



# **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.

# 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

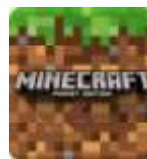
# Safer space agreement...



**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



# What can we do

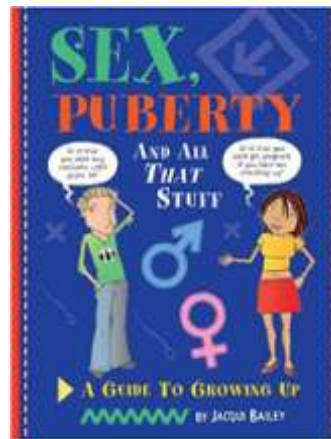
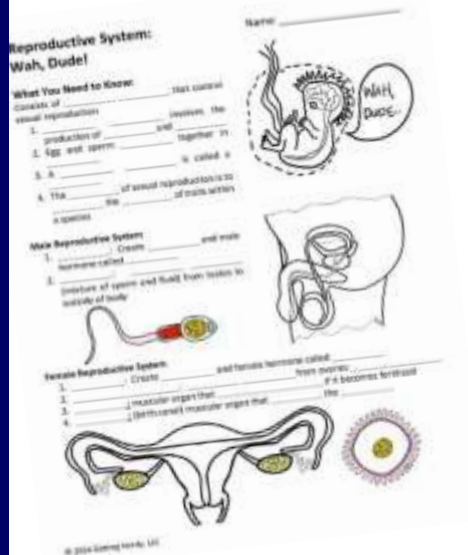
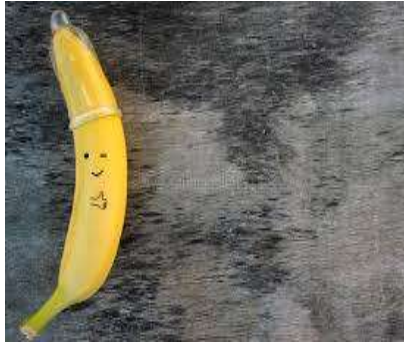


- Keeping children at heart of conversations
- Our starting point needs to reflect the needs of the children in front of us
- Key messages
- Resources available to support.



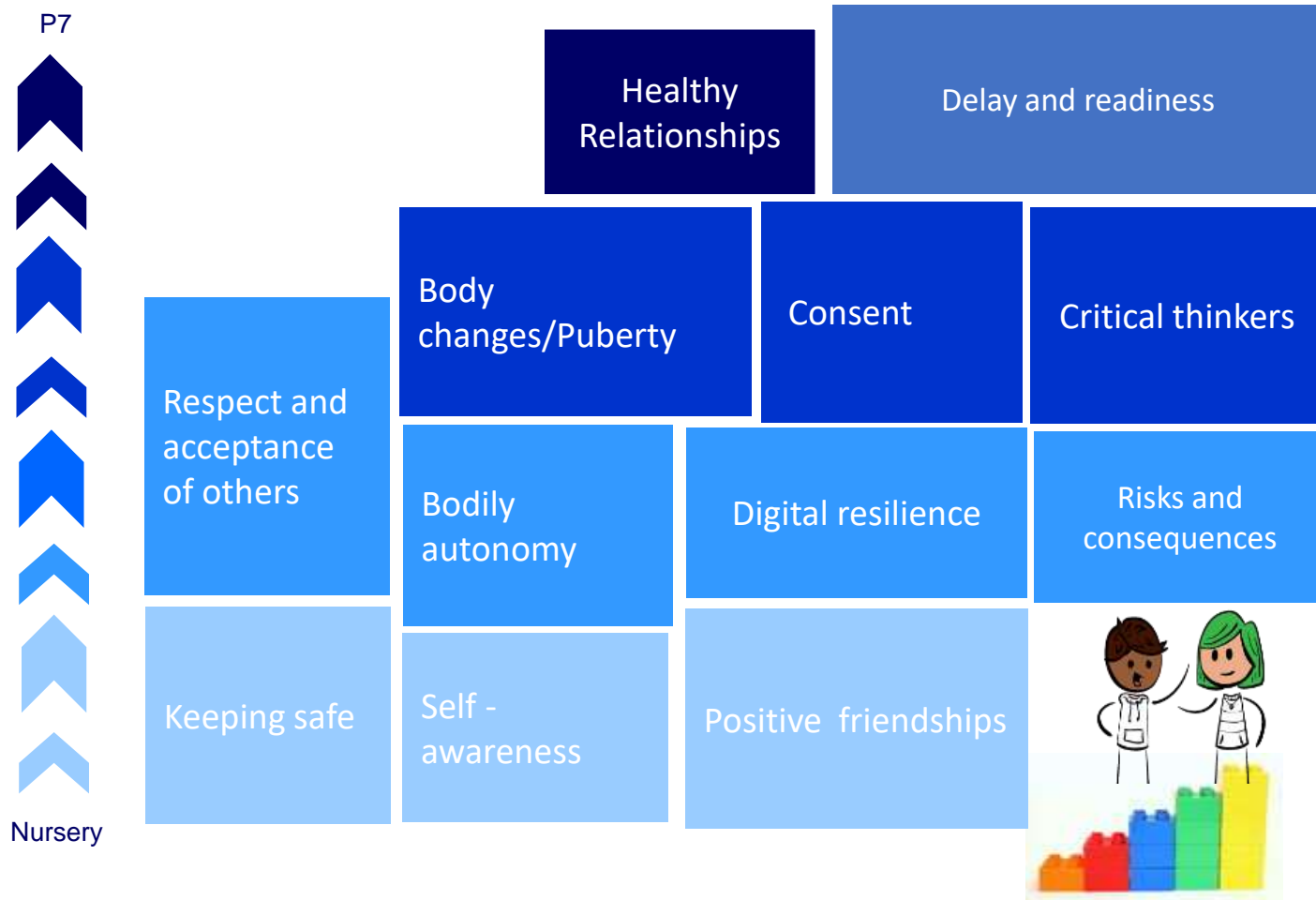
[Home - RSHP](#)

# What were your experiences of sex education?





# Benefits of RSHP education in primary schools



**Protective factors and evidence based**



## Relationship, Sexual Health and Parenthood (RSHP)

**\*Poll\***

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



# 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)



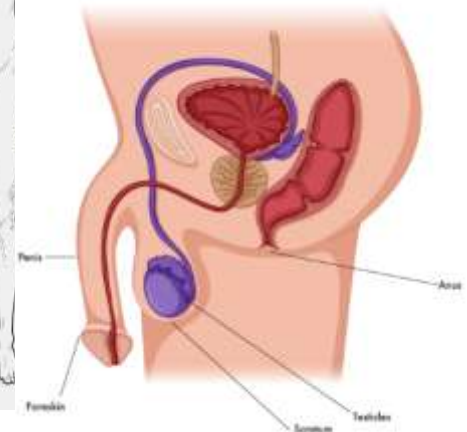
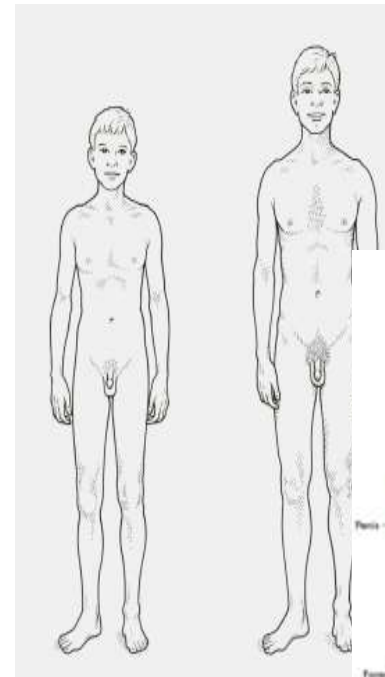
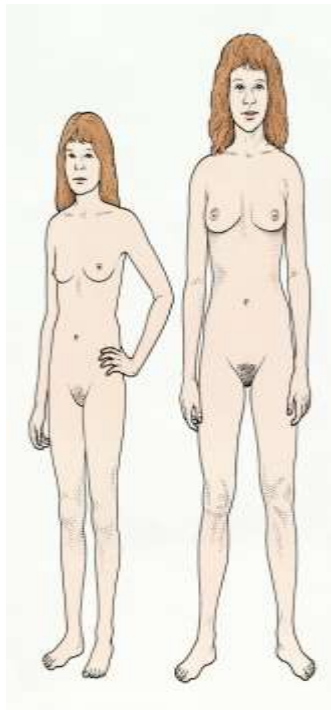
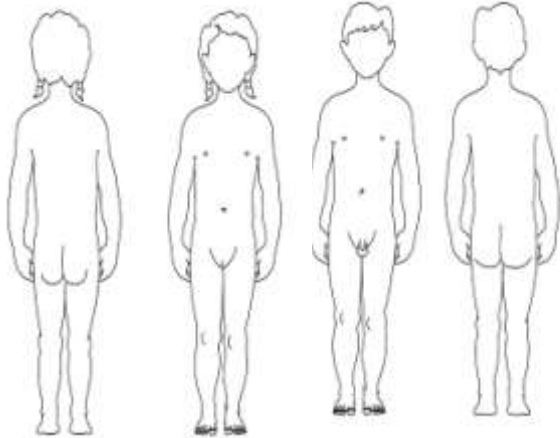
# Why does RSHP matter?



<https://vimeo.com/361263347>

# Language Activity

Talking about body parts and their functions



# So why can it be so emotive?

1. Not many different variants for elbow or knee but talk about penis or vulva or vagina, well the list can 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

# On flip chart paper



Write down any words you know or have heard children and young using the 2 headings below

**Intimate body  
parts and  
sexual  
activities**

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**Sexual  
activities**

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# Group discussion



## 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

First Level -  
RSHP

## Age 8 to 11 (P5-P7)

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

Second Level -  
RSHP

## Age 12 – 18 (S1-S6)

Masturbation

Third + Fourth Level -  
RSHP

## 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
- Importance of private and public space

# 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?**







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





# 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 groups



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**

## Endorsing Diversity: Talking about LGBT identities in EYs and Primary



# Consent

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



To have teenagers that  
understand this...





**What is consent?**

# Bodily autonomy, consent and protection from harm (mapping)

## 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)

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- 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





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## 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.



# My body belongs to me



[consent for kids - YouTube](#)

**CONSENT**  
for  
**KIDS**



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**Let's look at some of the consent activities**





How do I  
communicate  
with my body?

# Consent scenario H

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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?**





# 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?**



# Sharing nudes 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)

## Video: Consent -cup of tea

<https://vimeo.com/128105683>



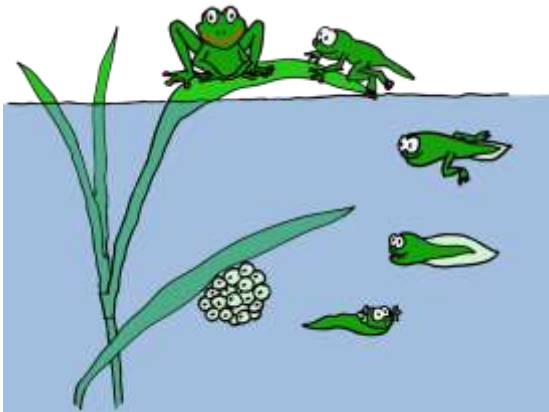
## Consent and the Law

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



[Consent for Kids — Rachel Brian](#)





## 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



# 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?



**First level**  
(P2-P4)



**Second level**  
(P5-P7)

# In groups choose which level to discuss



## First level session

**How human life begins, pregnancy and birth**

Discuss content, share good practice, approach and considerations

## Second level session

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


Discuss content, share good practice, approach and considerations



A large orange shape, resembling a stylized letter 'C' or a semi-circle, is positioned on the left side of the slide. It has a dark blue vertical bar to its left.

## **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

A yellow dashed line consisting of three curved segments, starting from the end of the text and pointing towards the bottom right corner of the slide.

# ‘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.



## Second level

- **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





relationships, sexual health  
and parenthood



If a man and a woman are having sex, and they both want to do it, the man can put his penis inside a woman's vagina and gently move his penis in and out. This should feel nice for both people.

When people have sex,  
they might have an  
orgasm.

For a woman an orgasm is a pleasurable feeling in her body.

For a man, if he has an orgasm (called ejaculation) a white liquid called semen will come out of his hard penis. He will enjoy this feeling.





**If a man has an orgasm (ejaculates) when the penis is inside a vagina, then the sperm may meet the egg, and this is the way a pregnancy can happen, and a baby is made**

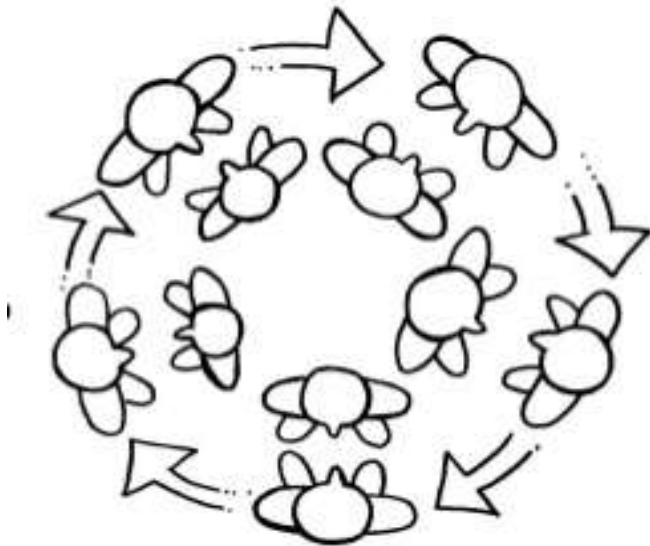
**If someone does not want to get pregnant, they need to use contraception**





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

# Practicing conversations and responding to children



**Carousel**



## How are babies made?

Where do periods  
comes 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?

# As a large group



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




**What is  
sex?**

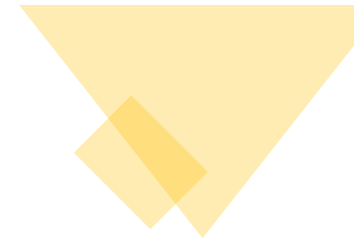
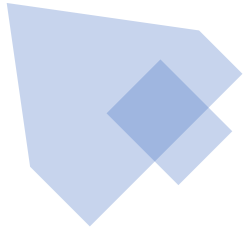


### **First level**

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

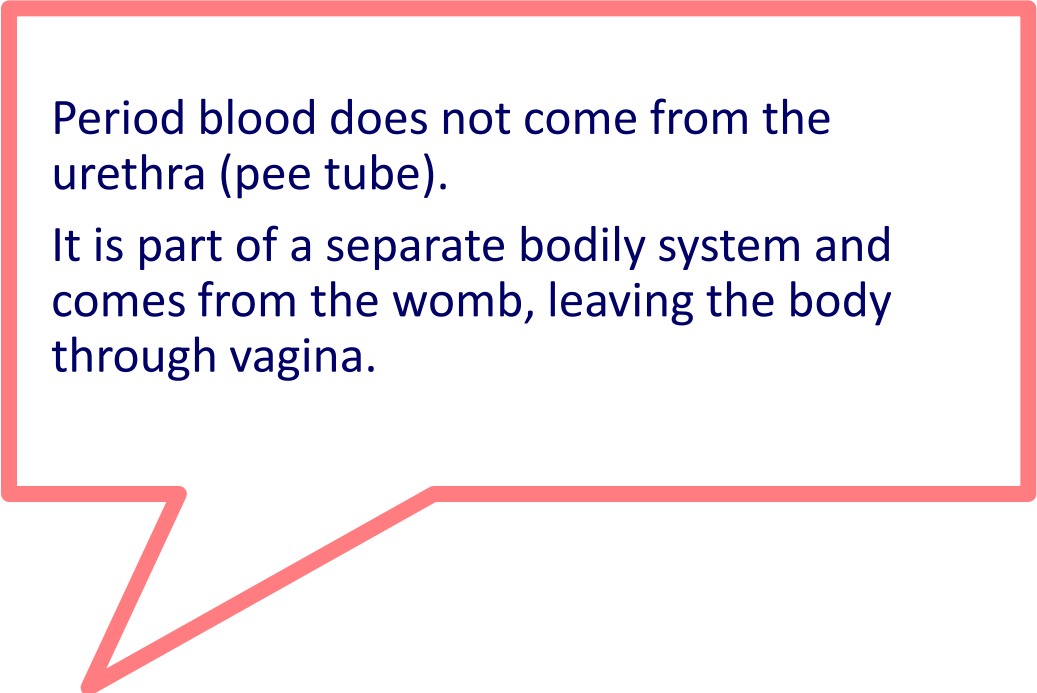
### **Second level**

- 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).
- 



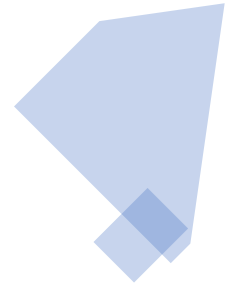
Where do periods  
come out?





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.

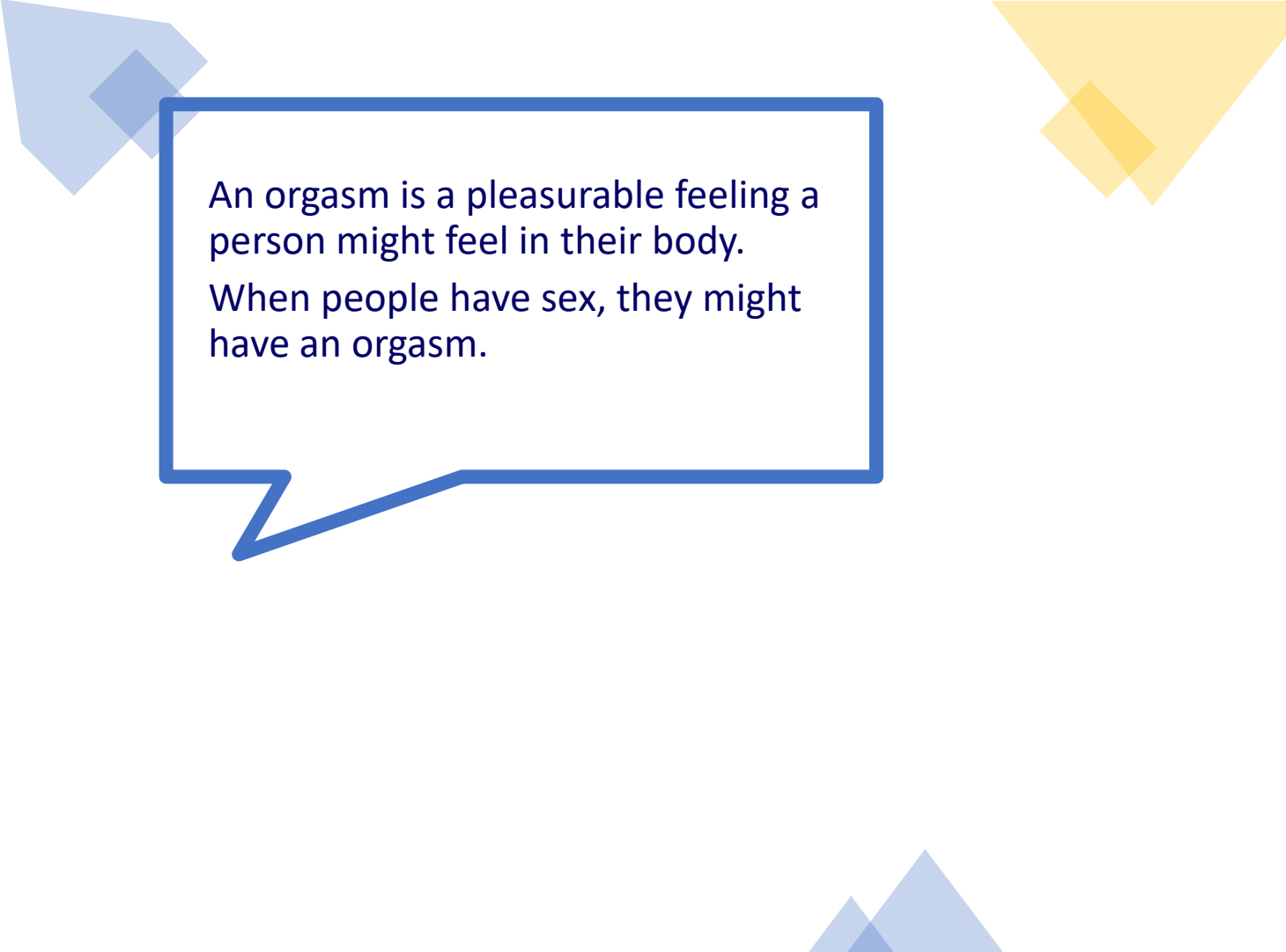
You must be 18 to watch pornography.

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





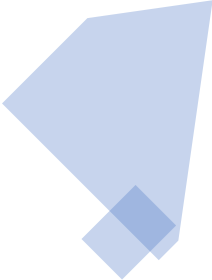
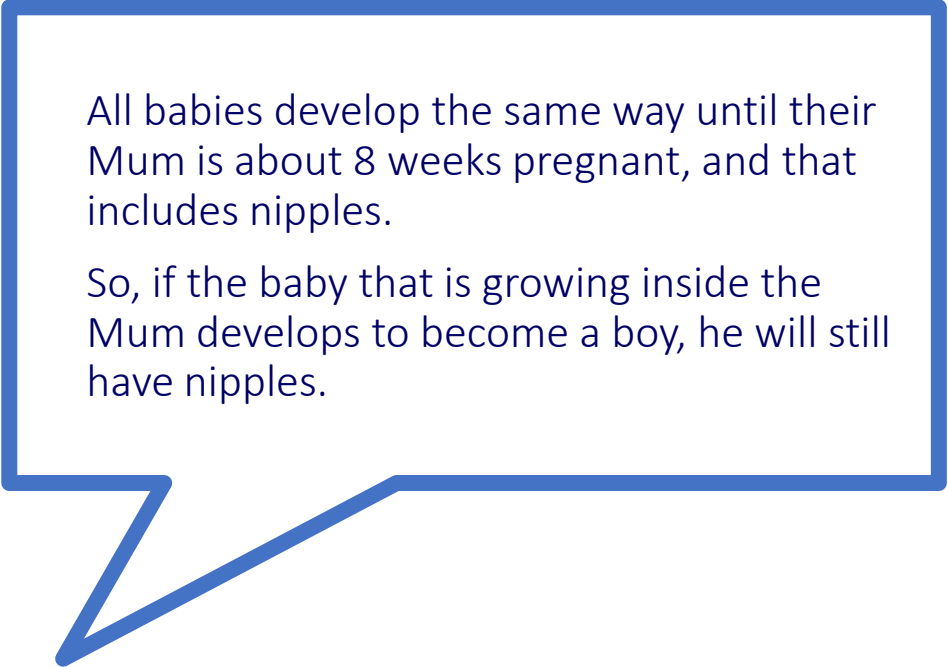
**What is an orgasm?**



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**

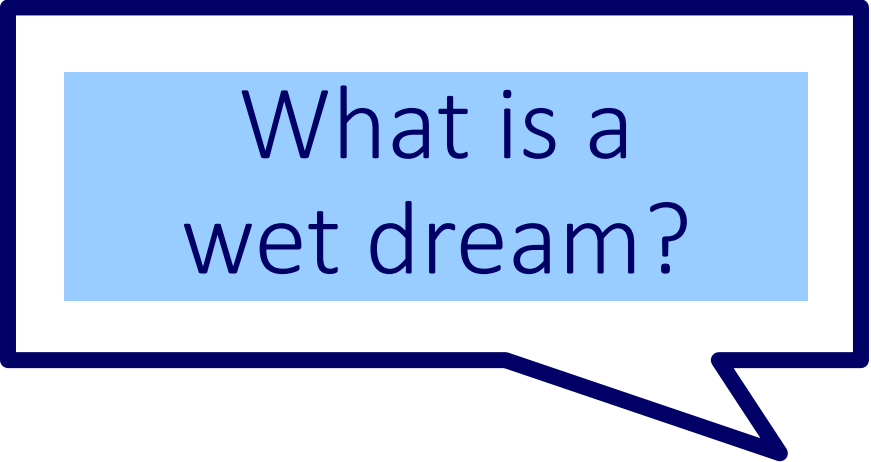
- Some children touch their penis or vulva because it can be soothing or enjoyable.
- This is okay. This should only be done in private. And remember that your private parts are private, no-one else should touch them.
- Small children can explore their own genitals from an early stage as part of the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

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

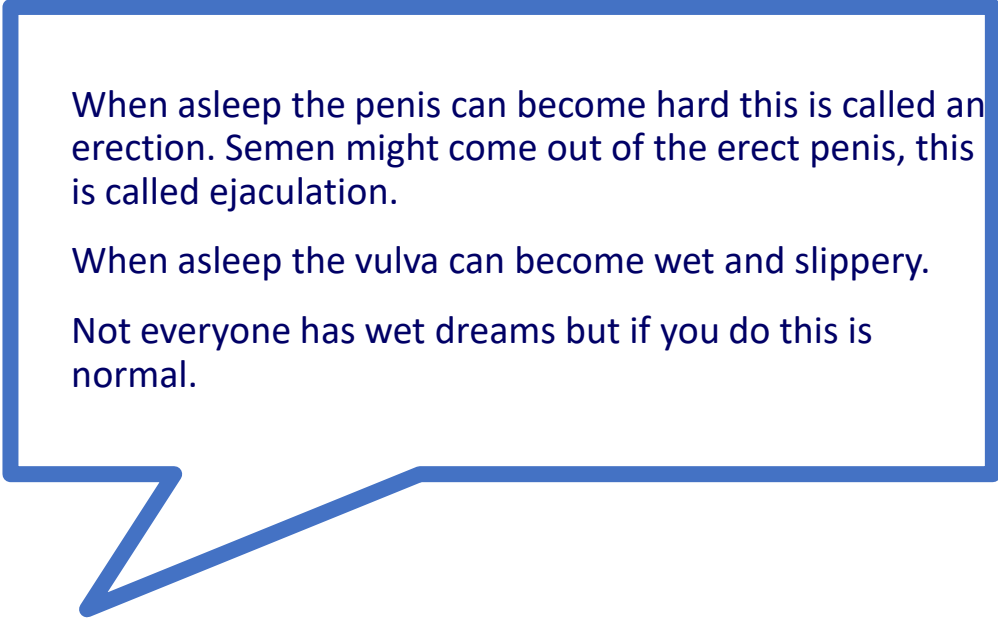
- Masturbation is when a person touches their body and genitals because it feels good or pleasurable.
- They can make themselves orgasm or 'come' by doing this.
- It's a normal part of life. It's ok to masturbate in private if you want to and it's not something to be ashamed of.

**Adapted from**

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



What is a  
wet dream?



When asleep the penis can become hard this is called an erection. Semen might come out of the erect penis, this is called ejaculation.

When asleep the vulva can become wet and slippery.

Not everyone has wet dreams but if you do this is normal.



**What is a  
clitoris?**





It is the female sexual organ.

Part of our private parts (vulva )

This can be a place that adults touch each other's to feel nice.

## 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 plans.
- 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)

# About



About TIE



Our Team



Our Impact

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

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



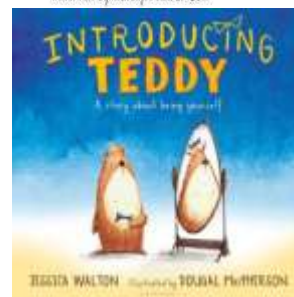
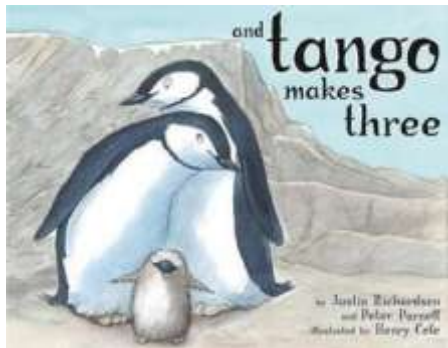
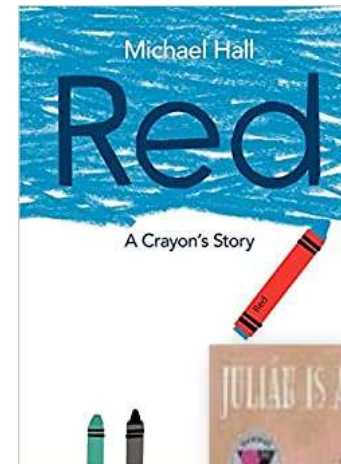
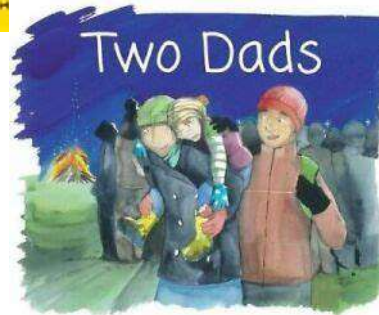
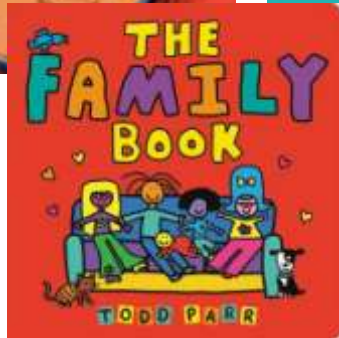
# Equality and diversity

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

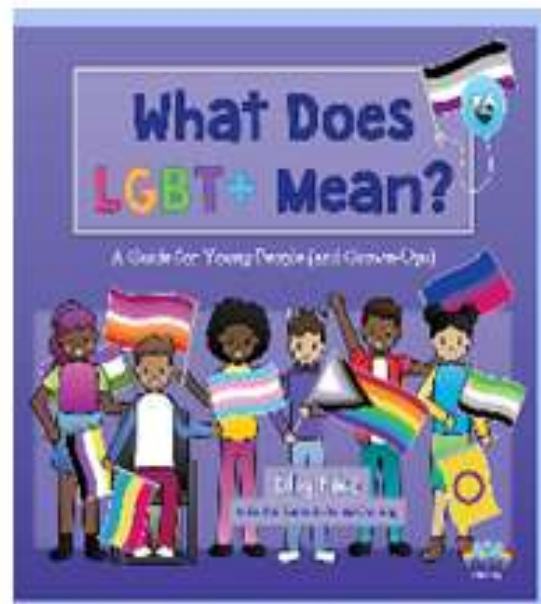
Inequality against those with protected characteristics:

- 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](#)







[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





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

