



Giffnock Primary School
Health and Wellbeing
Relationships Sexual Health and Parenthood
Information for families



Article 24 (health and health services)
Article 29 (goals of education)
Article 6 (life, survival and development)

Primary 2
Early/ First Level

Introduction to RSHP in our school setting

This information leaflet is about what we do in a part of our Health and Wellbeing curriculum that we call *Relationships, Sexual Health and Parenthood (RSHP)* education. Our RSHP curriculum has been in place for some years and it is part of our national 'Curriculum for Excellence'. This leaflet provides an overview for parents, including sharing information about resources designed to help us to deliver the existing RSHP curriculum.

Supporting resources have been developed by a partnership of Local Authorities and Health Boards, with advice from Education Scotland and the Scottish Government. Although across Scotland all schools are using the national resource <https://rshp.scot/> it is important for our families to know that, as each school and community is unique, we are able to tailor our curriculum to suit the needs and levels of our children. All children and young people have a right to an education that meets their needs.

RSHP is a key element of the Health and Wellbeing area of Curriculum for Excellence and constitutes one of the eight main curricular areas. Its importance is reflected in its position at the centre of the curriculum and at the heart of children's learning. Along with Literacy and Numeracy it is one of the three core areas that are the responsibility of all staff in learning establishments. Learning in Health and Wellbeing is designed to ensure that children and young people aged 3 to 18 years old develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing

Across our RSHP curriculum we teach through the following seven themes:

- Bodily Autonomy, Consent and Protection from harm
- Emotional Wellbeing and help seeking behaviour
- Equality and Inclusion
- Relationships and friendships
- Gender Equality, discrimination
- Parenthood and families
- Health and reproduction

At every stage these themes are taught alongside core learning according to the curriculum level and the children's development. Some activities can cross different themes. On the following pages you will find an overview for your child's stage and also further links and examples of resources on this topic for parent/carers and families to use at home.

Primary 2 Overview of Themes and Contexts

| Themes | Lessons | Content |
|---|--|---|
| Bodily Autonomy, Consent and Protection from harm | Asking questions, making choices Saying Yes/No Personal space and Privacy When I feel sad/upset | <ul style="list-style-type: none"> Children develop an understanding of a range of feelings which they can talk about. Children are learning about co-operating, sharing and about manners. Children understand when they might need privacy. Children are beginning to understand about personal space. Children can identify whether or not they feel safe or unsafe in different situations. Children have understanding of their feelings/emotions. Children understand the concept of trust and consider who they trust. Children know that if they are sad or upset they can talk to an adult they trust. At Giffnock Primary we use a consistent approach to learning about our feelings and also use the Emotion Works programme to help teach our children throughout their time with us across the school setting. |
| Emotional Wellbeing and help seeking behaviour Parenthood and families | People who look after me, are special to me When I have a question or worry. People who help and look after me | <ul style="list-style-type: none"> Children know that there are adults in their lives who care for them and look after them; this includes professional people. Children understand that who these adults are can be different for each family. Children understand that care can be physical and emotional. |
| Equality and Inclusion Gender Equality, discrimination | Our families | <ul style="list-style-type: none"> Children talk about their own family. Children are able to describe <i>the role of parents and carers</i>. Children discuss different family situations. |
| Relationships friendships | Playing together Being Kind | <ul style="list-style-type: none"> Children begin to understand the value of getting along and playing with others. Children recognise the importance of kindness and can give examples of how to show kindness toward others. Friendship and Kindness are two of our Giffnock Community values so we link a lot of our class discussions and school focus on these throughout the year. |
| Health and reproduction | My Body/ Names of parts of my body | <ul style="list-style-type: none"> Learn correct names for male & female genitalia, and their functions. The correct names used in the teaching contexts promote respect and a shared consistent language. We use the words: penis, vulva, bottom and nipples. |

Frequently Asked Questions



Why was the resource developed?

There is a continual need to improve the quality, relevance, consistency and coverage of RSHP education in a developing and modernising Scotland.

We need to deliver RSHP education that helps to protect children and young people from harm and supports them to understand that friendships and personal relationships should be healthy, happy and safe.

Supporting resources help 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.

There are a range of topics on national resource <https://rshp.scot/> specifically for parent/carers addressing a range of questions that have been shared, for example

Why does Relationships, Sexual Health and Parenthood matter?

Please follow this link :

<https://vimeo.com/361263347>

What is the role of parents/carers?

Please follow this link :

<https://vimeo.com/361996285>

Should you wish to view the frequently asked questions and answers in full please follow this link :-

<https://rshp.scot/faq/>



Ideas for parents/carers at home: Early/ First Level

When your child is in an early learning centre, nursery, P1 or sometimes in P2 we say they are learning at Early Level. For some children learning at this Level can be later. Part of every child's learning is about **families and friendships**, that **every child is unique and special, their bodies, feelings and making choices** and **looking after living things**. This is part of our Health and Wellbeing learning called *Relationships, Sexual Health and Parenthood* education (RSHP).

You are your child's first and most important teacher. With your child at an early learning centre, nursery or school there is the opportunity for parents/carers and staff to work together to help your child to learn. In the pages that follow we explore how you might support learning.

When children are learning at Early or First Level we think about 'teachable moments'. These are the times when we don't necessarily plan a learning activity, things just pop up and there's an opportunity to help a child learn. When it comes to learning about health and wellbeing this is a good way to think about how you can support learning at home.

Here are a few ideas over the following pages- some of these things are kind of obvious and you will be doing them day-to-day, we mention them just because they do back-up the learning we do at school.

Learning about family and friendships

- **Talking about families.**

Children love to hear stories about you when you were their age and growing up, and about relatives near and far. You can draw or paint family portraits, family trees or start a family/selfie gallery. You can talk about how all our families are different. All the while it is possible to remind children who loves and cares for them, and who is there to support them.

- **Talking about friendships.**

At home and in the community, parents can help their child to meet and play with other children, from family members to neighbours and at local play groups or clubs. It's good for children to have the space to play and work out the challenges of getting on with others – like sharing things, or a child not being nice to them. Parents can also say how happy they are to see kindness and sharing and cooperation.

Ideas for parents/carers at home:

Early/ First Level



Learning about every child being unique and special

- **We are all unique!**

When you chat and play together remind your child just how important and special they are. You can talk about all the things they are good at, their own special characteristics and what you love about them. You can also have them think about what makes their brothers, sisters, cousins or friends unique and special.

- **Being a boy or a girl.**

In early years settings and in P1 at school, children are encouraged to be happy with who they are, with the kind of person they want to be. Many children fit what people often expect a boy or girl to like or to do – others don't. At school, we will do our best to treat all children equally. At home you can encourage your child to be who they want to be, to play with all different kinds of toys, dress up and do what they enjoy, to share tasks around the home, and to help them learn to respect other children whoever they may be. It's also really helpful to encourage boys and girls to be friends when they want to be, and not to talk about these as girlfriend/boyfriend relationships. We understand that situations change as your child grows older however we try to promote friendships across all of our children at Giffnock.

Learning about their bodies

- **The words we use.** In early learning and in P1 at school, we will use these words: penis, vulva, bottom and nipples. We do this because if children have the correct words this means we all understand each other. This keeps them safe. And they learn that these are just parts of their bodies, they shouldn't be embarrassed about them. You can use these words when you need to talk about their private parts. (Just to explain, we use the word vulva because this is the correct word for the part of their genitals that the girl can see – the vagina is the bit inside).
- **My body belongs to me!** This is the big message we want to get over to children. Children can learn that being touched is their choice. At home you can make sure you don't tell your child they have to kiss someone goodbye or have to go sit on someone's knee – they can decide! You can also give your child the clear message that if anyone touches or tries to touch their private parts, they can tell you and they will never get in to trouble for such a thing.

Ideas for parents/carers at home: Early/ First Level



- **In the bathroom.** When your child goes to the toilet or has a bath or shower there are opportunities to encourage them to think about what's private. You might have heard of the PANTS rule, this is a way to say to children that their pants cover their private parts. Also, unless you have to help, children can begin to do more things independently. They can close the bathroom door, wash their hands, put on their clothes.

Learning about feelings and making choices

- **How are you feeling?** At home you can ask and talk about feelings – when your child is excited or happy, but also when they are a bit worried or unsure. A child might not have all the words to explain why they feel something, but you can help them recognise how in their body (or 'in their tummy') they feel in different circumstances. Recognising feelings and encouraging chats will really help now and in the future.
- **Learning about trusted adults.** In early learning and at school, we are helping children learn about all different adults who help and support them and who can help if they are ever worried or concerned about something. You could talk at home about how you are always there for your child and also help them recognise the other adults in their life who love and care for them.

Learning about looking after living things

- **Looking after living things.** At home you can grow and look after plants or vegetables, as well as have pets that children have some responsibilities for when it comes to their care.
- **Pregnancy.** At school, we will use some of the books listed below to talk about how a pregnancy begins and how the baby grows in the mummy's womb. At home or in the family or with friends there may be opportunities for children to meet and chat to women who are pregnant; children will often be curious and fascinated to find out more. Pregnancies at home, with the arrival of new brothers or sisters or cousins, are great opportunities to learn about the developments across a pregnancy.
- **What do babies need?** Although very young themselves, we want children to learn about all the things a baby needs to be healthy, happy and safe. Again, you can use personal experiences to help your child learn. You can talk about what kind of baby they were, and what helped soothe them and keep them healthy, happy and safe. If there are little brothers or sisters or cousins around, then involve your child and help them recognise and respond to needs.

Ideas for parents/carers at home: Early/ First Level



The Family Book by Todd Parr

The Family Book celebrates the love we feel for our families and all the different varieties they come in.

Families, Families, Families! by Suzanne Lang

If you love each other then you are a family. Discover a whole host of silly animal families in this celebration of the love found in families big and small.

We belong together: a book about adoption and families by Todd Parr There are lots of different ways to make a family. It just takes love.

Do you sing twinkle? A story about remarriage and new family by Sandra Levins

This book addresses many feelings and questions that children may have while adjusting to remarriage and a blended family after their parents' divorce.

Mommy, Mama and Me by Lesley Newman

From hide-and-seek to dress-up, then bath time and a kiss goodnight, there's no limit to what a loving family can do together.

Do you want to be my friend? By Eric Carle

Do you want to be my friend asks a little mouse in this classic story.

The boy who built a wall around himself by Ali Redford

Boy built a wall to keep himself safe. Behind it he felt strong and more protected. Then Someone Kind came along...

All about Me by Debbie MacKinnon and Anthea Sieveking

Children learn about their bodies and themselves by naming, counting, discovering and comparing.

Colin and Lee, Carrot and Pea by Morag Hood

Helps children celebrate individuality, friendship... and vegetables!

Ideas for parents/carers at home:

Early/ First Level



I love you just the way you are by Tammi Salzano

A mum and son go about their daily routine with familiar activities such as dressing up, reading, painting and bath time.

It's okay to be different by Todd Parr

Bold, bright colours and silly scenes all about acceptance, understanding and confidence

My body: Usborne Very First Words (Board Book) by Felicity Books

It includes names for parts of the body, the senses, clothes, things we can do, and what our bodies need to stay healthy.

Lift the flap Questions and Answers about my body by Katie Daynes

The book is filled with entertaining and informative illustrations to help to answer all kinds of body questions that young children ask.

It's My Body by Lory Freeman

A book to teach young children how to resist uncomfortable touch.

Your body belongs to you by Cornelia Spelman

In simple reassuring language the author explains that children can decline a friendly hug or kiss, even from someone they love, and still be friends.

My Body Belongs to Me from My Head to My Toes by Dagmar Geisler

Provides children with confidence about accepting and rejecting physical contact from others, helping to give children a voice in uncomfortable situations.

I feel angry/I feel frightened/I feel sad/I'm worried are all books by Brian Moses. The books look at these feelings in an amusing and reassuring way.

Little Meerkat's Big Panic: A story about learning new ways to feel calm by Jane Evans This playful full-colour storybook shows children aged 2-6 easy ways for them to calm their body and brain when feeling anxious.

Ideas for parents/carers at home: Early/ First Level



The Huge Bag of Worries by Virginia Ironside

Whenever Jenny goes, her worries follow her - in a big blue bag! But her grannie can help. This story will appeal to all children who have occasional worries of their own.

My many coloured days by Dr Seuss

'You'd be surprised how many ways I change on different coloured days'. Dr Seuss takes the reader on a journey through many different moods.

No Means No! by Jayneen Sanders and Cherie Zamazing

'No Means No!' is a children's picture book about an empowered little girl who has a very strong and clear voice in all issues.

Oliver who was small but mighty by Mara Bergman and Nick Maland

Oliver is small but he wishes he were tall and mighty. This story is about overcoming your fears.

I want a pet by Lauren Child

The more desperate for a pet a young narrator becomes, the more outlandish her suggestions!

What Did I look Like When I Was a Baby? by Jeanne Willis and Tony Ross This book explores family traits and genes in a funny and accessible style.

How did I Begin? by Mick Manning and Brita Granstrom

A warm, friendly introduction to the facts of life for young children that follows the story of a new life from the moment of conception to the birth of a baby.

Before you were born by Jennifer Davis

This joyous, innovative book is about pregnancy.

How are babies made? by Alastair Smith

Lift the flaps on the pages to see the baby changing as it grows and grows.

Now We Have a Baby by Lois Rock

Preparing a young child for the impact a new baby may have on their life and family.