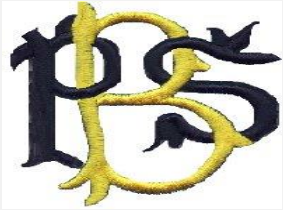


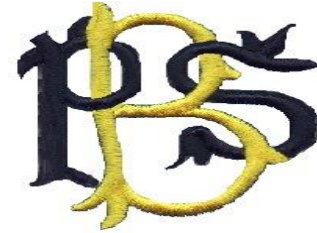
RELATIONSHIPS, SEXUAL HEALTH AND  
PARENTHOOD (RSHP)  
IN BOTHWELL PRIMARY SCHOOL



## WELCOME - AGENDA

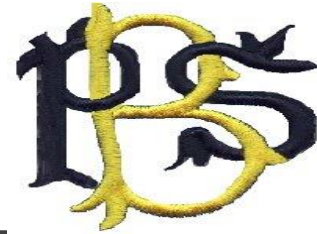
- Introduction: Mrs Jamieson
- Welcome to Jude Irwin BBV and Sexual Health Training and Education Manager (NHS)
- Purpose of session
- The curriculum
- Overview of online resource and plans for Second Level
- Next steps

## PURPOSE OF SESSION



- This information session will focus on RSHP learning for Second Level.
- Second level is likely to be achieved by the end of P7 (for most children). This level encompasses P5, P6 and P7.

# 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](http://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>

← → ↻ 🏠 rshp.scot 🔍 📄 ☆ 👤 ⋮  
📱 Apps 📄 First Blends Doonw... 📄 Post Sorting - 5-10... 📄 Imported From IE | 📖 Reading list

**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.

Fàilte chun a' ghoireas nàiseanta air dàimhean, fallaineachd feise agus Foghlam phàrantachd (RSHP) do chloinn agus do dhaoine' 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 slàinte sna h-Eileanan an Iar. Cumailbh stùil a-mach airson fiosan adhartais san teirm a tha romhainn.

Search

WordPress Theme | Sgàite by HasbThemes

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 P5, P6 and P7, but it can be earlier or later for some.

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

	Experiences and Outcomes	Benchmarks
Physical changes	<p>I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a</p> <p>I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene. HWB 2-48a</p>	<ul style="list-style-type: none"> <li>Identifies positive things about own body image and appearance.</li> <li>Identifies strategies to manage emotions, for example, relaxation techniques, speaking to someone, taking time out. Uses correct terminology for all private body parts and reproductive organs, for example, breasts, clitoris.</li> <li>Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings.</li> <li>Demonstrates an understanding of diversity in sexuality and gender identity.</li> <li>Describes ways of keeping hygienic during puberty.</li> </ul>
Sexual health and sexuality	<p>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. HWB 2-49a</p> <p>I am able to describe how human life begins and how a baby is born. HWB 2-50a</p>	<ul style="list-style-type: none"> <li>Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help.</li> <li>Explains own rights and responsibilities in relation to abuse.</li> <li>Describes the concept of consent.</li> <li>Describes human conception and birth, for example, sexual intercourse, egg and sperm, giving birth.</li> <li>Gives reasons why contraception may be used, for example, to prevent pregnancy and infection.</li> <li>Describes some symptoms of pregnancy.</li> </ul>
Positive Relationships	<p>I understand that a wide range of different kinds of friendships and relationships exists. HWB 2-44a</p>	<ul style="list-style-type: none"> <li>Identifies different kinds of friendships and relationships.</li> <li>Identifies the skills required to manage changing relationships, for example,</li> </ul>

# SECOND LEVEL PLANS



	<p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b</p> <p>I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. HWB 2-45a</p> <p>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 2-45b</p>	<p>tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect.</p> <ul style="list-style-type: none"> <li>Explains the impact of positive relationships on emotional wellbeing.</li> </ul>
Role of parent or carer	<p>I can describe the role of a parent / carer and the skills, commitment and qualities the role requires. HWB 2-51a</p>	<ul style="list-style-type: none"> <li>Describes skills and qualities required to be a parent / carer, for example, commitment, love, patience, sense of humour.</li> </ul>

- These are the Second Level Es and Os for health and wellbeing and associated Benchmarks.
- Learning at this level is likely to be achieved by the end of P7, or later for some.

## SECOND LEVEL PLANS



- The following plans show the learning and content that will be covered in P5, P6 and P7.
- 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](http://rshp.scot)

### What's new for us?

All lessons will be planned and resourced using the [rshp.scot](http://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



## Relationships, Sexual Health and Parenthood



SECOND LEVEL PLANNER

Primary 5

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

Primary 5 – To begin		Comments/ Evaluation
1. My body	<ul style="list-style-type: none"> <li>Physical Changes</li> <li>Sexuality and Sexual Health</li> </ul>	
2. Friends and friendship	<ul style="list-style-type: none"> <li>Positive Relationships</li> </ul>	
3. A fair and equal life for girls and boys	<ul style="list-style-type: none"> <li>Positive Relationships</li> </ul>	
4. My senses: Things I like, things I don't like	<ul style="list-style-type: none"> <li>Physical Changes</li> </ul>	
5. Consent	<ul style="list-style-type: none"> <li>Sexuality and Sexual Health</li> </ul>	
6. Social media/popular culture	<ul style="list-style-type: none"> <li>Physical Changes</li> </ul>	
7. Protecting me/Abuse and relationships	<ul style="list-style-type: none"> <li>Physical Changes</li> <li>Positive Relationships</li> </ul>	

# PRIMARY 5 PLANS

This document shows our plans and order of content for P5, this is based on the learning you will find on the website.

Second Level begins at P5. Children are developing quickly and becoming more aware of their own bodies.



Sensible  
Mature  
Ambitious  
Respectful  
Trustworthy  
Eco-Friendly  
Responsible

**SMARTER**

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



## Relationships, Sexual Health and Parenthood

SECOND LEVEL PLANNER

Primary 6

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



Primary 6 – Progression 1		Comments/ Evaluation
1. Emotional wellbeing and Body image	<ul style="list-style-type: none"><li>Physical Changes</li></ul>	
2. Love and relationships	<ul style="list-style-type: none"><li>Positive Relationships</li></ul>	
3. Sex: How people have sex/what do they do?	<ul style="list-style-type: none"><li>Sexuality and Sexual Health</li></ul>	
4. How human life begins, pregnancy and birth	<ul style="list-style-type: none"><li>Sexuality and Sexual Health</li></ul>	
5. Being a parent or carer	<ul style="list-style-type: none"><li>Role of the Parent/ Carer</li></ul>	

# PRIMARY 6 PLANS

This document shows our plans and order of content for P6, this is based on the learning you will find on the website.

There are many important themes in P6 – including body image, loving relationships and how human life begins.

## Relationships, Sexual Health and Parenthood



SECOND LEVEL PLANNER

Primary 7

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

Primary 7 – Progression 2		Comments/ Evaluation
1. Understanding Human Sexuality	<ul style="list-style-type: none"> <li>- Sexuality and Sexual Health</li> <li>- Physical Changes</li> </ul>	
2. Menstruation	<ul style="list-style-type: none"> <li>- Sexuality and Sexual Health</li> <li>- Physical Changes</li> </ul>	
3. How adults plan and prevent a pregnancy: contraception and condoms	<ul style="list-style-type: none"> <li>- Sexuality and Sexual Health</li> </ul>	

# PRIMARY 7 PLANS

This document shows our plans and order of content for P7, this is based on the learning you will find on the website.

P7 is the final stage of Second Level. Most children begin Third Level in S1.



**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.
- Gender and Diversity
- Online Safety

**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,
- Consent
- Other people should not touch the private parts of their body
- Puberty and how the bodies and emotions of both girls and boys change as they grow



# Consent: Boss of my Body

## Learning Intentions

- Children understand the concept of consent.
- Children understand the concept of bodily autonomy.
- Children acknowledge personal space and boundaries.
- Children know that all forms of abuse are wrong.
- Children learn help-seeking behaviours.

## Success criteria

- I can describe what consent means to me.
- I know that I, and others, can use words, body language and facial expression to communicate what they like and don't like.
- I explain the idea of personal space.
- I can explain that my body is *my* body.
- I can name an adult / adults I go to if I have a worry.

- <https://youtu.be/zAALZxa6NCw>

- <https://www.youtube.com/watch?v=h3nhM9UlJjc>

# RESOURCE P5



## Positive Relationships – Protecting Me

- My 5 Trusted Individuals: [Slides](#)

### Links to Curriculum for Excellence

Experiences/Outcomes

- 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. HWB 2-49a

Benchmarks

- Identifies abusive and bullying behaviour, for example, online, face to face and knows where to go for help.

Protecting Me: My 5

If I have a worry I can  
go to....

Learning Resource of This resource is shared for educational purposes. For further information see [www.rnhg.ac.uk](http://www.rnhg.ac.uk)



[Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC](#)

# PRIMARY 6



## When it comes to relationships, children learn:

- What makes them unique and what makes people alike and what makes us different (diversity)
- Making and having friends - thinking about how they get along with other children, play together, co-operate and share
- Loving relationships
- To recognise and express their feelings, including when they might feel safe or unsafe, happy or worried.
- Who they can go to for help and support.

## When it comes to their bodies, children learn about:

- Looking after their body and keeping clean
- Body Image
- Names for parts of their body – and that parts of their body are private.
- Personal Hygiene and why this is important.

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

- • How a baby is made (conception)
- • Pregnancy and how a baby is born
- • Being a parent and thinking about what kind of parent they would be.

## PRIMARY 6 RESOURCE



- The following clip creates discussion around body image, diversity, similarities and differences when learning about relationships

[https://www.youtube.com/watch?v=Fcy\\_VQZG5Dg](https://www.youtube.com/watch?v=Fcy_VQZG5Dg)

# PRIMARY 6 RESOURCE



Learning Resource // All content is intended for educational purposes. For further information see [www.rshp.scot](http://www.rshp.scot) // August 2019



**Title:** How human life begins, pregnancy and birth

**Level:** SECOND

**Links to Curriculum for Excellence**

Experiences and outcomes	Benchmarks
I am able to describe how human life begins and how a baby is born. HWB 2-50a	<ul style="list-style-type: none"><li>• Describes human conception and birth, for example, sexual intercourse, egg and sperm, giving birth.</li><li>• Describes some symptoms of pregnancy.</li></ul>

**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 how human life begins, what pregnancy is and how a baby is born.

**Resources to support this activity**

- PowerPoint slides
  - Human reproduction (duration 1 minute 3 seconds, link in the slides) <https://www.bbc.com/bitesize/clips/zpmaqxb>
  - How a baby develops during pregnancy (duration 4 minutes 17) [https://youtu.be/h82ltr84\\_Ye](https://youtu.be/h82ltr84_Ye)
- 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.

**NOTE:**

- Before using this learning activity, the group/class should work with you on activity **My body**.
- It would be useful, but not essential, that they have worked on activity **How people have sex**. If delivered together the review of puberty in both lessons might not be necessary.
- This activity is very similar to First level activity **How human life begins, pregnancy and birth**. Children may have used this activity at First Level, if so this is an opportunity to refresh and reinforce learning. If they have not used the earlier First Level activity, then this is an opportunity to support essential learning on this topic. Even if the children have covered the topic in previous years their understanding, discussion and questions may be different.

The activity outlined here is in 3 parts. The intention is that this is delivered as one session, but this need not be the case. Some learners might benefit from taking the material in 3 distinct parts. Also, remember that PowerPoint slides can be edited if there is too much detail for the learners you work with, or if you want to create more slides with less text on each.

Learning Resource // All content is intended for educational purposes. For further information see [www.rshp.scot](http://www.rshp.scot) // August 2019

**Activity**

1. 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 activity **My body**. In those activities they also learned more about puberty. Use the initial slides to ask children to remember learning on those topics: **How is their body changing? Their feelings/emotions changing? What names do they remember for private parts of their body?**
2. Explain that in this lesson the children will be learning about how babies are made (this is called fertilisation), how they grow during pregnancy, and what happens when a baby is born. Acknowledge that they might know things about this already – but today everyone can learn together and make sure we all understand. Find out if anyone in the class has little brothers or sisters or cousins? Do they know any woman who is pregnant just now? What do they already know about pregnancy? Birth? (No need to correct any misinformation, just respond if you need to with there will be a chance to learn more about [...] today).
3. The PowerPoint slides provide the story we want to tell in 3 parts, pausing, checking understanding and asking/taking questions and thoughts as you go. Encourage conversation, pause, review as often as is helpful.
4. **By way of introduction**, the slide show starts with pictures of fully-grown animals and their babies – ask children to identify the names of the animals and the name of the baby of each species. End this introduction 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*.
5. The slides that follow are in 3 sections, pause and review as you need to:

**Part 1: How human life begins**

**Part 2: The baby grows: Pregnancy**

*At the start of this section there is an activity that asks children to work together to identify all the things a pregnant woman and her baby need to be healthy, happy and safe. Have the children work in small groups on different themes, or everyone on all 3 themes. The children could work on post-its and make posters of all the responses. Look for and discuss similarities across the themes. There is a review of the ideas at the end of the section.*

*At the end of this section there is a slide and animation of the developments that take place during a pregnancy: How a baby develops during pregnancy (duration 4 minutes 17)*

[https://youtu.be/h82ltr84\\_Ye](https://youtu.be/h82ltr84_Ye)

**Part 3: How a baby is born**

**Additional ideas**

- Invite a pregnant mum or new parents to come in and explore their experience of pregnancy – and discuss the children's own views on a healthy, happy and safe pregnancy.
- NHS Library Service have a range of models that can be borrowed for schools that show the growing baby during stages of pregnancy. You can find out more information about your local services at <http://www.knowledge.scot.nhs.uk/home/help-and-training/library-services.aspx>

## Part 1 How human life begins

## Part 2 The baby grows – Pregnancy

## Part 3 How a baby is born

[How a baby develops during pregnancy](#)

[Human Reproduction BBC Bitesize](#)



# PRIMARY 7



## When it comes to their bodies, children learn about:

- Making choices and decisions
- Personal Hygiene
- Menstruation (boys and girls may receive this lesson separately)

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

- Planning and preventing a pregnancy.
- Responsibilities of looking after a baby.

P7 does not have as much planned learning as P5 and P6. The consultation process could allow more sensitive areas to be moved here if we felt it was required.



# Menstruation

[Menstruation: What To Expect – YouTube](#)

<https://www.heygirls.co.uk/education/schools/>

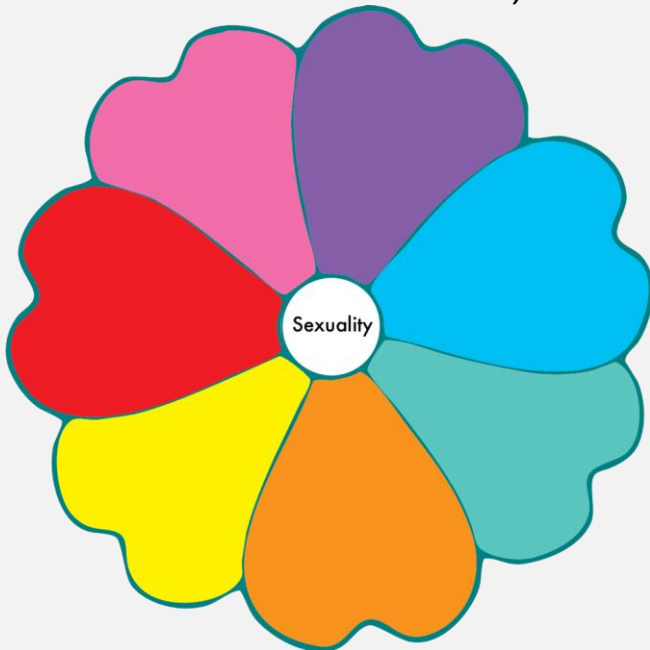
\*Menstruation has previously been taught at younger stages, usually P5. The feedback from staff so far has been that this should be moved back to P5 or P6. What do parents think?

# RESOURCE P7

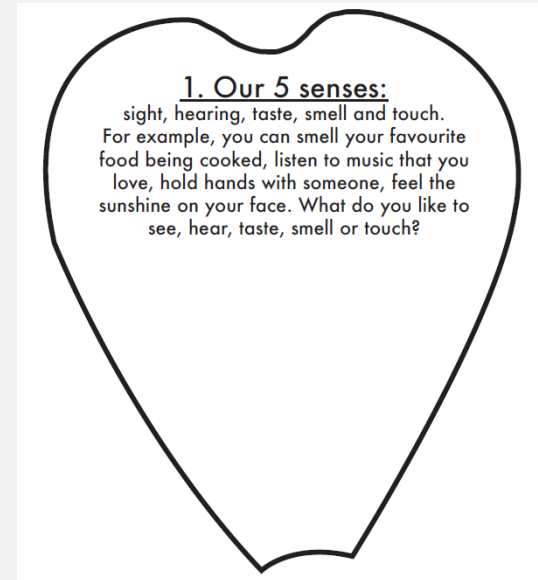
## Understanding human sexuality

For this learning, the following is a suggested activity about human sexuality. Sexuality is described as being about what we feel, what we do and is something that exists within ourselves. There are six petals and the children think about and draw and write about petals 1 to 6.

(This version of the human sexuality flower for children this age adapts the work of Jo Adams and Carol Painter).



### Human Sexuality Activity



## 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
- Consultation/ feedback form to gain views of parents – to be sent today
- Plans to be finalised
- RSHP block of learning in the final term (parents will be informed beforehand)