

The logo consists of the letters 'N1' in a bold, white, sans-serif font, set against a solid purple square background.

National 1  
unit  
specification



## Unit specification

### My Body: Growing Up and Puberty (Alternative Context) (National 1)

Unit code:	J6SK 71
SCQF:	level 1 (6 SCQF credit points)
Valid from:	session 2022–23

This document provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This document is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

**This Unit should only be used where a learner has already achieved the original Unit, which carries the same title but without the words “Alternative Context”. There should be at least one year between the delivery of the original Unit and the delivery of the “Alternative Context” version.**

**For this Unit, centres can use one of the Unit Assessment Support Packs provided with the original Unit, but adjust it to reflect the alternative context in which the Unit is delivered. The alternative context could relate to the delivery setting, the maturity of the learner or the activities the learner is asked to complete.**

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# Unit outline

The aim of this unit is to provide learners with opportunities to explore the changes that happen as young people's bodies grow and go through puberty. This unit helps learners understand their own development and that all humans go through changes as they grow into adulthood.

Learners who complete this unit will be able to:

- 1 participate in an activity involving identifying human body parts and actions that are public and those that are private
- 2 participate in activities exploring the physical changes in the human body as it grows and goes through puberty
- 3 give a response to the activity involving physical changes during puberty

This unit is an optional unit within the Adult Learning and Transition Award (SCQF level 1). Please read this unit specification in conjunction with the unit support notes, which provide advice and guidance on delivery, assessment approaches, and developing skills for learning, skills for life and skills for work.

Exemplification of the standards in this unit is given in unit assessment support.

## Recommended entry

Entry to this unit is at the discretion of the centre. Relevant experiences and outcomes may provide an appropriate basis for doing this unit.

# Standards

## Outcomes and assessment standards

### Outcome 1

- 1 Participate in an activity involving identifying human body parts and actions that are public and those that are private by:**
  - 1.1 participating in an activity to identify body parts and actions that should be kept private and those that can be public
  - 1.2 participating in an activity to identify places that are private and places that are public

### Outcome 2

- 2 Participate in activities exploring the physical changes in the human body as it grows and goes through puberty by:**
  - 2.1 participating in an activity to identify the changes to the body as it goes through puberty
  - 2.2 participating in an activity to identify the changes to the body from birth to old age

### Outcome 3

- 3 Give a response to the activity involving physical changes during puberty by:**
  - 3.1 communicating whether you liked or disliked the activity

## Evidence requirements for the unit

You should use your professional judgement, subject knowledge and experience, and understanding of your learners, to determine the most appropriate ways to generate evidence, and which conditions and contexts to use.

Evidence for this unit could include observation checklists, logs, short recorded oral responses, photographic evidence or equivalent. You should be confident that there is enough evidence to support your judgement that the assessment standards have been met:

- ◆ outcome 1: the learner must participate in an activity to identify one human body part and one action that must be kept private, and one human body part and one action that can be made public. The learner must also participate in an activity to identify one public place and one private place
- ◆ outcome 2: the learner must participate in an activity to identify at least one change in the body during puberty, and one other change between birth and old age
- ◆ outcome 3: the learner must give a response (positive or negative) to the activities they participated in

Learners will normally receive a high degree of support to achieve the outcomes of the unit. It is your responsibility to ensure that the level of support is appropriate for the requirements of the unit.

Unit assessment support provides exemplification of assessment.

## **Skills for learning, skills for life and skills for work**

This unit helps learners to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

### **1 Literacy**

#### 1.3 Listening and talking

You must build these skills into the unit at an appropriate level, where there are suitable opportunities.

# Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should take into account the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence. The unit support notes provide further information.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page:

[www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

# Further information

The following links provide useful information and background:

- ◆ [National 1 web page](#)
- ◆ [Building the Curriculum 3 to 5](#)
- ◆ [Guide to Assessment](#)
- ◆ [SCQF Handbook: User Guide](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ [SQA e-assessment web page](#)



# Appendix: unit support notes

## Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the unit. Please read these unit support notes in conjunction with the unit specification and appropriate assessment support materials.

## Developing skills, knowledge and understanding

You are free to select the skills, knowledge, understanding and contexts that are most appropriate.

Learners who complete this unit will be able to participate in activities involving identifying changes to the human body that take place during puberty.

## Approaches to learning and teaching

This section provides general advice and guidance on approaches to learning and teaching that you can use to deliver this unit.

At SCQF level 1, learners require varying degrees of support, depending on their needs. Some learners may:

- ◆ take part at an experiential or sensory level, requiring full support
- ◆ require frequent direction and support to enable them to take part
- ◆ take part independently or with intermittent support

You should give learners as much support as they need to engage with learning, teaching and assessment activities while maintaining the integrity of the outcome and assessment standards.

The following table provides examples of approaches to learning and teaching. These may also provide naturally occurring evidence that you can use to assess learners against the assessment standards.

## My Body: Growing Up and Puberty

Outcome 1: participate in an activity involving identifying human body parts and actions that are public and those that are private

Outcome 2: participate in activities exploring the physical changes in the human body as it grows and goes through puberty

Outcome 3: give a response to the activity involving physical changes during puberty

Assessment standards	Approaches for learning and teaching
<p>1.1 participating in an activity to identify body parts and actions that should be kept private and those that can be public</p> <p>1.2 participating in an activity to identify places that are private and places that are public</p>	<p>The learner could participate in a range of activities involving identifying private body parts, places and activities.</p> <p>Types of activities that could be appropriate include:</p> <ul style="list-style-type: none"> <li>◆ labelling or indicating private body parts on, for example a photograph, image, or doll</li> <li>◆ learners lie on a large sheet of paper so that you can draw an outline around them. Learners can then help to identify the private parts of their bodies by drawing on pictures of underwear or using real underwear to cover the private places</li> <li>◆ sorting or labelling images of private and public places (for example places where it is ok or not ok to get undressed)</li> <li>◆ participating in discussions of private and public areas in the home, at the centre, and in the community</li> <li>◆ taking turns to select items of clothing from a pile and saying whether they should be tried on or removed in public or private areas (for example a hat, a bra, a t-shirt, a coat, a bathing costume, underpants or a scarf)</li> <li>◆ using images and/or symbols to sort activities into private and public activities</li> <li>◆ participate in discussions about what activities are private and what activities are public, and why</li> <li>◆ participate in discussions about what places are private and what places are public, and why</li> <li>◆ engaging with social stories about masturbation</li> <li>◆ engaging with social stories about relationships and sexual behaviour</li> </ul>

Assessment standards	Approaches for learning and teaching
2.1 participating in an activity to identify the changes to the body as it goes through puberty	<p>The learner could participate in a range of activities involving puberty. Activities can cover both the male and female body, or they can concentrate only on the sex of the learners themselves.</p> <p>Type of activities could include:</p> <ul style="list-style-type: none"> <li>◆ engaging with a social story about growing up</li> <li>◆ participating in a discussion, poster or sorting activity, for example on things I can do now because I am growing into an adult that I couldn't do before</li> <li>◆ engaging with a periods social story for example, visual sequence and/or object signifiers to go over changing a pad</li> <li>◆ engaging with a shaving social story, for example visual sequence and/or object signifiers, or a sensory story</li> <li>◆ engaging with a social story about changing hygiene and personal grooming needs during puberty, and explore hygiene and grooming products</li> </ul>
2.2 participating in an activity to identify the changes to the body from birth to old age	<p>The learner could participate in a range of activities that show people at different stages of life.</p> <p>Types of activities could include:</p> <ul style="list-style-type: none"> <li>◆ sequencing images of people from birth to old age</li> <li>◆ using photographs, images or video clips as a stimulus for discussions about themselves and others at different stages of life, for example infancy, childhood, puberty, adulthood and old age</li> <li>◆ completing jigsaws of adults, adolescents and children</li> </ul>
3.1 communicating whether you liked or disliked the activity	<p>You should encourage learners at SCQF level 1 to:</p> <ul style="list-style-type: none"> <li>◆ express an opinion</li> <li>◆ show a preference</li> <li>◆ make a decision about things they are being asked to do</li> </ul> <p>You can ask learners at various points during the unit whether they are enjoying what they are doing or not.</p> <p>Learners should use their normal communication method when participating in the unit. You should use your knowledge of the learner, and of their preferred method of communication to record the learner's responses and their level of engagement.</p> <p>The learner's normal communication method might involve:</p>

Assessment standards	Approaches for learning and teaching
	<ul style="list-style-type: none"> <li>◆ facial expression</li> <li>◆ vocalisation</li> <li>◆ verbal communication</li> <li>◆ signing</li> <li>◆ use of symbols or other augmentive communication systems</li> <li>◆ written responses</li> </ul>

Centres may find resources on the [RSHP Scotland website](#) helpful when delivering this unit.

## Approaches to assessment and gathering evidence

There is no external assessment for National 1 units. All units are internally assessed against the requirements outlined and described in the unit specification and the unit assessment support pack.

To achieve the unit, learners must achieve all the unit outcomes.

At SCQF level 1, most evidence for assessment is gathered on a naturally occurring, ongoing basis, rather than from more formal assessment methods. There are many contexts that you might use for gathering evidence, for example extra-curricular and/or outdoor learning.

Naturally occurring evidence is evidence that occurs in and as part of learning and teaching, which you can be gathered for assessment purposes in a variety of ways:

- ◆ observation of evidence demonstrated during an activity (using an observation checklist, visual recording, photography or equivalent)
- ◆ oral questioning before, during, and on completion of an activity (recorded using an audio-visual or audio recording or using your detailed written notes as evidence)
- ◆ learning and teaching activities that generate physical evidence for assessment
- ◆ identifying opportunities to record evidence during out-of-centre activities

You should focus on small, well-defined steps in learning. In this way, the learner is more likely to achieve success in the units and in any subsequent learning.

Learners benefit from receiving accurate and regular feedback regarding their learning. This helps to ensure they are actively involved in the assessment process. It is important that you use different approaches to assessment to suit the varying needs of learners.

## Combining assessment within units

It may be possible to reduce the volume of assessment for this unit by designing broad assessment tasks that cover a number of assessment standards and/or outcomes at one time. However, for some learners it may be more appropriate to design assessment tasks that include smaller steps and/or repetition, which could help with the retention and reinforcement of learning.

## Developing skills for learning, skills for life and skills for work

This section highlights the skills for learning, skills for life and skills for work that learners should develop in this unit. These are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work and should be built into the unit where there are appropriate opportunities. The level of these skills will be appropriate to the level of the unit.

Some examples of potential opportunities to practise or improve these skills are provided in the following table.

<b>Skills for learning, skills for life and skills for work</b>	<b>Approaches for learning and teaching</b>
<p><b>1 Literacy</b></p> <p>1.3 Listening and talking:</p> <ul style="list-style-type: none"><li>◆ listening means the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communication as appropriate</li><li>◆ talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context</li></ul>	<p>Where appropriate, learners could use their normal communication method during learning and teaching activities to:</p> <ul style="list-style-type: none"><li>◆ communicate, for example information about different aspects of puberty, public and private places, and body parts</li><li>◆ respond, for example indicating their feelings and opinions around puberty and privacy</li></ul>

It is important that you provide learners with opportunities to develop these broad general skills as an integral part of their learning experience.

# Administrative information

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## History of changes

Version	Description of change	Date

Note: please check [SQA's website](#) to ensure you are using the most up-to-date version of this document.