

INTRODUCTION TO RSHP AT



JAMIE DOUGAL

WEDNESDAY 1ST DECEMBER

rshp

relationships, sexual health
and parenthood



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.

Midlothian have decided to 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.



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 learners with additional support needs, including mild to moderate learning disabilities.

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.**

WHY DOES RSHP MATTER?



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- [HTTPS://VIMEO.COM/361263347](https://vimeo.com/361263347)

IS THE RSHP RESOURCE AGE AND STAGE APPROPRIATE?



- [HTTPS://VIMEO.COM/361994410](https://vimeo.com/361994410)

WHAT DO WE DO 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.

EXAMPLE OF TEACHING RESOURCE

EARLY LEVEL



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**SOME
FAMILIES
ARE SMALL.**



**SOME
FAMILIES ARE
BIG.**





**SOME
FAMILIES
HAVE A DAD
AND A MUM.**

**SOME
FAMILIES
HAVE 2 MUMS.**





**IN SOME FAMILIES
CHILDREN LIVE
WITH THEIR
GRANDPARENTS.**

WHAT DO WE DO 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

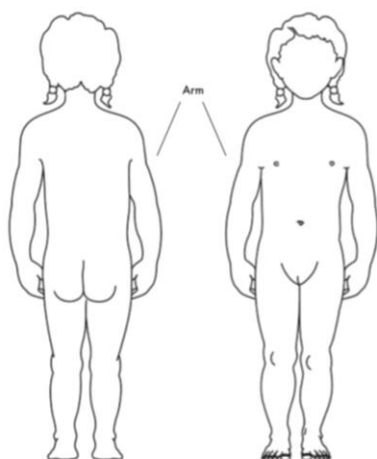
Information for parents and carers about RSHP learning at early level at school and at home:

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

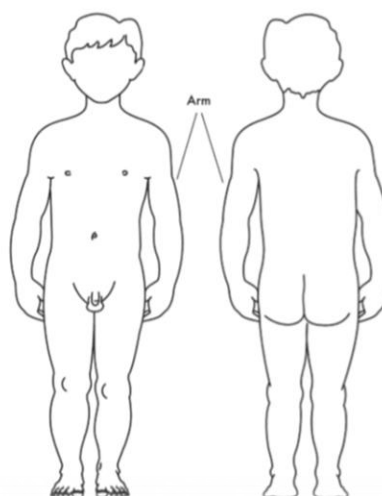
EXAMPLE OF TEACHING RESOURCE

EARLY LEVEL

Girl Diagram



Boy Diagram



EL.1 My Body: Names of body parts

Match the body-part name with the where it should appear on the body diagram. An example with the first word, 'Arm', is on the sheet already.

- | | |
|-----------|---------------------------|
| 1. Arm | 10. Nose |
| 2. Bottom | 11. Nipples |
| 3. Ears | 12. Penis |
| 4. Eyes | 13. Scrotum and Testicles |
| 5. Hand | 14. Toes |
| 6. Head | 15. Vulva |
| 7. Knees | |
| 8. Leg | |
| 9. Mouth | |

WHAT DO WE DO AT EARLY 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, vulva, 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).**

EXAMPLE OF TEACHING RESOURCE

FIRST LEVEL



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My body belongs to me

I can talk about what I like about me and my body.

I can explain that my body belongs to me.

I can say who I would go to if I have a question or worry.

WHAT DO WE DO AT FIRST LEVEL?



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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/>



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Presentation in three parts and discussion with learners:

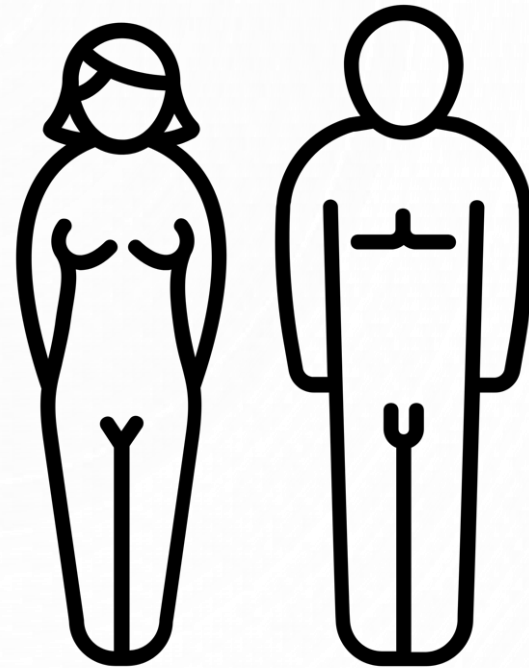
- **Part 1: How a baby is made**
- **Part 2: The baby grows: Pregnancy**
- **Part 3: How a baby is born**



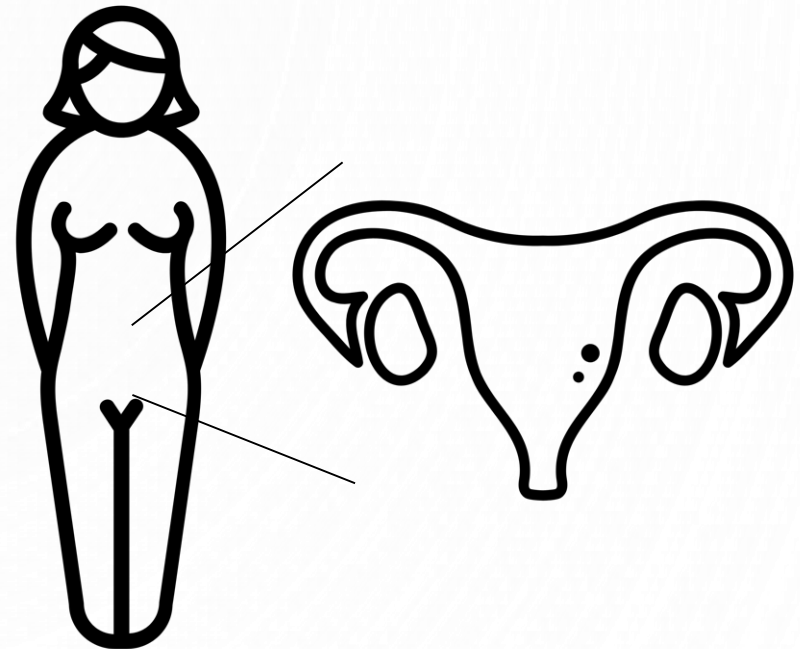
PART 1

HOW A BABY IS MADE

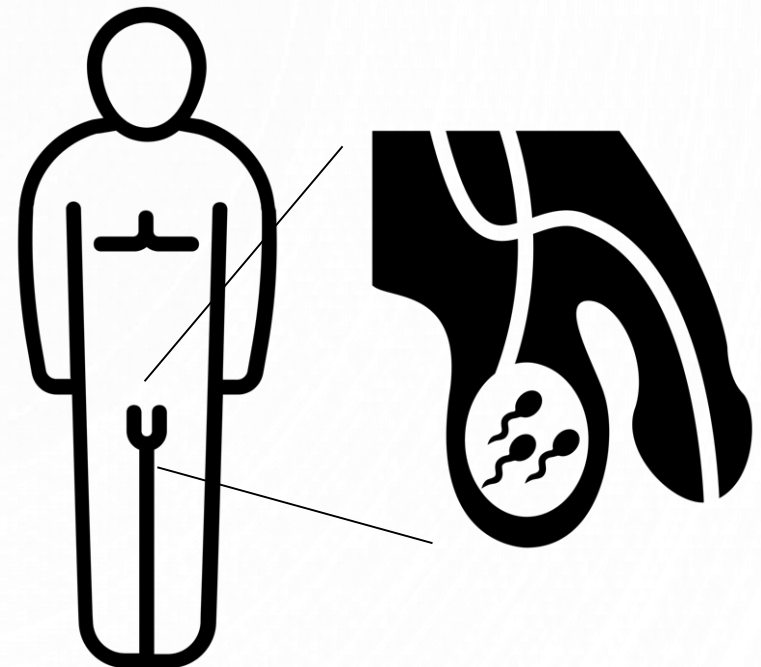
A baby is made by grownups. To make a baby you need a tiny little egg from a woman and you need the seed (called the sperm) from a man.



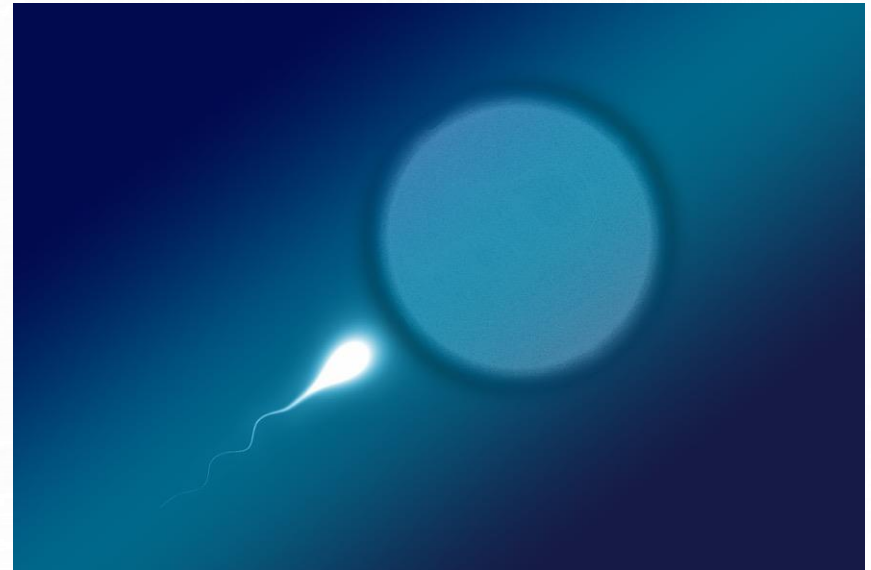
A woman's eggs are inside her body, a part called the ovaries. Every month a woman releases an egg.



A man's sperm is made in his testicles which are inside the bag of skin that hangs behind his penis.



**When the egg and the sperm
come together they can
start a baby. This is called
fertilisation.**



Once the egg and sperm meet, then the egg grows in a safe place called the womb. The woman will be pregnant for 9 months.

Human Reproduction

<https://www.bbc.com/bitesize/clips/zp mqxnb>



WHAT DO WE DO AT SECOND LEVEL?



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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.

SECOND LEVEL

ADVICE

I've been playing Minecraft for ages, I'm really good. This other player was okay at first, I'm not sure where he is from but he's like my friend online, but now he's saying stuff that I don't like. If I tell my mum, she won't understand, or she'll just ban me from playing.

What can I do?

From Raymond, P6

WHAT DO WE DO 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/>

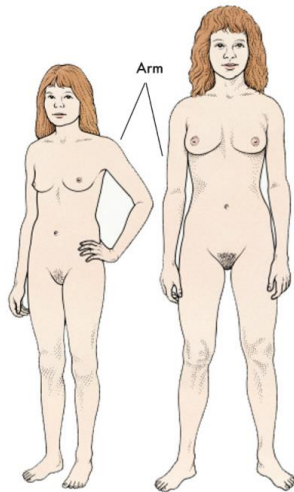
EXAMPLE OF TEACHING RESOURCE

SECOND LEVEL

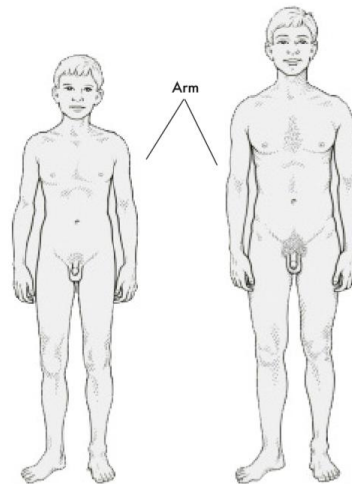


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Girl Diagram



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My Body: Names of body parts

Match the body-part name with the where it should appear on the body diagram. An example with the first word, 'Arm', is on the sheet already.

Boy diagram

- | | |
|----------|----------------------|
| 1. Arm | 6. Leg |
| 2. Eyes | 7. Penis |
| 3. Hand | 8. Scrotum/Testicles |
| 4. Head | 9. Nipple |
| 5. Knees | |

Girl diagram

- | | |
|----------|-----------|
| 1. Arm | 6. Leg |
| 2. Eyes | 7. Vulva |
| 3. Hand | 8. Nipple |
| 4. Head | |
| 5. Knees | |

SECOND LEVEL



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WHAT IS TRANSGENDER?



TRANSGENDER





If a person describes themselves as transgender (sometimes people just say trans) they feel that the sex they were born doesn't match how they feel inside.



A transgender woman lives as a woman today, but was born a boy.

A transgender man lives as a man today, but was born a girl.



Transphobia is a kind of prejudice and discrimination.

It is when someone who is transgender is put down or hurt or discriminated against just because they are transgender.



WHAT CONTENT IS DELIVERED?

- Physical changes
- Sexual health and sexuality
- Role of parent/carer
- Positive relationships

SEVEN THEMES

- Bodily autonomy, consent and protection from harm
- Emotional wellbeing and help-seeking behaviour
- Equalities and inclusion
- Gender equality, discrimination and gender-based violence
- Parenthood and families
- Relationships and friendships
- Sexual health and reproduction

OVERVIEW OF WHAT IS COVERED

EARLY LEVEL (ELC AND P1)

- 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
- Personal Space and Privacy
- When I Feel Sad or Upset
- Looking After Plants and Animals
- Pregnancy and Looking After a Baby

FIRST LEVEL (P2 – P4)

- Names of parts of my body
- My body belongs to me
- My friends/Being a friend
- Kindness and Empathy
- When friends fall out
- Looking after plants
- Learning about life cycles
- Looking after pets
- People who help and look after me
- People who are special to me
- When I have a question or worry
- Professional People
- My family/All our families are different
- Feelings and safety
- This is how I feel
- Feeling safe
- Similarity, diversity and respect
- I am unique: My self portrait
- We are similar and different
- Boys and Girls
- Disability
- Heterosexual/LGB
- Keeping clean
- Safe and happy online
- How human life begins, pregnancy and birth
- What babies need

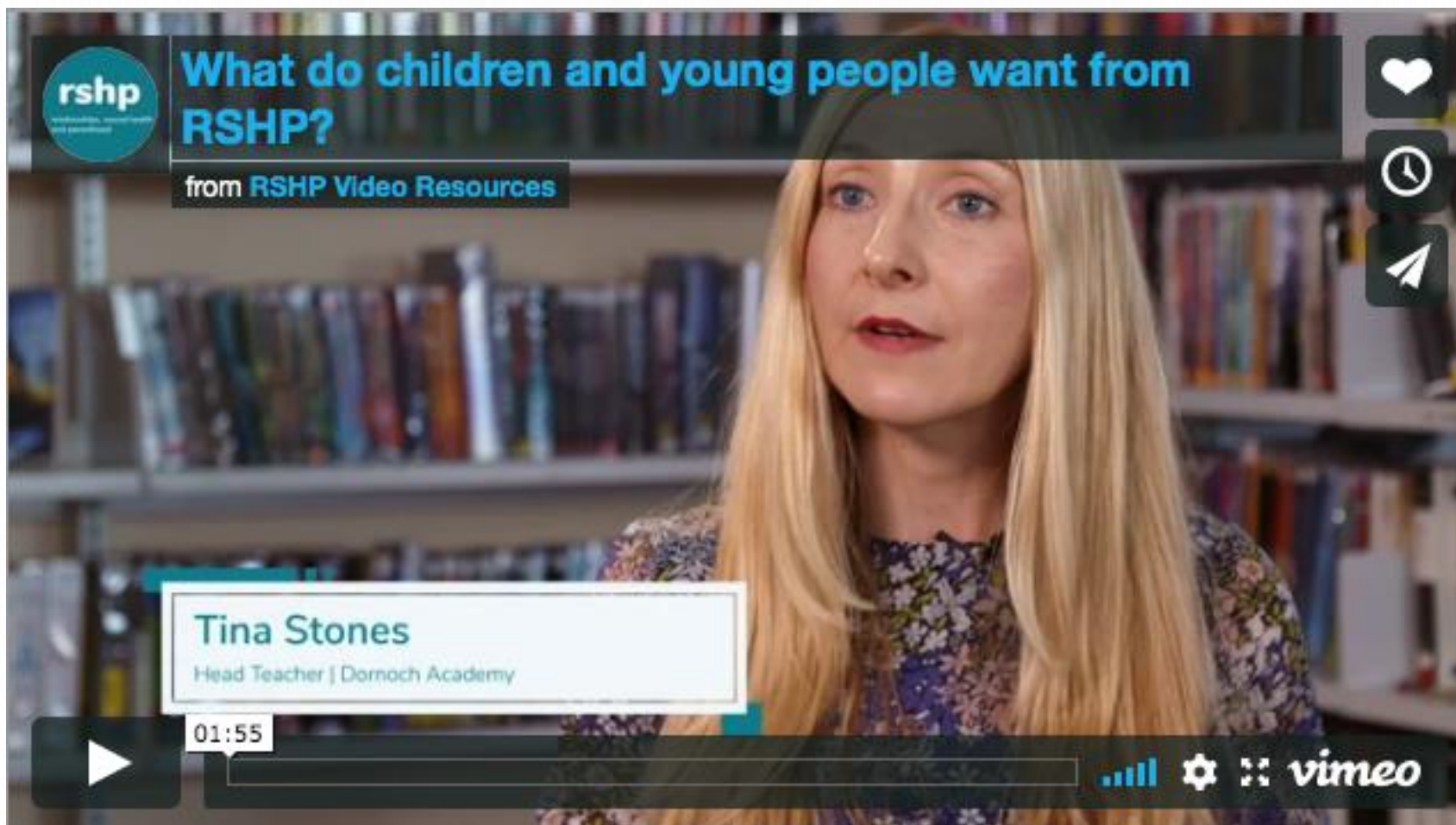
SECOND LEVEL (P5 – P7)

- Names of parts of my body
- My body is changing (including menstruation)
- Feelings and puberty
- Personal hygiene
- What is a friend?
- Making and Keeping Friends
- Online-Offline Friends
- A fair and equal life for girls and boys
- Stereotypes and Equality
- Being Fair
- Being transgender
- My senses
- What is consent?
- My body is mine
- Where do we go online?
- Being smart online
- When I feel safe / Feel unsafe
- My 5 trusted individuals
- Bullying
- Physical Abuse and Neglect
- Sexual abuse

WHAT DO CHILDREN AND YOUNG PEOPLE WANT FROM THEIR RSHP EDUCATION?



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- [HTTPS://VIMEO.COM/361997291](https://vimeo.com/361997291)

LET'S LOOK AT THE RESOURCE...



<https://rshp.scot>



PARENTS AND CARERS

- **Across this resource, and in Bonnyrigg's approach to RSHP education, there is an acknowledgement that parents and carers are the primary educators of their children.**
- **In delivering RSHP education parents/carers will be given advance knowledge of topics and lessons.**
- **By learning together at home and school we can help consolidate learning – it's a partnership approach.**

WHAT IS THE ROLE OF PARENTS AND CARERS IN RSHP EDUCATION?



- <https://vimeo.com/361996285>

FAQs



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Q: Is it compulsory?

A: The UN Committee on the Rights of the Child has emphasised that states must “ensure that children have the ability to acquire the knowledge and skills to protect themselves and others as they begin to express their sexuality.”

“In the instance of a parent wishing to withdraw a school aged child from sexual health education lessons, schools must remind parents of the child’s right to an education and to participate, bearing in mind their age and maturity. Where, after due consideration...the parent or carer decides to withdraw a school aged child from sexual health education lessons, arrangements should be made for the child to have alternative positive educational provision, which meets the Health and Wellbeing outcomes.”

Conduct of Relationships, Sexual Health and Parenthood Education in Schools; Scottish Government, 2014

FAQs



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Q: Can I opt in and out of parts of the programme?

A: No. The programme is delivered in a way which makes this unmanageable. You either opt in or opt out of the whole programme. Be aware that there is continual discussion in all classrooms of aspects of RSHP e.g. positive friendships, people who help us.

Q: Will my child hear about this from other children?

A: Yes. We always ask children to respect the wishes of families who have opted out and to treat this with understanding. Invariably, children ask questions of each other.

FAQs



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Q: What happens if my child is upset or anxious?

A: We are trained to manage children's anxiety in a supportive way. We would let you know so that you could also support at home.

Q: What if I am worried as a parent about the impact on my child or about sensitive family information such as adoption, assisted conception etc?

A: If you feel comfortable, please let us know about any issues that you feel might arise. We will always treat this information confidentially and will not share information without your prior permission except for reasons of child protection.

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 at the above link.

- 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?



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

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