

EARLY LEVEL - PARENTHOOD

HWB 0-45a I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.

HWB 0-48a I am learning what I can do to look after my body and who can help me.

HWB 0-51a I am able to show an awareness of the tasks required to look after a baby.

Intended Learning:

Learners should:

- be aware that children have the right to a particular level of care
- be aware that there are a variety of family groups
- know that levels of care can come from different people in their lives
- know the importance of personal hygiene
- be aware that parents, teachers, nurse, doctor and dentist have roles in offering help or advice
- be aware of some of the basic needs and how to care for a baby

Suggested Success Criteria:

Success criteria should be negotiated with learners however, suggested success criterion could include:

Learners can:

- talk about different types of families
- match various caring roles with the correct descriptions
- model the basic needs of caring for a baby
- wash hands and clean teeth at the appropriate times

Suggested Learning Experiences:

- **Cooperative Learning Strategies** - pupils can talk about families, care, support and hygiene
- **ICT** - use the internet to look at different family roles
- **Various DVD/books/resources** – see resource list
- **Small Group Work** - identify where germs might be found in areas in class/school and display posters promoting good hygiene at these areas.
- **Partner Links** - eg Hygienist, Parent and baby, School Health Nurse
- **Role Play** – take the role of and use dolls to experience some tasks involved in looking after a baby eg feeding, bathing and changing. Practise tooth brushing and hand washing
- **Independent** - draw or bring in a photograph to depict a specific memory in which they were cared for.

Resources:

- appropriate film/cartoon clips
- appropriate books
- Health for Life 4-7
- magazines/pictures
- dolls and accessories
- class visitors

Evaluate Learning:

- learning logs
- staff evaluation
- pupil evaluation
- partner evaluation
- learning conversations
- profiling

Assessment Approaches/Evidence

It is entirely appropriate that teachers use their professional judgement as a means of assessing what pupils are able to **SAY, MAKE, WRITE** and **DO** in a range of school and life contexts for example:

SAY Class discussions on caring and being cared for

MAKE Class poster of people who help us

WRITE Words relating to personal hygiene

DO Role play using dolls

Teachers should consider skills development throughout all planned learning experiences. The relevance of skill development should be shared with learners.

SUGGESTED VOCABULARY

- caring
- family
- responsible
- hygiene
- cared for
- germs
- bacteria
- dependant
- needs
- support networks
- safety networks

COMMENTS

FIRST LEVEL - PARENTHOOD

HWB 1-45a I know there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.

HWB 1-48a I am learning what I can do to look after my body and who can help me.

HWB 1-51a I am able to show an awareness of the tasks required to look after a baby.

Intended Learning:

Learners should:

- understand that there are many different types of family groups
- respect differences in others' circumstances
- reflect on their own practice in terms of looking after their body
- discuss benefits and risks of personal hygiene
- demonstrate some basic skills in caring for a 'baby'
- be able to recognise the differences between wants and needs

Suggested Success Criteria:

Success criteria should be negotiated with learners however, suggested success criterion could include:

Learners can:

- describe different types of family groups
- describe and display a good hygiene routine
- look after a simulated baby
- correctly categorise needs and wants

Suggested Learning Experiences:

- **Cooperative Learning Strategies** – pupils gather information about different family groupings using a jigsaw model
- **ICT** – find out about risks and benefits of personal hygiene
- **Various DVD/books resources** – see resources list
- **Small Group Work** – talk about the differences between wants and needs for babies and themselves
- **Partner Links** – eg Hygienist, Parent, School Health Nurse
- **Role Play** – look after a flour baby
- **Independent** – work to create a pictorial map of all the things they think are required when caring for a baby

Resources:

- appropriate film/cartoon clips
- appropriate books
- Health for Life 4-7
- dental hygienist/school health nurse
- craft paper and art resources
- hand washing resource pack
- Oral Health Resource
- Living and Growing
- dolls and accessories
- class visitors

Evaluate Learning:

- learning logs
- staff evaluation
- pupil evaluation
- partner evaluation
- learning conversations
- profiling

Assessment Approaches:/Evidence

It is entirely appropriate that teachers use their professional judgement as a means of assessing what pupils are able to **SAY, MAKE, WRITE** and **DO** in a range of school and life contexts for example:

SAY circle time discussions about needs and wants

MAKE pupil or class poster of what a baby needs

WRITE a good hygiene diary

DO look after a flour baby

Teachers should consider skills development throughout all learning experiences. The relevance of skill development should be shared with learners.

SUGGESTED VOCABULARY

- | | |
|--------------------|--------------------|
| • family groupings | • changing |
| • respect | • wants |
| • care | • needs |
| • independence | • essential |
| • washing | • optional |
| • soothing | • understanding |
| • cuddling | • same |
| • love | • support networks |
| • different | • safety networks |
| • feeding | |

COMMENTS

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SECOND LEVEL - PARENTHOOD

HWB 2-45a I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing.

HWB 2-48a I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene.

HWB 2-51a I can describe the role of a parent/carer and the skills, commitment and qualities the role requires.

Intended Learning:

Learners should:

- understand what is meant by the term 'emotional wellbeing'
- be able to identify issues surrounding loss and grief and related emotions
- know that the role of a parent is not only to provide a home and food but to love, teach and nurture
- be able to recognise that being a parent can be difficult at times

Suggested Success Criteria:

Success criteria should be negotiated with learners however, suggested success criterion could include:

Learners can:

- list qualities and factors that contribute to their 'emotional wellbeing'
- predict how feelings of loss and grief could change a person's behaviours and emotional wellbeing
- prioritise the roles of a parent
- rate the difficulty of parental roles

Suggested Learning Experiences:

- **Cooperative Learning Strategies** – pupils use expert groups to find out about and discuss emotional wellbeing including; emotions, loss, grief, change and support mechanisms
- **ICT** – investigate different parenting skills
- **Various DVD/Books/Resources** – see resource list
- **Small Group Work** – consider scenarios that may arise as a result of certain family groupings
- **Role Play** – to explore parental roles and responsibilities
- **Partner Links** – eg school chaplain
- **Independent** – create an instruction guide for looking after babies; fictional writing to explore emotions and coping mechanisms around grief and loss

Resources:

- Supporting Prisoners Families (4-11)
- appropriate books
- Health for Life 8-11
- visits from parents
- Education for Love – Framework for RC Schools

Evaluate Learning:

- learning logs
- staff evaluation
- pupil evaluation
- partner evaluation
- learning conversations
- profiling

Assessment Approaches/Evidence

It is entirely appropriate that teachers use their professional judgement as a means of assessing what pupils are able to **SAY, MAKE, WRITE** and **DO** in a range of school and life contexts for example:

SAY talk about emotional wellbeing

MAKE an emotional wellbeing continuum

WRITE a poem about change and loss

DO role play scenarios showing how a loss could change a person's behaviours and emotional wellbeing

Teachers should consider skills development throughout all learning experiences. The relevance of skill development should be shared with learners.

SUGGESTED VOCABULARY

- | | |
|-----------------------|--------------------|
| • bereavement | • separation |
| • emotional wellbeing | • nurture |
| • loss | • dependant |
| • grief | • support networks |
| • attitudes | • change |
| • feelings | • thoughts |
| | • safety networks |

COMMENTS

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THIRD/FOURTH LEVELS - PARENTHOOD

HWB 3/4-51a I can explain the importance and the enduring and complex responsibility of being a parent/carer, and the impact of life choices and options

HWB 3- 51b I can explain the support and care necessary to ensure a child is nurtured through the different stages of childhood.

HWB 4-51b Through investigation I can explain the support available for parents and carers looking after babies and bringing up children.

Intended Learning:

Learners should:

- understand the full impact of being a parent including the practical, emotional and financial implications
- recognise that becoming a parent is a lifelong commitment that can be a rewarding experience given the right circumstances
- develop an understanding of different stages of child development and their corresponding needs
- know why it is important a child is nurtured through their development
- have an awareness of why parents and carers need support when looking after babies and bringing up children
- identify where parents and carers can access support locally and nationally

Suggested Success Criteria:

Success criteria should be negotiated with learners however, suggested success criterion could include:

Learners can:

- predict a variety of ways becoming a parent would impact on their lives
- sequence appropriate ages and stages of child development
- justify the importance of nurturing a child
- cite the needs of a child and parent through various stages of development and identify when and where to access support for this

Suggested Learning Experiences:

- **Cooperative Learning Strategies** – give one, get one about responsibilities that come with being a parent including, financial, social, practical and emotional implications, as well as support networks
- **ICT** – contribute to a Padlet on the changing role of a parent as a child develops
- **Various DVD/Books/Resources** – see resource list
- **Small Group Work** – devise a parental survival pack
- **Partner Links** – eg various health colleagues, support agencies
- **Role Play** – make decisions as a parent
- **Independent** – write a family budget

Resources:

- Reality Works Babies
- BBC Underage and Pregnant
- Perth and Kinross Parenthood Pack
- Visits from parents/Breast Feeding Nurses/Health Visitors
- Called to Love – Framework for RC Schools
- SHARE
- A-Z of Love and Sex
- Fatherhood Pack
- 4boys/4girls

Evaluate Learning:

- learning logs
- staff evaluation
- pupil evaluation
- partner evaluation
- learning conversations
- profiling

Assessment Approaches/Evidence

It is entirely appropriate that teachers use their professional judgement as a means of assessing what pupils are able to **SAY, MAKE, WRITE** and **DO** in a range of school and life contexts for example:

SAY give a presentation on child development

MAKE a parental survival pack

WRITE a family budget

DO take simulated babies home for a weekend

Teachers should consider skills development throughout all learning experiences. The relevance of skill development should be shared with learners.

SUGGESTED VOCABULARY

- | | |
|------------------|--------------------|
| • budgeting | • sacrifice |
| • organising | • rewarding |
| • managing | • support networks |
| • responsibility | • stress |
| • actions | • adolescent |
| • reactions | • youth |
| • toddler | • young adult |
| • infant | • child |
| • pre-school | • safety networks |
| • nurture | |

COMMENTS

SENIOR PHASE - PARENTHOOD

Intended Learning:

Learners should:

- be aware of a wide range of information about pregnancy and childbirth
- recognise the signs and symptoms of pregnancy
- be aware of my rights in relation to sexual health and parenthood
- appreciate the impact of being a parent both day-to-day and long term
- be aware of the practical skills required to look after a baby
- be aware of the emotional ups and downs of being a parent
- be aware of the expenses involved in having a baby
- make responsible and informed choices in relation to parenthood
- know where parents and carers can access support when looking after babies and bringing up children
- have an awareness why parents and carers need support when looking after babies and bringing up children

Suggested Success Criteria:

Success criteria should be negotiated with learners however, suggested success criterion could include:

Learners can:

- generate strategies to promote a healthy pregnancy for mother and the birth of a healthy child
- discuss the physical and emotional changes that occur during pregnancy
- demonstrate an understanding of the range of options available to them in relation to sexual health and parenthood
- judge what impact being a parent, both day-to-day and long term, would have on their lives
- demonstrate the practical skills required to look after a baby
- compare and contrast the emotional ups and downs of being a parent
- prepare a budget to manage the expenses involved in having a baby
- assess the choices available to them in relation to parenthood
- identify, and discuss how to access, a range of local and national support networks for looking after babies and bringing up children
- debate the value of support networks when looking after babies and bringing up children

Suggested Learning Experiences:

- **Cooperative Learning Strategies** – give one get one on the signs and symptom of pregnancy
- **ICT** – games related learning or similar
- **Various DVD/books/resources** – see resource list
- **Small Group Work** – diamond nine activity; strategies to promote healthy pregnancy and birth
- **Partner Links** – eg visits to local nurseries, mother and baby groups
- **Role Play** – scenarios stresses of family life
- **Independent** – debate on at home v working parents

Resources:

- Reality Works Babies
- BBC Underage and Pregnant
- Perth and Kinross Parenting Pack
- Visits from parents/Breast Feeding Nurses/Health Visitors
- Called to Love – Framework for RC schools
- Family Planning Association
- Parent to Parent

Evaluate Learning:

- learning logs
- staff evaluation
- pupil evaluation
- partner evaluation
- learning conversations
- profiling

Assessment Approaches/Evidence

It is entirely appropriate that teachers use their professional judgement as a means of assessing what pupils are able to **SAY, MAKE, WRITE** and **DO** in a range of school and life contexts for example:

SAY give a presentation on child development

MAKE a parental survival pack

WRITE a family budget

DO take electronic babies home for a weekend

Teachers should consider skills development throughout all learning experiences. The relevance of skill development should be shared with learners.

SUGGESTED VOCABULARY

- | | |
|---------------------|-------------------------|
| • Pregnancy | • Responsibility |
| • Labour | • Guardian |
| • Abortion | • Breast feeding |
| • Adoption | • Formula |
| • Fostering | • Health visitor |
| • Morning Sickness | • Child benefit |
| • Amenorrhoea | • Nursery |
| • Midwife | • Creche |
| • Ante-Natal Care | • Childcare |
| • Post-Natal Care | • Maternity leave |
| • Parenthood | • Paternity leave |
| • Nurture | • Support networks |
| • Maternal/paternal | • Safety networks |
| • Dependant | • Post Natal Depression |

COMMENTS

PARENTHOOD

Parenthood	Possible links with other Curricular Areas
<p>HWB 0-45a / 1-45a I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults.</p>	<p>RME 0-09a As I play and learn, I am developing my understanding of what is fair and unfair and why caring and sharing are important.</p> <p>SOC 0-15a I am aware that different types of evidence can help me to find out about the world around me.</p>
<p>HWB 2-45a I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing</p>	<p>HWB 0-05a / 4-05a I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</p> <p>LIT 2-02a When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.</p>
<p>HWB 3-45a I recognise that power can exist within relationships and can be used positively as well as negatively.</p>	<p>HWB 0-04a / 4-04a I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</p>
<p>HWB 0-48a I am learning what I can do to look after my body and who can help me.</p>	<p>HWB 0-27a I know that being active is a healthy way to be.</p> <p>HWB 0-21a I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.</p>
<p>HWB 1-48a I am learning what I can do to look after my body and who can help me.</p>	<p>HWB 1-27a I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest, to look after my body.</p>
<p>HWB 2-48a I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene.</p>	<p>HWB 0-15a / 4-15a I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.</p> <p>HWB 0-01a / 4-01a I am aware of and able to express my feelings and am developing the ability to talk about them.</p> <p>HWB 0-04a / 4-04a I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</p>

Relationships	Possible links with other Curricular Areas
<p>HWB 3-48a I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law.</p>	<p>LIT 2-10a / LIT 3-10a I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.</p> <p>HWB 0-16a / 4-16a I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</p>
<p>HWB 0-51a / 1-51a I am able to show an awareness of the tasks required to look after a baby.</p>	<p>HWB 0-09a / 4-09a As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.</p>
<p>HWB 2-51a I can describe the role of a parent/carer and the skills, commitment and qualities the role requires.</p>	<p>RME 2-09d I am developing my understanding of how my own and other people's beliefs and values affect their actions.</p> <p>SOC 2-15a I can use evidence selectively to research current social, political or economic issues.</p>
<p>HWB 3-51a I can explain the importance and the enduring and complex responsibility of being a parent/carer, and the impact on life choices and options.</p>	<p>HWB 0-05a / 4-05a I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</p>

BIBLIOGRAPHY

Books to support Parenthood Education

TITLE	ISBN	AUTHOR	LEVEL
Mummy Laid An Egg!	978-0-099-299110	Babette Cole	Early / First
Where Willy Went: A Big Story of a Little Sperm	978-0099456483	Nicholas Allan	Early / First
The World is Full of Babies!	978-0-7496-5689-8	Mick Manning and Brita Granstrom	Early / First
There's a House Inside My Mummy	978-1841210681	Giles Andreae and Vanessa Cabban	Early / First
Mister Seahorse	978-0140569896	Eric Carle	Early / First
Katie Morag and the Tiresome Ted	978-1849410953	Dr Mairi Hedderwick	Early / First
Sophie and the New Baby	978-1408302132	Catherine and Laurence Anholt	Early / First
How Did I Begin?	978-0749656614	Mick Manning and Brita Granstrom	First
And Tango Makes Three	978-1847381484	Justin Richardson and Peter Parnell	First
Questions Children Ask	978-0751333336	Miriam Stoppard	First / Second

RESOURCES

Resources to support Parenthood Education

TITLE	SUPPLIER/LINK	COST	LEVEL
Total Health	www.prim-ed.com/uk/	Yes	Early/ First /Second
Supporting Prisoners' Families – What Schools can do (4-11)	www.familiesoutside.org.uk	No	Early/ First / Second
BBC Baby Borrowers	www.bbc.co.uk/schools/teachers/ babyborrowers		Third/Fourth
BBC Underage and Pregnant	www.bbc.co.uk/schools/teachers/ underageand pregnant	No	Third/Fourth/ Senior
Baby Infant Simulator	Available in some schools in each local authority or www.realityworks.com	Yes to purchase	Third / Fourth
P&K Nurturing Pack	Link sent to secondary schools	No	Third / Fourth
Working with Men	www.workingwithmen.org.uk	Yes	Third/ Fourth/Senior

RESOURCES Available for loan from Public Health

NHS Tayside Health Promotion Library contains a specialised collection of materials to support the population of Tayside in Health Improvement. There is no charge to use the service. Up to four resources can be borrowed at one time. Leaflets and posters are yours to keep. A maximum of 20 of most leaflet titles and 5 of most posters can be ordered with no limit on the number of titles per order. Please allow one week for us to process your order. Dundee clients collect orders from Kings Cross. For Angus and Perth & Kinross we can deliver your order to a selection of NHS premises.

It is necessary to register to use our service. **Register at: www.tayhp.com** then order what you require

Telephone: **01382 424097** or **01382 424040**. Email: **Tay-UHB.libraryservices@nhs.net**

Resources to support Parenthood Education

TITLE	SUPPLIER/LINK	ORDER	LEVEL
Story Books for Parenthood Education: Early / First / Second Level	Various	R6112	Early / First / Second
Oral Health Box	Various resources	R6114	Early/First
Health for Life: Age 4 to 7 & 8 to 11	Nelson (Publisher)	R6046	Early/First/ Second
Living and Growing	Channel 4	R2982	Early/First/ Second
Beliefs, Values and Attitudes: PSHE Strategies and Skills	Centre for HIV and Sexual Health	R6102	Second/Third/ Fourth
Body Image: PSHE Strategies and Skills	Centre for HIV and Sexual Health	R6103	Second/Third/ Fourth
Family, Friends and Relationships: PSHE Strategies and Skills	Centre for HIV and Sexual Health	R6104	Second/Third/ Fourth
Risk-Taking: PSHE Strategies and Skills	Centre for HIV and Sexual Health	R6105	Second/Third/ Fourth
Active Learning: PSHE Strategies and Skills	Centre for HIV and Sexual Health	R6106	Second/Third/ Fourth
Decision-Making & Communication: PSHE Strategies and Skills	Centre for HIV and Sexual Health	R6107	Second/Third/ Fourth
SHARE Resource	Health Scotland	R5346	Third/Fourth

Resources to support Parenthood Education

TITLE	SUPPLIER/LINK	ORDER	LEVEL
Four Carrier Bags and a Buggy (DVD)	Incentive Plus and others	D5051	Third/Fourth
The Impact of Parenthood (DVD)	Channel 4	D5049	Third/Fourth
Young Parents' Voices (Avail. August 2013)	NHS Tayside & Partners	TBC	Third/Fourth

ASN Resources

TITLE	SUPPLIER/LINK	ORDER	LEVEL
Chance to Choose (CD)	www.bodysense.org.uk	R4847/ R4848	First/Second/ Third/Fourth
SHARE Special (YP with ASN)	Centre for HIV and Sexual Health	R5345	Third / Fourth
Let's Plan It – A Guide to SRE for Young People with Learning Disabilities	Image in Action	R4856	Third / Fourth/ Senior
Talking Together About Sex and Relationships	F.P.A.	R3863 / R4565	Third/Fourth
I Want to be a Good Parent Book 3	Bild Publications	R4740	Third / Fourth/ Senior
Picture Yourself 1 (Original)	www.bodysense.org.uk	R2606/ R2607	Third/Fourth/ Senior
Sex and The Three R's	Pavilion	R4767	Fourth/Senior