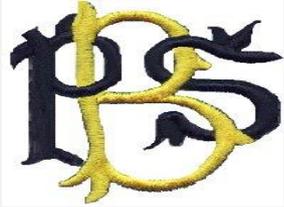


RELATIONSHIPS, SEXUAL HEALTH AND  
PARENTHOOD (RSHP)  
IN BOTHWELL PRIMARY SCHOOL



## WELCOME - AGENDA

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

# PURPOSE OF SESSION



This information session is about what we do in a part of our Health and Wellbeing curriculum that we call *Relationships, Sexual Health and Parenthood (RSHP)* education.

Bothwell Primary School is moving forward with this and will now use a new national resource that you can see at <https://rshp.scot/>

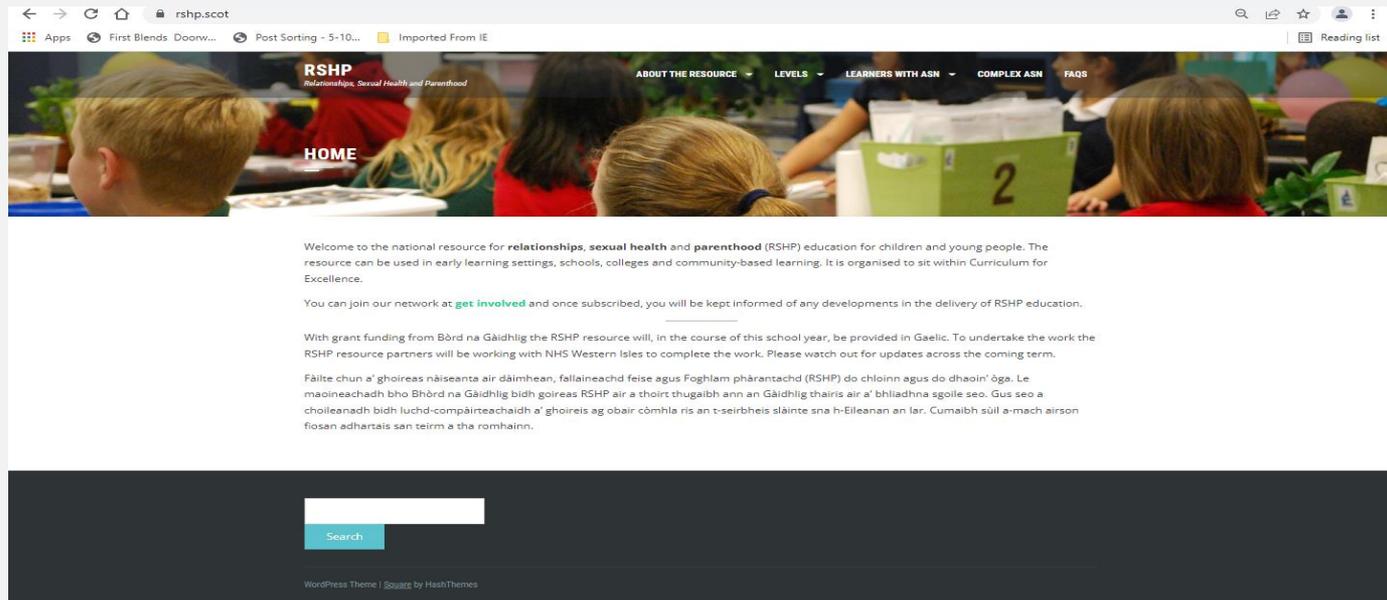
Our RSHP curriculum has been in place for some years, it is part of Curriculum for Excellence. This is a new resource, designed to help us to deliver the existing RSHP curriculum.

- This has been updated to ensure we are learning about the current needs of our children and our ever-changing society.
- Online to encourage partnership working between home and school in order to best support children in these sensitive areas.



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

<https://rshp.scot>



What's new for us? All of our 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 is outlined in the health and wellbeing experiences and outcomes.

# WHAT IS THE RESOURCE?



- A teacher or early years practitioner can use the resource to support teaching and learning.
- All content is age and stage appropriate for learners 3-18 years, organised by Curriculum for Excellence Levels, from Early Level through to Senior Phase.
- It can be used in formal and informal learning settings.
- Content is up-to-date and engaging and meets the needs of all learners.

# WHAT WILL I FIND IN THE RESOURCE?



- The resource is made up of a series of Activity Plans that describe how a teacher can approach an aspect of RSHP education.
- The Activity Plans are supported by PowerPoints or other resources the lesson might need.
- There is information for parents and carers, ideas about communicating between school and home, reading lists for school libraries and reading at home.
- The resource is accessible and open to everyone; parents and carers can see what is being delivered in school.
- The resource was developed by a partnership of Local Authorities and Health Boards, with advice from Education Scotland and Scottish Government.

# WHY HAS IT BEEN DEVELOPED?



- There is a need to improve the quality, relevance, consistency and coverage of RSHP education.
- We need to deliver RSHP education that helps protect children and young people from harm and supports them to understand that friendships and personal relationships should be healthy, happy and safe.
- The resource helps teachers to source material that is age and stage appropriate, so that they can focus on building relationships with learners.
- We need our RSHP education to reflect a modern and inclusive Scotland where we value and respect the human rights of everyone.
- This resource aims to inform children of things that will affect them in advance in order to keep them safe and make informed decisions and choices.

# LEARNING AT EARLY LEVEL



## Relationships, Sexual Health and Parenthood



### EARLY LEVEL

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"> <li>Identifies body differences and similarities.</li> <li>Describes how bodies change as they grow. Identifies body parts using correct names, for example, penis, testicles, vulva and nipples.</li> </ul>
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"> <li>Demonstrates modesty and privacy through, for example, closing toilet doors.</li> <li>Manages personal space with respect towards self and others.</li> <li>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.</li> <li>Identifies people who can help, for example, teachers, family members. Recognises that care can come from a variety of different people.</li> <li>Identifies that families may be made up of different people.</li> <li>Gives examples of where living things come from, for example, plants from seeds, fish from eggs.</li> <li>Explains that living things need food, water and care to grow and survive.</li> </ul>
Positive Relationships	<p>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 0-44a</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 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>

	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"> <li>Explains ways in which families may differ and that there are a variety of people who may care for us.</li> </ul>
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"> <li>Describes the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding, sleeping.</li> </ul>

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# 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/>

# LEARNING AT FIRST LEVEL



## Relationships, Sexual Health and Parenthood



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"> <li>Recognises that everyone is unique and identifies similarities and differences.</li> <li>Explains that development and growth of each individual is different.</li> </ul>
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"> <li>Identifies the correct words for body parts and their functions, for example, womb, scrotum, ovaries, <del>vagina</del>.</li> <li>Explains about own and others' needs for privacy.</li> <li>Expresses feelings through appropriate closeness to others.</li> <li>Articulates the right to respond to inappropriate behaviours, for example, using the 3-step model: say no, go away, <del>talk</del> to someone you trust.</li> <li>Identifies who to talk to if worried or concerned.</li> </ul>
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"> <li>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.</li> <li>Explains ways in which families may differ and that there are a variety of people who may care for us.</li> </ul>

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"> <li>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.</li> <li>Identifies what is needed for growth and development of animals, plants and humans.</li> <li>Explains how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding</li> </ul>
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# LEARNING AT FIRST LEVEL

When it comes to **relationships** children learn about:

- What makes them unique
- Families, and how all our families are different
- The different adults who might care for children - like teachers, support staff in school
- Making and having friends
- Being a boy and a girl and that they can be any kind of boy or girl they want to be
- What makes people alike and what makes us different (diversity)
- Respect for others and the importance of being kind.

When it comes to **growing up and their body** children learn about:

- Making choices and decisions
- Looking after their body and keeping clean
- How their bodies change as they grow
- Names of parts of their body and names for private body parts; we use the words penis, vagina, bottom, nipples
- Parts of their body are private
- Other people should not touch the private parts of their body
- What behaviour is okay in public and what is okay in private (for example pulling pants up before leaving the bathroom).

# LEARNING AT FIRST LEVEL

When it comes to **how human life begins, pregnancy and birth** children learn about:

- The life cycles of plants and animals
- How a baby is made (conception)
- Pregnancy and how a baby is born
- What a baby needs and how to care for a baby.

Information for parents and carers about RSHP learning at First Level at school and at home:

<https://rshp.scot/first-level/>

# LEARNING AT SECOND LEVEL



## Relationships, Sexual Health and Parenthood

SECOND LEVEL



This shows the topics, health and wellbeing Es and Qs 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>

	<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>

# LEARNING AT SECOND LEVEL

When it comes to **relationships** children learn about:

- What makes them unique and what makes people alike and what makes us different (diversity)
- Making and having friends
- Being a boy and a girl, and that they can be any kind of boy or girl they want to be
- Loving relationships and being attracted to others
- Respect for others and the importance of being kind - in our face-to-face relationships and online.

When it comes to **being safe** children learn about:

- Social media and being safe and smart online
- Feeling safe and unsafe
- Different kinds of abuse and neglect that can happen to a child
- What we mean by consent
- Who they can go to for help and support.

# LEARNING AT SECOND LEVEL

When it comes to **growing up and learning about their body** children learn about:

- Making choices and decisions
- Looking after their body and keeping clean
- Puberty and how the bodies and emotions of both girls and boys change as they grow
- What 'having sex' is and about contraception and condoms.

When it comes to **conception, pregnancy, birth and being a parent/carer** 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.

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

- The content and order in our plans has been taken from rshp.scot
- Some aspects will be taught earlier or later than they were when using our previous resources: this is up for consultation.

## AND BEYOND...

- In Bothwell Primary, we will use the resources from Early, First and Second Level for P1 to P7.
- There are additional resources for Third Level and the Senior Phase which follow the child into secondary and further education. This ensures there is a suitable progression.
- We will only use up to Second Level.

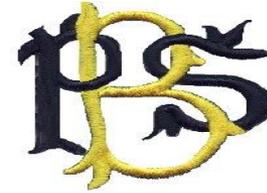


LET'S LOOK AT THE RESOURCE....



<https://rshp.scot>

## 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?

# RSHP RESOURCE FILMS

<https://vimeo.com/showcase/6310425>

The series of short films made, some of which are part of this presentation, are all available here.

- Why does RSHP matter?
- Who should receive RSHP?
- What does RSHP equip children and young people to deal with?
- What is my responsibility and what support is available in local areas?
- How do we acknowledge and respond to concerns about RSHP?
- Is the new teaching resource age and stage appropriate?
- What is the role of parents and carers within RSHP?
- What do children and young people want from their RSHP?
- What practical learning do children and young people receive from RSHP education?



## WHAT'S NEXT?

- Plans are in draft
- Order of content is still being discussed by parents and staff
- Questions from Google Forms
- Next sessions to look at Early, First and Second Level in more depth
- Once all sessions completed – follow up consultation form to provide thoughts, plans then to be finalised, share with parents and inform when the learning will take place (aim for this to be in the Summer Term).