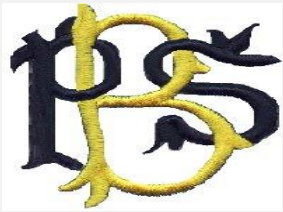




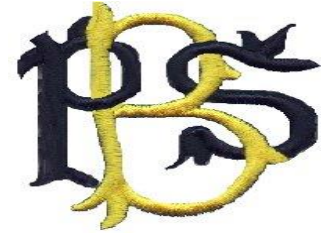
RELATIONSHIPS, SEXUAL HEALTH AND
PARENTHOOD (RSHP)
IN BOTHWELL PRIMARY SCHOOL



WELCOME - AGENDA

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

PURPOSE OF SESSION



- This information session will focus on RSHP learning for Early Level.
- Early level is likely to be achieved by the end of P1 (for most children).



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 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 sláinte sna h-Eileanan an Iar. Cumailh stùil a-mach airson fiosan adhartais san teirm a tha romhainn.

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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.

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

Learning at this Level is likely to be for children in the pre-school years and P1, or later for some.

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

| | Experiences and Outcomes | Benchmarks |
|-----------------------------|---|--|
| Physical changes | <p>I recognise that we have similarities and differences but are all unique. HWB 0-47a</p> <p>I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB 0-47b</p> | <ul style="list-style-type: none"> Identifies body differences and similarities. Describes how bodies change as they grow. Identifies body parts using correct names, for example, penis, testicles, vulva and nipples. |
| Sexual health and sexuality | <p>I am learning what I can do to look after my body and who can help me. HWB 0-48a</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 0-49a</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 0-45a</p> <p>I am learning about where living things come from and about how they grow, develop and are nurtured. HWB 0-50a</p> | <ul style="list-style-type: none"> Demonstrates modesty and privacy through, for example, closing toilet doors. Manages personal space with respect towards self and others. Demonstrates an understanding of the concept, 'my body belongs to me'. Recognises and communicates uncomfortable feelings in relation to a person or situation using, for example, the 3-step model: say no, go away, talk to someone you trust. Identifies people who can help, for example, teachers, family members. Recognises that care can come from a variety of different people. Identifies that families may be made up of different people. Gives examples of where living things come from, for example, plants from seeds, fish from eggs. Explains that living things need food, water and care to grow and survive. |
| Positive Relationships | <p>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 044a</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 0-44b</p> | <p>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.</p> |

EARLY LEVEL PLANS



| | | |
|-------------------------|--|--|
| | I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. HWB 0-45a | <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. |
| Role of parent or carer | I am able to show an awareness of the tasks required to look after a baby. HWB 0-51a | <ul style="list-style-type: none"> Describes the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding, sleeping. |

- These are the Early Level Es and Os for health and wellbeing and associated Benchmarks.
- Learning at this level is likely to be achieved by the end of P1, or later for some.

Sensible
Mature
Ambitious
Respectful
Trustworthy
Eco-Friendly
Responsible



Relationships, Sexual Health and Parenthood



EARLY LEVEL PLANNER

Primary 1

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

| | | Comments/ Evaluation |
|---|---|----------------------|
| 1. My body | <ul style="list-style-type: none"> - Physical Changes - Sexuality and Sexual Health | |
| 2. My body belongs to me | <ul style="list-style-type: none"> - Physical Changes | |
| 3. Unique, similar and different | <ul style="list-style-type: none"> - Positive Relationships | |
| 4. Our families | <ul style="list-style-type: none"> - Role of the Parent/ Carer | |
| 5. People who help and look after me | <ul style="list-style-type: none"> - Physical Changes - Role of the Parent/ Carer | |
| 6. Asking Questions, Making Choices, Saying Yes/Saying No | <ul style="list-style-type: none"> - Positive Relationships - Sexuality and Sexual Health | |

| | | |
|---|--|--|
| 7. Friends and friendship: Helping others | <ul style="list-style-type: none"> - Positive Relationships | |
| 8. Playing together, Being kind | <ul style="list-style-type: none"> - Positive Relationships | |
| 9. Personal Space and Privacy | <ul style="list-style-type: none"> - Physical Changes and Positive Relationships | |
| 10. When I feel sad or upset | <ul style="list-style-type: none"> - Positive Relationships - Role of the Parent/ Carer | |
| 11. Looking After Plants and Animals | <ul style="list-style-type: none"> - Role of the Parent/ Carer - Sexuality and Sexual Health | |
| 12. Pregnancy and Looking After a Baby | <ul style="list-style-type: none"> - Role of the Parent/ Carer - Sexuality and Sexual Health | |

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

EARLY LEVEL PLANS



- These plans show the learning and content that will be covered by the end of P1.
- 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.

LEARNING AT EARLY LEVEL

When it comes to **families and friendships**, children learn:

- That all our families are different, and that people who are important to the children provide care and love.
- How to make and keep friendships, thinking about how they get along with other children, play together, co-operate and share. This can include learning about personal space and to recognise and respect how another person is feeling.
- About the importance of kindness and showing kindness to others.

When it comes to **every child being unique and special** children learn:

- That people are individual and unique.
- About the similarities and differences among children in their group.
- To understand that treating someone badly based on a difference is not okay.

LEARNING AT EARLY LEVEL

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

- Names for parts of their body - and that parts of their body are private.
- Keeping clean and why this is important - learning about hand washing and brushing teeth.

When it comes to **feelings and making choices** children learn:

- To recognise and express their feelings, including when they might feel safe or unsafe, happy or worried.
- To identify adults that they can go to if they have a question or a worry, introducing the idea of trust.

When it comes to **looking after them and other living things** children learn about:

- Where living things come from.
- The needs of plants, animals and babies.
- That there are professional people who help and care for them

Information for parents and carers about RSHP learning at Early Level at school and at home: <https://rshp.scot/early-level/>

RESOURCES PRIMARY 1

There are lots of resources and lessons but we looked at these specific materials during the presentation and talked through them as a lesson.

Our Families are all Different

- [Our Families Slides](#)

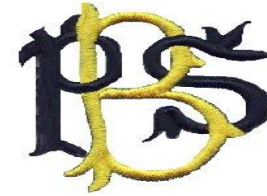
Relationships: raising awareness that there are different types of families. This follows the Government's drive for diversity, equality and inclusion.

My Body

- [My Body Belongs to Me \(Early Level\) \(rshp.scot\)](#)
- <https://rshp.scot/wp-content/uploads/2019/07/My-Body-Prop.pdf>

My Body: right from the start we are encouraging children to be able to accurately name the parts of their body, without embarrassment and to understand that some body parts are private. Parents often feel that they don't want their child using the correct biological name, but evidence has shown that this is the best practice and the ultimate goal is to make children feel their body is not to be ashamed of or embarrassed about. We are trying to normalise language and remove stigma attached to this aspect of life so children are confident to talk and ask questions.

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
- Next sessions to look at First and 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)