



# **Relationships, Sexual Health, and Parenthood (RSHP) education for those working with primary aged children.**

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# Learning outcomes

- Increase in knowledge of the benefits of RSHP education
- Increase in knowledge and confidence in delivering RSHP in a range of settings.
- Increased understanding of how to create a safe and successful learning environment for this topic as it is [mapped across P1-P7](#) Health and wellbeing curriculum.



<b>Session 1</b>	
<b>13.00</b>	Introductions Safer space agreement Current context
<b>13:15</b>	<b>Ice breaker - Why does RSHP matter -</b>
<b>13.30</b>	Language
<b>14.05</b>	Stereotypes and gender-biased expectations
<b>14.40</b>	<b>Quick break</b>
<b>14.50</b>	Consent
<b>15:30</b>	<b>Finish</b>
<b>Session 2</b>	
<b>13.00</b>	<b>Welcome back Sex and Relationships</b>
<b>13.10</b>	How human life begin, sex and realtionships
<b>14.00</b>	Carousel – FAQ children and parents
<b>14.45</b>	Practice questions – Topics, ASN, Composite Classes, 1to1, withdrawal, LGBT+
<b>15.15</b>	Stop, Start. Keep Evaluation
<b>15.30</b>	<b>Finish</b>



## In partnership, across Lothian to improve young peoples:

- experiences of relationship, sexual health and parenthood education (RSHP)
- access to sexual health services
- access to relevant easy to use and understand RSHP information



# Training

We work in partnership to deliver inclusive relationship, sexual health and parenthood (RSHP) education with confidence.

Our training reflects current research, legislative framework and key policy drivers such as Curriculum for Excellence, the Getting It Right For Every Child (GIRFEC) approach and consultations with young people.

RSHP.scot provides a strong foundation to our training approach.

Visit [Professionals – Healthy Respect](#) for more information



Working with children



Working with young people



Young people with additional needs



What to expect from services

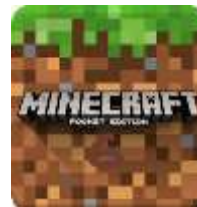
# Safer space agreement...



A group agreement is vital in the creation of a safe learning environment

# The context of children's lives today

- Impact of the pandemic
- Greater gaps in RSHP education
- Social disruption to how children and young people conduct their relationships
- Digital spaces are becoming more important in children's and young people's lives
- Increase in access to inappropriate material (Poll)



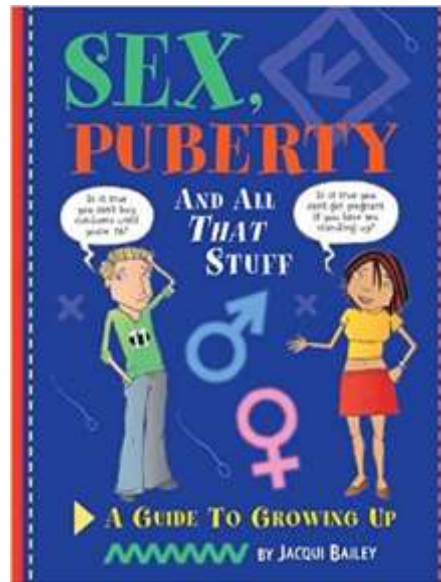
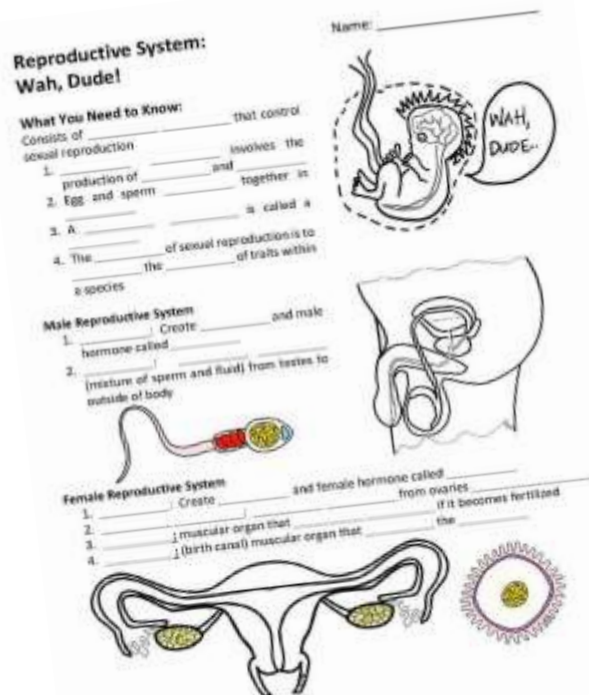
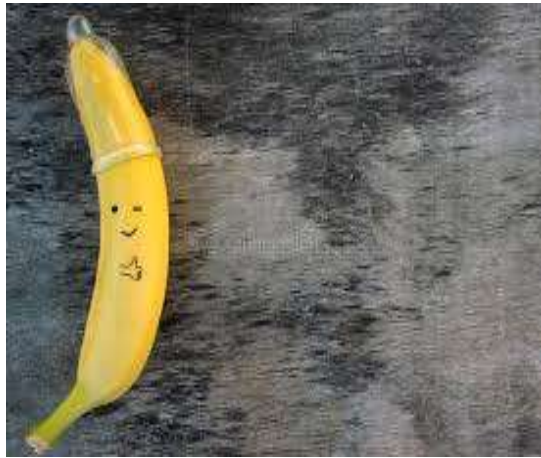


- **What we can do**
- **Keeping children at heart of conservations**
- **Our starting point needs to reflect the needs of the children in front of us**
- **Key messages**
- **Resources available to support.**  
[Home - RSHP](#)





# What were your experiences of sex education?



## **ABOUT THE RESOURCE**

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## **Relationship, Sexual Health and Parenthood (RSHP)**

**[www.rshp.scot](http://www.rshp.scot)**



# Why does RSHP matter?



<https://vimeo.com/361263347>

## ABOUT THE RESOURCE

# Key features

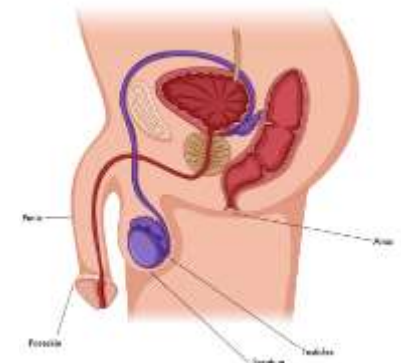
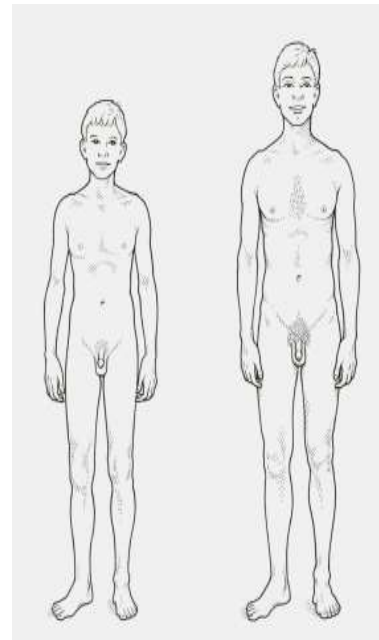
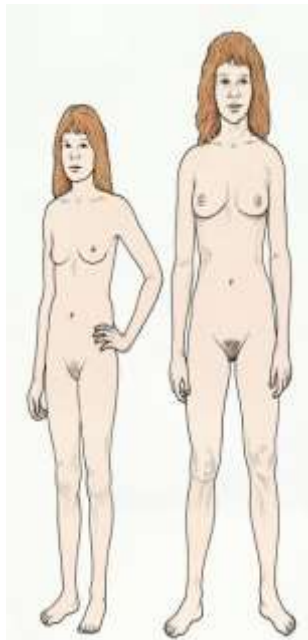
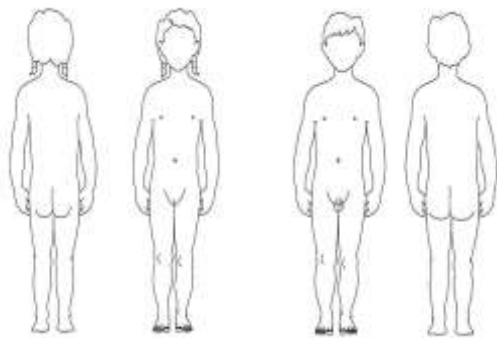
- Shows a positive cultural shift
- Age appropriate
- Open to all
- Mapped out in CfE organisers or themes
- FAQs
- Additional support needs and complex ASN
- Information for parents in 5 different languages (Arabic, Mandarin, Polish, Romanian, Urdu)



[www.rshp.scot](http://www.rshp.scot)

# Language Activity

Talking about body parts and their functions



# So why can is be so emotive?

1. Not many different variants for elbow or knee but talk about penis or vulva or vagina, well the list can be become lengthy and very often educational
2. As adults many of us were not taught these words growing up and can feel uncomfortable using them as they can be thought of as 'sexual' words.
3. Our own experience of 'sex education' 'bees and the birds'
4. Often it is easier to resort to slang or euphemisms
5. It can be awkward, embarrassing – and that's totally OK

# Activity

## The language children and young people used in your setting

- To consider the language used when talking about body parts and what messages come with this
- To increase familiarity and comfort with using anatomically correct language
- To identify age stage (appropriate) language for discussing bodies and sex

# Word cloud

What are words you have  
heard children and young  
use for



**Intimate body  
parts and  
sexual  
activities**

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# In break out rooms



## Part 1

- Chat about common/slang words
- Clarify words you have not heard of
- Discuss words that are liked and those that are disliked or create a strong emotive response

## Part 2

How would you feel delivering a session to children about naming body parts and their functions?

## Age 3 to 8 (P4)

Bottom  
Nipples  
Penis  
Scrotum  
Testicles  
Vulva

## Age 8 to 11 (P5-P7)

Vagina  
Clitoris  
Ovary  
Labia  
Anus  
Uterus/Womb  
Foreskin  
Breasts  
Erection  
Wet dreams  
Sexual intercourse  
Contraception  
Touching private  
parts

## Age 12 – 18 (S1-S6)

Masturbation

# Body parts and their functions mapped out from P1-P7

## First level (P1-P4)

My body

My Body Belongs to Me

Private and the PANTS rule (NSPCC)

Keeping clean

How human life begins, pregnancy and birth

## Second level (P5-P7)

My body is changing (inc. menstruation)

Feelings and puberty

Protecting Me/Abuse and Relationships

Love and relationships

Sex: How people have sex?

How adults plan and prevent a pregnancy:



## [Parents@sandyford film - YouTube](#)



# Points to consider when discussing language with children

## First level

Ask additional questions about the language/words/phrase's children...

- Use at home
- Hear from loved ones
- Use with friends
- Have heard on the television.

## Second level

This activity can be a great tool for finding out what children know, clarifying, challenging and setting appropriate, planning rshp  
P6/P7 (you will know your pupils best)

## Points to consider when working with ASN

- Approach in stages, break concepts down in to smaller chunks
- Don't assume understanding
- Pictorial dictionary and thesaurus
- Use of inclusive learning tools

# To conclude

- Crucial to the creation of a safe environment and creates opportunities to discuss appropriate use
- Primary schools are introducing the universal terms for private body parts at P1 (penis, vulva, bottom and nipples)
- Teaching children the proper names for their body parts helps to create healthier messages about body image, protection, consent



# **Stereotypes and gender-biased expectations**

**Equality is about being fair.**

Equality means making sure that every child whether a girl or a boy, has the same chances to make the most of their lives and talents.



Where do children get messages from about what it is to be a boy or a man, a girl or a woman?



Fun Reading

Huge Savings





What are stereotypes?

- Avoiding subjects, they view as requiring them to be “really, really smart”.
- Gender based expectations can impact on boys developing lower reading skills leading
- 36% of 7–10-year-old girls say they are made to feel their looks are their most important feature
- Challenging gender-stereotyped behaviour in early childhood can reduce violence against women and girls (Fawcett Society, Dec 2020)





# Equalities and inclusion

## Early Level

Our families

## First Level

We are similar and different

Boys and girls

Disability

LGB

## Second level

Stereotypes and Equality

Being fair

Transgender

Love and relationships

## Third and Fourth Level

Body image

More about gender

Today we are talking about being boys and girls.





Who can bake a cake?



Who can play football?



Who can build with blocks?



Who likes to play with nerf guns?





## **The importance of inclusive practice**



## In break out rooms



Discuss what kind of things do or could start doing within your practice to, challenge stereotyping, **Stereotypes**, **gender-biased expectations** and to reflect diversity,



**Small changes can make a big impact**



# Equality and diversity

As a teacher, you should strive to promote equality and diversity ensuring that everyone is treated with respect and that individual differences are valued.

Inequality against those with protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race,
- religion or belief
- sex, and sexual orientation

Must be addressed and prevented

[full details here - professional-guide-equality-diversity](#)



[Endorsing Diversity: Talking about LGBT identities in EYs and Primary](#)

# Consent

To have teenager that understand this...



You have to start here...



I am 5

My body is my  
body

Do not force me  
to kiss or hug

I am learning  
about consent  
and your  
support will help  
me keep myself  
safe for the rest  
of my life





**What is consent?**

# Bodily autonomy, consent and protection from harm

- **Early level**

- My body belongs to me
- Saying yes, saying no

- **First level**

- Privacy
- PANTS
- Safe and happy online

- **Second level**

- Social media
- Abuse and relationships

- **Third and Fourth Level**

- What consent means in a relationship
- Age of consent
- First time sex & pressure

- **Senior Phase**

- Relationships
- Are you ready?



# BODY AUTONOMY for Children



## Early Level (Nursey – P1)

- Asking questions, making choices: **Saying Yes/Saying No**
- Children develop an understanding of a range of feelings which they can talk about.
- Children are learning about co-operating, sharing and about manners.

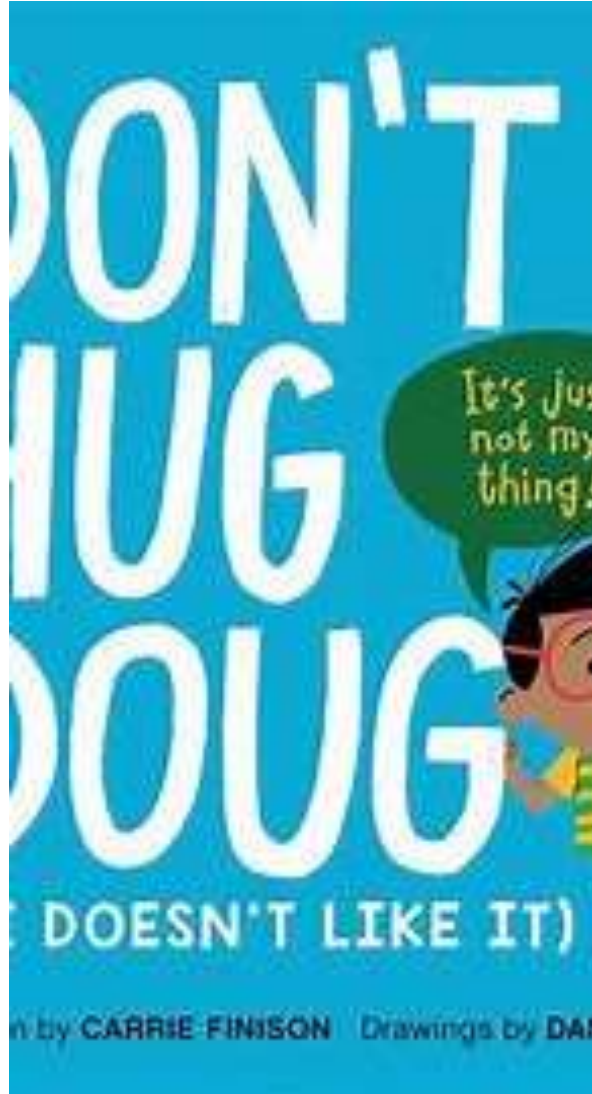




# First level (Primary 2 – 4)

- Privacy My Body Belongs to Me
- Private and the PANTS rule
- Children learn the **concept** of **bodily autonomy** – that their body is their body
- Children learn that parts of their body are private
- Children learn that other children/people also have the right to privacy
- Children learn help-seeking behaviours – trusted adult





**Consent,  
boundaries  
and being in  
charge of  
you  
(bodily  
autonomy)**



# Activity for first level

## **My body belongs to me**

- I can talk about what I like about me and my body.
- I can explain that my body belongs to me.
- I can say who I would go to if I have a question or worry.

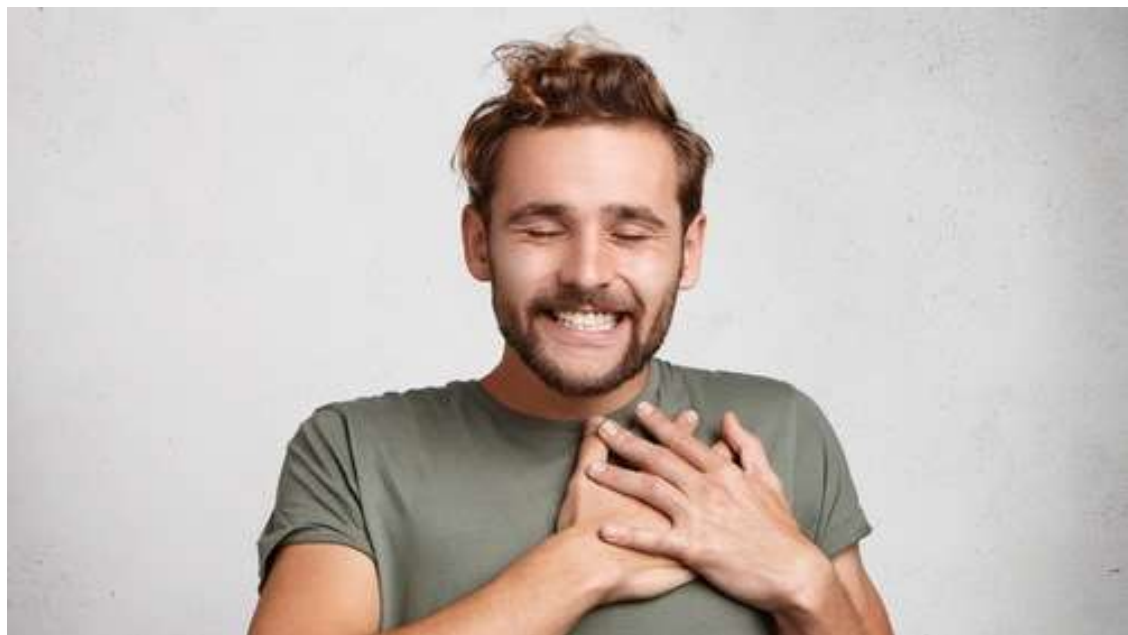
**How do I communicate with  
my body?**



**How do you say YES?**



**How do you say NO?**



**How do you say:  
'I like that'!**

rshp.scot

**How do you  
say:  
'I don't like  
that'?**





# Privacy: Private and PANTS rule

- I can explain that parts of my body are private and that this applies to others too.
- I can explain that my body belongs to me.
- I can say who I would go to if I have a question or worry.

## Second level (Primary 5 – 7)

- Children understand the concept of consent.
- Children understand the concept of bodily autonomy.
- Children acknowledge personal space and boundaries.
- Children know that all forms of abuse are wrong.
- Children learn help-seeking behaviours.



# CONSENT

for  
KIDS

[consent for kids - YouTube](#)

# Consent

Apart from what someone says, how else can you tell if they want something or not?

What does someone say with their face or their body if they mean no (even if they don't say it?)



## Consent scenario C:

Michael has a packet of crisps.

His friend Leah says “Can I have one?”

Michael doesn’t look happy, he says “Well....”

**Can Leah take a crisp?  
Has Michael given his  
consent?**





# Consent scenario F

Robbie's auntie and uncle are visiting.

They are leaving soon and his Mum says "Robbie, go give Auntie Rose and Uncle Derek a kiss goodbye".

Robbie really doesn't want to kiss them goodbye.

**What can Robbie say or do?**



## **Consent scenario H**

Andrew likes Misha,  
they are friends.

Andrew would like  
Misha to be his  
girlfriend.

He wants to hold her  
hand as they walk  
home.

**What can Andrew  
say or do?**

rshp.scot



## Consent scenario I

Misha likes Andrew,  
they are friends.

Andrew asked Misha if  
he could hold her hand  
when they were walking  
home.

Misha just wants to be  
Andrew's friend, not a  
girlfriend.

She doesn't want to  
hold his hand.

**What can Misha say  
or do?**



# Sexting Scenario

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You are delivering RSHP to P7, one of them tells you that their friend has recently started talking to a boy and really likes him. They tell you that he has asked her to send a naked picture. He hasn't just asked for this once, but numerous times over the last few days.

Focus on what you would do? How would you support this young person



# Progression



## **Video: Consent for kids**

[www.youtube.com/watch?v=h3nhM9UIJjc](http://www.youtube.com/watch?v=h3nhM9UIJjc)

## **Consent: Cup of tea**

<https://vimeo.com/128105683>



## **Consent and the Law**

[Sharing images \(nudes\) – Healthy Respect](#)





## [Consent for Kids — Rachel Brian](#)



## [A resource for professionals](#)

**End of session one**

**Any questions**

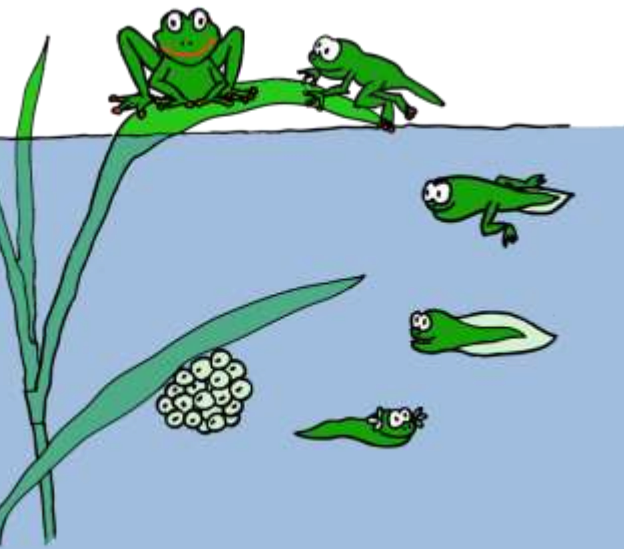




WELCOME  
BACK

The text "WELCOME BACK" is rendered in a vibrant, comic book-inspired font. Each letter is outlined in thick black and filled with a primary or secondary color. The word "WELCOME" is on the top line, and "BACK" is on the bottom line. The letters have a slightly irregular, hand-drawn appearance with small dots and lines around them, giving it a dynamic and energetic feel.

**Any questions, reflections from last week?**



## Life cycles, how human life begins, puberty, relationships and sex



# **Sexual Health and Reproduction**

## **Early Level**

Looking after plants and animals

Pregnancy and looking after a baby

## **First Level**

My body

Privacy

Looking after plants and  
Animals

How human life begins,  
Pregnancy and birth



# ‘but how does the egg and sperm meet?’

One way is that the woman and man love each other and they have sex, this is a special thing that grownups can do.

When they have sex the man's penis goes inside the woman's vagina and sperm comes out and goes to meet the egg inside the woman's body.



# Sexual Health and Reproduction

## Second level

My body – puberty

My senses: things I like and don't like

Love and relationships

**How do people have sex/what is sex?**

How human life begins, pregnancy and birth

How adults plan and prevent pregnancy



# What is sex?



# What is sex?

- **Sex is something that adults can do when they love and care for each other.** Sometimes people talk about 'making love'.
- When a couple want to have sex, they will go to **a private place** like their bedroom. They will **kiss and cuddle and touch each other's bodies**. They will touch the private parts of each other's bodies.
- **Sex should feel nice.** Adults learn what they like and don't like.
- **You must be 16 years** or older to have sex.
- You can only have sex with someone if they **consent** to having sex
- Consent means agreeing or saying yes to having sex



**Reasons why people choose to have sex?**

**Reasons why people choose not to have sex?**



# In break out rooms



## Discuss second level session

**Sex: How do people have sex/What do they do?**

Discuss content, share good practice, approach and considerations

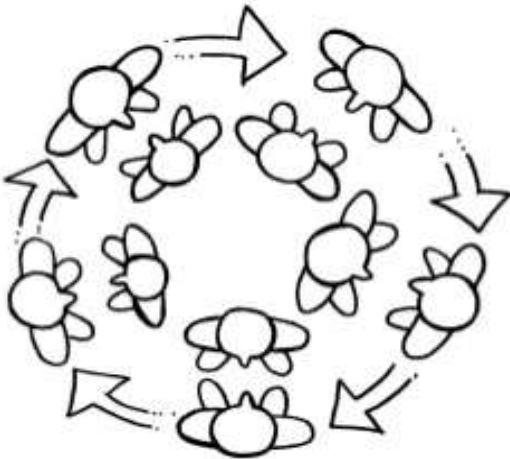
[Sex - How do people have sex \(Activity plan\)](#)  
[rshp.scot](http://rshp.scot)





**Do you have  
any questions  
about sex?**

# **Practicing conversations and responding to children and parents**



**Carousel**

# How are babies made?

Where do periods come out?

Why do boys have nipples?

What is sex?



What is a clitoris?

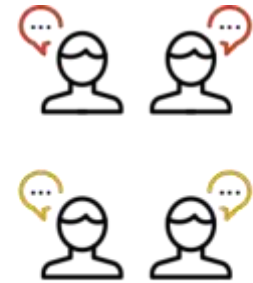
How do two men have sex?

What is porn?

What is masturbation?

What is an orgasm?

# In pairs in breakout rooms



- Question will be dropped into the chat
- Decide what age of child asking question
- Take turns
  - Child (asking question)
  - Teacher (responding to question)
- **Allow time after each question** to discuss response and encourage constructive feedback
- **Repeat process** until you both have had a few turns at asking and responding to a questions



## As a large group



Let's discuss how we got on and take a look at some responses to the questions




**What is  
sex?**




## **First level**

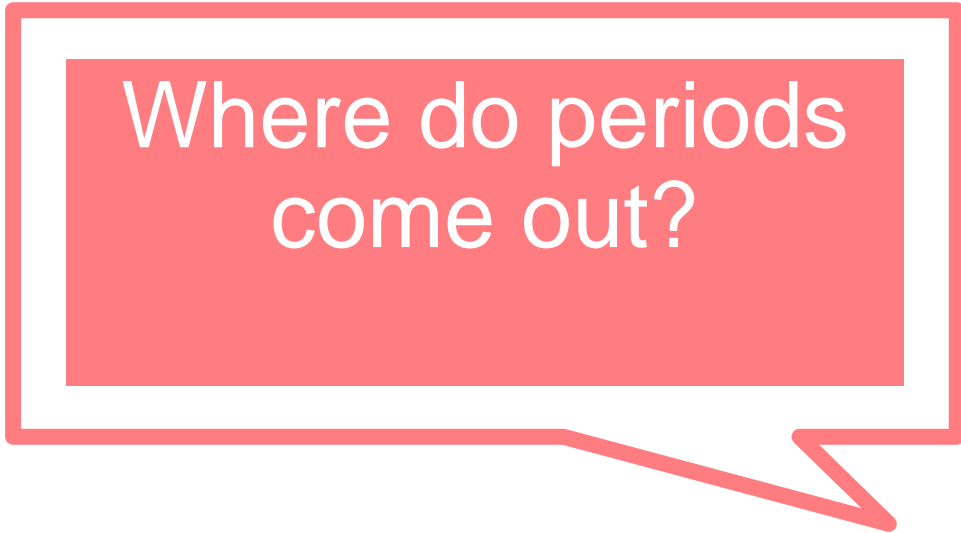
Sex is a special way that grown-ups can show love for each other. You will learn more about sex when you are in upper school/second level primary

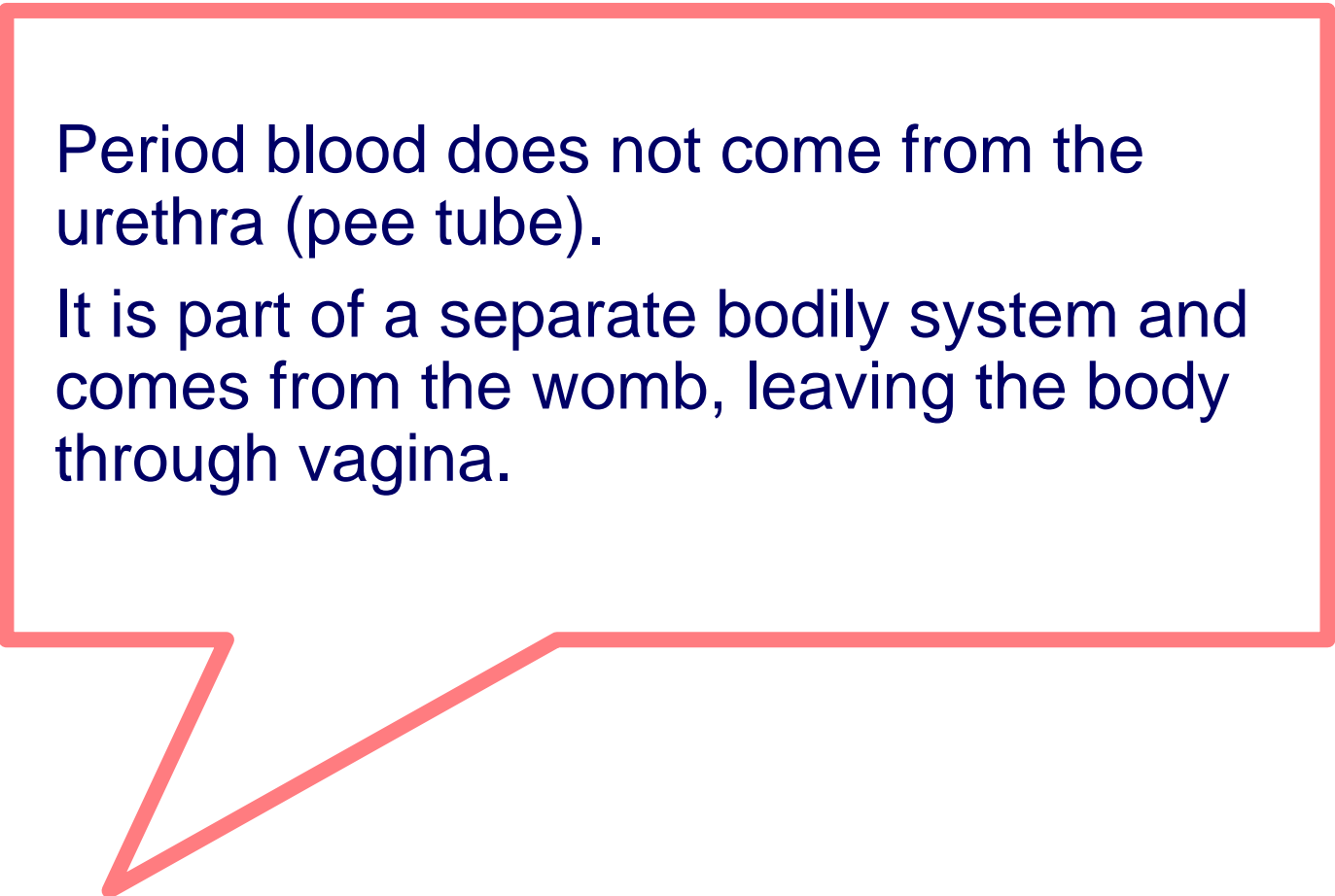
## **Second level**

- Sex is something that adults can do when they care or love each other. Sometimes people talk about 'making love'
  - Sex should feel nice.
  - Everyone has sex in different ways, sex can include kissing each other, kissing and touching each other's bodies and private parts (penis and vulva).
- 



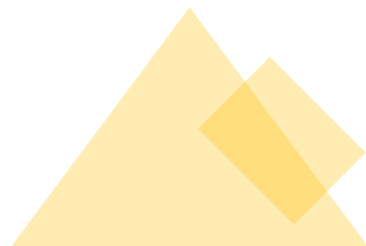

Where do periods  
come out?





Period blood does not come from the urethra (pee tube).

It is part of a separate bodily system and comes from the womb, leaving the body through vagina.





What is porn?






Porn is short for pornography.

Pornography is sexual images or videos.

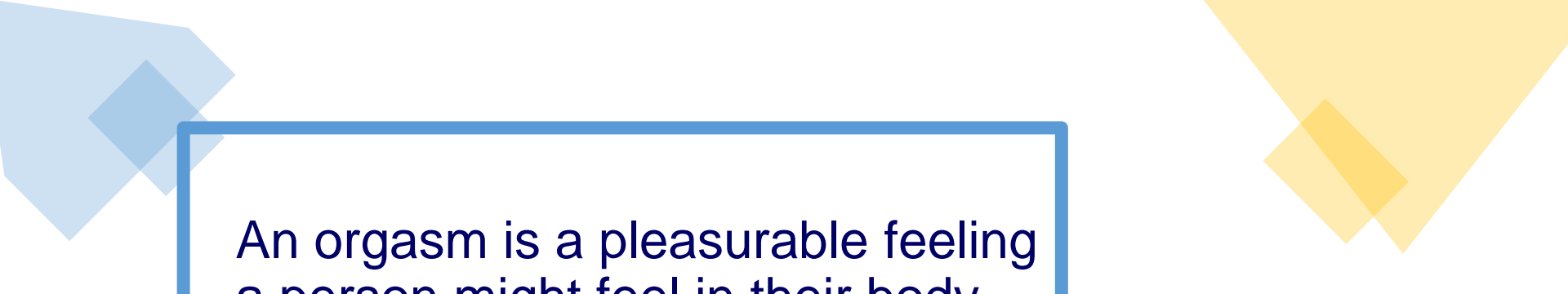
You must be 18 to watch pornography.

If you ever see things about sex that makes you upset or have some questions always speak to an adult you trust.



The background features several overlapping geometric shapes. In the top-left corner, there are light blue polygons. In the top-right corner, there are yellow polygons. In the bottom-right corner, there are more light blue polygons. A blue-outlined speech bubble is positioned in the upper-left area of the slide.

**What is an orgasm?**



An orgasm is a pleasurable feeling  
a person might feel in their body.  
When people have sex, they might  
have an orgasm.

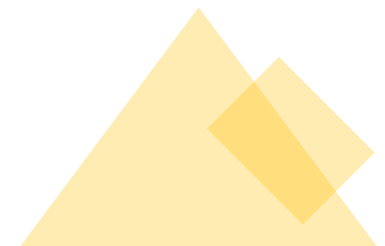


**Why do boys have  
nipples?**



All babies develop the same way until their Mum is about 8 weeks pregnant, and that includes nipples.

So, if the baby that is growing inside the Mum develops to become a boy, he will still have nipples.





**What is  
masturbation?**





## **Touching your private parts**

- Some children touch their penis or vulva because it can be soothing or enjoyable.
- This is okay. This should only be done in private. And remember that your private parts are private, no-one else should touch them.
- Small children can explore their own genitals from an early stage as part of the normal process of development.

**If further explanation is needed, an appropriate response could be any of the following:**

- Masturbation is when a person touches their body and genitals because it feels good or pleasurable.
- They can make themselves orgasm or 'come' by doing this.
- It's a normal part of life. It's ok to masturbate in private if you want to and it's not something to be ashamed of.

**Adapted from**

<https://www.childline.org.uk/info-advice/you-your-body/puberty/pubertyfacts>

# Top tips

- Take a moment – breathe – consider;
  - Do you need to answer straight away?
  - Arrange another time when you both have space to talk
- Be honest –
  - It is ok to say, 'I don't know?'
  - If appropriate 'let's find out together'
- Answer the question with another question:
  - 'What does the word mean to you;
  - 'Where did you hear the word';
  - 'Tell me a little bit more about that...'
- Keep to the question – avoid over loading

Lets look at how we  
would respond to  
questions parents  
and carers may ask



## Question 1

A parent has come to you and said they do not want their child learning or using the correct terms for body parts.



- Teaching children the proper names for their body parts helps to create healthier messages about body image, protection and consent.
- Primary schools introducing the universal terms for private body parts (penis, vulva, bottom and nipples) is in line with NSPCC pants.
- The genitals are simply a part of our body, using the correct names encourages positive body image and avoids message of shame/embarrassment.
- If we want to be clear about what children mean when they talk to us about their body and touch, then we need to teach them accurate language.





## Question 2

A parent asks how you will take account of their cultural and religious beliefs. They say LGBT is not a topic that should be taught in Primary School



**Keep  
children at the  
heart of  
conversations**

Every family in Scotland has  
the right to their own values  
and beliefs

It is about children receiving the  
message **they are seen,  
valued and accepted**

Every child in Scotland has the right to learn  
about their body, relationships, sexuality and  
sexual health

**RSHP education is learning about all kinds of families and  
relationships, celebrating diversity, encouraging respect  
and acceptance**

It is important to explain clearly that the **focus of anti-  
homophobia work in the school is on anti-bullying,  
anti-discrimination and respect for all**

We have a legal duty to provide education that does not discriminate  
against any parts of our population, in line with the Equality Act (2010)

**August 2023**



**Scottish Government**  
Riaghaltas na h-Alba

# **Guidance on the Delivery of Relationships, Sexual Health and Parenthood (RSHP) Education in Scottish Schools**



## Practice session

A safe space to explore, share good practice, problem solve certain topics

Topic chosen by group last week was

**LGBT+**



Lesbian



Gay



Bisexual



Trans



Queer



Intersex



Asexual

Others

LGB



Sexual orientation

T



Gender  
Identity

Q



Umbrella  
term

I



Biological sex  
characteristics

A



Sexual orientation

+



# LGB Terminology

## Early years and first level

- **Gay** - when a person loves someone of the same sex, this can be two men together or two women together.
- **Lesbian** – a women who loves another woman
- **Bisexual** – when someone is in love with a person who is the same sex as them, or someone of a different sex
- **Heterosexual** - when people of different sex love another, like a man and a woman

For full content see –

[Part-5.-Heterosexual\\_LGB-Activity-plan.pdf](#)







## Level: Early years (3yrs – P1)



1. Families and friendships
2. Every child is unique and special
3. Your body
4. Feelings and making choices
5. Looking after living things.



**Level: first level (P2-P4)**



## **Similarity, diversity and respect**



1. I am unique
2. We are similar and different



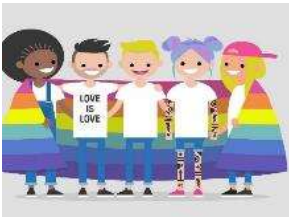
3. Boys and girls
4. Disability
5. Heterosexual/LGB





Level: second level (P5-P7)

## A fair and equal life for girls and boys



1. Stereotypes and Equality
2. Being fair
3. Being transgender

Sometimes people might say **trans**, they feel that the sex they were born doesn't match how they feel inside.

Full session content can be found here  
[Being-transgender](#)

## **LGBT+ Terminology – Primary School - Second level -**

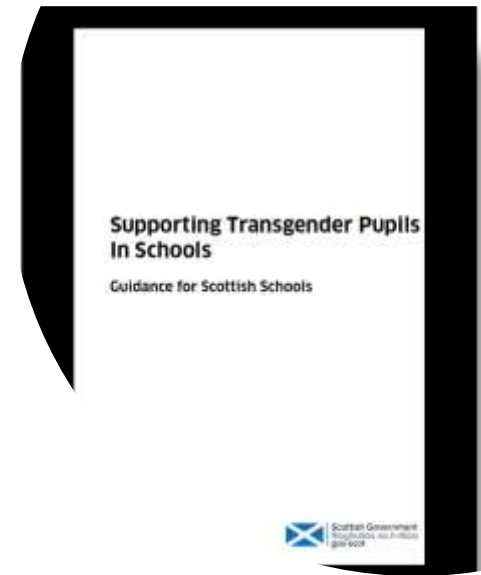
- **Lesbian** - someone who is **romantically/emotionally** and/or is physically attracted to other girls or women.
- **Gay** – someone who is romantically/emotionally and/or is physically attracted to people of the same gender.  
(Some women may prefer to use this term)
- **Bisexual** –someone who is romantically/emotionally and/or physically attracted to more than one gender
- **Transgender** - We all have a gender identity. Some people do not feel their bodies fit their gender.

**For example;**

Boys sometimes feel they should have been born girls and girls feel they should have been born as boys. Some feel like neither and sometimes they feel like both.

## Key messages

- Best interests of the young person
- Rights
- Confidentiality
- **Not a Child protection concern**
- Responsibility to stay up to date with inclusion (Managers/Staff)



[Supporting transgender pupils in schools - Guidance for practitioners](#)

## About



About TIE



Our Team

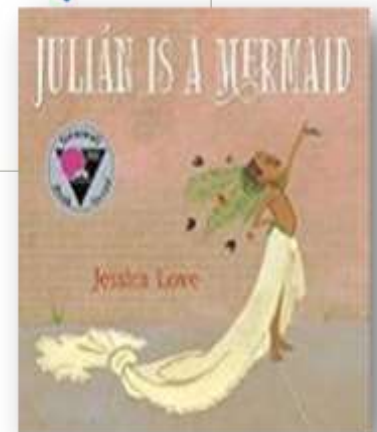
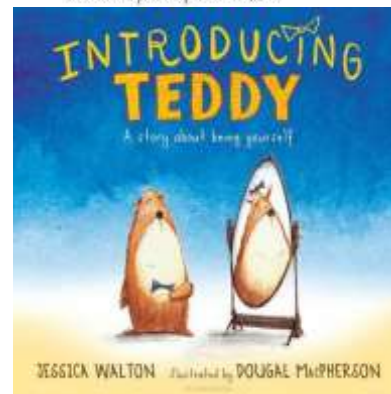
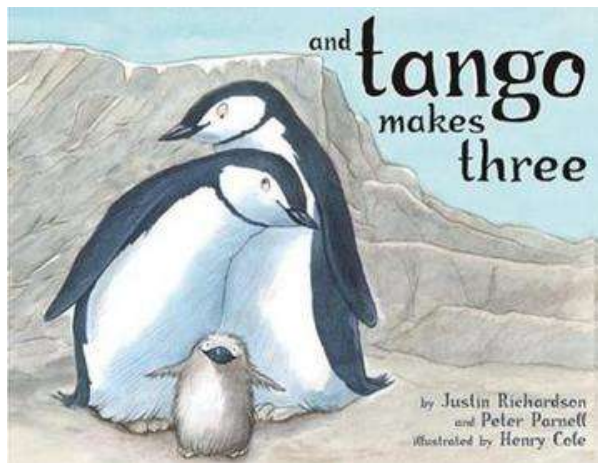
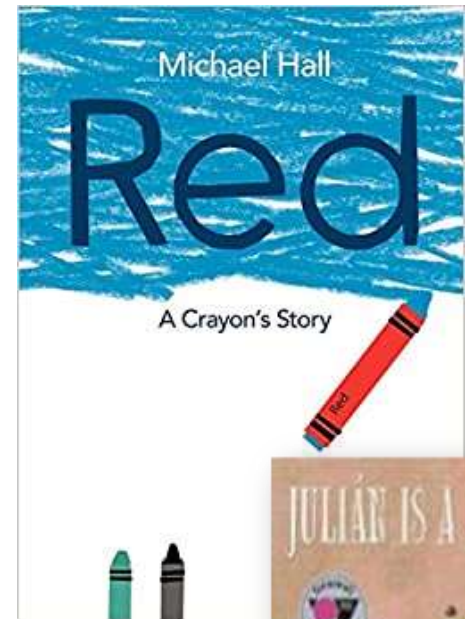
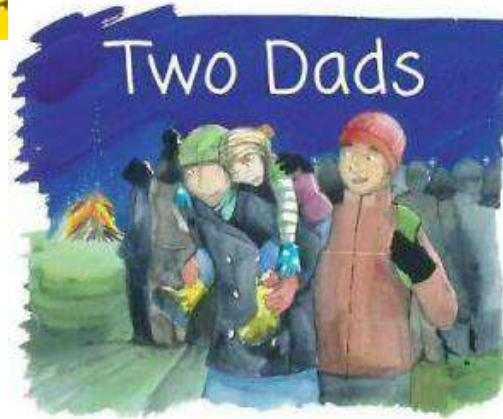
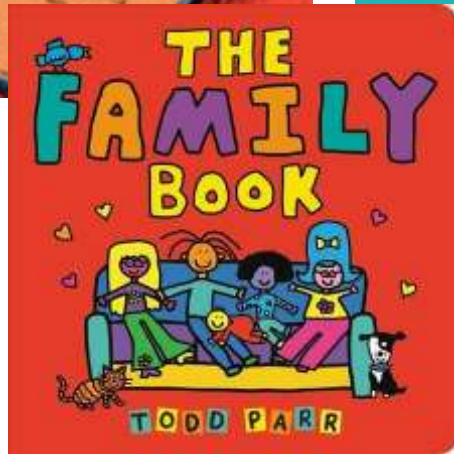
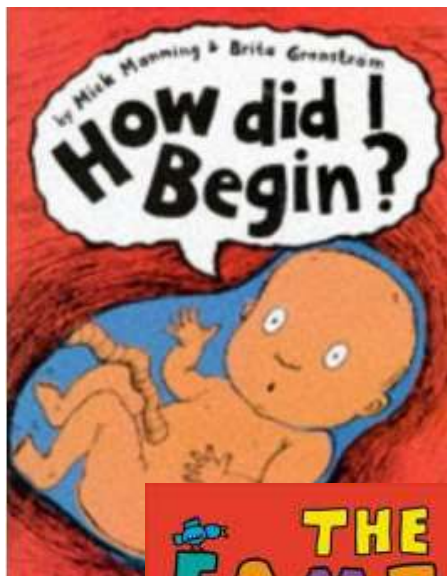


Our Impact

[tieeducation.scot](https://tieeducation.scot)

[Teachers - Time for Inclusive Education \(tie.scot\)](https://tie.scot)





# What Does LGBT+ Mean?

A Guide for Young People (and Grown-Ups)



## Identity (KS1/2)

These resources are designed to help you explore the different aspects of identity and how they can change over time.

Click on the links below to explore the different aspects of identity and how they can change over time.

Get the Book



Book 1: Identity



Book 2: Identity



Book 3: Identity



Book 4: Identity



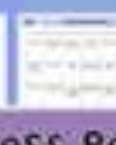
Book 5: Identity



Book 6: Identity



Book 7: Identity



Book 8: Identity

## Tom Daley



## Princess Penny



[www.popnolly.com](http://www.popnolly.com)



- **Keep**

What would you keep/what is working?

- **Start**

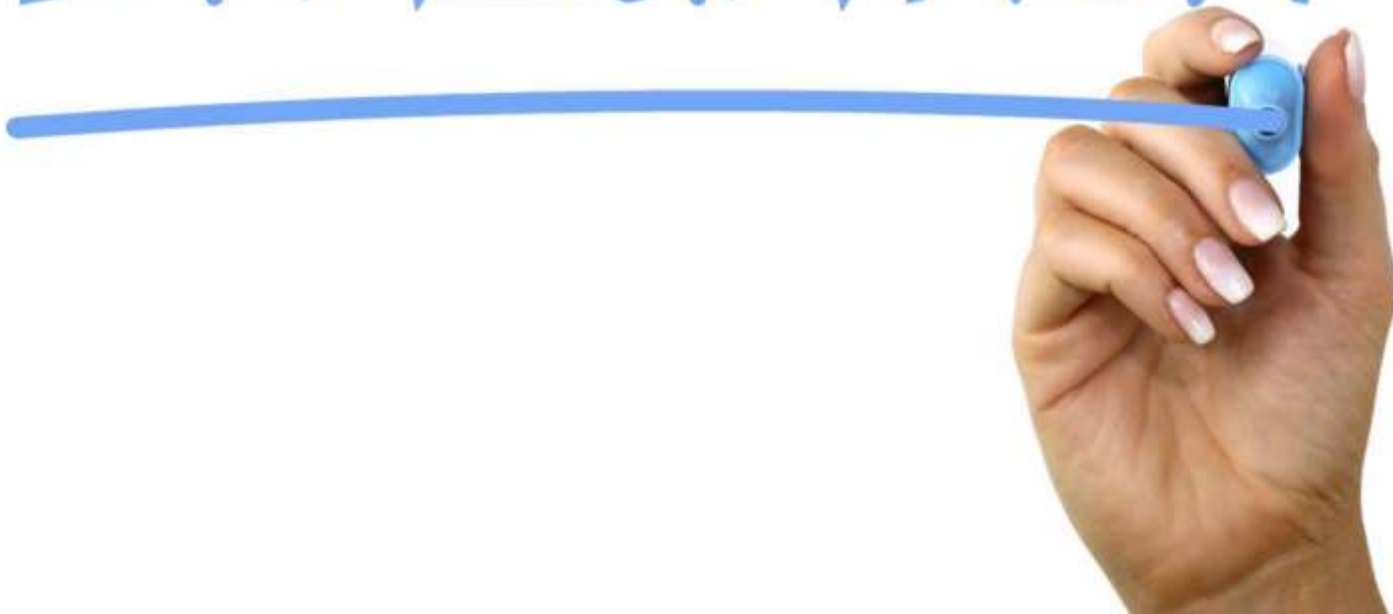
What would you introduce into your setting?

- **Stop**

Are there any areas of practice you would change



# EVALUATION



[Click here for Post Primary RSHP11.09.2023](#)

[illegible]



[www.healthyrespect.co.uk](http://www.healthyrespect.co.uk)

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