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Relationships, Sexual Health and Parenthood – Home Activities – First Level (P2, P3 and P4)

Over the coming weeks we would have been delivering Relationships, Sexual Health and Parenthood Education lessons with your child's class. This is a really important part of the wider health and wellbeing programme of learning and you might already find yourself answering questions about some of these themes. We thought it would be useful to provide you with some activities that we have taken from the national resource for RSHP at www.rshp.scot



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Topic/Theme	Feelings and safety
Title	This is how I feel
Activities	<p>Our feelings</p> <ol style="list-style-type: none">1. This lesson is about all the different feelings a person can have and thinking about what we actually feel and how we show our feelings in our face, our body and in our words.2. Ask your child to pick a feeling from the list below and act it out with their face or body. You have to try and guess which feeling they picked: Angry Confident Happy Kind Nervous Proud Sad Tired Upset3. After they have acted it out you can ask : When might a person have this feeling? Has there been a time when you had this feeling? Is this a good feeling or an uncomfortable feeling? Have you noticed when someone else has had this feeling?4. Do this a few times or swap over and see if your child can guess what feeling you are acting out.5. Next, there are 2 options and what you use will depend on what you think works best for your child. The first is likely suited to children in P2 and the second is more suited for children in P3 and P4 <p>P2</p> <p>Explain that you are going to see 3 short songs about some feelings. After you watch each song then you'll talk about that feeling. Then watch each song (first the excited song, then the shy song, then the worried song) and after each explore these questions: What did the characters in the song feel excited about/feel shy about/worry about? What makes you feel excited/shy/worried? How does it feel in your body when you feel excited/shy/worried? Then for shy/worried only: How can we help someone if they are shy/worried? What can you do if you feel shy/worried?</p> <p>The songs are in the menu here, each lasts approx. 1 minute: https://www.bbc.co.uk/cbeebies/watch/feeling-better-songs-playlist#playlist</p>

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	<p>P3 and P4</p> <p>'The Present' a film by Jacob Frey https://vimeo.com/jacobfrey/thepresent (duration 4 minutes 19 seconds)</p> <p>This animation tells the story of a boy and a new puppy. After viewing, here are some questions for discussion:</p> <p>How does the boy feel at the start of the film? Are there some feelings that feel very strong? Are there some feelings that are uncomfortable or not good to feel? How do his feelings change, and how does he feel at the end of the film?</p>
Learning Intentions	<p>Children learn to recognise their feelings.</p> <p>Children give examples of how they feel at different times or in different circumstances.</p> <p>Children learn help-seeking behaviours.</p>
Key messages for Parents/Carers	<p>Managing our feelings, our emotions, is one of the most important life skills a person can develop so this is something that is covered all through Primary school.</p> <p>At this stage, the emphasis is on learning to connect things that happen to them with feelings they have, how they show them, and to share with trusted adults if they feel worried or uncomfortable.</p>

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Topic/Theme	Feelings and safety
Title	Feeling safe
Activities	<ol style="list-style-type: none">1. Recap on the previous lesson and remind your child you were talking about and acting out a range of feelings. Explain that in this lesson you will be thinking about a very important feeling –feeling safe. Ask: what are the things you do to keep safe when you are: Crossing the road? Out on your bike? Out playing with friends? Travelling in a car? When you meet a dog? Are there other situations where you need to think about being safe?2. What makes children feel safe? https://youtu.be/KyTqFe55bwg (1 minute 48 seconds) Watch the short film and then ask your child: Where do you feel safe? What makes you feel safe? Who makes you feel safe? How do they make you feel safe? How do you feel when you feel safe?3. Ask your child to draw a picture that shows when they are feeling safe. It could be a picture of them, a place or a person who helps them feel safe. It might not have people, but colours. It's all about creating a picture of themselves feeling safe. <p>Important things for children remember Every child has the right to feel safe and be protected. No one is allowed to threaten you, hurt you or touch you in a way that makes you feel uncomfortable, worried or scared. Even if you are not sure, if something doesn't feel right you should tell an adult who can help you.</p> <p>3 things to do if you don't feel safe Say 'no'; Get away from the person or situation; Find a trusted adult</p>
Learning Intentions	Children learn to recognise their feelings. Children give examples of how they feel at different times or in different circumstances. Children learn help-seeking behaviours.
Key messages for Parents/Carers	For your child to know: Every child has the right to feel safe and be protected. No one is allowed to threaten you, hurt you or touch you in a way that makes you feel uncomfortable, worried or scared. Even if you are not sure, if something doesn't feel right you should tell an adult who can help you.

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Topic/Theme	People who help and look after me
Title	When I have a question or worry
Activities	<ol style="list-style-type: none">1. Explain that in this lesson we'll be thinking more about who can help and support them if they have a question or a worry. Ask your child: if you have a question you want to ask about something important, who do you go to? Can they say why they would choose that person? Are they a good listener? Are they smart and know stuff? Are they fun? Have they helped before? Are they available?2. Introduce the book <i>The Huge Bag of Worries</i>, explain that it's about a girl called Jenny who had such a big worry she just didn't know what to do. Some children may know the book –they rarely get tired of hearing it again! Watch the story being read together https://www.youtube.com/watch?v=CDrnuPi7xfs Ask what they thought of the story; explore Jenny's feelings and what her neighbour helped her to do. Talk about how Jenny was feeling after her neighbour helped her deal with her worries. Jenny had a lot of things she was worried about, didn't she? But she felt better after talking to her neighbour. It's always good to talk to someone if you have a worry. This could be someone in your family, or another adult you trust3. Helping Hand - This introduces the idea of helping your child identify 5 adults they can go to with a question or a worry. Draw round your child's hand on a piece of paper. Ask them to draw or write in each finger an adult they feel they could talk to if they had a question or a worry.
Learning Intentions	Children know that there are adults in their lives who care for them and look after them. Children understand that who these adults are can be different for children. Children understand that care can be physical and emotional
Key messages for Parents/Carers	For your child to know that they should share any worries or questions with a trusted adult. Your child might need some help to identify trusted adults who you feel are appropriate.

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Topic/Theme	My Body
Title	Names of parts of my body
Activities	<p>1. Explain that today we are going to learn more about our body. We'll start by drawing a body outline of a girl and of a boy, and on this we will put some information.</p> <p>2. Read out the following body parts in order and ask your child to label the part of the body it refers to on their diagrams: Arm, Ears, Eyes, Hand, Head, Knees, Leg, Toes, Mouth, Nose Ask: Do both boys and girls have all these body parts?</p> <p>3. Explain that there are also parts of the body that we might not see when we look at each other with our clothes on. These parts are usually covered by underwear or a swimsuit. Now we'll give the names for these parts of our body too, the parts of our body that are private. Have a go at labelling the part of your body diagram these words refer to: Bottom, Nipples, Penis, Scrotum/Testicles, Vulva Ask: Do both boys and girls have all these body parts?</p> <p>Many families and children will use different words to the ones above to refer to the private parts of the body. Reassure your child that this is fine. In school we use these terms because they help to remove any embarrassment or shame about these body parts. Also, knowing these words means that children can explain clearly if they are unwell or have a worry.</p> <p>The body-part names and descriptions are: Nipples: Both boys and girls have nipples. When a girl grows, she will develop breasts. If a woman has a baby, then she can breast feed her baby; the baby would get milk from its mum's nipples. Sometimes people ask, "so, why do boys have nipples?" All babies develop the same way until their mum is about 8 weeks pregnant, and that includes nipples. So, if the baby that is growing inside the mum develops to become a boy, he will still have nipples. Penis: Boys have a penis. When a boy urinates/goes to the toilet (children will have words they use), it comes out of his penis. When we learn more about how babies are made, we will learn more about the</p>

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	<p>penis.</p> <p>Scrotum and testicles: The scrotum is the sack of skin that hangs under the boy's penis. Inside there are the testicles. Again, in another lesson we will learn more about this.</p> <p>Vulva: Girls have a vulva. When a girl urinates/goes to the toilet, it comes out of her vulva. (N.B.If a child uses the word vagina to describe this part, you can respond with: Sometimes people use the word vagina, but the vagina is actually just the bit inside the girl. So, if you are a girl, the bit you see between your legs when you look at your body is your vulva.)</p> <p>AmazeJnr have lots of animation clips to help teach children about growing and changing bodies. Review the clips first to make sure you are comfortable discussing the content with your child. This clip is about names for private body parts: https://amaze.org/video/amazejr-kids-bodies-private-2/</p> <p>Robie.H .Harris has written some great books for children about growing and changing bodies: https://www.goodreads.com/book/show/11448145-who-has-what</p>
Learning Intentions	Children learn the correct names for parts of their body, including male and female genitalia, and their functions
Key messages for Parents/Carers	Many families will have different words they use to refer to the private areas of their children's body and the language you use is entirely up to you. In school, we use the accurate terms because they help to remove any embarrassment or shame about these body parts. Also, knowing these words means that children can explain clearly if they are unwell or have a worry. Knowing these terms help to protect children because they also learn that these parts of the body are private.

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Topic/Theme	Privacy
Title	My Body Belongs to Me
Activities	<ol style="list-style-type: none">1. Explain to your child that in this lesson we'll be thinking about our body and how we communicate with our body.2. Let's try and 'say' things with our body, without using words: How do you say, "Yes"? How do you say, "No"? How do you say, "Goodbye"? How do you say, "Hello"? How do you say, "I like that"? How do you say, "I don't like that"? <i>(This activity should be quite light hearted and you can set the tone by doing exaggerated movements!)</i>3. Next ask; 'how do we look after our body?'—suggestions might be exercise, keeping clean, healthy eating etc.4. Being positive about your body: Acknowledge that children, young people and adults can be teased about their body, sometimes people say hurtful things. Stress that it is important to do our best to stay positive and love our bodies. Here are some ideas about being positive about your body<ul style="list-style-type: none">•You are an individual. You are you.•You have the right to feel comfortable in your body and about how you look.•You can feel good about the things your body can do.•You can do your best to take care of your body.•Be kind to others –and you will get kindness back. <p>To finish, you could read the following poem 'I'm Glad I'm Me', by Jack Prelutsky</p>

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	<p>I'm glad I'm me, I'm glad I'm me There's no one else I want to be. I'm happy I'm the person who Can do the things that I can do.</p> <p>If I were someone else, then I Would feel so strange, I'd wonder, 'why?' I'm positive that I'd be sad – But I am me and I am glad.</p>
Learning Intentions	<p>Children learn the concept of bodily autonomy –that their body is their body Children learn that parts of their body are private. Children learn that other children/people also have the right to privacy. Children learn help-seeking behaviours</p>
Key messages for Parents/Carers	<p>Children are beginning to understand how feelings can be shown though body language.</p> <p>Babies and toddlers are very comfortable with their bodies but this can start to change as children get older, when they start to compare themselves to others. We can counter this by always giving children positive messages about their body.</p>

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Topic/Theme	Privacy
Title	Private and PANTS rule
Activities	<ol style="list-style-type: none"> 1. Explain that today you will be talking about some important things about how every child can keep safe 2. Ask your child what they think ‘private’ means. You can follow up by saying that when something is private it belongs to you and there are parts of our body that are private. Can they guess what they are? (if you have already drawn body diagrams with your child, you can look at these again) 3. Your private parts are the parts of your body that people don’t see. Your private parts are covered by your pants. For a boy, your private parts are your penis and testes and bottom. For a girl, your private parts are your vulva and your bottom. 4. There are rules about your private parts that will keep you safe: “I (parent or carer) might ask you about your private parts or see them, to help you learn or keep clean or if you are not well. When you are with me a doctor or nurse might ask to see your private parts. No-one else should ask to see or touch your private parts, because they belong to you!” 5. The NSPCC has a useful resource – the PANTS rule - to help children understand this: Read through this with your child and then sing along with Pantosaurus! https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/
Learning Intentions	<p>Children learn the concept of bodily autonomy –that their body is their body</p> <p>Children learn that parts of their body are private.</p> <p>Children learn that other children/people also have the right to privacy.</p> <p>Children learn help-seeking behaviours</p>
Key messages for Parents/Carers	<p>The learning this term is important in helping children understand that all abuse is wrong and that they should always talk to a trusted adult if they are ever worried.</p> <p>The NSPCC resource Let’s Talk Pants is a successful approach to teach children about privacy, private parts and to seek help from a trusted adult if they ever have any concerns.</p>

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Topic/Theme	Similarity, diversity and respect
Title	Boys and Girls
Activities	<ol style="list-style-type: none">1. This activity is giving children the opportunity to think about the boy or girl they want to be.2. Ask your child if they want to play a game: you will read a list of activities and they have to tell you if it is something only girls do, only boys or both: Bake a cake? Build with lego? Play football? Play with technology? The answer, of course is boys and girls.3. Ok, now let's think about feelings; are these feelings only girls can have? Only boys? Or both? Happy? Worried? Shy? Excited? Like they want to cry? The answer, of course, is both.4. Now let's think about something else. Did you know that sometimes even adults are told what they can do or not do? Sometimes people say: "Oh, that's a man's job" or "Oh, that's a woman's job". We're going to look at jobs that grown-ups do, and you can say if you think this is a job for a man, a woman or for both. Teacher Bus driver Police Officer Dancer Nurse Builder

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	<p>Firefighter Engineer</p> <p>The answer, of course, is both. Do you think all children think this? Lets watch this film about some school children: https://www.inspiringthefuture.org/redraw-the-balance/</p> <p>This film clip from Amaze.org nicely sums up the learning from this lesson: https://youtu.be/St6t1WvbysU</p>
Learning Intentions	<p>Children learn about themselves, what makes them unique and the idea of diversity. Children consider stereotypes and gender-biased expectations.</p>
Key messages for Parents/Carers	<p>This lesson is on the theme of similarity, diversity and respect. Children should learn that they can express themselves and be any kind of girl or boy they want to be. In our school we encourage all children to do all activities, and to not think of some things as for girls or some things for boys. We want the children to learn respect for all and have ambitions and dreams that shouldn't be limited by being either male or female.</p>

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Topic/Theme	Safe and Happy Online
Title	Safe and Happy Online
Activities	<ol style="list-style-type: none">1. This lesson is about being safe and happy online2. What are your favourite things to do online? Chat? Send messages? Play games? Watch things on YouTube? Create things? Find out interesting things for hobbies or for school work? Take photos? Send photos to people?3. Acknowledge all the fun things and different places and ways to connect with entertainment and games and other people. Then ask : What rules do we follow online? Why do they think they are important?4. Watch the CEOP film Lee and Kim https://youtu.be/-nMUbHuffO8 (duration 8 minutes 35) Discuss your child's immediate reactions and explore any questions. Some questions to ask to encourage discussion could be: What did Lee and Kim do online in their game? What happened to Lee and Kim? What did Sid do? What were the dangers that Lee and Kim had to learn about? What did we learn from Lee and Kim?5. Top tips<ul style="list-style-type: none">• People you don't know are strangers. When you are online or playing a game, people are not always who they say they are.• Be nice to people. Be as nice as you would be if you were in school or playing together.• Keep your personal information private. Don't tell people online where you live or the school you go to .Never take a photo of you and send it to a stranger, even if they ask. Photos are also private• If you ever get that feeling in your body that tells you something isn't right, maybe you feel a bit worried, then tell an adult you trust.
Learning Intentions	Children see the internet as a positive place that is fun and helps them learn.

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	<p>Children reflect on their online behaviours. Children identify potential dangers in online environments. Children learn help-seeking behaviours.</p>
Key messages for Parents/Carers	<p>The 5 top tips above are the key messages for children</p> <p>Additional sources of good information on this topic:</p> <ul style="list-style-type: none">• Thinkuknow has a page for 5 to 7-year-olds with games and activities to help children learn to be safe and happy online, you might want to look with your child. It also has information for parents and carers: https://www.thinkuknow.co.uk/5_7/• Internetmatters.org provides information for parents and carers here: https://www.internetmatters.org/advice/6-10/ This short film explains how to keep your child safe: https://youtu.be/sz4EyUMUTro• This Canadian site also offers specific tips for parents of 5 to 7 year olds about helping your child be safe online http://mediasmarts.ca/tipsheet/internet-safety-tips-age-5-7

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Topic/Theme	Keeping clean
Title	Keeping clean
Activities	<ol style="list-style-type: none">1. Explain that this lesson is about hygiene.2. Ask: What is hygiene? Hygiene is about keeping clean so that you can keep healthy. Every child has the right to be healthy, and to good hygiene. If you don't keep your body and your clothes clean, germs can grow and make you ill.3. Ask: What parts of our body do we need to keep clean? What things do we wear that we need to keep clean?4. Ensure that children have considered oral hygiene, their hair, hands, feet, bodies and the clothes they wear.5. 3. Ask: Do you know what perspiration (sweat) and bacteria are?6. Sweat comes out of your pores (that's the little openings in your skin). Sweat doesn't have a smell, but if you don't wash your skin it can start to smell bad. It is important to change your clothes because they get sweat on them. You should change pants and socks every day. Bacteria are living things, so small you can only see them if you use a microscope. We have good bacteria (like the bacteria that live in our stomach and help us digest food). We have bad bacteria that live and get smelly if we don't wash our bodies or clothes.7. Ask: What things do we do to keep ourselves clean? You can just talk this over or use this hygiene chart (print out or copy) https://rshp.scot/wp-content/uploads/2019/07/Keeping-clean-Prop-1.pdf8. Going to the toilet and keeping clean. Explain that when we go to the toilet this is our body getting rid of waste which our body doesn't need. But this means that our urine and bowel movements are full of germs/bacteria that can smell bad or make us sick if they get back into our body.9. If you think your child would benefit from a reminder about good toilet hygiene, give them information along these lines:<ul style="list-style-type: none">• If you are a boy and you urinate you must make sure the urine goes into the toilet or urinal, you need to shake your penis to get the last few drops in the toilet. A boy can use toilet paper to wipe his penis gently.

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	<ul style="list-style-type: none">• If you are a girl, when you urinate you will need some toilet paper and you wipe yourself gently from front to back.• After you go to the toilet for a bowel movement—boy or girl—you should get some toilet paper and wipe your bottom enough times to make sure it is all clean. You put the toilet paper in the toilet and flush it all away.• Then, every time you go to the toilet, you must wash your hands with soap and water. <p>10. To finish, watch this Brain Pop animation about hygiene https://youtu.be/iQ2e0KH5WrI (5 minutes 28 seconds)</p>
Learning Intentions	Children learn about personal hygiene, in terms of their bodies, their clothes and some behaviours like coughing/sneezing. Children learn the correct names for parts of their body.
Key messages for Parents/Carers	Every child has the right to be healthy, and to good hygiene. ‘Germ Outbreak’ is made of 3 x 30 minute activities from Food Standards Scotland, you can use any of the sessions to extend learning about the importance of washing our hands and doing an experiment to show how germs spread from your hands: http://www.foodstandards.gov.scot/education-resources/germ-outbreak

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Topic/Theme	How human life begins, pregnancy and birth
Title	How human life begins, pregnancy and birth
Activities	<ol style="list-style-type: none">1. This lesson is all about how human life begins; pregnancy and birth. Ask your child what they know about pregnancy and birth. Don't correct any misinformation just now as you will cover this in the lesson.2. Please download the slides from this link to use for the lesson: https://rshp.scot/wp-content/uploads/2020/03/Part-1.-How-human-life-begins-pregnancy-and-birth-Updated-March-2020.pptx3. Start with the PowerPoint pictures of fully-grown animals and their babies and ask your child to identify the names of the animals and the name of the baby of each species. End this section with the slide of the human mother and child. Explain that all the babies and animals we have seen are alike, the babies are made, they grow inside the mum, and then they are born.4. Use the PowerPoint slides (images and text) to tell the story of how human life begins, pregnancy and birth -pausing, checking understanding and asking/taking questions and thoughts as you go. Encourage conversation, this could include what a pregnant woman and baby need at different stages to be healthy, happy and safe. The 'story' is told here in 3 parts which you can work through, pause, and review as often as is helpful. Your child may benefit from some break between sections, you can decide how best to space the presentation(s) and discussion for your child.<ul style="list-style-type: none">•Part 1: How a baby is made•Part 2: The baby grows: Pregnancy•Part 3: How a baby is born <p>NOTE: When it comes to learning about how a baby is made we explain that this requires the sperm to meet the egg. Your child might ask 'but how does the egg and sperm meet?' If this happens we have provided some additional slides at the end of the PowerPoint presentation that answer this question, the PowerPoint text in slides 32/33 provides enough detail for children of this age and should satisfy their natural curiosity about how babies are made</p>

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	<p>Frequently asked questions: These are common questions asked by children at this level. These are suggested answers; however they are not prescriptive.</p> <p>Can men have babies? No, because men don't have a womb. But of course, after a baby is born a man can be daddy.</p> <p>Can children have a baby? No, only grown-ups can have a baby. You have to have a grown-up body to be able to grow a baby.</p> <p>Can you have more than one baby at a time? Yes, some people have twins, which means they have two babies. This happens when more than one sperm meets with more than one egg. Or sometimes an egg can divide when it is fertilised and make twins. Some people can even have 3 or 4 babies at the same time, but this doesn't happen often.</p> <p>What is sex? Sex is a special way that grown-ups can show love for each other. You will learn more about sex when you are in upper school/primary.</p> <p>Does everyone need to have a baby? No. It's a woman's choice whether she wants to have a baby or not.</p> <p>Can gay/lesbian people have babies? Gay or lesbian people can be mums or dads too. At the start to make a baby you need the egg from a woman and the seed/semens from a man. Only a woman can be pregnant and give birth to a baby.</p> <p>If you have a curious child with lots more questions, this website has lots of factual animations to look at together: https://amaze.org/jr/</p>
Learning Intentions	Children know the names for parts of their body required to understand conception, pregnancy and birth. Children understand where living things come from
Key messages for Parents/Carers	The key learning is the facts about conception and how the baby develops in the womb.

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There are many great books to read with your child about conception, pregnancy and birth:

How did I Begin? by Mick Manning and Brita Granstrom (ISBN 07496 56611)

A warm, friendly introduction to the facts of life for young children that follows the story of a new life from the moment of conception to the birth of a baby. With simple illustrations, inviting lots of discussion and providing answers to all those questions.

Before you were born by Jennifer Davis (ISBN 0761112006)

This joyous, innovative book about pregnancy tells the parallel story of mother and baby from hearing the thumpity-thump of baby's heartbeat to that unforgettable first meeting.

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