

EARLY LEVEL - RELATIONSHIPS

HWB o-44a I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.

HWB o-44b I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.

HWB o-45b I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.

HWB o-49a I am learning about respect for my body and know what behaviour is right and wrong. I know who I should talk to if I am worried about this.

Intended Learning:

Learners should:

- recognise that friends are really important and we need them
- know that friends are often based on common interests and goals
- develop an awareness that people have different types of friendships for different reasons
- be aware that friendships and relationships can change due to time, place and other circumstances
- be aware of others' feelings
- be able to communicate some feelings effectively
- be aware of sources of support

Suggested Success Criteria:

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

Learners can:

- make a list of friendship qualities
- group friends together by characteristics
- suggest how other people feel from facial expressions
- identify someone who can help and support them

Suggested Learning Experiences:

- **Cooperative Learning Strategies** – pupils discuss friendships, likes, dislikes, talents and qualities
- **ICT** – find out about traits, talents and qualities in a character
- **Various DVD/books/resources** – see resource list
- **Small Group Work** – use of circle time, play a card game matching a facial expression with a feeling
- **Partner Links** – invite a guest (eg an ex-pupil or parent) in to talk about relationships
- **Role Play** – explore what makes a good friend using puppets
- **Independent** – list what might make them a good friend

Resources:

- appropriate film/cartoon clips
- appropriate books
- Health for Life 4-7
- puppets
- Oh Lila
- Living and Growing

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 what makes a good friend

MAKE class friendship code

WRITE words relating to friendships

DO play matching game

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

SUGGESTED VOCABULARY

- | | |
|----------------|------------------|
| • feelings | • dislikes |
| • happy | • talent |
| • worried | • friends |
| • concerned | • differences |
| • similarities | • unique |
| • scared | • angry |
| • kind | • thoughtful |
| • likes | • safety network |

COMMENTS

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FIRST LEVEL - RELATIONSHIPS

HWB 1-44a I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.

HWB 1-44b I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.

HWB 1-45b I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.

HWB 1-49a I am learning about respect for my body and know what behaviour is right and wrong. I know who I should talk to if I am worried about this.

Intended Learning:

Learners should:

- understand that friendships are often based on common interests or common goals
- be able to deal with some of the challenges of friendships and relationships
- be able to communicate feelings using appropriate verbal language
- understand that friends can disagree and sometimes fall out
- know that friendships and relationships can change due to time, place and other circumstances
- know what is appropriate and inappropriate in terms of touching
- be able to take the views of others into consideration
- be able to demonstrate respect for others and their feelings

Suggested Success Criteria:

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

Learners can:

- demonstrate appropriate ways of speaking with their peers
- distinguish how to react appropriately as friendships and relationships change
- separate appropriate and inappropriate behaviours including communicating and touching with different people
- adapt their choices to take the views of others into account

Suggested Learning Experiences:

- **Cooperative Learning Strategies** – pupils create a group identity that reflects each of their likes and dislikes
- **ICT** – create a wordle listing appropriate vocabulary
- **Various DVD/books/resources** – see resource list
- **Small Group Work** – explore and decide appropriate words and phrases which could be used to describe feelings after a fall out and how they might resolve it
- **Partner Links** – eg talk from an adult about their best friend or difficult relationships
- **Role Play** – some of the challenges that may arise in a friendship eg jealousy, fall outs and not sharing etc. Use fictional characters to create scenarios which focuses on physical contact and feelings attached with the appropriateness of this
- **Independent** – create list/picture on what makes a good friend

Resources:

- appropriate film/cartoon clips
- appropriate books
- Health for Life 4-7
- Living and Growing
- Safe not Scared

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 discussion on what pupils can contribute to friendships, personal space and appropriate touching

MAKE facial expression cards

WRITE captions

DO various role plays

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

SUGGESTED VOCABULARY

- | | |
|------------|------------------|
| • feelings | • anxious |
| • scared | • excited |
| • worried | • close |
| • sad | • distance |
| • happy | • appropriate |
| • jealousy | • inappropriate |
| • left out | • respect |
| • sharing | • safety network |
| • upset | |

COMMENTS

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SECOND LEVEL - RELATIONSHIPS

HWB 2-44a I understand that a wide range of different kinds of friendships and relationships exist.

HWB 2-44b I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.

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

HWB 2-49a I know all forms of abuse are wrong and I am developing the skills to keep myself safe and get help if I need it.

Intended Learning:

Learners should:

- understand the definition of relationship
- be able to recognise the qualities they need to develop in order to form good relationships
- be able to appreciate the importance of how to make and maintain friendships
- understand that there are different types of relationships including those between friends and family
- understand what is meant by 'non-verbal communication'
- understand that friendships can benefit health and wellbeing
- be able to respond to clues from others such as facial expression and body language
- understand that sometimes people want and need to be alone
- be able to explain the definition of abuse and understand there are different forms of abuse, eg domestic and child
- be able to recognise early warning signs given out by our own bodies
- know that strategies are available for dealing with a range of situations
- be able to develop strategies to say 'no' and how to seek help

Suggested Success Criteria:

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

Learners can:

- demonstrate skills and qualities to develop good relationships
- correctly identify and demonstrate emotions using facial expressions and body language
- rank different types of relationships, from positive to very negative based on behaviours
- devise a safety network and other strategies to keep safe

Suggested Learning Experiences:

- **Cooperative Learning Strategies** – pupils create graffiti walls on different types of relationships, expression and body language, abuse and safety networks
- **ICT** – research different websites and places to go for help and support eg ChildLine, CEOPS
- **Various DVD/books/resources** – see resource list
- **Small Group Work** – complete a danger continuum, ranking various scenarios in order of safety

Suggested Learning Experiences: (continued)

- **Partner Links**(where appropriate)
eg School Health Nurse, support agency, parent
- **Role Play** – using Emotion Masks
- **Independent** – reflect on their own safety networks

Resources:

- Safe not Scared
- ChildLine Schools Service Delivery Pack
- Feel, Think, Do resource
- Emotion Masks

Evaluate Learning:

- learning logs
- partner evaluation
- staff evaluation
- learning conversations
- pupil evaluation
- 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 discussion on what different types of relationships

MAKE emotion masks

WRITE danger continuum

DO various role plays

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

SUGGESTED VOCABULARY

- | | |
|---------------------|-----------------------------------|
| • body language | • confidentiality |
| • types of abuse | • selfless |
| • domestic violence | • selfish |
| • gut feeling | • considerate |
| • personal space | • thoughtful |
| • boundaries | • disclose |
| • reporting | • support |
| • respect | • verbal/non-verbal communication |
| • safety network | • happy |
| • reliable | • trust |
| • secure | • confident |
| • patience | • empathy |
| • warmth | |

COMMENTS

THIRD/FOURTH LEVELS - RELATIONSHIPS

HWB 3/4-44a I understand the importance of being cared for and caring for others in relationships and can explain why.

HWB 3/4-44b I understand and can demonstrate the qualities and skills required to sustain different types of relationships.

HWB 3/4-45a I recognise that power can exist within relationships and can be used positively as well as negatively.

HWB 3/4-45b I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.

HWB 3/4-49a I know how to manage situations concerning my sexual health and wellbeing and am learning to understand what is appropriate sexual behaviour.

HWB 3/4-49b I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse.

Intended Learning:

Learners should:

- understand why it is important to be cared for in a relationship
- know how to care for others, both in an emotional and practical sense
- learn to show appreciation to others who care for them
- demonstrate a caring attitude to others
- know that they may have many different types of relationships in their life
- understand the value attached to each relationship and that these relationships will require sustained effort
- understand, recognise and appreciate the skills and qualities needed to sustain different types of relationships
- know how to react appropriately when others communicate their discomfort to them
- understand that there are appropriate levels of closeness and touching with different people
- be aware of appropriate sexual behaviours at a given age and stage of a relationship
- know the difference between safe and unsafe sexual behaviours
- understand how to deal with unwanted sexual advances
- understand how a dominating personality can exert power in a relationship, positively and negatively
- recognise and know where to access help when in an abusive relationship
- I know where to go for confidential help/advice

Suggested Success Criteria:

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

Learners can:

- suggest how best to care for others in an emotional and practical sense
- make judgements on which methods of caring for others, in an emotional and practical sense, have the most impact
- exhibit the skills and qualities to sustain different types of relationships in their own behaviours and choices
- correctly identify inappropriate behaviours and suggest strategies to deal with uncomfortable situations

Suggested Learning Experiences:

- **Cooperative Learning Strategies** – pupils discuss different relationships, appropriate types of care, appropriate sexual behaviours and keeping safe using an inside outside circle structure

Suggested Learning Experiences: (continued)

- **ICT** – MIE project in various types of relationships eg domineering, abusive, loving, looking at traits in each
- **Various DVD/Books/Resources** – see resource list below
- **Small Group Work** – explore appropriate and inappropriate reactions
- **Partner Links** – eg various health colleagues
- **Role Play** – challenging behaviours and strategies to deal with them
- **Independent** – create a safe hand network of people they can talk to/contact should they need help

Resources:

- SHARE
- Safe not Scared
- RESPECT Pack
- White Ribbon Project
- Safe and Sound
- Channel 4 Sex and Relationships DVD
- Nae Danger Pack - Barnados
- In Safe Hands Pack
- Crush
- Keeping Myself Safe
- CEOPS

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 debate: Sex and the Law

MAKE MIE project

WRITE a safe hand network

DO dramatise challenging situations

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

SUGGESTED VOCABULARY

- | | |
|---------------------|-------------------|
| • sexual advances | • emotional abuse |
| • sexual behaviours | • grooming |
| • sustain | • sexual assault |
| • date rape | • paedophile |
| • dominating | • coercion |
| • submissive | • safety networks |
| • power | • affection |
| • thoughtful | • commitment |
| • loving | • marriage |
| • partner(s) | • vulnerable |
| • exploitation | • pressure |
| • physical abuse | |

COMMENTS

SENIOR PHASE - RELATIONSHIPS

Intended Learning:

Learners should:

- be aware that within all types of relationships, there is often a dominating personality
- understand how a dominating personality can have positive or negative effects on relationships
- recognise and know where to access help when in an abusive relationship
- be aware of the appropriate sexual behaviours at a given age and stage of a relationship
- understand how to identify inappropriate sexual behaviours and how to deal with unwanted sexual advances
- know and understand how to access help and confidential advice in their local area and be confident in accessing relevant support networks when necessary

Suggested Success Criteria:

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

Learners can:

- associate and organise different behaviours with different types of personalities in relationships
- hypothesise and justify the ways a dominating personality can have positive or negative effects on relationships
- identify signs of abusive relationships and propose a range of strategies for accessing help
- correctly explain appropriate sexual behaviours at a given age and stage of a relationship
- identify inappropriate sexual behaviours and propose a range of strategies for dealing with unwanted sexual advances
- demonstrate confidence in identifying and accessing relevant support networks when necessary

Suggested Learning Experiences:

- **Cooperative Learning Strategies** – find someone who can tell you where to go for support when...
- **ICT** – CEOPS input
- **Various DVD/books/resources** – see resource list
- **Small Group Work** – critically analyse film/tv clips and suggest what should the character do next?
- **Partner Links** – eg Web Project, EPS
- **Role Play** – ‘Jeremy Kyle’ style show
- **Independent** – sorting activity – appropriate strategies to deal with scenarios

Resources:

- Safe not Scared
- RESPECT Pack
- White Ribbon Project
- Friday Night Shirt – Red Rose Chain
- CEOP
- Childline
- BBC classroom clips – Eastenders E20

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 suggest appropriate support networks

MAKE a human white ribbon

WRITE critically analyse TV shows

DO a talk show

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

SUGGESTED VOCABULARY

- | | |
|-------------------|-------------------|
| • submissive | • support |
| • dominant | • victim |
| • respect | • perpetrator |
| • physical abuse | • paedophile |
| • emotional abuse | • paedophile ring |
| • boundaries | • grooming |
| • tolerance | • safety networks |
| • stalking | • rape |
| • harassment | • consensual |
| • exploitation | • safety networks |

COMMENTS

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RELATIONSHIPS

Relationships	Possible links with other Curricular Areas
<p>HWB 0-44a / 1-44a I am aware of how friendships are formed and that likes and dislikes, special qualities and needs can influence relationships</p>	<p>RME 0-02a As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others.</p> <p>RME 0-07a / 1-07a I am developing respect for others and my understanding of their beliefs and values.</p> <p>SOC 1-17a By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me.</p> <p>HWB 0-02a / 4-02a I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</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>HWB 2-44a I understand that a wide range of different kinds of friendships and relationships exist.</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>HWB 3-44a / 4-44a I understand the importance of being cared for and caring for others in relationships, and can explain why.</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 0-44b / 1-44b I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.</p>	<p>SOC 0-18a Within my everyday experiences and play, I make choices about where I work, how I work and who I work with.</p> <p>HWB 0-03a / 4-03a I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.</p>
<p>HWB 2-44b I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.</p>	<p>HWB 0-14a / 4-14a I value the opportunities I am given to make friends and be part of a group in a range of situations.</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>

Relationships	Possible links with other Curricular Areas
<p>HWB 3-44b / 4-44b I understand and can demonstrate the qualities and skills required to sustain different types of relationships.</p>	<p>HWB 0-02a / 4-02a I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</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>HWB 0-49a / 1-49a I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this.</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 0-03a / 4-03a I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.</p>
<p>HWB 2-49a I know that all forms of abuse are wrong and I am developing the skills to keep myself safe and get help if I need it.</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 0-03a / 4-03a I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.</p>
<p>HWB 3-49a / 4-49a I know how to manage situations concerning my sexual health and wellbeing and am learning to understand what is appropriate sexual behaviour.</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 0-03a / 4-03a I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.</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>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 where possible.</p>

BIBLIOGRAPHY

Books to support Relationships 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
Here Come the Babies	978-1-4063-0349-0	Catherine and Laurence Anholt	Early / First
The Very Hungry Caterpillar	978-0140569322	Eric Carle	Early / First
Sophie and the New Baby	978-1408302132	Catherine and Laurence Anholt	Early / First
And Tango Makes Three	978-1847381484	Justin Richardson and Peter Parnell	First
Questions Children Ask	978-0751333336	Miriam Stoppard	First / Second
Muddles, Puddles and Sunshine	978-1903458969	Diana Crossley	First / Second
Sad Isn't Bad: A Good-Grief Guide Book for Kids	978-0870293214	Michaelene Mundy	First / Second
The Period Book	978-0749917050	Karen Gravelle et al	Second
What's Happening to Me? (Girl's edition)	978-0746069950	Susan Meredith	Second
What's Happening to Me? (Boy's edition)	978-0746076637	Alex Firth	Second
Growing Up	978-0746031421	Susan Meredith	Second
Living With a Willy	978-0330332484	Nick Fisher	Second
Speakeasy: Talking With Your Children About Growing Up	978-1-905506-637	Family Planning Association (FPA)	Second

RESOURCES

Resources to support Relationships Education

TITLE	SUPPLIER/LINK	COST	LEVEL
Safe Not Scared	www.anguschildprotectioncommittee.org.uk/safenotscared.cfm	No	All Levels
Different Families, Same Love -Poster	www.stonewall.org.uk	Donation	All Levels
Total Health	www.prim-ed.com/uk/	Yes	Early / First / Second
Primary Health and Values	www.prim-ed.com/uk/	Yes	Early / First / Second
Keeping Myself Safe for Young People aged 4 - 9	Learning Curve Education	Yes	First/Second
BBC SRE Whiteboard Active Pack (ages 9 – 11)	www.pearsonschoolsandfecolleges.co.uk Search for ISBN: 9781406644661	Yes	Second
Primary Respect Pack	The Zero Tolerance Charitable Trust, Edinburgh	Yes	Second
Feel, Think, Do	NHSForthValley	Yes	Second
Childline Schools Service Delivery Pack	NSPCC – www.nspcc.co.uk	No	Second
Keeping Myself Safe: Personal Safety for Y.P. 10-14	Learning Curve Education	Yes	Second/Third
Keeping Myself Safe for Teenagers	Learning Curve Education	Yes	Third / Fourth
Nae Danger Resource Pack	Barnardos	Yes	Third / Fourth
Homophobia and Homophobic Bullying Toolkit	LGBT Youth Scotland www.lgbtyouth.org.uk/	No	Third/Fourth
In Safe Hands Resource Pack	Available with training through Moira Anderson Foundation www.moiraanderson.org	Yes	Third / Fourth

Resources to support Relationships Education

TITLE	SUPPLIER/LINK	COST	LEVEL
MTV – This is Abuse	www.mtv.co.uk/thisisabuse	No	Third / Fourth
What is Love? What is Sex?	Human Relations Media www.hrmvideo.com	Yes	Third / Fourth
Baby Infant Simulator	Available in some schools in each local authority or www.realityworks.com	Yes	Third / Fourth
Dove Self Esteem Pack	www.dove.co.uk/en/	No	Third / Fourth
Crush - Resource Pack	www.dartsscotland.org	No	Third / Fourth / Senior
Dealing with Difference	Classroom Video	Yes	Third / Fourth / Senior
Working with Men: Fatherhood Pack	www.workingwithmen.org.uk	Yes	Third / Fourth / Senior
Secondary Respect Pack	The Zero Tolerance Charitable Trust, Edinburgh	Yes	Third / Fourth / Senior
Fabricating Beauty (YouTube Clip)	http://www.youtube.com/watch?v=UToGBorgDqo	No	Senior
Websex (DVD)	Classroom Video	Yes	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 Relationships Education

TITLE	SUPPLIER/LINK	ORDER	LEVEL
Oh Lila!	Alcohol Focus Scotland	R5355	Early / First
Story Books for Relationships Education: Early / First Level	Various	R6108	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
Working with Parents on Sex and Relationships Education (includes story books)	Various	R5140	First/Second/Third
Story Books for Relationships Education: Second Level	Various	R6109	Second
Being Different and That's My Life	Channel 4	D5134	Second
Circle of Life Game	LA Games	R5350	Second / Third
Dealing with Homophobic Bullying in Scottish Schools & complementary resources	LGBT Youth Scotland and Others	R5141	Second/Third/Fourth
4 Boys 4Girls	FPA / Comic Company	R4255	Second / Third/Fourth
Beliefs, Values & Attitudes: PSHE Strategies and Skills	Centre for HIV and Sexual Health	R6102	Second/Third/Fourth

Resources to support Relationships Education

TITLE	SUPPLIER/LINK	ORDER	LEVEL
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
Body Boards	Tracy Marshall Tel:0161 3740680 / 0751 0761074	R4402 / R4942 / R4943	Second/Third/ Fourth
Speaking of Puberty: The Emotional (DVD)	Classroom Video	D5086	Third
Knowing When to Say 'No'	Boulton-Hawker Films	D5095	Third
Safe and Sound	Healthwise	R2184 / R3185 / R2984	Third/Fourth
SHARE Resource	Health Scotland	R5346	Third/Fourth
Sex & Relationships (DVD)	Channel 4	D5089	Third / Fourth
FIT (DVD)	Stonewall Scotland	D24001	Third /Fourth/ Senior
Pleasure Vs Profit - Growing Up in Pornified Scotland (DVD)	Scottish Community Foundation	D5344	Third/Fourth / Senior
Man's World – A Game for Young Men	The B-Team	R2980	Fourth
Trust, Responsibility and Negotiation in Relationships (DVD)	Classroom Video	D5087	Fourth /Senior
The A – Z of Love and Sex (DVD)	Channel 4	D05090/ D05091	Fourth /Senior

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
You, Your Body and Sex (DVD)	Life Support Productions	R4739	Third / Fourth
Sex (Book)	British Institute of Learning Disabilities	R3145 / R3146	Third / Fourth
Talking Together... About Growing Up	FPA – Family Planning Association	R3177 / B3112	Third / Fourth
Talking Together About Sex and Relationships	F.P.A.	R3863 / R4565	Third / Fourth
Picture Yourself 1 (Original)	www.bodysense.org.uk	R2606 / R2607	Third / Fourth
Let's Plan It – A Guide to SRE for Young People with Learning Disabilities	Image in Action	R4856	Third/Fourth/ Senior
Sex and The Three R's	Pavilion	R4767	Fourth /Senior
Let's Do It – Creative Activities for Sex Education for Young People with Learning Disabilities	Image in Action	R4854 / R4855	Fourth /Senior

