

Gilmerton Primary School

Relationships, Sexual Health & Parenthood Education
(RHSP)



May 2021

RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD EDUCATION (RHSP)

1. Introduction

Your child will learn about Relationships, Sexual Health and Parenthood (RSHP) as part of our broad Health & Wellbeing (HWB) program. It is important that all children have an understanding of this area, appropriate to their age and stage of development. The head teacher is happy to discuss the content of this curriculum area further with parents. Please make an appointment via the school office if you wish to discuss this with the head teacher. Withdrawal of a child from RSHP must be done from an informed position of understanding the importance of health education for all children. You can view the teaching and learning materials which will be used, using the link: www.rshp.scot

2. Children's rights: the right to acquire knowledge & skills to protect ourselves

Conduct of Relationships, Sexual Health and Parenthood Education in Schools, The Scottish Government, December 2014 www.gov.scot/publications/conduct-relationships-sexual-health-parenthood-education-schools/ states

- “11. The UN Committee on the Rights of the Child has emphasised that states parties 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.”
- “57. 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.”

3. The aims of our school RSHP programme are to:

- develop an understanding of how to maintain positive relationships with a variety of people
- develop an awareness of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships, and sexual health
- develop understanding of the complex roles and responsibilities of being a parent or carer

4. RHSP outcomes

RHSP outcomes for Early Level (Nursery and Primary 1)		
<p>Physical changes</p>	<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.
<p>Positive Relationships</p>	<p><i>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 0-44a</i></p> <p><i>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</i></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>	<ul style="list-style-type: none"> • <i>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</i> • <i>HWB. There are no Benchmarks for these Experiences and Outcomes.</i> • Explains ways in which families may differ and that there are a variety of people who may care for us.
<p>Sexual health and sexuality</p>	<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.

		<ul style="list-style-type: none"> • 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.
<p>Role of parent or carer</p>	<p>I am able to show an awareness of the tasks required to look after a baby. HWB 0-51a</p>	<ul style="list-style-type: none"> • Describes the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding, sleeping.

RHSP outcomes for First Level (Primary 2, 3 & 4)		
Physical changes	I recognise that we have similarities and differences but are all unique. HWB1-47a	<ul style="list-style-type: none"> • Recognises that everyone is unique and identifies similarities and differences. • Explains that development and growth of each individual is different.
Positive Relationships	<p><i>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 1-44a</i></p> <p><i>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</i></p> <p><i>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 1-45b /</i></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"> • <i>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.</i> • Explains ways in which families may differ and that there are a variety of people who may care for us.
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"> • Identifies the correct words for body parts and their functions, for example, womb, scrotum, ovaries, vagina. • Explains about own and others' needs for privacy. • Expresses feelings through appropriate closeness to others. • Articulates the right to respond to inappropriate behaviours, for example, using the 3-step model: say no, go away, talk to someone you trust.

		<ul style="list-style-type: none"> • Identifies who to talk to if worried or concerned.
<p>Role of parent</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> <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"> • 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. • Identifies what is needed for growth and development of animals, plants and humans. • Explains how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.

RHSP outcomes for Second Level (Primary 5, 6 & 7)		
Positive	<p>I understand that a wide range of different kinds of friendships and relationships exists. HWB 2-44a</p> <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>	<ul style="list-style-type: none"> • Identifies different kinds of friendships and relationships. • Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect. • Explains the impact of positive relationships on emotional wellbeing.
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"> • Identifies positive things about own body image and appearance. • 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. • Describes the physical and emotional changes during puberty including erections, wet dreams, pubic hair, masturbation, menstruation, hormones, mood swings. • Demonstrates an understanding of diversity in sexuality and gender identity. • Describes ways of keeping hygienic during puberty.

<p>Sexual health and sexuality</p>	<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"> • Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help. • Explains own rights and responsibilities in relation to abuse. • Describes the concept of consent. • Describes human conception and birth, for example, sexual intercourse, egg and sperm, giving birth. • Gives reasons why contraception may be used, for example, to prevent pregnancy and infection. • Describes some symptoms of pregnancy.
<p>Role of parent</p>	<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"> • Describes skills and qualities required to be a parent / carer, for example, commitment, love, patience, sense of humour.

Core resources which we use within our RSHP include...

The education materials commissioned by the Scottish Government can be viewed at www.rshp.scot and are outlined below...		
Early Level Nursery & P1	First Level P2, 3 & 4	Second Level P5, 6 & 7
(EL1) My body	(1.1) My body Names of parts of my body Keeping clean	(2.1) My body Names of parts of my body My body Girl and Boy Body Male Sex organs Female Sex organs My body is changing (inc menstruation) It's my body and I like it Feelings and puberty Personal hygiene
(EL2) My body belongs to me	(1.2) Privacy (V2) My body belongs to me Private and 'PANTS' rule	(2.2) Friends and friendship What is a friend? Making and Keeping Friends Friendship scenarios Online-Offline Friends
(EL3) Unique, similar and different	(1.3) Feelings and safety This is how I feel Feeling safe	(2.3) Romantic and loving relationships What is love? Being attracted to someone Boyfriend/girlfriend
(EL4) Our families	(1.4) Similarity, diversity and respect I am unique: My self portrait We are all special What is gender? What is disability? What is heterosexual? What is LGB?	(2.4) Emotional wellbeing My talents and abilities When I feel sad or worried
(EL5) People who help and look after me	(1.5) Friends and friendship My friends/Being a friend Kindness and Empathy When friends fall out	(2.5) Gender Boys, Girls and Stereotypes We are all one of a kind What is transgender?
(EL6) Asking questions, making choice; saying yes/saying no	(1.6) My family My Family: All our families are different	(2.6) Understanding Human Sexuality
(EL7) Friends and friendship/Helping others	(1.7) People who help me and look after me People who are special to me When I have a question or a worry Professional people	(2.7) My senses: Things I like, things I don't like

(EL8) Playing together/Being kind	(1.8) Being online Safe and happy online	(2.8) Social media popular culture Where do we go online? Being smart online
(EL9) Personal Space and Privacy	(1.9) Looking after plants, animals and people Learning about life cycles Looking after pets	(2.9) Protecting me/Abuse and relationships When I Feel Safe / Feel My 5 trusted individuals ChildLine Bullying Physical Abuse and Neglect Sexual abuse
(EL10) When I feel sad or upset	(1.10) The baby's story How human life begins, What babies need	(2.10) Consent (V2) What is consent? My body is mine
(EL11) Looking after plants and animals		(2.11) Sex: How people have sex/what do they do?
(EL12) Pregnancy/Looking after a baby		(2.12) The baby's story: How human life begins, pregnancy and birth
		(2.13) How adults plan and prevent a pregnancy: contraception and condoms
		(2.14) Being a parent/carer What does a parent/carer If I were a parent or carer
1. The Channel 4 programme 'Living and Growing' which covers...		
Unit 1 (Age 5-7) <ul style="list-style-type: none"> • Differences • How Did I Get Here? • Growing Up 	Unit 2 (Age 7-11) <ul style="list-style-type: none"> • Changes • Girl Talk • Boy Talk 	Unit 3 (Age 7-11) <ul style="list-style-type: none"> • How Babies Are Made • How Babies are Born
Other resources may also be used during our programme at the discretion of the class teacher and school leadership team.		

Policy written by:	R Annand, HT	Date:	May 2021
Agreed with staff:	May 2021		
Review date:	Annual		