**Relationships, Sexual Health and Parenthood Education (RSHP)**

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**POLICY STATEMENT**

Bell’s Brae Primary School is committed to playing a key role in the health and wellbeing of children and young people, providing opportunities for them to develop through education in schools and community settings. This commitment is also a key component of the Scottish Government Conduct of Relationships, Sexual Health and Parenthood Education (RSHP) in Schools December 2014. All adults who work in schools have a responsibility to ensure the mental, emotional, social and physical well being of the children in their care. Fundamental to this and underpinning all principles of RSHP, are the eight wellbeing indicators which provide a context and shared language for adults and children to use.

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwisgseEzZ7SAhWLaRQKHWW1D0MQjRwIBw&url=http://www.eastrenfrewshiregirfec.scot/young-people&psig=AFQjCNFfEDJVQ3827icuWWeQqfib1ndHGw&ust=1487677590557841)

RSHP should be taken forward as part of a whole school approach to health and wellbeing following guidelines on sex education in Scottish schools. Our RSHP policy takes account of national and local guidance as well as respecting cultural, ethnic and religious influences within the home, school and community.

Children attending Bell’s Brae Primary should receive consistent and accurate messages regarding RSHP. Effective sexual health and relationships education helps young people make responsible and well informed decisions about their lives by enabling them to develop considered attitudes, values and skills which influence the way they behave. We have also considered the UN Committee on the Rights of the Child which states ‘Children have the ability to acquire knowledge and skills to protect themselves and others as they begin to express their sexuality.’

# Relationships, Sexual Health and Parenthood

## Underlying Principles:

1. All children and young people should receive RSHP which is age and stage appropriate.
2. The RSHP curriculum reflects current national and local advice in this area.
3. RSHP sits within the broader context of Health and Wellbeing.
4. When followed in its entirety, the RSHP framework provides coherence, continuity and progression in learning and the development of values, skills, knowledge and understanding appropriate to the age and stage of pupils. **Therefore it should not be deviated from or adapted in any way.**
5. The RSHP programme includes clear learning outcomes for each lesson.
6. The delivery of RSHP should focus on actively involving the children and young people in the learning process. It should also be interactive and, where possible and appropriate, stimulate debate and discussion which prepares the children and young people for making effective decisions for themselves.
7. RSHP contributes to developing self-esteem in children and young people.
8. RSHP should be subject to regular review and evaluation so as to inform development and improvement. Such a process should focus on those delivering elements of the curriculum as well as the material being used.
9. Children and young people should be involved in the development of RSHP and in its subsequent evaluation.
10. RSHP forms an important part of schools' commitment to Health and Wellbeing.

## Resources

It is vital that up-to-date and relevant resources are available for use in school, to ensure that the needs of all children are adequately met. It is important that practitioners are familiar with the content of any resources prior to their use. In preparing the programme of study, a range of different resources have been sourced. This has enabled us to develop a consistent and progressive approach. Teaching staff will adhere closely to the programme of study.

## Staff Development

Time has been allocated in the working time agreement to enable staff to familiarise themselves with the programme of study. Staff have been consulted and given the opportunity to feedback on the policy and programme of study.

## Partnership Working

1. RSHP is supported by accessible health services for young people.
2. Early joint planning with partner agencies will ensure that materials used and issued are appropriate for the age and stage of learners.

# Guidance for Teachers

## RSHP in the Curriculum

1. RSHP is one element of health education set within the wider context of health promotion and the health promoting ethos of the school.
2. In order to ensure continuity and progression Bell’s Brae Primary have developed a framework to support and guide teaching and learning.

## The Aims of RSHP

A comprehensive framework of RSHP should aim to:

1. Allow pupils to develop knowledge and understanding about RSHP
2. Provide opportunities for pupils to develop beliefs, attitudes and values to support them in their choice of healthy lifestyles
3. Allow pupils to develop skills which enable them to make positive choices and decisions in the day to day interactions with other and online, including those which allow them to resist peer pressure.
4. Link with other components of personal, social and health education to develop life skills and promote access to positive, health-promoting lifestyles
5. Establish an awareness of the importance of stable family life and relationships, including the responsibilities of parenthood and marriage
6. Provide information about the skills for accessing, where appropriate, agencies and services providing support and advice to young people.

**2.3 Additional Support for Learning**

1. The programme of Lesson Outlines incorporates resources to support RSHP in relation to learners with Additional Support Needs.
2. Where individual needs exist and IEPs are in place, it will be important to use resources tailored to their specific individual circumstances.

## 2.4 Involving Parents and Carers

1. In this sensitive area, the involvement of parents and carers is critical. The effectiveness of what is taught is increased when the classroom teaching is supported and reinforced at home. Information will be shared with parents prior to learning experiences.

**3 RSHP Programme Content**

Resources

1. Agreement reached with staff in August 2007 (reviewed January 2017) that Channel 4 series “Living and Growing” would be used in P4-7 classes.
2. Programme of study developed in January 2017 to reflect the Scottish Government document Conduct of Relationships, Sexual Health and Parenthood Education in Schools.
3. In February each year classes should explore the Internet Safety Day resources each year. These are organised into age appropriate categories and reinforce key information. Staff should watch in advance and use at their discretion.
4. At all stages pupils will be developing their awareness of SHANARRI using the wellbeing wheel.

[](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwisgseEzZ7SAhWLaRQKHWW1D0MQjRwIBw&url=http://www.eastrenfrewshiregirfec.scot/young-people&psig=AFQjCNFfEDJVQ3827icuWWeQqfib1ndHGw&ust=1487677590557841)

**Programme of Study to be followed:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage** | **Programmes** |  | **Programme Name** | **Relevant worksheets (to be used at teacher’s discretion)** |
| **Primary 1** | Myself/my school (developing an understanding that there are many different types of family groups)  Cold/Water  Data handling  Child Smile/tooth brushing in school  Establish routines of hand washing after visiting the toilet and before meals.  WASHY, WASHY song:  [**https://www.youtube.com/watch?v=zxlQn7KaCNU**](https://www.youtube.com/watch?v=zxlQn7KaCNU) | Emotions:  Role play area (exploring parenthood etc.) Model the basic needs of caring for a baby.  Life cycles of polar bears/penguins, tadpoles-frog, caterpillar – butterfly  Sorting tasks – creating graphs (eye/hair colour), sorting things into sets.  NSPCC – ‘Pantosaurus’ song  ***HWB 0-44a / HWB 1-44a***  ***HWB 0-47b / HWB 1-47b***  ***HWB 0-47a***  **HWB 0-49a / HWB 1-49a** | **Pantosaurus resources – see hyperlink at bottom of table** |  |
| **Primary 2** | Birthdays  Growth  Keeping safe happy and well –  Pupils will understand that the choices they make can help to keep them safe and well  \*food and exercise  (Children will learn to recognise that there are many different people in their lives who show care for and look after them– in school, at home and in the community) | Special person  Visits from healthcare professionals  NSPCC – ‘Pantosaurus’ song | Balloon name activity (Special Person)  **Pantosaurus resources – see hyperlink at bottom of table**  ***HWB 0-44a / HWB 1-44a***  ***HWB 0-47b / HWB 1-47b***  ***HWB 1-45b* HWB 1-48a** |  |
| **Primary 3** | **Friendships**  **Pupils will learn to respect differences and others circumstances**  **Through discussing friendships pupils will understand that there is a difference between wants and needs.**  **Reinforce importance of hand washing and good personal hygiene.**  Healthy Eating – pupils understand the importance of having a variety of food groups to keep their body healthy. | What makes a good friend?  What is bullying?  NSPCC – ‘Pantosaurus’ song | See Twinkl resources: Teacher’s Pool – Planning – Programmes of Study – Sexual Health and Relationships – Friendships**HWB 0-49a / HWB 1-49a HWB 1-51a *HWB 1-44a*** ***HWB 1-44b*** | Healthy Lifestyles programme |
| **End of Primary 4** | Unit 1 programmes 1 and 2 | Programme 1  Programme 2 | Differences  How did I get there? | Activity sheets 3,4,5,6 sheet 9 |
| **Primary 4**  **Internet Safety** | “Professor Garfield Internet Safety” Parts 1 and 2  (“Animal Magic” – revisit after P3 where appropriate). |  | YAPPY – pupils develop an understanding of why not to share personal information online. |  |
| **During Primary 5** | Unit 1 programmes 3  Unit 2 programme 4  Emotional well being – pupils will understand what is meant by emotional wellbeing. This will be explored in sheet 5 - Find a feeling  Discuss the role of a parent (what do pupils think this is?) | Programme 3  Programme 4 | Growing up  Changes | Activity sheets 18,21,  Activity sheets 1,2,3,4,5,6,  ALWAYS resources:  Changing body – module 1  <http://www.always.co.uk/en-gb/puberty-education-resources> |
| **Primary 5**  **Internet Safety** | “Jigsaw” - CEOP |  | Highlights the dangers of sharing information/photos online. Watch and discuss. |  |
| **During of Primary 6** | Unit 2 programmes 5 and 6  Emotional well being – pupils will understand what is meant by emotional wellbeing (explored in sheet 12 -‘Bring me sunshine’)  Children are to consider parenthood whilst learning about conception. Pupils will discuss what skills are required to be a parent (need to be able to LOVE, TEACH AND NURTURE) as well as providing home and food. Discuss how parenthood brings rewards and challenges. | Programme 5  Programme 6 | How babies are made  How babies are born | Activity sheets 11,12,17,20 |
| **Primary 6**  **Internet Safety** | NSPCC “Share Aware” videos: “Lucy and the boy”/”I saw your willy” |  | Dangers of taking personal photos and sharing them online |  |
| **During of Primary 7** | Unit 3 programmes 7,8 and 9  Emotional Wellbeing – explored in Activity Sheet 13  Wellbeing Webs to be completed (SHANARRI) | Programme 7  Programme 8  Programme 9 | Girl talk  Boy talk  Let’s talk about sex | Activity sheets 1,2,5,7,8  Activity sheets 9,10,13,14,15,16 21(use 21 as key focus to discuss all types of marriage and r’ships) may be used for class discussion |
| **Primary 7**  **Internet Safety** | Amanda Souter to visit P7 in preparation for assembly presentation – recap on all of the above. P7 pupils to present at assembly. Internet Safety Day materials to be explored. |  |  |  |
| **ASN** | Sex Education and Sexuality for Very Special People (Longhorn) – resource to be used  Pictello app for social stories  Life Support productions – Kylie and Jason materials | Individualised programmes to be drawn up in consultation with parents/carers to meet the specific needs of individual learners.  Kirstie Anderson to be consulted for advice. | Individualised programmes |  |

Unit 1 Red Resource Book Unit 2 Green Resource Book Unit 3 Purple Resource Book

Share Aware videos <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/?_t_id=1B2M2Y8AsgTpgAmY7PhCfg%3d%3d&_t_q=share+aware&_t_tags=language%3aen%2csiteid%3a7f1b9313-bf5e-4415-abf6-aaf87298c667&_t_ip=195.194.8.235&_t_hit.id=Nspcc_Web_Models_Pages_StandardPage/_ac23a5e7-9357-4bc8-8558-24f53c33e25a_en-GB&_t_hit.pos=1>

**Useful links:**

Pantosaurus video - <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/?_t_id=1B2M2Y8AsgTpgAmY7PhCfg%3d%3d&_t_q=pantosaurus+video&_t_tags=language%3aen%2csiteid%3a7f1b9313-bf5e-4415-abf6-aaf87298c667&_t_ip=195.194.8.235&_t_hit.id=Nspcc_Web_Models_Pages_StandardPage/_6b88abc8-6186-4142-afde-b046079bc794_en-GB&_t_hit.pos=1>

Pantosaurus resources <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/?_t_id=1B2M2Y8AsgTpgAmY7PhCfg%3d%3d&_t_q=friendships&_t_tags=language%3aen%2csiteid%3a7f1b9313-bf5e-4415-abf6-aaf87298c667&_t_ip=195.194.8.235&_t_hit.id=Nspcc_Web_Models_Pages_StandardPage/_452ac1ed-d060-4466-b4a8-95d56e5cff49_en-GB&_t_hit.pos=10>