



***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 4**  
**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 4 Overview of Themes and Contexts

Themes	Lessons	Content
Bodily Autonomy, Consent and Protection from harm	Keeping Clean	<ul style="list-style-type: none"> <li>Children learn about personal hygiene, in terms of their bodies, their clothes and some behaviours like coughing/sneezing.</li> <li>Children learn the correct names for parts of their body.</li> </ul>
Emotional Wellbeing and help seeking behaviour	Safe and happy Online	<ul style="list-style-type: none"> <li>Children see the internet as a positive place that is fun and helps them learn.</li> <li>Children reflect on their online behaviours.</li> <li>Children identify potential dangers in online environments.</li> <li>Children learn help-seeking behaviours.</li> </ul>
Parenthood and families  Health and Reproduction	How human life begins, pregnancy and birth 1. How human life begins, pregnancy and birth 2. What babies need	<ul style="list-style-type: none"> <li>Children know the names for parts of their body required to understand conception, pregnancy and birth.</li> <li>Children understand where living things come from.</li> <li>Children understand the needs of a baby and how they are cared for.</li> </ul>
Relationships friendships  Equality and Inclusion  Gender Equality, discrimination	Friends and Friendship 1. My friends/ Being a friend 2. Kindness and empathy 3. When friends fall out	<ul style="list-style-type: none"> <li>Children learn how friendships are formed and nurtured.</li> <li>Children identify who to go to if they are worried or concerned about peer relationships.</li> <li>Children consider the feelings associated with friendship.</li> </ul>

# 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



## Ideas for parents and carers about learning at First Level

When your child is in P2, P3 or P4 we say that they are learning at First Level. For some children learning at this Level can also be later. Important parts of our learning at school is about **relationships, growing up, their bodies** and what we call **the baby's story**.

**You are your child's first and most important teacher.** With your child at school there is the opportunity for parents/carers and schools to work together to help your child to learn. In the pages that follow we explore how you might support learning, there are also some ideas from parents who have been asked about what they do to support their child's learning.

## Learning about relationships

At home you can do these things; some of these are 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:

- **We are all unique!** When you chat and play together remind your child just how important and special they are. Talk about all the things they are good at and what you love about them. You can also have them think about what makes their brothers or sisters or cousins or friends unique and special.
- **Talking about families.** Children love to hear stories about you growing up, about relatives near and far. Small families can celebrate how close they are. You can draw or paint family portraits, family trees or start a family/selfie gallery.
- **Learning about trusted adults.** 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 the other adults in your child's life who love and care for them.
- **Being a boy or a girl.** At school we encourage children 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 share tasks at home, and to help them learn to respect other children whoever they are.

# Ideas for parents/carers at home



## Learning about growing up and bodies

At school we talk about 'teachable moments'. There 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 growing up and learning about their body this is a good way to think about how you can support learning at home. Here are a few ideas.

- **My body belongs to me!** This is the big message we want to get over to children at school. 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 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.
- **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. Unless you have to help, children can do things independently. They can close doors, wash their hands, put on their clothes.
- **The words we use.** 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 inside bit).
- **The Pants Rule.** Children love this way to learn about private parts. Have a look here: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/> At Giffnock we teach this in Primary 3. We link it to work on our school values such as Respect.

# Ideas for parents/carers at home



## Learning about how human life begins, pregnancy and birth

At school children learn about how life is created, about pregnancy and birth. We do this by talking about plants and animals, and of course this means talking about human life. We do this because children are curious, they really want to know and it's best to be very straightforward. You have probably already been asked: *but where do babies come from?* Here are some ideas about how to talk and learn about this at home. **There are some really great books that help with these conversations. Check out the booklist that follows.**

- **How are babies made?** At school, we will talk about how a baby is made in simple terms that describe sex and conception. Before we do this lesson, we will share the PowerPoint and words that we use so that you can support this learning at home.
- **Pregnancy.** At school, we will talk about 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; they will 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.
- **How are babies born?** At school children will learn about the baby getting ready to be born and coming down from the womb and out of the mummy's vagina. At home you can talk about your child's birth, or the birth of siblings. Maybe you have some early photos to share.
- **What do babies need?** Although very young themselves we want children to learn at school 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.

## Ideas for parents/carers at home



### The importance of listening and talking

As you will know, sometimes you just need to be in the right place at the right time. At those moments your child will show an emotion you pick up on, maybe they will look like they need to tell or ask you something, or maybe the question will just pop out. There's no doubt being a parent or carer can be tough sometimes. But when you can, be there for the chat, the game or the bedtime book. The following are suggestions for some stories you may wish to choose to do with your child.

#### **Lift the flap Questions and Answers about my Body**

Katie Daynes (ISBN 9781409562108)

This Lift-the-Flap book contains the answers to the many questions that curious children have about their bodies, including 'How do I smell?' 'What makes me burp?' 'Why do I need to wash my hands?' 'Why is blood red?' and many more.

#### **Your body belongs to you**

Cornelia Spelman (ISBN 978-0-8075-9473-5)

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. The text and illustrations remind children that their feelings count. Positive and assertive approach.

#### **Colin and Lee, Carrot and Pea**

Morag Hood (ISBN 1509808949)

The perfect way to help children celebrate individuality, friendship... and vegetables!

#### **Miles is the boss of his body**

Samantha Kurtzman- Counter and Abbie Schiller (ISBN 0989407136)

On his 6th birthday, Miles' excitement is dimmed when he finds himself being pinched, hugged too tight, picked up and tickled by his well-intentioned family and decides he's had enough! When Miles decrees that he is the "Boss of his body," his whole family expresses support and respect for his personal boundaries.

#### **The Huge Bag of Worries**

Virginia Ironside (ISBN 0340903171)

Whenever Jenny goes, her worries follow her - in a big blue bag! Jenny decides they will have to go. But who can she get to help her? This funny and reassuring story will appeal to all children who have occasional worries of their own.



# Ideas for parents/carers at home



## **Families, Families, Families!**

Suzanne Lang (ISBN 9780552572927)

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.

## **The Huge Bag of Worries**

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## **I'm a Girl!**

Yasmeen Ismail (ISBN 1408857006)

The girl in this book likes to win, she likes to be spontaneous, fast and strong. When she meets a boy who likes wearing princess dresses and playing dolls, they both quickly discover that they share interests that are wide and varied. Who says that pink is for girls and blue is for boys?

## **My many coloured days**

Dr Seuss (ISBN 0099266598)

'You'd be surprised how many ways I change on different coloured days. Maybe on some days you feel sort of brown, like a bear; you feel slow and low, low down. But then comes a yellow day and wheeeeeeeeeee! you feel like a busy, buzzy bee'. Dr Seuss takes the reader on a journey through many different moods.

## **No Means No!**

Jayne Sanders and Cherie Zamazing (ISBN 1925089223)

'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, especially those relating to her body and personal boundaries.

## **How did I begin?**

Mick Manning and Brita Granstrom (ISBN 978-0-7496-5661-4)

An introduction to the facts of life for young children that follows the story from conception to birth of a baby.

# Ideas for parents/carers at home



## **The boy who built a wall around himself**

Ali Redford (ISBN 1849056838)

Boy built a wall to keep himself safe. Behind it he felt strong and more protected. Then Someone Kind came along. Written for children aged 4 to 9, this gentle full-colour picture book uses a simple metaphor to explain how children who have had painful or traumatic experiences can build barriers between themselves and other people. It will help children explore their feelings and encourage communication.

## **The Invisible Boy**

Trudy Ludwig (ISBN 9781582464503)

Meet Brian, the invisible boy. Nobody ever seems to notice him or think to include him in their group, game, or birthday party . . . until, that is, a new kid comes to class. When Justin, the new boy, arrives, Brian is the first to make him feel welcome. And when Brian and Justin team up to work on a class project together, Brian finds a way to shine. This gentle story shows how small acts of kindness can help children feel included and allow them to flourish.

## **Kindness Starts with you**

Jacquelyn Stagg (ISBN 1775183319)

Follow Maddy through her day at school, where your child will learn how easy it can be to spread kindness! From taking turns on the swing to including everyone in the game - this storybook shows that no act of kindness, no matter how small, is ever wasted.

## **Stories for boys who dare to be different**

Ben Brooks (ISBN 978-1-78747-198-6)

True tales of amazing boys (who became famous and not so famous men) who changed the world.

## **Goodnight stories for rebel girls**

Elena Favilli and Francesca Cavallo (ISBN 978-0-141-98600-5) The stories of heroic women from around the world.

## **Who's in a Family**

Robert Skutch (ISBN 1883672139)

Family is important, but who's in a family? It's the people who love you the most! This picture book has no preconceptions about what makes a family a family. There's even equal time given to some of children's favourite animal families.

# Ideas for parents/carers at home



## **Before you were born**

Jennifer Davis (ISBN 0761112006)

This joyous, innovative book about pregnancy tells the parallel story of mother and baby from hearing the thumpity-thump of baby's heartbeat to that unforgettable first meeting.

## **How are babies made?**

Alastair Smith (ISBN 0746025025)

Discover how a baby forms inside its mother. Lift the flaps on the pages to see the baby changing as it grows and grows.

## **Now We Have a Baby**

Lois Rock (ISBN 07459 48855)

## **What Did I look Like When I Was a Baby?**

Jeanne Willis and Tony Ross (ISBN 184270 2106)

Michael asks his mum; the baboons asks his mum and all other animals ask their mums. The answer in each case is amusing and satisfyingly simple. This book explores family traits and genes in a funny and accessible style. Amusing with lovely visual jokes.

## **Friends**

Eric Carle (ISBN 0399172068)

Once there were two friends who were always together... But one day, the boy was all alone. His friend was gone. Undaunted, he sets off on a quest that takes him across a swift cold river, over a tall mountain, through a broad meadow and a forest full of dark shadows. He sleeps under starry skies and dreams of floating on clouds before finally being reunited with his beloved friend.

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