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## Health and Wellbeing

### Relationships, Sexual Health and Parenthood Programme

At Linkwood Primary we value the health and wellbeing of our learners and staff. We follow the Curriculum for Excellence's Health and Wellbeing programme which is made up of 5 components:

- Food and Health
- Mental, Emotional and Social and Physical Wellbeing
- Physical Education
- Relationships, Sexual health and Parenthood
- Substance Misuse

At Linkwood, we ensure that learners understand how to develop positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions, relationships and sexual health. Pupils also develop their understanding of the complex roles and responsibilities of being a parent or carer.

We have based our Relationships, Sexual health and Partnerships programme on the *Relationships, Sexual health and Partnerships Scotland programme* which can be found at <https://rshp.scot>

We explore the following areas of our health and wellbeing through the Relationships, Sexual Health and Partnerships programme:

- Physical Changes
- Sexual Health and Sexuality
- Role of Parent and Carer
- Positive Relationships.

We hope this guide informs you of the key learning and language at your child's stage and the progression of knowledge throughout the primary stages so that you can support your child at home.

**Linkwood Programme for P1**

Early Level	P1	Friends, friendships and helping others	When I feel sad or upset	Pregnancy/looking after a baby	My body belongs to me  Personal space and privacy
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This is the programme of learning we follow at school. We have broken down each area to give more detail of what will be covered at school followed by ideas of how to support this at home.

**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.

***What you can do at home to support learning at school***

- *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.

- *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. The Pants Rule programme can be found at <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

### **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.

### **What you can do at home to support learning at school**

- *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.

### **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

### **What you can do at home to support learning at school**

- *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 male or female.*  
In early years settings and in P1 at school, children are encouraged to be happy with who they are, with whoever they want to be. Many children fit what people often expect a male or female 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 your child to be friends when they want to be, and not to talk about these as girlfriend/boyfriend relationships.

**Information for parents and carers about RSHP learning at Early Level at school and at home can be found at: <https://rshp.scot/early-level/>**

## Parents Role

### What is the role of parents and carers in RSHP education?

RSHP Resource Films

<https://vimeo.com/showcase/6310425>

The series of short films made are all available here.

- 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?