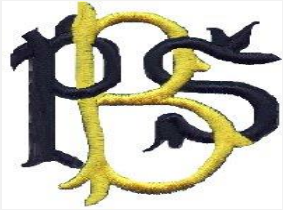




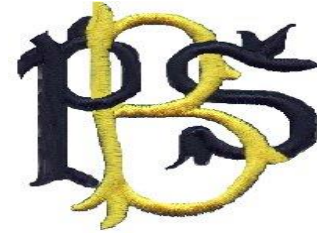
RELATIONSHIPS, SEXUAL HEALTH AND
PARENTHOOD (RSHP)
IN BOTHWELL PRIMARY SCHOOL



WELCOME - AGENDA

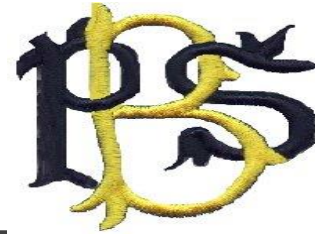
- Introduction: Mrs Jamieson
- Purpose of session
- The curriculum
- Overview of online resource and plans for First Level
- Next steps

PURPOSE OF SESSION



- This information session will focus on RSHP learning for First Level.
- First level is likely to be achieved by the end of P4 (for most children). This level encompasses P2, P3 and P4.

THE CURRICULUM



- The curriculum that we teach is called A Curriculum for Excellence. This is made up of eight curricular areas, health and wellbeing is one area.
- Experiences and outcomes (often called Es+Os) are a set of clear and concise statements about children's learning and progression in each curriculum area. They are used to help plan learning and to assess progress.
- Benchmarks set out clear lines of progression. Their purpose is to make clear what learners need to know and be able to do to progress through the levels.
- There are specific Es and Os and Benchmarks for RSHP and these are what the rshp.scot resources and our plans are based on.



A national teaching and learning resource for Relationships, Sexual Health and Parenthood (RSHP) education

<https://rshp.scot>

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RSHP
Relationships, Sexual Health and Parenthood

ABOUT THE RESOURCE ▾ LEVELS ▾ LEARNERS WITH ASN ▾ COMPLEX ASN ▾ FAQS

HOME

Welcome to the national resource for **relationships, sexual health and parenthood** (RSHP) education for children and young people. The resource can be used in early learning settings, schools, colleges and community-based learning. It is organised to sit within Curriculum for Excellence.

You can join our network at [get involved](#) and once subscribed, you will be kept informed of any developments in the delivery of RSHP education.

With grant funding from Bòrd na Gàidhlig the RSHP resource will, in the course of this school year, be provided in Gaelic. To undertake the work the RSHP resource partners will be working with NHS Western Isles to complete the work. Please watch out for updates across the coming term.

Fálte chun a' ghoireas náiseanta air dàimhean, fallaineachd feise agus Foghlam phàrantachd (RSHP) do chloinn agus do dhaoiln' òga. Le maoinachadh bho Bòrd na Gàidhlig bidh goireas RSHP air a thoirt thugaibh ann an Gàidhlig thairis air a' bhliadhna sgoile seo. Gus seo a chloianadh bidh luchd-compàirteachaidh a' ghoireis ag obair còmhla ris an t-seirbheis sláinte sna h-Eileanan an Iar. Cumailbh stùil a-mach airson fiosan adhartais san teirm a tha romhainn.

Search

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FIRST LEVEL

This shows the topics, health and wellbeing Es and Os and Benchmarks which will be covered by the end of First Level.

Learning at this Level is likely to be for children in P2, P3 and P4, but it can be earlier or later for some.

Topics will be taught using the online resources from <https://rshp.scot/first-level/>

	Experiences and Outcomes	Benchmarks
Physical changes	I recognise that we have similarities and differences but are all unique. HWB1-47a	<ul style="list-style-type: none"> Recognises that everyone is unique and identifies similarities and differences. Explains that development and growth of each individual is different.
Sexual health and sexuality	<p>I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB1-47b</p> <p>I am learning what I can do to look after my body and who can help me. HWB1-48a</p> <p>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. HWB 1-49a</p>	<ul style="list-style-type: none"> Identifies the correct words for body parts and their functions, for example, womb, scrotum, ovaries, <u>vagina</u>, <u>testes</u>. Explains about own and others' needs for privacy. Expresses feelings through appropriate closeness to others. Articulates the right to respond to inappropriate behaviours, for example, using the 3-step model: say no, go away, <u>talk</u> to someone you trust. Identifies who to talk to if worried or concerned.
Positive Relationships	<p>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 1-44a</p> <p>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 1-44</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and nonverbal communication. HWB 1-45b</p> <p>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 1-45a</p>	<ul style="list-style-type: none"> These Experiences and Outcomes sit within HWB Responsibility of All and span across all five levels to recognise the nature of development and learning in HWB. There are no Benchmarks for these Experiences and Outcomes. Explains ways in which families may differ and that there are a variety of people who may care for us.

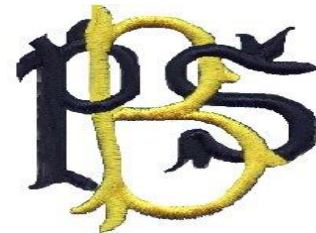
FIRST LEVEL PLANS



Role of parent or carer		
	<p>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 1-45a</p> <p>I am learning about where living things come from and about how they grow, develop and are nurtured. HWB 1-50a</p> <p>I am able to show an awareness of the tasks required to look after a baby. HWB 1-51a</p>	<ul style="list-style-type: none"> Explains ways in which families may differ and that there are a variety of people who may care for us. Explains changes to the body at different stages of life. Identifies what is needed for growth and development of animals, plants and humans. Explains how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding

- These are the First Level Es and Os for health and wellbeing and associated Benchmarks.
- Learning at this level is likely to be achieved by the end of P4, or later for some.

FIRST LEVEL PLANS



- The following plans show the learning and content that will be covered in P2, P3 and P4.
- This has been taken from the Es and Os and benchmarks, which were created by Education Scotland.
- The plans use the order as outlined from rshp.scot

What's new for us?

All lessons will be planned and resourced using the rshp.scot materials, which are closely linked to Education Scotland and endorsed by the NHS. The learning materials reflect the learning that Education Scotland outlined in the health and wellbeing Es and Os.

Sensible
Mature
Ambitious
Respectful
Trustworthy
Eco-friendly
Responsible

SMARTER

Today's SMARTER learners, tomorrow's SMARTER leaders!



Relationships, Sexual Health and Parenthood

FIRST LEVEL PLANNER

Primary 2

Suggested order and online resources from <https://rshp.scot/>



PRIMARY 2 PLANS

Primary 2 – To begin		Comments/ Evaluation
1. My body	<ul style="list-style-type: none">- Physical Changes- Sexuality and Sexual Health	
2. Privacy	<ul style="list-style-type: none">- Physical Changes	
3. Friends and friendship	<ul style="list-style-type: none">- Positive Relationships	
4. Looking after plants and animals	<ul style="list-style-type: none">- Sexuality and Sexual Health	
5. People who help and look after me	<ul style="list-style-type: none">- Physical Changes- Role of the Parent/ Carer	

This document shows our plans and order of content for P2, this is based on the learning you will find on the website.



**Relationships, Sexual Health
and Parenthood**



FIRST LEVEL PLANNER

Primary 3

Suggested order and online resources from <https://rshp.scot/>

Primary 3 – Progression 1		Comments/ Evaluation
1. My family/All our families are different	<ul style="list-style-type: none"> Role of the Parent/ Carer 	
2. Feelings and safety	<ul style="list-style-type: none"> Sexuality and Sexual Health Positive Relationships 	
3. Similarity, diversity and respect	<ul style="list-style-type: none"> Positive Relationships 	
4. Keeping Clean	<ul style="list-style-type: none"> Physical Changes 	

PRIMARY 3 PLANS

This document shows our plans and order of content for P3, this is based on the learning you will find on the website.

Sensible
Mature
Ambitious
Respectful
Trustworthy
Eco-Friendly
Responsible



Relationships, Sexual Health and Parenthood



FIRST LEVEL PLANNER

Primary 4

Suggested order and online resources from <https://rshp.scot/>



Primary 4 – Progression 2		Comments/ Evaluation
1. Safe and happy online	<ul style="list-style-type: none">Positive RelationshipsPhysical Changes	
2. How human life begins, pregnancy and birth	<ul style="list-style-type: none">Sexuality and Sexual HealthRole of the Parent/ Carer	



PRIMARY 4 PLANS

This document shows our plans and order of content for P4, this is based on the learning you will find on the website.

PRIMARY 2



When it comes to relationships, children learn:

- What makes them unique
- The different adults who might care for children – like parents, carers, teachers, support staff in school or medical staff
- Feeling safe
- Making and having friends and being kind
- Respect for others and the importance of being kind.

When it comes to their bodies, children learn about:

- Looking after their body and keeping clean
- Parts of their body are private – including names for private body parts
- Feeling Safe
- What behaviour is okay in public and what is okay in private (for example, pulling pants up before leaving the bathroom).
- Other people should not touch the private parts of their body

When it comes to how human life begins, children learn about:

- Looking after plants and animals.

RESOURCE P2



- The song below may be shown when learning about what behaviour is okay in public and what is okay in private (for example, pulling pants up before leaving the bathroom).
- <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

All lessons are closely linked to the UNCRC (United Nations Convention for the Rights of the Child) and much of content focuses on the right to be protected from harm and neglect.

We have worked with the NSPCC to deliver lessons about keeping safe.



My Body Belongs to Me

<https://www.youtube.com/watch?v=a-5mdt9YN6I>

Article 19 – governments must do all they can to ensure their children are protected from all forms of violence, abuse, neglect and bad treatment from their parents or anyone else who looks after them.

Article 34 – governments must protect children from all forms of sexual abuse and exploitation.



When it comes to relationships, children learn:

- What makes them unique
- Families, and how all our families are different
- The different adults who might care for children – like parents, carers, teachers, support staff in school or medical staff
- Making and having friends
- What makes people alike and what makes us different (diversity)
- Respect for others and the importance of being kind.
- Feeling Safe

When it comes to their bodies, children learn about:

- Making choices and decisions
- Looking after their body and keeping clean
- Disability

When it comes to how human life begins, children learn about:

- The life cycle of plants and animals.

PRIMARY 3 RESOURCE



- The following clip could be used as a teaching resource to raise awareness of diversity, what makes us different and unique.
- <https://www.inspiringthefuture.org/redraw-the-balance/>
- This link may be shown to illustrate the importance of positive relationships - making friends, disabilities, respecting others and the importance of being kind.
- <https://vimeo.com/152985022>

RSHP is not just about body parts, it is about relationships, gender equality, stereotypes and equality.

Lessons are linked to the Rights of the Child and these are particularly relevant to rights such as the right to be heard, the right to be protected from harm and neglect the right to be included.

PRIMARY 4



When it comes to relationships, children learn:

- The different adults who might care for children – like parents, carers, teachers, support staff in school or medical staff
- Friendship and Empathy
- Respect for others and the importance of being kind.
- Staying safe online

When it comes to how human life begins, children learn about:

- Pregnancy and how a baby is made and born.
- What a baby needs and how to care for a baby

PRIMARY 4 RESOURCE



- How Human Life Begins <https://www.bbc.co.uk/bitesize/clips/zpmqxn>



Title: How human life begins, pregnancy and birth
Part 1: How human life begins, pregnancy and birth

Level: FIRST
Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB1-47b I am learning about where living things come from and about how they grow, develop and are nurtured. HWB 1-50a	<ul style="list-style-type: none">• Identifies the correct words for body parts and their functions, for example, womb, scrotum, ovaries, vagina.• Identifies what is needed for growth and development of animals, plants and humans.

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.

Success criteria

- I can explain where living things come from, how a baby develops and is born.

Resources to support this activity

- PowerPoint slides
- Human reproduction (duration 1 minute 3 seconds) <https://www.bbc.com/bitesize/clips/zpmqxn>

Whenever you use content on a platform like YouTube please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts

Activity

- RSHP learning is enhanced if children can sit together, start this way. The children will have learned the names of parts of the body from earlier activities. If the children have explored the learning in earlier topics exploring how we can look after plants and animals then you can recap/refresh learning on those.
- Introduce the topic is all about how human life begins, pregnancy and birth. Ask the class if anyone has a baby at home or in the family? Have a chat about that. What do the children know about pregnancy? Birth? Perhaps some have been present or around when siblings or others have been born? (No need to be overly concerned with correcting any misconceptions shared, the activity will present good information).
- Start with the PowerPoint pictures of fully-grown animals and their babies and ask children 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.

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, review as often as is helpful. Some learners may benefit from some break between sections, you can decide how best to space the presentation(s) and discussion for your learners.

- **Part 1: How a baby is made**
- **Part 2: The baby grows: Pregnancy**
- **Part 3: How a baby is born**

NOTE: When it comes to learning about how a baby is made we explain that this requires the sperm to meet the egg. As delivery of this lesson is likely to come toward the end of First Level learning (say P4) it might be expected that a child will 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 will satisfy their natural curiosity about how babies are made – so the slides explain in a straightforward/factual way about sex, that fertilisation can be assisted by a doctor or can be by donor. In terms of the latter two, there may be

How human life begins is part of the current P4 First Level planner – this is the end of first level. rshp.scot have excellent teacher's planners, endorsed by the Education Scotland and NHS, teachers can look over these planners and follow the guidance. This ensure that children are receiving same information as their peers across Scotland.

PRIMARY 4 RESOURCE



The other main teaching point in P4 is keeping safe online.

[Safe and Happy Online Slides](#)

[Lee and Kim KSI Curriculum eSafety material - YouTube](#)

PARENTS AND CARERS



- Across this resource, and in our school approach to RSHP education, there is an acknowledgement that parents and carers are the primary educators of their children.
- By sharing the resources and plans we hope to alleviate the often embarrassing nature of RSHP learning.
- By learning together at home and school we can help consolidate learning - it's a partnership approach.
- <https://vimeo.com/361996285>



FAQs (taken from RSHP.scot)

If you have further questions about the RSHP resource the FAQ section on the site may be of help: <https://rshp.scot/faq/>

1. Why has the RSHP resource been created?
2. How was this resource created?
3. Why does RSHP matter?
4. Who should receive RSHP education?
5. Is the RSHP resource relevant for learners with additional support needs, learning disabilities or autism?
6. How should an educator use the RSHP resource?
7. Does the Scottish Government issue Guidance about the teaching of RSHP education?
8. What do we know about what children and young people want from their RSHP education?
9. What do children and young people learn about by using the RSHP resource?
10. What is the role of parents and carers when it comes to RSHP education? How can parents and carers understand more about the RSHP resource and RSHP education in learning settings?
11. Is the content of the new resource age and stage appropriate?
12. What responsibilities do professional people have and what support is available?
13. Why do children learn to use the correct words for parts of their body?
14. Why does the RSHP resource have learning about 'having sex' in the primary school years? How is this done?
15. Why does the RSHP resource have learning about abuse in the primary school years? How is this done?
16. Why and how does the RSHP resource help children and young people to learn about sex and gender equality?
17. Why and how does the RSHP resource help children and young people to learn about consent?
18. Why and how does the RSHP resource help young people to learn about pornography?
19. Why and how does the RSHP resource help young people to learn about different types of sexual activity?
20. Why and how does the RSHP resource help children and young people to learn about sexual orientation?



WHAT'S NEXT?

- Plans are in draft
- Order of content is still being discussed by staff
- Questions from Google Forms
- Last session to look at Second Level in more depth
- Consultation/ feedback form to gain views of parents
- Plans to be finalised
- RSHP block of learning in the final term (parents will be informed beforehand)