a diamond nine shape. The most important element goes at number one. Compare diamonds. The purpose of this activity is to explore the children’s own perception of the expectations that we have of boys and girls and to challenge stereotypes. Give each child a copy of the activity sheet and without any discussion, tell them to look at each statement carefully and to draw a line from each figure to whom it applies. They should draw a line to both figures if they believe the statement applies equally. In the space provided they can write an additional statement of their own. Working with a partner, the children should compare their responses and see which statements they disagree with and why? As a whole class discuss whether any of the statements can be differentiated by gender and if so, which ones? Can they think of any other statements?</td>
<td>Living and Growing Unit 3, Activity Sheet 20</td>
<td>Living and Growing Unit 2, Activity Sheet 19</td>
<td>Living and Growing Unit 3, Activity Sheet 15, 17 &amp; 18</td>
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<tr>
<td>To challenge stereotypes relating to gender</td>
<td>This exercise could be done in single sex groups and the results compared in order to challenge gender stereotyping. Further work could be done exploring these themes in pop music and TV soaps. Teacher will need to ensure that only appropriate materials were the subject of discussion.</td>
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### P7 Session 1 (continued)

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<tr>
<td>To investigate and reflect on images of men and women in the media</td>
<td>As a class, discuss where perceptions of being female or male originate: television, films, pop stars, newspapers, magazines, social networks, gaming etc. Workings in groups (mixed gender) provide the children with magazines, newspapers and other sources of images, scissors, glue and large sheets of plain paper. Each group should make a collage using pictures, photographs and text to show how women, men and relationships are portrayed. Raise the issue of ‘sex sells’ (using language you are comfortable with so could use people and relationships rather than sex or how people are made to look, for example) and help the group to translate this phrase into the reality that it is images of women’s bodies, that are used to promote products. Discuss the images – are they positive reflections of men and women? Do children believe they are influenced by these images? Discuss how some research has shown us that are brains are easily influenced when we are younger and that what we see and think as children often stays with us. Show DVD ‘let’s talk about sex’ then discuss the content raising some of the issues discussed previously. Refer to collages of men and women. How many of them show love and happy relationships? Reflect on love and marriage by asking the children what they think it means to be married and why do people choose to get married? Reassure children that some couples choose not to get married but still love each other and other people happily choose to be single. Pupils complete activity sheet and discuss responses. In small groups, children research marriage in different cultures and faith groups. Each group should present its findings to the rest of the class.</td>
<td>Magazines, newspapers, other suitable images Paper, glue and scissors</td>
<td>Living and Growing Unit 3, Activity Sheet 21 Variety of resources</td>
<td>Be sensitive to children from separated families or with lone parents External speakers may be invited to speak to the children on this topic. Do check out the relevant checklist in the appendix</td>
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Appendix A

Family Matters: A Health Topic for Primary 4 Theme: Relationships

What children should know:

• Families can have any number of members
• Not all families have the same members
• All families have different family histories or backgrounds
• Families may not all live in the same household
• Families can support and help each other
• We all have responsibilities to each other
• Families can get together to celebrate happy occasions and support each other in times of crisis and sadness
• Children have a role to play in their families and communities
• Children have responsibilities to themselves and their families and communities
• For many children, their families are special
• They support, love and care for each other

Need to be mindful of the fact that some children live in families that are the antithesis of the points made above. For some, their families are dangerous, controlling and hurtful and to ignore this is to shut out the possibility of children feeling more enabled to disclose abuse.
### Appendix A (cont’d)

#### 1. What is a family?

<table>
<thead>
<tr>
<th>What pupils should learn</th>
<th>Suggested development of session</th>
<th>Equipment and resources</th>
<th>Possible Assessment</th>
<th>Comment</th>
</tr>
</thead>
</table>
| A family can be made up of any number of members | • In groups, children discuss and write down their definition of a ‘family’. Keep and review at the end of topic.  
• Discuss family names. What are their family names? (remember that some families have members with more than one surname).  
• Play ‘Family Matters’ game with class. Discuss the outcomes of the game. Ask children to suggest other possible family groups. Are any of these groupings like their family?  
• Discuss size of family groups within class. Children could survey pupils on a number of questions. e.g. how many members in your family? Do you have any brothers and sisters? Children then choose a way in which to represent this information.  
• List questions they might want to ask about the fictional families they created during card game.  
• In groups children should discuss the family history of their fictional family. They should be encouraged to avoid fantasy and be as realistic as they can.  
• Groups should draw their families and add a written biography for wall display.  
• Discussion around there being all kinds of families. Show children photographs or pictures of some different families. Children should discuss in what ways these families are similar and different to each other (control these to ensure that children talk about the images rather than their own situations if possible). | Paper/pens  
Paper/pens  
Resource sheets 1 and 2 (page 48 & 49)  
Drawing and writing materials  
Chalk board or flip chart  
Paper/pens  
Range of family images which show different size, age range and culture | Pre-assessment  
Finished graphs, charts etc  
Ability to ask relevant questions  
Children’s ability to draw on own experiences in order to inform their discussion | Again, be mindful of children who do not live with their birth families, or who do not live in safe/happy family units. |
## 2. Who are my family?

<table>
<thead>
<tr>
<th>What pupils should learn</th>
<th>Suggested development of session</th>
<th>Equipment and resources</th>
<th>Possible Assessment</th>
<th>Comment</th>
</tr>
</thead>
</table>
| The difference between immediate family and other family members. | • Children should consider their family members. Each child should list all their immediate family members.  
• Complete Worksheet 1 adding family members in the house (those who live with you) and garden (those who don’t).  
• Children should begin to collect photographs of family and friends. These will be used in collage later on so children should ask for permission. Photos should be annotated on reverse side with relevant information (children unable to provide photos could use magazine, internet pictures to represent their family).  
• ‘This is my Family’ - children should draw and write about their family saying who they are, their relationship to them and why they like them. Make into a small booklet for others to read. Report back to class.  
• Discuss with children what is meant by a Family Tree. Complete worksheet 2 part 1 in class. Part 2 could be done at home with the help of family. Care should be taken with this activity as it may case embarrassment to some children and families (as we have noted above). | Paper/Pencils  
Worksheet 1  
Drawing and writing materials  
Folders to keep photograph collection  
Drawing and writing materials  
Worksheet 2 | Completed worksheets  
Finished booklets and reports  
Finished worksheets | As above. Adapt exercise if it doesn’t suit all children in the class.  
Take into account if exercise was adapted. |
### 3. Why are families important?

<table>
<thead>
<tr>
<th>What pupils should learn</th>
<th>Suggested development of session</th>
<th>Equipment and resources</th>
<th>Possible Assessment</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families support and help each other</td>
<td>• Various members of a fictional family should be written on the chalkboard as headings (remember to emphasise that not all families are the same). Read out descriptions of different jobs or things these people may do for a family. Children should discuss which person or people do these each of these and record on their own group record sheet. These should be shared with the class at end of the activity and discussed with reasons given for their choices. Be mindful of gender stereotypes emerging, and be ready to constructively challenge them.</td>
<td>Resource Sheet 3</td>
<td>Worksheet 3</td>
<td>Option for all children in the class can use fictional characters.</td>
</tr>
<tr>
<td></td>
<td>• Children should consider what their family members do for them and vice-versa. Begin Worksheet 3*</td>
<td>Chalk or Flip Board</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• In groups, children should investigate the meaning of ‘support’ and ‘responsibility’ using dictionaries.</td>
<td>Descriptions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Children should identify how they can support a member of their family. This can be written on a brick shape and used to build a ‘supporting wall’ in their class.</td>
<td>Worksheet 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Children should try to identify and list some responsibilities they have at home. These should be shared in class and discussed (bear in mind to challenge gender stereotypes). They could be displayed inside a house shape and displayed on the wall or on a worksheet in the children’s folder.</td>
<td>Dictionaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Complete Worksheet 3.</td>
<td>Brick shapes</td>
<td>Finished brick shapes</td>
<td>Oral responses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment and resources</th>
<th>Possible Assessment</th>
<th>Comment</th>
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<tbody>
<tr>
<td>Chalk or Flip Board</td>
<td></td>
<td></td>
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<tr>
<td>Descriptions</td>
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<td></td>
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<tr>
<td>Worksheet 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dictionaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brick shapes</td>
<td></td>
<td></td>
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<tr>
<td>Writing materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper and Pencils</td>
<td></td>
<td></td>
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<tr>
<td>Worksheet 3</td>
<td></td>
<td></td>
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<tr>
<td>Oral responses</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Descriptions</th>
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<tbody>
<tr>
<td>Worksheet 3</td>
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</table>

<table>
<thead>
<tr>
<th>Resource Sheet 3</th>
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<tbody>
<tr>
<td>Chalk or Flip Board</td>
</tr>
<tr>
<td>Descriptions</td>
</tr>
<tr>
<td>Worksheet 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Finished brick shapes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral responses</td>
</tr>
</tbody>
</table>
### 4. Special Times

<table>
<thead>
<tr>
<th>What pupils should learn</th>
<th>Suggested development of session</th>
<th>Equipment and resources</th>
<th>Possible Assessment</th>
<th>Comment</th>
</tr>
</thead>
</table>
| Families get together on many different occasions. Celebrations are happy times when families get together to talk, eat, dance, sing etc | • Class discussion to identify times when families get together. Encourage children to think of all types of occasion.  
• Ask children to suggest headings under which these occasions can be classified. Children should then classify their list using these headings and record for their folder.  
• Children should be shown an image of a special occasion e.g. wedding, christening etc. Discuss what happens on such an occasion when families come together. How do people celebrate? What sort of things do they say or do?  
• Children should choose an image to show a family occasion they have attended. A written description of the occasion could be added and displayed inside a balloon template. A number of these should be read out to show how similar occasions can be celebrated in different ways by different families. Children should suggest reasons why this is so.  
• Each group should plan a surprise birthday party for one of their fictional characters. They will have to decide the tasks that need to be done, what to buy, make and say in order to have the best surprise party. Groups should report back to class with their final plans.  
• Children should be given cards with possible family gathering situations written on them. In pairs children then role play the possible conversation and perform them to the class.  
• Option of interviewing a grandparent. Children could suggest possible questions they could ask about a family celebration they attended when they were children. As a class, a final set of questions could be agreed and copied onto a worksheet by the teacher.  
• Using the prepared questionnaire children should carry out the interview and prepare a report in writing and pictures for class display or presentation.  
• Children should refer to the classified list in second bullet point. Were all the occasions happy or times of celebration? As a class discuss the roles family members have to play at these times. What kind of support can they offer? | Chalkboard  
Paper and Pencil  
Photograph, poster or picture  
Range of images of ‘family’ celebrations  
Writing materials  
Balloon template  
Drawing and writing materials  
Prepared situation cards  
Chalkboard  
Classified list of occasions  
Questionnaire of children’s questions  
Drawing and writing materials | Reports  
Ability to suggest relevant questions  
Finished reports | Be aware that for children living with abuse, whether or not the family is separated, times of ‘celebration’ are often flashpoints for abusive incidents to take place. |
### 5. All Change

<table>
<thead>
<tr>
<th>What pupils should learn</th>
<th>Suggested development of session</th>
<th>Equipment and resources</th>
<th>Possible Assessment</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are many events or happenings that can alter or change a family. Family can support and help by listening, making arrangements, babysitting etc</td>
<td>• Groups should choose one of their fictional characters and decide on a change that is going to happen to them. E.g. marriage, new relationship, new baby, divorce, new job etc. They should consider the following: how will the family group change? How will they feel? Who will it affect? What can the family members do to help and support? • As a class list all possible changes/events that can affect a family group. • Using circle time, children could identify a change or event they have experienced and discuss their feelings.</td>
<td>Chalkboard</td>
<td>Group discussion</td>
<td>Teachers should judge the situations individually and treat all disclosures in confidence. Teacher can control direction this goes in as it can be a sensitive area and has many possibilities. It should be handled with care. Having a look at ‘Good Grief: Exploring Feelings, Loss and Death’ is recommended as is Skills for the Primary School Child Section 3.</td>
</tr>
</tbody>
</table>
### 6. What are my responsibilities?

<table>
<thead>
<tr>
<th>What pupils should learn</th>
<th>Suggested development of session</th>
<th>Equipment and resources</th>
<th>Possible Assessment</th>
<th>Comment</th>
</tr>
</thead>
</table>
| They have a role to play in their family | • Children should describe in drawing and writing their typical school day. Complete Worksheet 4. They should think about what they do, who they meet, what they say.  
• Remind children of the meaning of responsibility. Discuss what they think are their responsibilities at home, outside and at school and who they are responsible to/for.  
• In groups they should draw up a list of their responsibilities. These could be organised under the headings Home, School, Outside. They could also be presented as a class set of Golden Rules. Complete Worksheet 5.  
• Discuss the need for rules. Why do we need rules? Identify where they will find rules. Children should compare the rules of different places (home, school, class, and swimming baths) and identify the similarities and differences. | Worksheet 4  
Drawing and writing materials | Completed worksheets | |
## 7. My Special People

<table>
<thead>
<tr>
<th>What pupils should learn</th>
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<th>Equipment and resources</th>
<th>Possible Assessment</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family are special and people outside the family can also be special.</td>
<td>• Using their collection of images, children should make a collage of their special people and words to describe what they do.</td>
<td>Resource Sheet 4</td>
<td></td>
<td>Bear in mind that not all children are with birth families, or find their families ‘special’.</td>
</tr>
<tr>
<td>They support, love and care for us</td>
<td>• Review their initial definitions of ‘family’. Were they right? How would they define ‘family’ now?</td>
<td>Resource Sheet 5</td>
<td>End of Topic Assessment</td>
<td>You can leave this out if you feel it would isolate any child.</td>
</tr>
<tr>
<td></td>
<td>• Children to make a certificate to give to their family saying why they are special.</td>
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</tbody>
</table>
Rules for Family Matters

• Make playing cards using Resource Sheet 1
• Each family is made up of six characters
• Each family should have a different compliment of characters selected from the following: mum, dad, carer, step parent, brother, sister, baby, gran, grandad. Other combinations should be devised to suit number of groups in class i.e. 5 groups will need 5 families
• Class can pick names for each of the families. Bear in mind that families can share more than one name
• To play the game children need to ask questions in order to collect their family cards
• To begin shuffle all the cards
• Deal out all the cards among all the groups
• Group decide which family they are going to collect. Usually the family they have most of
• This decided game begins with 1 asking another group for a possible family member, e.g. “Group 2 do you have Mum..?”
• If group 2 has this card, they give it to Group 1 and Group 1 can ask another group for another character. They continue in this way until they fail to get a card
• If they fail to get a card from a group that group then asks the next question. The game continues till each group has all 6 of their chosen family cards
Resource Sheet 3

Please note that we should be challenging gender stereotypes at all times and reinforcing that responsibilities inside the home are, ideally, shared between family members. This means all family members whether younger or older. Please be assured we refer to appropriate jobs being done by appropriate family members. Whilst the statements say “I”, discussion points can be that more than one person does these....

I make the dinner

I call the doctor if someone is ill

I wash the dishes

I feed and care for baby

I go out to work

I walk the dog

I decorate the house and do the DIY

I look after the children

I take children to school

I keep my room tidy

I do the shopping

I lock up the house at bedtime

I cut the grass
**Resource Sheet 4**

**My Special People**

Children can add other words they think of to their collage.

These words can be used along with the pictures children have collected of their families.

<table>
<thead>
<tr>
<th>Care</th>
<th>Love</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help</td>
<td>Listen</td>
</tr>
<tr>
<td>Support</td>
<td>Guide</td>
</tr>
<tr>
<td>Teach</td>
<td>Comfort</td>
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<th>Love</th>
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<td>Help</td>
<td>Listen</td>
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<tr>
<td>Support</td>
<td>Guide</td>
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<tr>
<td>Teach</td>
<td>Comfort</td>
</tr>
</tbody>
</table>
Worksheet 1

Name _______________________________________

Look at the house
Who lives in your house? Write their names inside the house
Worksheet 2

Name _____________________________________

Part 1

A Family Tree shows how people are related to each other.

Here is a family tree of a boy called Mark.

Who is Mark’s brother?

What is his mother’s name?

Has he got a sister?

Who is his cousin?

Who is the oldest in this family?

What other information does the tree give you?

Part 2

Maybe you could ask a relative to help you make a family tree like Mark’s of your own family.

Idea taken from Folen’s: Getting Personal
Worksheet 3

Name ______________________________________

How do the people in your family help each other?

Choose 4 people in your family and write down one thing each of them do for you and one thing you do for them

What ___________ does for me

What ___________ does for me

What ___________ does for me

What ___________ does for me

What I do for ___________

What I do for ___________

What I do for ___________

What I do for ___________

1 ________________________ 1 ________________________

2 ________________________ 2 ________________________

3 ________________________ 3 ________________________

4 ________________________ 4 ________________________
Worksheet 3a

Name ________________________________

Here is a family. How can they help each other?

Write your ideas in the table below.

Idea taken from Folens: Getting Personal
Worksheet 4: A Day in the Life of

Waking up

Ready for School

Travelling to School
Worksheet 4: A Day in the Life of

At School

Travelling Home

At Home
Worksheet 5: Being Responsible

Name_______________________________________

How can you be responsible?
List how you can show that you are responsible in the boxes below.

Home:

School:

In Public:
Appendix B: Sample Letter

Dear Parent/Carer

During session 2011–2012, this school intends to fully implement Curriculum for Excellence Health and Wellbeing’s Relationships, Sexual Health and Parenthood strand (RSHP). This involves the introduction of a new framework of learning which responds to Experiences and Outcomes as directed by the Scottish Government and its supporting materials. These have been developed by NHS Specialists and teaching staff from both North and South Lanarkshire Councils.

Our local authority is committed to the provision of quality sex education in accordance with National Guidelines. It forms a key element of personal, social and health education in schools and is an important part of children's preparations for adult life. The purpose of RSHP work is to provide knowledge and understanding of the nature of sexuality and the processes of human reproduction within the context of relationships based on love and respect. It should develop understanding and attitudes which will help children to form relationships in a responsible and healthy manner.

The RSHP programme for the pupils will comprise:

**Early years of primary school**
- Awareness of the way bodies grow and change
- Uniqueness of their body
- Where living things come from
- Family and special people who care for them
- Dealing with feelings

**Middle Stages**
- Exploring changes in the body
- How human life begins
- Being part of a family
- Dealing with bullying situations
- Dealing with feelings

**Upper Stages**
- Physical and Emotional changes at puberty
- Body image and self worth
- Understanding of own developing sexuality
- Developing an awareness of gender identity
- Changing nature of friendship
- Dealing with feelings
- Menstruation, pregnancy and birth

We include a questionnaire with this letter and would very much appreciate you completing it. Closing date for responses is ____________ and they can be returned to the school office.

We will give parents the opportunity to view and discuss materials prior to use and will attempt to answer any questions you may have. We would ask that you become involved to ensure you are familiar with materials and can continue the good work already happening in the home.

Any further concerns you may have can be discussed with the Head Teacher

Yours sincerely
Appendix C

Relationships, Sexual Health and Parenthood (RSHP) materials questionnaire for parents/carers

In order for us to be able to respond to points you make, please tell us your name and provide contact details we can use to get in touch.

Are you happy with the school programme on RSHP?

☐ Yes  ☐ No  ☐ Don't know

Comment

__________________________________________________________________________

__________________________________________________________________________

Would you like to know more about it?

☐ Yes  ☐ No  ☐ Don't know

What, if any, are your concerns?

__________________________________________________________________________

__________________________________________________________________________

Would you be interested in any of the following? (please tick)

☐ receiving a copy of the government Guide for Parents and Carers

☐ attending an information session on the school RSHP programme

☐ having the opportunity to see the resources (DVDs, leaflets, worksheets)

Please use the other side of this form if you wish to add any further comments

Name:  ___________________________________________________

Child’s Name:  ________________________________________________

Class:  _____________________

Thank you for completing this form
Appendix D: Useful Websites

This is not an exhaustive list and can be added to as you find other sites of use. It is essential that staff review the site content before using with children to ensure you feel it is appropriate, relevant and current.

- www.lanarkshiresexualhealth.org
- www.avert.org
- www.brook.org.uk
- www.fpa.org.uk
- www.lgbtyouth.org.uk
- www.childline.org.uk
- www.nspcc.org.uk
- www.ceop.police.uk
- www.children1st.org.uk
- www.ncb.org.uk
- www.enable.org.uk
- www.thinkuknow.co.uk
- www.bbc.co.uk/relationships/
- www.kidshealth.org
- www.womensaid.org.uk
- www.rapecrisisscotland.org.uk
- www.me-and-us.com
- www.washyourhandsofthem.co.uk
- www.sparklebox.co.uk
- www.teachingexpertise.com
- www.instantdisplay.co.uk
- www.teachingideas.co.uk
- www.channel4learning.com
- www.ltscotland.org.uk/supportinglearners/
- www.media-awareness.ca/english/
- www.careinthesun.org
- www.sunaware.scot.nhs.uk
- www.sunaware.scot.nhs.uk
- www.child-smile.org.uk
- www.scotland.gov.uk
- www.southlanarkshire.gov.uk
- www.northlanarkshire.gov.uk
- www.nhslanarkshire.org.uk
- www.isdscotland.org
- www.healthyrespect.co.uk
- www.healthscotland.com
- www.show.scot.nhs.uk/scieh
Appendix E: Resources

1 Living and Growing – All about us
Units 1, 2 and 3

Channel 4 Learning
Walton Road
Hampshire
PO6 1TR
0844 800 4445

2 Health Education Programme of Study –
South Lanarkshire Council

3 Health For Life – Noreen Wetton and Trefor Williams
Age 4–7 & 8–11

Nelson Thornes
Delta Place
27 Bath Road
Cheltenham
GL53 7ZZ
01242 267280

4 Skills for the Primary School Child part 1
New Edition – ‘Current Issues in PSE’

Tacade
Old Exchange Building
6 St . Ann’s Passage
King Street
Manchester
M2 6AD
0161 836 6850
www.tacade.com

5 Skills for the Primary School Child part 2
New Edition – ‘I am, I know, I can’

Tacade (as above)

6 Quality Circle Time vol. 1 and 2 –
Jenny Mosley

LDA
Duke Street
Wisbech
Cambridge
PE13 2AE

7 ‘Inside Out’ Baby Development Tunic

Active Learning Resource
Unit 2 Pitkerro Park,
Fowler Road,
West Pitkerro,
Dundee
DD5 3RU
01382 778882
www.activelearningresources.co.uk

Health Improvement Resource Library

Law House (01698 377600 or 601)
library.hp@lanarkshire.scot.nhs.uk

A selection of leaflets on puberty and on talking to your child/teenager about sexual health and relationships

Looking Good, Feeling Good – hygiene leaflet

Body Boards – resource looks at physical and emotional changes at puberty with extension kits focusing on body parts and emotions

‘Puberty’ resource crate containing:
• a baby development tunic
• Living and Growing – All About Us Units 1, 2 & 3 – books and DVDs
• Skills for the Primary School Child Part 1 – ‘I am, I know, I can’
• Skills for the Primary School Child Part 2 – ‘Current Issues in PS’

A selection of more than 25 books for primary aged children on RSHP topics

Many other books, packs and other resources on RSHP topics
Resources for Parents and Carers

1. Family Planning Association (fpa) – www.fpa.org.uk/professionals/publicationsandresources

2. www.lanarkshiresexualhealth.org

3. www.ncb.org.uk

4. As part of the ‘Healthy Reading Collection’ in all libraries across North and South Lanarkshire (including mobile units), parents can access the following books:
   - What's happening to me? (girls) Susan Meredith and Nancy Leschnikoff
   - What's happening to me? (boys) Alex Frith and Nancy Leschnikoff
   - How did I begin? Brita Granstrom and Nick Manning
   - Where Willy went Nicholas Allan
   - Let's talk about sex R.H. Harris
   - There's a house inside my mommy Giles Andreae and Vanessa Cabban
Appendix F: School Visits – Visitor Checklist

Aim: To ensure contribution is as valuable as possible
To make sure the need of the class/school are being met
To provide input which is supported by, and relevant to, the curriculum

1. What content has been requested?

2. In what context does the visit take place? (what precedes and follows your input?)

3. Is it possible to have a preliminary meeting or discussion with the teacher (and pupils) prior to the session?
   Yes  No

4. In your session, do pupils have an opportunity to identify the content they want/need?
   Yes  No

5. How will this be handled? (e.g. questions asked in class; requests forwarded to you prior to visit; pre-visit discussion with class or group representatives?)

6. What methods will be used in your session? (e.g. groupwork/whole class talk/workshops?)

7. How will you get feedback about your session?
8 How will this feedback be communicated to the teacher/class?

9 Have you agreed with the teacher what role they will have?

☐ Yes  ☐ No

10 Is the school aware of your practical requirements? (e.g. working space for groups, Audio Visual equipment, flipcharts)

☐ Yes  ☐ No

11 How many pupils will you be working with and how much time is available?
Appendix G: School Visits – School Checklist

Aim: To ensure the visit is as valuable an experience as possible
     To ensure relevance to the curriculum and to your own work with the class
     To make sure the visitor’s contribution is appropriate to your needs
     To get feedback

1. Is the visitor clear about the content required by yourself and your class?
   - Yes  No

2. Have the pupils been involved in organising and/or planning the visit and its content?
   - Yes  No

3. Is it possible to have a preliminary meeting or discussion with the visitor prior to the session (perhaps with pupils or a representative?)
   - Yes  No

4. Do you know the viewpoint/agenda of the agency or individual of the topic? (e.g. who is their parent body? Do they exist to promote a particular viewpoint?)
   - Yes  No

5. What work can you do prior to and following the visit to support, make relevant and reinforce the visitor’s input?

6. Does the visitor know how many pupils they will be working with and how much time is available to them?
   - Yes  No

7. What educational methods will the visitor use and are they appropriate?
8 Have you checked what practical requirements they have? (e.g. working space for groups, Audio Visual equipment, flipcharts)

☐ Yes  ☐ No

9 What role will you play in the session?

________________________________________________________________________

________________________________________________________________________

10 How will you get feedback from the visitor about the session and how will you share this with the class?

________________________________________________________________________

________________________________________________________________________

11 Could the visitor be used in a different way (e.g. staff training, consultation, service provision)?

☐ Yes  ☐ No

12 Does the visit have support implications (e.g. if sensitive material is being raised, is there likely to be a demand for information following the session) and if so, how will these needs be met?

☐ Yes  ☐ No
Appendix H: Relationships, Sexual Health and Parenthood: A Position Statement

Name of school _______________________________________

<table>
<thead>
<tr>
<th>Rationale</th>
<th>A statement on the school’s commitment to quality Relationships, Sexual Health and Parenthood work in line with national and local guidelines on Sex Education and Health. Quotes from Curriculum for Excellence and national/local guidelines could be included to illustrate e.g. context of delivery, place within the curriculum, definition, ethos and values, framework and links with Health Education and Promotion. Identify links to existing policies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes/Aims</td>
<td>List the aims and objectives of RSHP work</td>
</tr>
<tr>
<td>Roles and responsibilities of staff</td>
<td>Named co-ordinator? Health Committee? Class teachers Support staff SMT Statements can be customised to needs of school</td>
</tr>
<tr>
<td>Learning and Teaching</td>
<td>A statement on the organisation of the programme, its structure, principles and progressive nature building on prior learning to allow deeper understanding and development of skills, values and attitudes appropriate to each stage. Content, methodologies, resources and links to other curricular areas should be outlined here. Also include statements on assessment and monitoring and evaluating.</td>
</tr>
</tbody>
</table>
| Partnerships and consultation | Parents/carers and the community  
A statement showing clear commitment to engage support and consult with parents/carers and the wider community, including faith organisations.  
Methods used by the school should be outlined.  
Include information relating to parental requests to withdraw children from RSHP lessons and protocols to be followed and arrangements for such children.  
External agencies  
A statement on the value of using other agencies to complement the programme, not in a ‘one off’ capacity. This means planning beforehand and follow up afterwards with teachers present during sessions. Names of agencies should be included.  
A statement on confidentiality could be included here.  
Liaison between sectors  
A statement showing commitment to liaise effectively between sectors to foster coherence, continuity and progression of the health education provision. |
|---|---|
| Other key issues or additional information | This section should include statements on any other issues important to the school but not covered elsewhere.  
Confidentiality – it may be useful to give a reminder of the school’s position on confidentiality and disclosures. Pupils require to be made aware of this.  
Staff Development – commitment to staff development should be stated and how to access training outlined. |
| Review | Outline how and when policy will be reviewed, including who will be responsible for this. |
Appendix I: Example Relationships Sexual Health and Parenthood (RSHP) Policy

This has been adapted for inclusion in this resource with the kind permission of Petersburn Primary, Airdrie, North Lanarkshire

Rationale
In Scotland, Curriculum for Excellence and its Health and Wellbeing Experiences and Outcomes (including its Relationships, Sexual Health and Parenthood strand) are now being fully implemented. Responsibility for its delivery and management rests with education authorities and school managers. There is, however, specific national advice that makes it clear that sex education is best planned and delivered as part of a wider health education programme and as an integral part of programmes of religious and moral education and education for personal and social development. National advice has much to say about the importance of pupils developing self-esteem, respect for others, good personal relationships, respect for diversity and non-discriminatory views, and respect for individual differences. This is the appropriate climate for school sex education.

As a Health Promoting School, our school promotes health in its widest sense. We consider the physical, social and emotional development of our pupils and staff. Development of self-esteem is central to this. RSHP work at this school is presented in an honest, objective, balanced and sensitive manner within a framework of sound values.

RSHP work is an important aspect of every child’s personal and social development. Recent research by the World Health Organisation shows that:
School programmes are more effective when delivered before sexual activity begins
Good education will not bring forward sexual relationships and in fact delays the onset of sexual activity

What is RSHP work?
It is already happening in homes across Scotland when children begin to explore and understand their feelings and first become aware of their own bodies. Children are bombarded with images of sexuality in their daily lives through, for example, TV, internet, magazines, music, computer games and friends. School and parents need to work together to help children make sense of these messages.

It is becoming increasingly recognised that sex and relationships education should not be a ‘one off’ as children go through puberty, but should be gradually developed as an integral part of growing up. We believe that RSHP work is about the teaching of growing up, sexuality and sex through an understanding of respect, love and care.

Our aims
• To help our pupils learn how to make informed, responsible and healthy choices about their lives as they grow
• To establish an awareness of the importance of stable family life and relationships
• To provide opportunities for pupils to develop personal and interpersonal skills that will enable them to make and maintain appropriate relationships within the family, with friends and within the wider community
• To build pupil confidence, self-esteem and knowledge as they go through school
• To teach children at the relevant time about the physical/emotional development of their bodies
• To teach children about life cycles and reproduction in nature
Planning
RSHP work will build on what children already know. It is an important part of the Health and Wellbeing Curriculum and our personal and social development programme. Other curricular areas such as Religious and Moral Education, Social Studies and Science will also make a contribution.

RSHP will be taught throughout the school according to a progressive programme of age appropriate activities. By the end of primary school, we aim to make sure that all pupils know how their bodies change during puberty, what menstruation is, how babies are made and how babies are born. From time to time, children will ask challenging questions; these will always be answered honestly, in language and depth appropriate to age, maturity and emotional development of the child.

Key features of the programme throughout the school are:
• Respect and caring for self and others
• Respect for individual differences
• Ways to express and deal with feelings and emotions
• Ways to keep safe
• Positive and supportive relationships

Implementation
Classroom activities will include class discussion, group and individual activities and the use of educational videos where appropriate. Health professionals e.g. Public Health Nurse may also lead activities and may provide appropriate literature. Sometimes children may be asked to undertake work that may involve parents, carers, extended family or friends (e.g.) make a family tree, do a survey of eye colour. The main DVD resource for P2 – P7 is the Living and Growing series. Parents will be offered an opportunity to view these programmes.

How will parents be consulted?
We believe that the best way of delivering effective RSHP work is through building positive and supportive communication with parents and carers. All parents and carers have access to the school policy and programme. In addition, information will be made available outlining themes to be covered. From time to time parental information workshops may be offered, parental views may be asked for or parents may be invited to join working groups to update policy. If a parent or carer has any concerns, they should contact the Head Teacher.

How can parents help with RSHP work?
Parents can help by:
• Making themselves aware of the school programme
• Being open and honest with their children
• Giving their children the opportunity to speak about issues discussed in school if they want to and answering questions as best they can.

How is RSHP monitored by teaching staff?
Both Class Teachers and Senior Management monitor RSHP work on an ongoing basis. Self-evaluation, questionnaires, discussion of plans and evaluation of resources are some of the techniques used.

Those involved in creating this policy – parents, pupils and staff – believe that in today’s society, children need to be well informed so that they have the knowledge necessary to make the right choices in life.
Appendix J: References/Acknowledgements

Learning and Teaching Scotland, Sex Education in Scottish Schools, 2001
Scottish Executive: Circular 2/2001
Scottish Executive Health Education 5–14, National Guidelines, 2000
SLC – Health Programme of Study
‘Growing Up – An investigation strategy’ – the late Noreen Wetton, Senior Visiting Fellow
Health Education Unit, School of Education, University of Southampton

Acknowledgements to those involved in creation of original Proud to Be Me resource
Original Writing Group members: Carol Fleming    Acting Principal Teacher
                                Muiredge Primary, Uddingston
Linda Gardner                  Principal Teacher
                                Calderwood Primary, Rutherglen
Eleanor McDonald               Principal Teacher
                                Woodlands Primary, Cumbernauld
Carol Randall                  Teacher
                                Gartsherrie Primary, Coatbridge

Thanks to Jean Devlin (Machanhill Primary School) for permission to include ‘Family Matters’ Unit and
to adapt the SLC Health Programme of Study.
Thanks to the following people for their help, support and professional advice.
Jill Wilson    Former Training Manager, BBV & Sexual Health Team, NHS Lanarkshire
Maureen Allan/Janet Dejong/Lynne Clarke Formerly known as School Nurses, Blantyre/Hamilton and
Motherwell
Jaynie Craig    Former Support Officer (SHRE), SLC
Appendix K
Class Survey for P1 to P3

1. Is there a computer or a laptop in your house?
   [ ] Yes  [ ] No

2. Where is the computer or laptop in your house?
   [ ] Living room  [ ] Bedroom  [ ] Other

3. Do you play games on the computer or laptop?
   [ ] Yes  [ ] No

   If YES, what is your favourite game? _______________________________________

4. Are you allowed to use the computer/laptop on your own?
   [ ] Yes  [ ] No

5. Have you ever seen anything on the computer or laptop that has made you feel upset?
   [ ] Yes  [ ] No

   What was it? __________________________________________________________

6. Did you tell anyone?
   [ ] Yes  [ ] No
Appendix K
Pupil Survey P4 – P7

1. Do you have access to the Internet?
   - [ ] Yes
   - [ ] No

2. How do you access the Internet?
   - [ ] Computer
   - [ ] Laptop
   - [ ] Mobile
   - Other: _______________________

3. Have you ever watched clips on YouTube?
   - [ ] Yes
   - [ ] No

   Please write an example of what you watched:
   ______________________________________________________
   ______________________________________________________

4. Do you have internet access in your bedroom?
   - [ ] Yes
   - [ ] No

5. Do you have a mobile phone?
   - [ ] Yes
   - [ ] No

6. Do you have internet access on your mobile?
   - [ ] Yes
   - [ ] No

7. What do you use the internet for?
   ____________________________
   ____________________________

8. Do you have a webcam?
   - [ ] Yes
   - [ ] No
9  Have you ever seen anything on the internet that made you feel upset?
   □ Yes  □ No
   Did you tell someone?  □ Yes  □ No

10 Do you play console games, eg PlayStation, X Box, PSP?
   □ Yes  □ No

11 Have you ever played an 18 certificate game?
   □ Yes  □ No
   Please write which game(s) ________________________________

12 Have you ever watched someone else play an 18 certificate game?
   □ Yes  □ No

13 Have you ever watched 12A, 15 or 18 films?
   □ Yes  □ No

14 What is your favourite TV programme? ________________________________

15 Do you have Sky or cable in your bedroom?
   □ Yes  □ No

16 Do you watch TV after 9pm?
   □ Yes  □ No
   If so, where and who with? ________________________________