



**Education
Scotland**
Foghlam Alba

Focus on RSHP

**Denholm House
Livingston**
29 October 2019



For Scotland's learners, with Scotland's educators

Housekeeping

- Toilets
- Fire Alarm
- Refreshments & Lunch
- The Team



Agenda

- 09:45 – 10:00 Registration and coffee
- 10:00 – 10:30 Welcome, introductions and update **Suzanne Hargreaves**
- 10:30 – 10:45 RSHP.scot – bringing it alive and making it happen **Elaine McCormack**
- 10.45 – 12:00 RSHP.scot – bringing it alive and making it happen Task **Lisa Balfe and Yvonne Kerr**
- 12:00 – 12:45 Lunch
- 12:45 – 13:15 Dean Park Primary School, **Mrs Vicky Smith**
- 13:15 – 13:45 Q & A: Feedback on the session **Jude Irwin**
- 13.45 – 14:15 Networking opportunity: how will you lead in your LA? **Suzanne Hargreaves**
- 14:15 – 14:30 Close/Evaluation



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Relationships, Sexual Health and Parenthood (RSHP) Education

An introduction to the new national learning and teaching resource for Scotland

For Scotland's learners, with Scotland's educators

Why does RSHP Matter?



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[See RSHP resource videos](#)

RSHP education benefits children and young people by...

Helping them become healthy & happy adults

Helping them to become critical thinkers and develop digital resilience

Preparing them for things like body changes, developing healthy relationships and keeping themselves safe

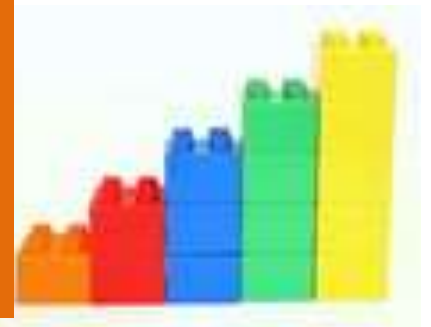
Understanding what a healthy relationships looks and feels like

Helping them understand consent and their right to give or withhold consent in a range of situations

Delaying the onset of sexual activity and making safer choices when they do enter into sexual relationships

Encouraging respect and acceptance of others

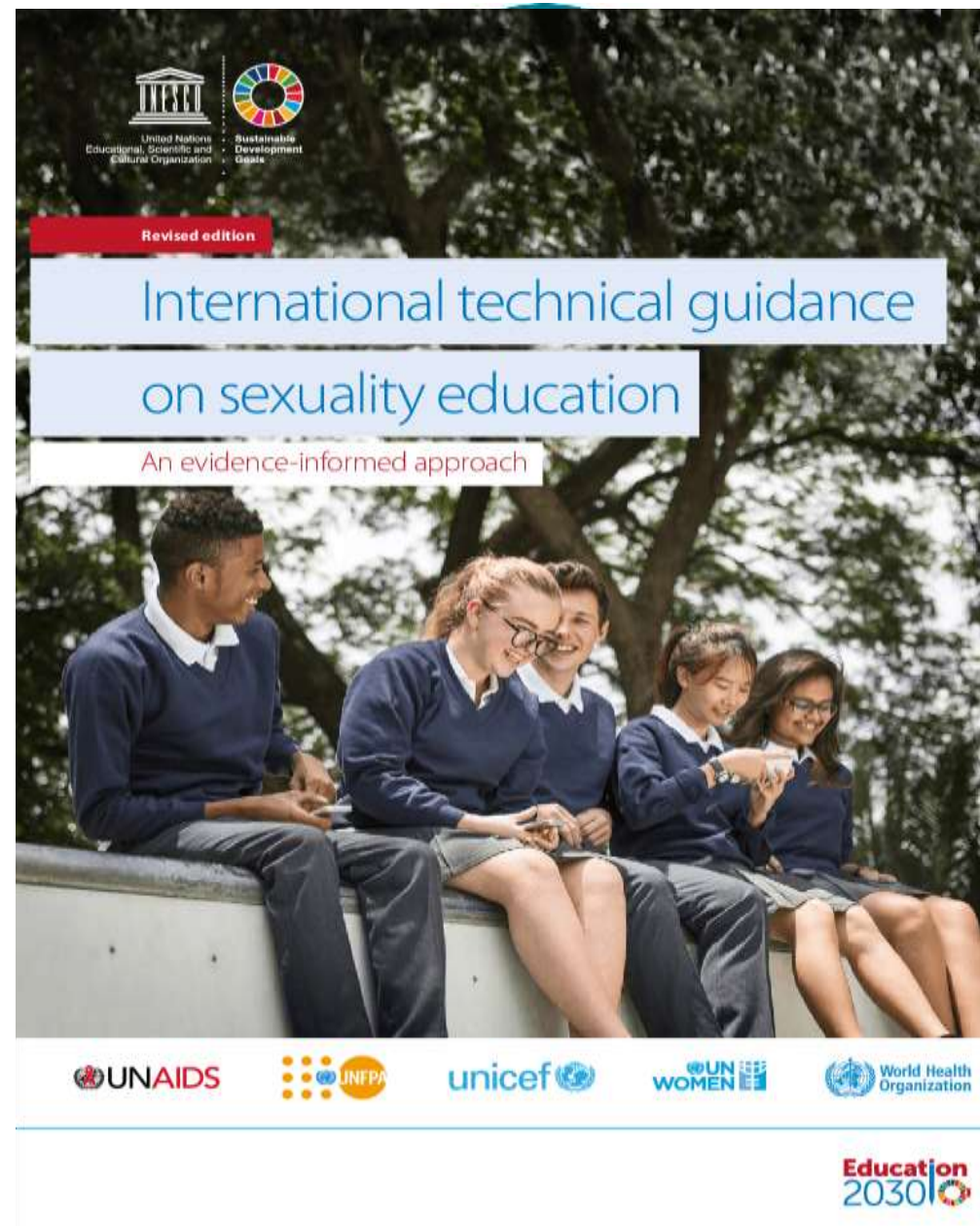
Helping them be more aware of risks and consequences



Rights & Protective factors

What is the evidence

Research evidence accumulated internationally consistently shows RSHP education produces better outcomes for children and young people



The research reaffirms...



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- Delayed initiation of sexual intercourse
- Decreased frequency of sexual intercourse
- Decreased number of sexual partners
- Reduced risk taking
- Increased use of condoms
- Increased use of contraception



What young people are telling us?

Best Lesson Ever
- young man regret

“Our guidance teacher is good at talking to us and doesn't get bashful but sometimes she doesn't know the different things that come up.”

“They say they give you sex ed but they just give you the stuff you know already from primary school - you don't get to know the important details such as condom sizes. It's like schools are scared to tell us the right stuff.” (Secondary School pupil)

Overall 32% of participants said that they had been asked to send an intimate (naked or semi-naked) photo of themselves to a boy or girlfriend

“We call it like, dick pics, tit pics or fan pics probably.”

Rebecah MacGilleEathain

“Because under age sex is becoming increasingly popular earlier in life and this prepares us fairly well.”

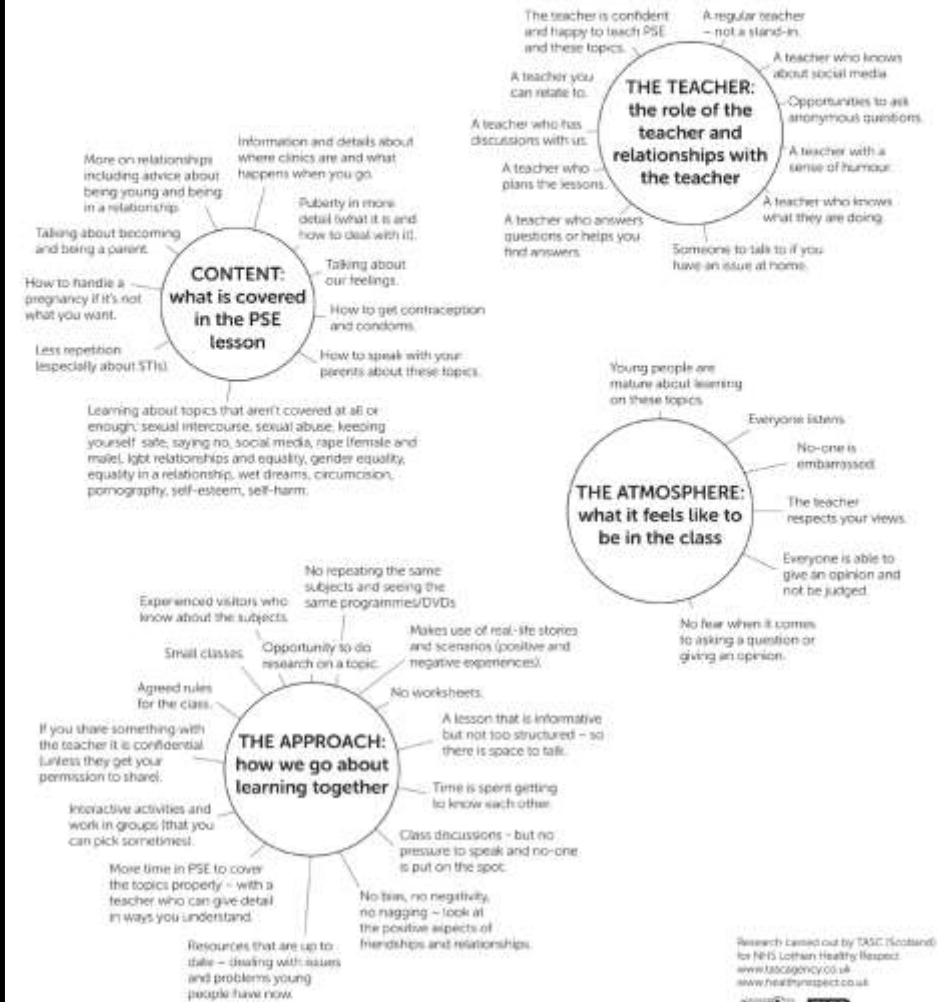
“Because gender shouldn't be an issue. it would also be good for people to see opinions from everyone.” - *but also* - “... splitting the class into segregated groups may also be necessary as it promotes openness and discussion in certain contexts.”

The Views of Young People from Highland Secondary Schools
(Highland Children's Forum 2019)

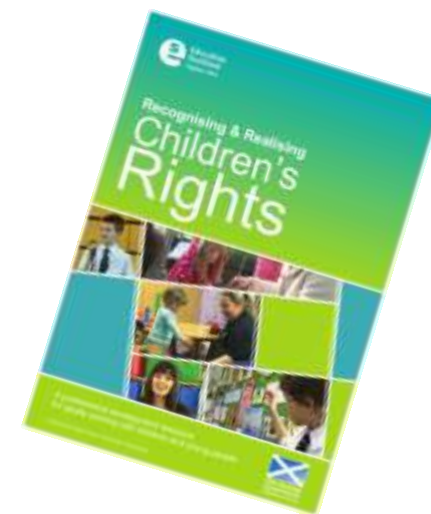
What do children and young people want from their RSHP education?

BEST LESSON EVER

Young people attending High Schools in East Lothian, West Lothian, Midlothian and Edinburgh have been taking part in a consultation about their views on the learning they do at school about relationships, sexual health and parenting. Over 700 young people completed a questionnaire and 150 of them took part in an additional exercise designing the best ever PSE lesson where they would learn about relationships, sexual health and parenting. This poster describes what that best lesson ever would be like.



Wider context of the new 3-18 RSHP National Resource



Relationships, sexual health and parenthood	Positive Relationships	I understand the importance of being cared for and caring for others in relationships, and can explain why. HWE 4-4a	<ul style="list-style-type: none"> Justifies why commitment, trust and respect are central to being cared for and caring for others.
		I understand and can explain the importance of, and need for, commitment, trust and respect in living and sexual relationships. I understand the different contexts of such relationships including marriage. HWE 4-4a	<ul style="list-style-type: none"> Explains the importance of shared values and goals in sustaining a loving and sexual relationships, for example, mutual respect, agreement on sex.
		I recognise that power can exist within relationships and can be used positively as well as negatively. HWE 4-4b	<ul style="list-style-type: none"> Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, consent.



getting it right for every child

Relationships, Sexual Health and Parenthood (RSHP)



RSHP
Relationships, Sexual Health and Parenthood

ABOUT THE RESOURCE ▾ LEVELS ▾ LEARNERS WITH ASN ▾ OTHER SUPPORTS AND RESOURCES

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. It is the role of the teacher/facilitator to decide when a child or group should be learning at this Level. An indication is given of content that could form the starting point of work, with progression to other topics also indicated.

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.

To support flexibility in delivery no timings are offered for the learning activities described here, the children may enjoy a lot of conversation or to spend time on related activities.

The Activity Plans are not a script, they are a suggested approach with some proposed activities to support teaching and learning. If you are a confident practitioner, you might dip in and out of the activities. If you feel you will benefit from more of a structure, then you can use what is suggested. This may depend on the topic.

To begin

My body

- Names of parts of my body
 - [Names of parts of my body \(Activity plan\)](#)
 - [Names of parts of my body \(Slides\)](#)
 - [Names of parts of my body \(Prop\)](#)

FIRST LEVEL

To begin

My body

Privacy

Friends and friendship

Looking after plants and animals

People who help and look after me

Progression 1

My family/All our families are different

Feelings and safety

Similarity, diversity and respect

Keeping Clean

Progression 2

Safe and happy online

How human life begins, pregnancy and birth

Information for parents and carers about learning at this level



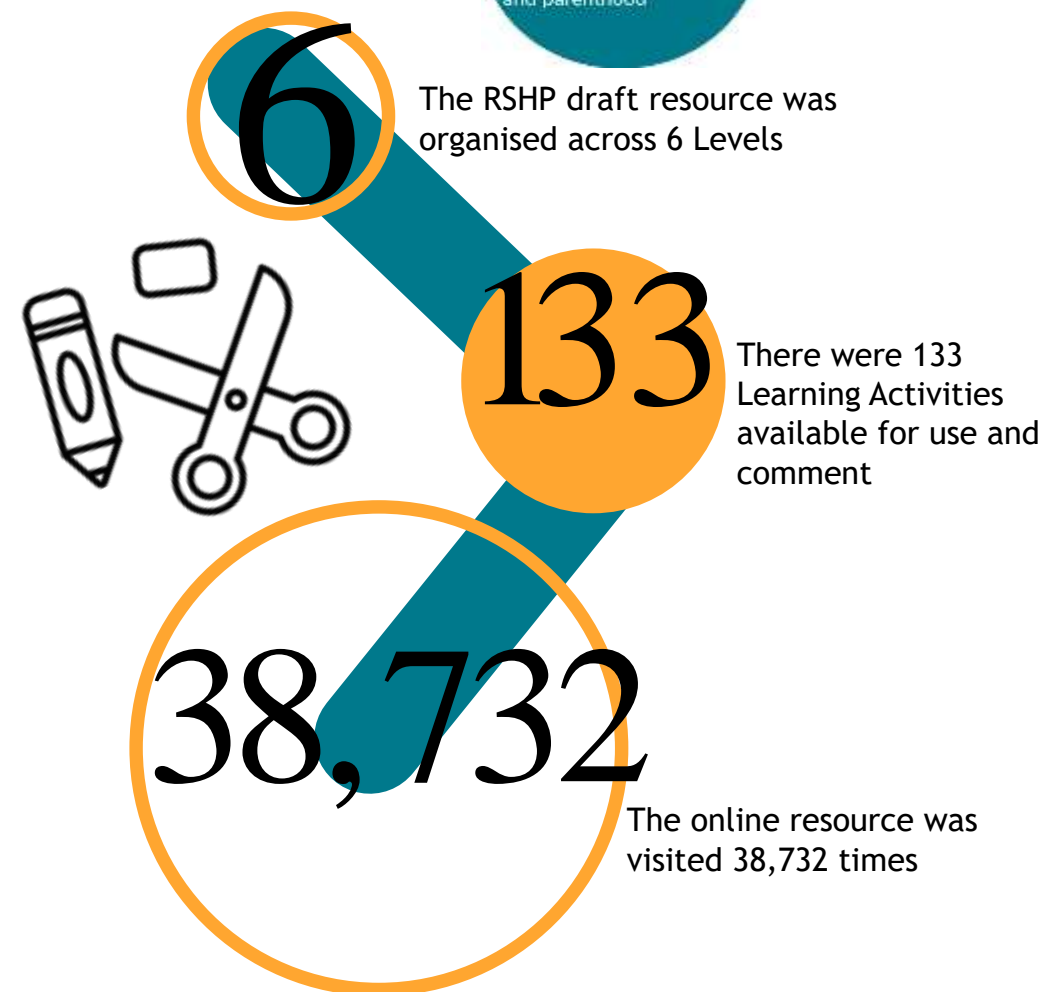
What is it?

1. An online teaching and learning resource at <https://rshp.scot/>
2. Age and stage appropriate for learners 3-18 years, organised by Curriculum for Excellence Levels, from Early Level through to Senior Phase
3. Supporting delivery of RSHP as expressed through health and wellbeing/RSHP *experiences and outcomes* and associated PSE *benchmarks*
4. Supporting conversations with parents and carers

How was the resource developed?



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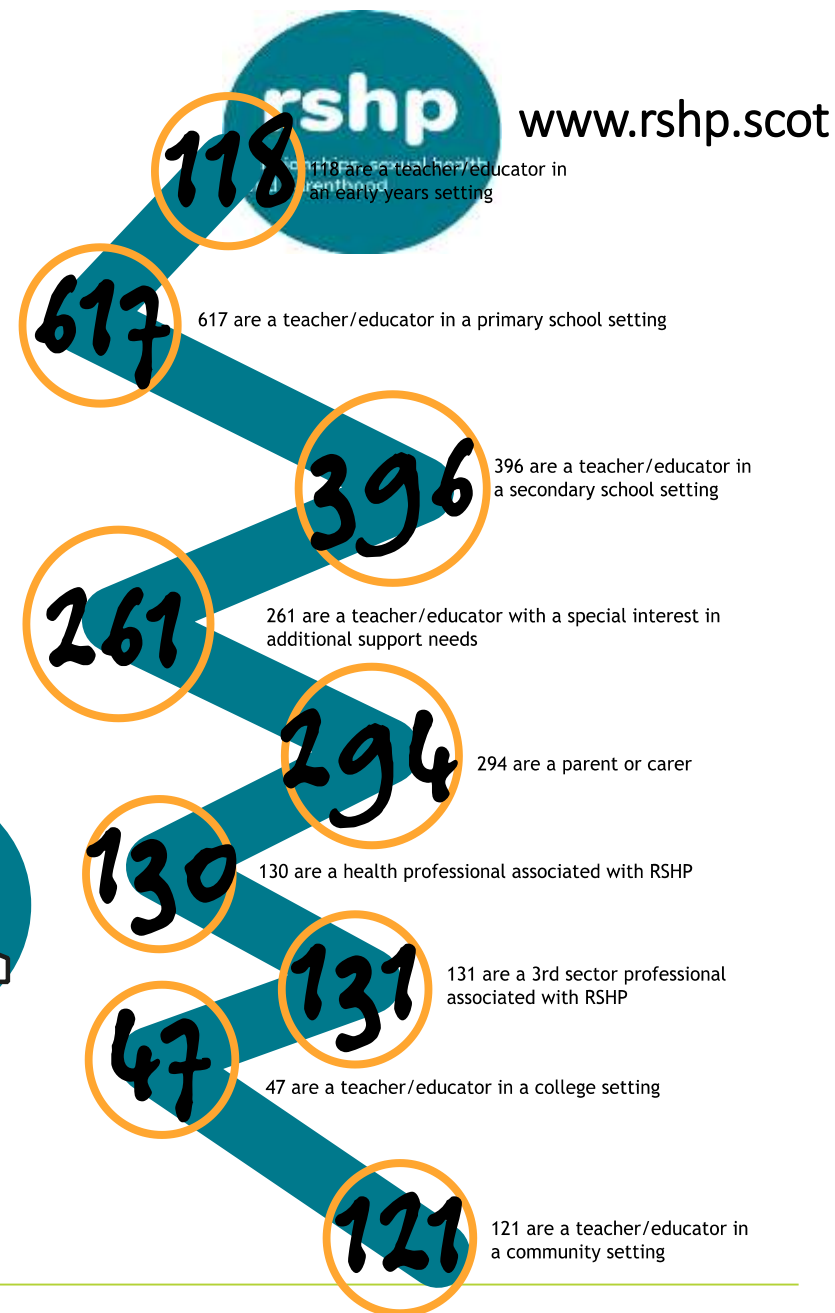


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How was the resource developed?

1492 people signed up to the resource design network (they could opt in to more than one category):

1,492

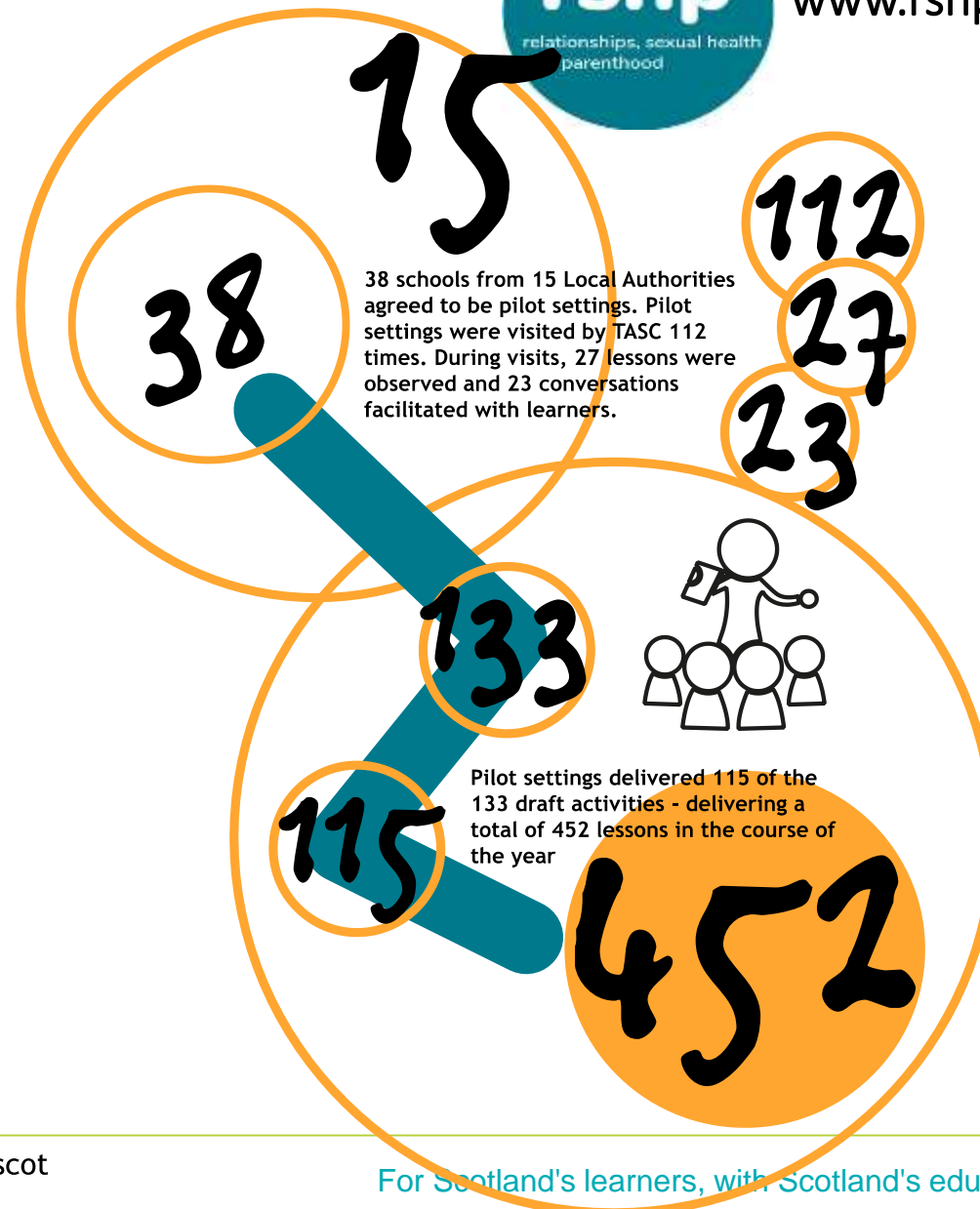


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How was the resource developed?



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Let's take a closer look

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Mapping by RSHP organiser within Health and Wellbeing



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<https://rshp.scot/about-the-resource/#mappinglearning>

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

Mapping by theme



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<https://rshp.scot/about-the-resource/#mappinglearning>

- 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

Task



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- Split into groups
- Have access to, or sight of, www.rshp.scot
- Pick one of the themes highlighted below
- Choose the theme you are less familiar with or would like to explore more/develop your confidence in;
 - **Bodily Autonomy, Consent and Protection from Harm**
 - Emotional Well-Being and Help Seeking Behaviours
 - Equalities and Inclusion
 - **Gender Equality, Discrimination and Gender-Based Violence**
 - Parenthood and Families
 - Relationships and Friendships
 - **Sexual Health and Reproduction**

Questions:



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1. What are your initial thoughts and feelings about delivering this session?
2. How does using this resource provide your learners with:
 - Challenge and enjoyment
 - Breadth
 - Progression
 - Depth
 - Personalisation and choice
 - Coherence
 - Relevance
3. How do you check out or know what prior learning your pupils have had on this topic?
4. What other topics might be covered prior to this session?
5. Do you need any support to deliver this session? If so, what kind?

Parents and carers



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[See RSHP resource videos for parents and carers](#)



Parents and Carers

- Acknowledgement that parents and carers are the primary educators of their children
- Advance knowledge – of topics and lessons
- Consolidation of learning at home – a partnership approach
- Information for parents and carers about the content of RSHP education



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Your role....

- Support the implementation
- Promote the new resource
- Contact your local partners who can offer support
<https://rshp.scot/about-the-resource/>
- **Use the resource – tell us what you think**
- To find out more, watch these short video clips at
<https://vimeo.com/user100739316>

Evaluation



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Lunch

