




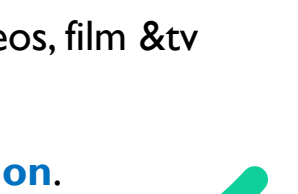
A National Teaching and Learning Resource for Relationships, Sexual Health and Parenthood (RSHP) Education

<https://rshp.scot/>


Welcome

- 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***.
 - There will be an opportunity to **write your question** at the end and we will share a response sheet.
 - This is to protect confidentially
 - Our RSHP curriculum has been in place for **several years** and is part of **The Scottish Curriculum**.
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Why is the RSHP curriculum important?

- RSHP has a key role in promoting the **ethos** of our school by helping to create a sense of **community, trust, respect and kindness**.
 - **Supports** children and young people to explore **values**.
 - It supports **learning** and **understanding** of healthy relationships and personal resilience.
 - Media is a big influence in children's lives and is a source of **misinformation** .
 - Tik Tok, games, social media, music videos, film &tv
 - This resource provides **factual information**.
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How was the resource created?

- All of the resources available from RSHP have been **quality assured** and **peer reviewed** by a partnership of educators, health professionals and third sector organisations.
 - The RSHP resource was funded and developed by a partnership of **local authorities** with advice and support from **Education Scotland** and the **Scottish Government**.
 - RSHP education supports the Scottish Government's broader ambition of improving **Health** and **Wellbeing** outcomes for children and young people.
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What is the resource?

- Teachers can use the resource to **support** the health and wellbeing curriculum.
 - All content is age and **stage appropriate** – **from P1 – P7**.
 - Content is **up-to-date** and engaging and meets the needs of **learners with additional support needs**.
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EARLY LEVEL

[Early Level](#)[First Level](#)[Second Level](#)[Third + Fourth Level](#)[Senior Phase](#)[Activity feedback](#)

Learning at this Level is likely to be for children in the pre-school years and P1, or later for some. It is the role of the teacher/facilitator to decide when a child or group should be learning at this Level.

If you have any technical difficulties with digital content, for example on platforms like YouTube, please check our **Using digital content/URLS** information. To use the slides provided, first download/'save as' and then open from your download folder/desktop location.

Activities List:

My Body

– **My body (Prop)**

My Body (Gaelic)

– **My body (Prop) (Gaelic)**

EARLY LEVEL

My body

My body belongs to me

Unique, similar and different

Our families

People who help and look after me

Asking Questions, Making Choices,
Saying Yes/Saying No

Friends and friendship: Helping others

Playing together, Being kind

Early Level Topics

Primary 1:

My body

- My body belongs to me
- Feelings
- Our families

Friendships – helping others

- Playing together and being kind
- Looking after plants and animals
- Pregnancy and looking after a baby.

First Level Topics

Primary 2:

- Privacy: My **body** belongs to me.
- **Friends** and **friendship**/ being a friend.
- **Similarity, Diversity** and **Respect**, I am **unique**.
- Looking after **plants** and **animals**: lifecycles.
- People who help **look after me**: people who are **special to me**.
- **Professional** people.

Primary 3:

- My **family**/ all our **families** are **different**
- **Feelings** and **safety**: this is how I feel.
- Feeling **safe**.
- Privacy: **private** and **PANTS rule**.
- Friends and friendship **Kindness** and **empathy**
- When **friends fall out**.
- **Similarity, Diversity** and **Respect**: we are similar and different.
- **Gender** – Boys and Girls
- What is **disability**?
- People who help look after me: When I have a **question** or **worry** .
- Looking after **pets**
- Keeping **clean**.

Primary 4:

- **Safe** and **Happy online**
- My body: **name parts** of the body
- How human life begins, **pregnancy** and **birth**
- What **babies** need
- **Similarity, Diversity** and **Respect**: Heterosexual/LGB

Second Level Topics

Primary 5

- **Being online**: where do we go?
- **My sense**: Things I like/Don't like
- **Friendship**: What is a Friend?
- **Making** and **Keeping** Friends
- My Body: **Personal Hygiene**
- **Emotional wellbeing** and body image
- My **Feelings**
- My **Body**
- Protecting Me: **When I Feel Safe/Unsafe**
- My **Trusted Individuals**
- **Bullying**
- Being a **Parent/Carer**: What does a Parent/Carer need to know do?

Primary 6

- Being Online; **Being Smart Online**
- Friendship: **Online/Offline**
- Love and Relationships: **What is Love?**
- Gender: **Stereotypes** and **Equality**
- Gender: **Being Fair**
- My Body: **Names** and parts of the body and their **functions**
- My body is **changing**
- **Feelings** and **puberty**
- **Menstruation**
- Protecting Me: **Physical abuse** and **neglect**
- **Consent**: What is Consent?
- My **body** is **mine**
- Being a **Parent/Carer**; If I was a Parent
- How Human Life Begins, **Pregnancy** and **Birth**
- How people have **sex**

Primary 7

- Love and relationships: Being **attracted** to someone
- Understanding **Human Sexuality**
- Protecting Me: **Sexual Abuse**
- How adults plan and prevent a pregnancy: **Contraception**
- Being Transgender

Progression of Learning: Friendships

Early level

Learning Intentions

- Children begin to understand the value of **friendships**.
- Children understand how to **co-operate, share and help others**.

First Level

Learning Intentions

- Children learn how **friendships** are **formed** and **nurtured**.
- Children identify who to go to if they are **worried** or **concerned** about **peer relationships**.
- Children consider the **feelings** associated with **friendship**.

Second level

Learning Intentions

- Children understand that there are different kinds of **friendships** and **relationships**.
- Children recognise that **friendships** can be built and maintained in their immediate **social environments** and **online**.
- Children know that **positive peer relationships** are good for their **health** and **wellbeing** and that of others.
- Children give examples of **skills** and **behaviours** that enhance **friendships** and peer **relationships**.

Progression of learning: My Body



Early Level

Learning Intentions

- Children can **accurately name** and **locate** a variety of **body parts**.
- Children explain why **keeping clean** is important.
- Children can explain **basic hand cleaning** and **dental care routines**.

First Level

Learning intentions

- Children learn the **correct names** for parts of their body, including **male** and **female genitalia**, and their **functions**.

Second Level

Learning intentions

- Children learn the **correct names** for parts of their body, including **male** and **female genitalia**, and their **functions**.
- Children **recognise** that **body changes** with **puberty** impact on **feelings** and **behaviour**.

Common Questions and Misconceptions



Will the content of RSHP fit with my family values and beliefs?

- Every family has the **right** to their **own values** and **beliefs**.
- Every child in Scotland has the **right to learn** about their **body, relationships, sexuality** and **sexual health** (UNCRC)
- The resource enables children to **learn** about all kinds of **families** and **healthy relationships, celebrate diversity** and encourages **respect** and **acceptance** of others.
- Schools have a **legal duty** to provide education that **does not discriminate**, in line with the **Equality act (2010)**.

Why does the RSHP resource have learning about 'having sex' in the primary school years? How is this done?

- Many parents and carers already know that around these ages, children are **curious** and will ask **questions** like: *How did the baby get in your tummy? How does the baby get born?*
- In primary school, **by the end of P4**, children are expected to understand where **living things come from** and how they **grow, develop** and are **nurtured**.
- Usually **around P6 or P7**, children are expected to develop **further understanding** of the human body and learn about human **conception, sexual intercourse** and **giving birth**.
- RSHP resource is **explained** using **simple language** that children can **understand**.

Why and how does the RSHP resource help children and young people to learn about sex and gender equality?

- The RSHP resource supports efforts to help children **learn about themselves**, what makes them **unique** and the idea of **diversity**.
- In doing so children consider **stereotypes** and **gender-biased expectations**.
- In primary school children will learn that at school there is no such thing as **'boy's stuff'** or **'girl's stuff'**. So that children **don't feel limited** on what they can **achieve** because of their **gender**.

Why and how does the RSHP resource help children and young people to learn about sexual orientation?

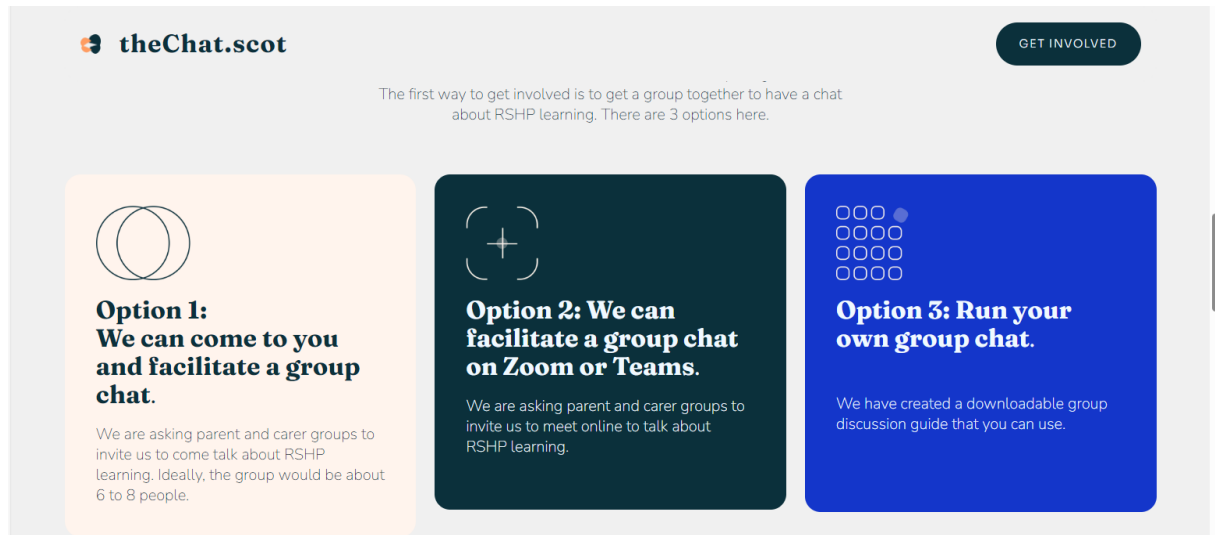
- The RSHP resource acknowledges that some people are **lesbian, gay** or **bisexual**.
- The purpose of this is to help **children** and **young people** learn about what makes us **similar** and what makes us **unique** as individuals.
- **In law**, the **sexual orientation** of the person is a **protected characteristic**. In other words, **we must treat people with respect** and **cannot discriminate against them**.
- **At each Level**, lessons that talk about **sexual orientation** are in an **age-appropriate way** to **promote inclusion and acceptance**.

Supporting your child at home.

- **Talking** with your **child regularly** and in an **open way** helps them **prepare** for things like **body changes** during **puberty**.
- Gives you an **opportunity** to **share your family values** with **your child**.
- Be mindful of your **child's access** to the **internet** through
 - Phones, Tablets, Games consoles
 - Set **parental controls** on devices.
- Resource can support further learning at home

[An opportunity for parents and carers to get involved in the Chat.](#)

- NHS Boards have commissioned independent research to explore with parents and carers a number of themes
- The project is called **the Chat** and there are a number of ways that parents/carers can get involved. The first opportunity is to be part of a group conversation about this area of learning. This can happen in different ways, described here www.thechat.scot



The screenshot shows the 'theChat.scot' website. At the top left is the logo 'theChat.scot' and at the top right is a dark green button with the text 'GET INVOLVED'. Below the logo, a paragraph reads: 'The first way to get involved is to get a group together to have a chat about RSHP learning. There are 3 options here.' Below this are three colored boxes, each representing an option:

- Option 1:** Represented by an icon of two overlapping circles. The text reads: 'We can come to you and facilitate a group chat.' Below this, it says: 'We are asking parent and carer groups to invite us to come talk about RSHP learning. Ideally, the group would be about 6 to 8 people.'
- Option 2:** Represented by an icon of a plus sign inside a square with rounded corners. The text reads: 'We can facilitate a group chat on Zoom or Teams.' Below this, it says: 'We are asking parent and carer groups to invite us to meet online to talk about RSHP learning.'
- Option 3:** Represented by an icon of a grid of circles. The text reads: 'Run your own group chat.' Below this, it says: 'We have created a downloadable group discussion guide that you can use.'



Questions

- Any further questions can be posted into our box at the back of the room.
- You can email your questions to the school admin account at admin@tollcross.edin.sch.uk for the attention of Ms Brand & Ms Anderson.
- We will send out response to your questions in a frequently asked questions response sheet to all families.