

## RSHE

### Teaching SHRE now known as RSHE at Milngavie Primary School

The Sexual Health and Relationships Education (SHRE) programme is a comprehensive resource for teaching and learning for primary and secondary schools. This programme was produced, piloted and evaluated by Glasgow City Council, in partnership with NHS Greater Glasgow and Clyde. As a result of the successful roll out of this programme and the very positive evaluation, East Dunbartonshire Education Department has taken the decision to implement in both the primary and secondary schools across the Council area. We acknowledge Glasgow City Council and NHS Greater Glasgow and Clyde as the main source of these materials.

The curriculum materials in this pack were written by a team of practising teachers, and involved staff from NHS Greater Glasgow and Clyde in its development. The pack builds on research in the field of SHRE, including findings from surveys in Glasgow involving children and young people, parents and carers, and teachers. In addition, it takes full account of recognised national and local advice in its development. This advice includes the McCabe Report recommendations, the national strategy and action plan 'Respect and Responsibility' and Curriculum for Excellence.

This programme is taught by Mrs Macfarlane during the third term. She was fortunate enough to be involved in the formulation of the EDC project.

Here is a general overview of what is taught at each stage. Please contact Mrs Macfarlane if you require further enquires or concerns.

### **Primary 1**

Me, I Am Unique

To enable children to name body parts and recognise their individuality.

To enable children to name feelings and discuss ways in which they can express feelings around people in their lives.

To enable children to recognise dangers relating to strangers approaching and speaking to them, and consider strategies to deal with such situations.

To enable children to recognise the special relationships that they have in their lives and name the people who are special to them.

### **Primary 2**

Living Things, where they're from.

To enable children to know and understand where living things come from in relation to animals and plants.

To enable children to recognise recognise the special relationships they have with pets and how they have a responsibility to care for them and treat them as friends.

To enable children to recognise the way they can use their senses to identify things they like or dislike, and think about the similarities between boys and girls at this age.

To enable children to understand the various dynamics in family life and recognise situations in where they are made to feel uncomfortable or unhappy.

### **Primary 3**

To enable children to know and understand where humans come from.

To allow children to understand and be aware of issues surrounding bullying and how to deal with it. If bullying happens, to make children aware of their responsibilities towards others.

To enable children to identify positive attributes within relationships, and be more aware of gender stereotypes.

To enable children to develop a vocabulary that helps them to understand and express their feelings, and how to manage feelings and reactions of themselves and others.

#### **Primary 4**

To enable children to consider the various ways that feelings can be conveyed and consider others feelings especially when dealing with differences.

To enable children to develop their awareness of expressing feelings through touch and closeness to others in an appropriate fashion, and also consider the roles other people have in making choices for them.

To enable children to consider problems from a variety of different perspectives and consider the best ways to solve problems and resolve issues in a variety of settings.

To enable children to consider various roles people take in caring for them with an emphasis on the importance of looking after yourself and seeking medical care if need be.

#### **Primary 5**

To allow children to appreciate the importance of respecting and caring for others within their class community.

To enable children should understand the importance of their individual talents and abilities and acknowledge the support they have from friends and family in realising their talents. They should also be able to identify negative influences.

To enable children to be more aware of managing feelings and emotions, and understand their right to control what happens to their bodies and keeping themselves safe.

To enable children to know about early-puberty changes to their body and confidently use terminology relating to body parts. To enable children will also know about issues surrounding infection and control.

#### **Primary 6**

To enable children should be able discuss the components that make up healthy friendships and consider what makes friendships work and what elements can alter the effectiveness of this.

To enable children to understand the issues and dangers in relation to using the internet and mobile phones, and have a clear understanding of how to protect themselves and prevent dangerous situations arising.

To develop children's understanding of gender and how the media and society can sometimes promote gender inequality.

To give children a clear understanding of the physical and emotional changes that they will go through during puberty and discuss any issues or concerns that they may have relating to puberty.

### Primary 7

To enable children to understand the importance of keeping safe when out with friends.

To enable children to identify and discuss feelings relating to changing relationships in their lives and be able to articulate why they feel that way.

To enable children to be aware of the emotional changes that puberty may cause in themselves and their peers.

To enable children to understand the process of reproduction.

Children will have a greater tolerance, respect and understanding of the variety of different families that can and do exist in our society.