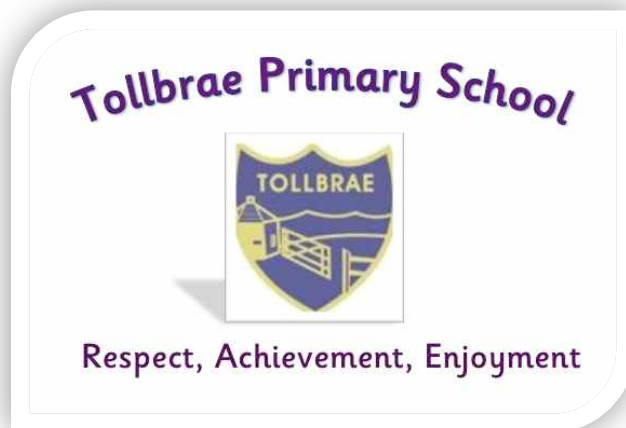


Tollbrae Primary School and Nursery Class



Health and Wellbeing:

Relationships, Sexual Health and Parenthood



Written August 2015

Rationale

In Scotland, Curriculum for Excellence and its Health and Wellbeing Experiences and Outcomes (including its Relationships, Sexual Health and Parenthood strand) are now being fully implemented. Responsibility for its delivery and management rests with education authorities and school managers. There is, however, specific national advice that makes it clear that sex education is best planned and delivered as part of a wider health education programme and as an integral part of programmes of religious and moral education and education for personal and social development. National advice has much to say about the importance of pupils developing self-esteem, respect for others, good personal relationships, respect for diversity and non-discriminatory views, and respect for individual differences. This is the appropriate climate for school sex education.

As a Health Promoting School, our school promotes health in its widest sense. We consider the physical, social and emotional development of our pupils and staff and development of self-esteem is central to this. RSHP work at this school is presented in an honest, objective, balanced and sensitive manner within a framework of sound values. RSHP work is an important aspect of every child's personal and social development. Recent research by the World Health Organisation shows that: School programmes are more effective when delivered before sexual activity begins. Good education will not bring forward sexual relationships and in fact delays the onset of sexual activity.

What is RSHP work?

It is already happening in homes across Scotland when children begin to explore and understand their feelings and first become aware of their own bodies. Children are bombarded with images of sexuality in their daily lives through, for example, TV, internet, magazines, music, computer games and friends. School and parents need to work together to help children make sense of these messages. It is becoming increasingly recognised that sex and relationships education should not be a 'one off' as children go through puberty, but should be gradually developed as an integral part of growing up. We believe that RSHP work is about the teaching of growing up, sexuality and sex through an understanding of respect, love and care.

Our aims

- To help our pupils learn how to make informed, responsible and healthy choices about their lives as they grow
- To establish an awareness of the importance of stable family life and relationships
- To provide opportunities for pupils to develop personal and interpersonal skills that will enable them to make and maintain appropriate relationships within the family, with friends and within the wider community
- To build pupil confidence, self-esteem and knowledge as they go through school
- To teach children at the relevant time about the physical/emotional development of their bodies
- To teach children about life cycles and reproduction in nature

Planning

RSHP work will build on what children already know. It is an important part of the Health and Wellbeing Curriculum and our personal and social development programme. Other curricular areas such as Religious and Moral Education, Social Studies and Science will also make a contribution.

RSHP will be taught throughout the school according to a progressive programme of age appropriate activities. By the end of primary school, we aim to make sure that all pupils know the correct biological terms for the body parts, how girls and boys bodies change during puberty and what menstruation. From time to time, children will ask challenging questions; these will always be answered honestly, in language and depth appropriate to age, maturity and emotional development of the child.

Key features of the programme throughout the school are:

- Respect and caring for self and others
- Respect for individual differences
- Ways to express and deal with feelings and emotions
- Ways to keep safe
- Positive and supportive relationships

Implementation

Classroom activities will include play activities, class discussion, group and individual activities and the use of educational videos or on-line resources such as BBC Science clips where appropriate. Sometimes children may be asked to undertake work that may involve parents, carers, extended family or friends (e.g.) make a family tree, do a survey of eye colour. For children in working within second level of Curriculum for Excellence, the children may work within stages, and at times, girls and boys taught separately.

How will parents be consulted?

We believe that the best way of delivering effective RSHP work is through building positive and supportive communication with parents and carers. All parents and carers have access to the school policy and can request to discuss the RSHP programme on request. In addition, information leaflets are distributed to parents, out-lining the programme content, prior to delivery. From time to time, parental information workshops may be offered, parental views may be asked for or parents may be invited to join working groups to update policy. If a parent or carer has any concerns, they should contact the Head Teacher or Depute Head Teacher.

Programme Overview:

Nursery (Early level)

- I know my body changes as I grow.
- I can describe some things we have to do to look after a baby.
- I know that everyone is different.
- I can identify similarities and differences in others.

Primary 1 (Early level)

- I know that there are parts of our body that are the same as others and that are different such as colour of hair/eyes/skin and height, size and weight.
- I know that all of us have differences which make us unique.
- I know that external body parts have names.
- I understand that there are differences between boys and girls.
- I know why keeping clean is important and how to take responsibility for some of this.
- I know it is important to wash your hands.

Primary 2 (First level)

- I am beginning to recognise differences between males and females.
- I know that sometimes I can tell the differences by looking at people and sometimes I cannot.
- I can name an increasing number of body parts and explain how they work.
- I can explain what some of the changes to my body will be.
- I understand the difference between living and non-living things.
- I know that growth and change belong to a natural life cycle.

Primary 3 (First level)

- I know the differences between males and females.
- I know the differences between living and non-living things.
- I know that the only way to determine male and female is by their body parts.
- I can state the changes in me from a baby to the present day.

Primary 4 (First level)

- I know the correct biological terms for a male and female's body parts.
- I know that growth and change belong to a natural life cycle.
- I know that living things come from other living things.
- I know that babies are made by joining together of a sperm from a male and an egg from a female.
- I know that the baby develops inside the mother's womb.
- I know that I will change and grow at different rates.

Primary 5 (Second level)

- I know that as I grow I will become more independent.
- I know that my body will grow and change in ways I cannot control and this is a normal, healthy process, which is part of growing up.
- I know that some changes are common to both boys and girls and some are peculiar to their own sex.
- I understand the meaning of the term puberty.
- I can describe some of the changes that will happen at puberty.
- I understand the process of menstruation. (Girls only)

Primary 6 (Second level)

- I can explain some of the physical and emotional changes that take place during puberty.
- I know about the changes that will take place in a girl's body.
- I know about the changes that will take place in a boy's body.
- I understand that changes will be emotional as well as physical.
- I understand what is acceptable language to use and the reasons for this.
- I understand the stages in human reproduction and can make a link with the life-cycle.

Primary 7 (Second level)

- I know puberty will bring about physical and emotional changes in my body.
- I know how to behave towards someone I care about.
- I know how someone who cares about me should behave towards me.
- I can identify and explain what gender stereotyping is and challenge it.
- I know that friendships can change over time.

How can parents help with RSHP work?

Parents can help by:

- Making themselves aware of the school programme
- Being open and honest with their children
- Giving their children the opportunity to speak about issues discussed in school if they want to and answering questions as best they can.

How is RSHP monitored by teaching staff?

Both Class Teachers and the Senior Leadership Team monitor RSHP work on an ongoing basis. Self-evaluation, questionnaires, discussion of plans and evaluation of resources are some of the techniques used.

Those involved in creating this policy believe that in today's society, children need to be well informed so that they have the knowledge necessary to make the right choices in life.

Further information is available from:

Useful websites:

Lanarkshire Sexual Health

<http://www.lanarkshiresexualhealth.org/resources/>

Education Scotland

<http://www.educationscotland.gov.uk/learningandteaching/>

Appendix (Exemplar of parent letter issued prior to delivery of lessons)

Dear Parent,

Last session, following parental consultation and staff training, we implemented the Relationships, Sexual Health and Wellbeing (RSHP) strand from Curriculum for Excellence.

The RSHP programme for the pupils will comprise of the following themes over the years:

Early Level (Nursery – Primary 1)

- Awareness of the way bodies grow and change
- Uniqueness of their own body
- Family and special people who care for them
- Dealing with feelings

First Level (P2 – P4)

- How life begins
- Differences
- Using the correct biological terms for our body parts.
- Being part of a family

Second Level (P5 – 7)

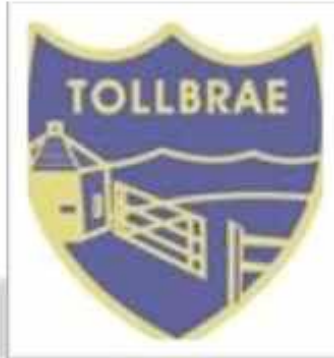
- Physical and emotional changes at puberty
- Body image and self worth
- Developing an awareness of gender identity
- Changing nature of friendship
- Dealing with feelings

This session, staff have planned RSHP lessons to be taught week beginning **XXXX**. At times, boys and girls from primaries 5, 6 and 7 will be taught separately for some aspects of the programme. Please do not hesitate to get in touch with us if you wish to discuss anything.

Yours sincerely,

Mr Daniel Murray
Depute Headteacher

Tollbrae Primary School



Respect, Achievement, Enjoyment

Health and Wellbeing:

Relationships, Sexual Health and Parenthood

P4 Parent Guide

Relationships, Sexual Health and Parenthood Education

As part of your child's ongoing class work, in accordance with Curriculum for Excellence, and advice from the Scottish Government, each class will cover a section of work relating to relationships and how their bodies change and develop as they get older.

The programme of work has been produced by experienced teachers in partnership with NHS specialists.

As your child is now in Primary 4 he/she will be taking part in the section of the topic that includes introducing the proper anatomical names for the male and female body parts.

Useful websites:

Lanarkshire Sexual Health

<http://www.lanarkshiresexualhealth.org/resources/>

Education Scotland

<http://www.educationscotland.gov.uk/learningandteaching/>



As a parent you can support your child by being aware of what he/she will be learning, which includes:

- The difference between living and non-living things
- The life cycle
- Biological names for male and female body parts
- Healthy lifestyles

If you would like to discuss any aspect of the programme, please contact your child's class teacher.

