

# Hanover Street School



## Relationship, Sexual Health & Parenthood Education (RSHP) Policy

<u>Relevant Performance Indicators</u>		
HGIOELC (2016) HGIOS4 (2015) Quality Indicators	1.4 2.1 2.5 3.1	Leadership and Management of Staff Safeguarding & Child Protection Family Learning Ensuring Wellbeing, Equity and Inclusion
Health and Social Care Standards (2017)	1.28  1.29  1.31  3.20	I am supported to make informed lifestyle choices affecting my health and wellbeing.  I am supported to be emotionally resilient, have a strong sense of my own identity and wellbeing.  As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play.  I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities.

Policy Written By	In Consultation With	Date of Review	Date of Next Review	Changes Made	Signature(s)
Gillian Forbes, Depute Head Teacher	P5-7 Class Teachers & Pupils (House Captains)	November 2018	August 2019		<i>Gillian Forbes</i>



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## 1. Rationale

Hanover Street School is a Rights Respecting School. Throughout all areas of the curriculum, we aim for children to expand their awareness, recognition and realisation of their rights (United Nations Convention on the Rights of the Child (UNCRC)), and to encourage respectful behaviours towards the rights of both themselves and others.

Above all, as a school, we have a responsibility to keep children **safe from harm**.

Relevant articles from the UNCRC are:

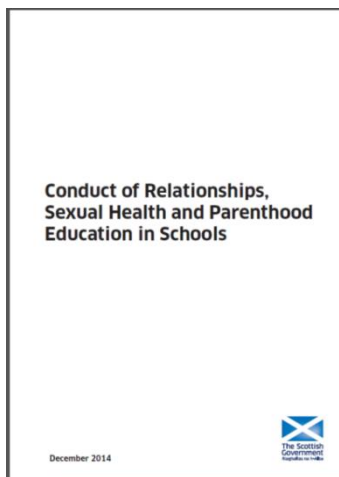
### **Article 29:**

*Your education should help you use and develop your **talents and abilities**.  
It should also help you learn to live peacefully,  
protect the environment and respect other people.*

### **Article 19:**

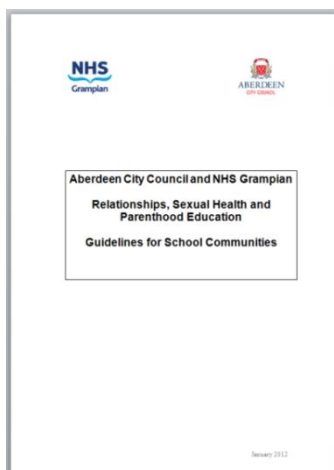
*You have the right to be **protected from being hurt and mistreated**,  
in body or mind.*

This policy has been written with consideration of National and Local guidance, with reference to the following important documents:



*RSHP education is a key part of Health and Wellbeing within Curriculum for Excellence. RSHP education focuses on equipping children and young people with the knowledge, skills and values to make informed and positive choices about forming relationships. It can assist with making safer decisions about their sexual and emotional health and wellbeing in a responsible and healthy manner, as an important part of preparation for adult life. Children and young people develop an understanding of how to maintain positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships and sexual health. They also develop an understanding of the complex role and responsibilities of being a parent or carer.”*

### **Page 1, Conduct of Relationships, Sexual Health and Parenthood Education in Schools, December 2014 Scottish Government**



At Hanover Street School, we therefore view RSHP as both part of a proactive approach to keeping children safe from harm as well as part of a child's education and overall wellbeing.



## 2. Aims and Objectives

As a nurturing school, we believe in the 6 principles of nurture. These are **all** particularly relevant to RSHP.

### The Six Principles of Nurture

1. **Children's learning is understood developmentally**
2. **The classroom offers a safe base**
3. **The importance of nurture for the development of wellbeing**
4. **Language is a vital means of communication**
5. **All behaviour is communication**
6. **The importance of transition in children's lives**

**Ref: Lucas,S., Insley,K. and Buckland,G. (2006) Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve, The Nurture Group Network**

Without doubt, RSHP is a lifelong process. It continually develops as children and adults transition through different stages and experiences in their lives.

Knowledge of RSHP starts informally at an early age with parents/carers and continues through adulthood both within the home, at all stages of school life and through community settings where young people attend.

At Hanover Street School, and in partnership with parents and carers, and through a nurturing approach, we aim to provide a safe and secure environment, where accurate and appropriate knowledge and information is key:

- children **acquire knowledge, understanding and skills, and develop beliefs, attitudes and values** about their sexuality and relationships within a moral and ethical framework;
- **accurate and relevant information is provided** about the mental, emotional, social and physical changes that children and young people will experience throughout their life;
- **an awareness of the importance of stable family life and relationships is established**, including the responsibilities of parenthood;
- young people are provided with **the information and the skills to access, where appropriate, agencies and services** providing support and advice to children and young people;



- children are **informed on the law in Scotland**, with regard to relationships/sexual behaviours and communications both in person and technologically;
- young people are given **clear guidance on the benefits of delaying sexual relationships** until they are physically and emotionally equipped to participate in a mutually respectful relationship.

This will enable children to develop skills, attitudes and positive wellbeing:

- **children are given opportunities 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;
- children are **enabled to develop and reflect** upon their beliefs, attitudes and values in relation to themselves and others;
- **self-awareness and self-esteem** are fostered, along with a sense of **respect and responsibility** for themselves and others;
- opportunities are provided for children and young people to **consider and reflect upon the range of attitudes** to gender, sexuality and sexual orientation, relationships and family life;
- an **appreciation of, and respect for, diversity** and of the need to avoid prejudice and discrimination is developed;
- children can **build their resilience**, and able to identify and resist sexual abuse and sexual harm.

### 3. Content & Key Resources

The following gives examples of the key learning themes that will be delivered from Nursery through to P7:

<u>Early Level (Nursery and P1)</u>	<u>First Level (P2 – P4)</u>	<u>Second Level (P5 – 7)</u>
Awareness of the way bodies grow and change Uniqueness of their body Where living things come from Recognising and expressing feelings Family and other special people who care for them Respect and care for themselves and others Ways of keeping safe	Exploring changes in the body How human life begins Expressing and dealing with feelings and emotions Being part of a family Friendship Dealing with bullying situations	Physical and emotional changes at puberty Body image and self-worth Understanding of own developing sexuality Developing awareness of gender identity Changing nature of friendship Dealing with sexual feelings Menstruation, pregnancy and birth Looking after a baby Online safety/exploitation

Alongside class teacher resources, Primary 5 to 7 classes, use two key resources to deepen knowledge in an age and developmentally appropriate way:



## **1 – Channel 4 Series “All About Us: Living and Growing”**

This series is for primary pupils, and it gently introduces the concepts of puberty, love and sex. It encourages respect for others and a positive attitude to relationships.

## **2 – Stonewall Productions “Free” DVD**

Stonewall is a charitable organisation which supports teachers and education professionals to tackle homophobia, bi phobia and transphobia in schools and colleges. This is in line with the Equality Act 2010 and other legal/government guidance.

The “Free” DVD is a primary school resource, which explores gender stereotypes, homophobia, and what it’s like to be a part of a family perceived to be “different.”

## **4. Delivery of RSHP**

RSHP is delivered, as with any other curricular area, in many forms:

- As part of the curriculum, linking with science, social subjects, religious and moral education and/or through a specific “Living and Growing” topic.
- Lessons will mainly be delivered by the class teacher. Relationships are key. The children know their class teacher best, and vice versa.
- Boys and girls will be together – boys need to learn about “girl things” and girls need to learn about “boy things”. Sometimes though, question and answer sessions can be organised with different teachers (e.g. boys have a question/answer session with a male teacher).
- Use of outside agencies, for example the school nurse, a new mum.
- Working with our Associated School Group (Harlaw Academy and other feeder primaries).

## **5. Staff Professional Development Arrangements**

Each year, Aberdeen City Council offers training opportunities to teachers to ensure up-to-date, accurate and relevant information is provided. At Hanover Street School, we enable teachers to attend this as far as possible in order to refresh skills, knowledge and increase teacher confidence.



## 6. Specific Issues within RSHP

### **Can parents withdraw their child from RSHP lessons?**

The overwhelming majority of parents/carers are happy to let their child take part in RSHP lessons at school. However, in a few circumstances, a parent may feel this is an aspect of education that they prefer to deal with only at home.

At Hanover Street School, we are appreciative of parental wishes within this sensitive area of the curriculum. We have simple, direct procedures in place for parents to raise and discuss concerns. If you have any questions at all, at any time, please ask your child's class teacher in the first instance, or contact the school office to speak to the Senior Leadership Team.

However, as a rights respecting school, we do encourage parents to talk about this decision with their child, ensuring their child's opinion is heard. The young person's view must be taken into account in light of their statutory right to an education, as enshrined in the United Convention on the Rights of the Child.

#### **Article 12:**

*"Children have the right to be listened to, and taken seriously."*

#### **Article 28:**

*"Children have the right to be educated and the obligation to learn as much as their capabilities allow."*

#### **Article 29:**

*"Children's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people."*

***\*Please note that parents/carers should be aware that aspects of RSHP may be discussed in many different areas and it is not possible to withdraw young people from lessons across the curriculum.***

***\*In the event of agreement for a parent/carer to withdraw their child, it is the responsibility of parents/carers to arrange provision of RSHP for their child.***



***In such cases the school will make appropriate arrangements for the pupil to have alternative educational provision at the time of lessons from which the pupil is to be withdrawn.***

### **Confidentiality, conduct and child protection**

RSHP lessons are conducted in a sensitive manner which will not attempt to judge individual children and young people or demand information of a personal nature from them. Discussion will therefore always be general in nature.

The setting of ground rules and the establishment of a group agreement may be drawn up by teachers and classes to inform the conduct of RSHP lessons, discouraging personal disclosures/uncomfortable situations, inappropriate use of language, encouraging shared responsibility, etc.

Staff will make it clear to children and young people at the outset of RSHP programmes that information shared during lessons relating to child protection issues cannot be regarded as confidential and staff have a duty to report this.

### **Diversity & Equality**

RSHP education addresses diversity and, for example, reflects issues relating to lesbian, gay, bisexual, transgender and intersex (LGBTI) young people or children with LGBTI parents, such as same sex marriage and hate-crime reporting.

## **7. Dissemination**

Hanover Street School will take the following actions to involve and consult with parents and carers:

- Parents/carers will receive written communication at the start of each year stating what RSHP their child will be taught and when;
- Parents/carers will be provided information on the content and language used in RSHP so that they can consolidate the learning at home with their child;
- All parents/carers will be offered the chance to come to school and view the materials;
- Where possible home activity lessons will be used to facilitate home learning.





## 8. Useful Links and Resources

<https://respectme.org.uk/>

<https://www.stonewall.org.uk/>

<https://rshp.scot/>

<https://centralsexualhealth.org/professionals/>

<http://www.healthyrespect.co.uk/Professionals/Pages/default.aspx>

Various resources are available in school, as well as from Curricular Resources Library from Aberdeen City Council.

## 9. Links with Other School and Early Learning and Childcare Policies

[Positive Relationship and Behaviour Policy \(Nursery\)](#)

[Positive Relationship and Behaviour Policy \(Primary\)](#)

[Anti-Bullying Policy](#)

[Acceptable Use Policy for Computer & Internet for Pupils](#)



## **Appendix 1 – RSHP Guidance for Staff**

### **THE TEACHER/EDUCATOR should:**

- Be confident and happy to teach RSHP topics
- Plan the lessons, and know what they are doing
- Be someone who has discussions with children and young people
- Be approachable, someone a child/young person can talk to
- Respect the privacy of the child/young person
- Help children and young people to communicate better with parents about RSHP topics
- Have a sense of humour
- Be someone known, and not a 'stand-in'.

### **THE ATMOSPHERE should be such that:**

- People are listening
- No-one is embarrassed
- Everyone can give an opinion and not be judged
- No-one is frightened to give their opinion or ask a question
- No-one is put under pressure to contribute
- The teacher/educator respects the views of children/young people
- Everyone understands the rules for the class/group.

### **OVERALL, WHEN IT COMES TO RSHP EDUCATION:**

- RSHP covers everything children and young people want to learn about
- There is a focus on the positive aspects of relationships
- There is no repeating the same topics and doing the same things
- Resources are up-to-date, dealing with issues that matter now
- There is enough time to explore things
- There is a chance to use real-life situations
- There are things to do, but time to talk
- There is no bias, negativity or nagging
- There are opportunities to work together in groups
- There is learning about where and how to get information, help or support
- Experts and visitors sometimes help out.

The above is taken from <https://rshp.scot/role-teacher-educator/>

### **Make a set of ground rules:**

- **including an agreement on personal disclosures** – establishing an agreement whereby both staff and young people are confident that they will not have to answer personal questions nor enter into discussion which they may feel uncomfortable about
- **including agreement on use of appropriate language** – this promotes a shared responsibility and encourages a level of autonomy on the part of the



learner. Children and young people may have their own words for sexual development or sexual activity. Staff may feel uncomfortable with certain words or phrases used by young people but at the same time wish the young people to use words they know and understand. Young people should also understand how different types of language can be considered appropriate in different situations, e.g. with the school nurse, GP, parents, etc.

### **Approach to potentially controversial and sensitive issues**

Staff should not avoid controversial issues, nor should they lead discussion by advancing their own personal views on controversial issues. If an issue is considered by society to be controversial, they should explain why it is considered to be so, discuss the different perspectives and allow children and young people to determine their own beliefs.

### **Dealing with questions**

When asked questions or asked for advice there are a few issues to consider. Are questions being asked due to - curiosity, bravado or is the child or young person worried about something?

As the teacher answers they should find out what the child or young person already understands and the teacher can correct anything that has been misunderstood. Where the teacher does not know the answer, it is important to acknowledge this but give assurance that it will be dealt with anonymously. Whatever the reason for asking the question, it may not be necessary to give a response to the whole class. Question boxes are a good way to anonymously answer questions/worries that children and young people may have.

### **Challenging stereotyping**

Staff will have the opportunity via training to explore and discuss their own attitudes, values and beliefs and how these impact on their work with children and young people. It is important that staff respond positively to 'difference' and that they do not impose their values and beliefs on the children and young people.

Discriminatory attitudes, behaviours, comments and stereotypes about sex and sexuality should always be challenged appropriately by staff, whether they are from children and young people or staff.

Staff should be positive role models and should not exhibit any negative, discriminatory or homophobic attitudes.

## Appendix 2 – RSHP Guidance for Parents

### What can you do to help?

\*Be confident.

\*Do come along to the opportunities to view the materials and find out about the approach we use at Hanover Street.

\*Do ask to have some resources home if you feel you'd like to view them in your own time.

\*Do answer questions – it can be awkward and embarrassing for you too, but if your child is asking, this means you have a great, trusting relationship which is best for learning about sensitive things.

### Some Useful websites

<https://www.children1st.org.uk/help-for-families/parentline-scotland/help-for-parents-and-carers/>

[http://www.bbc.co.uk/schools/parents/sex\\_education\\_support/](http://www.bbc.co.uk/schools/parents/sex_education_support/)

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

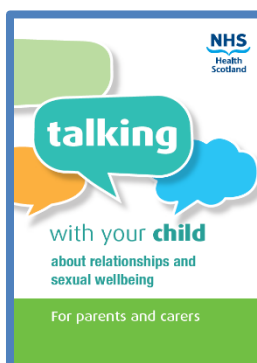
<https://www.fpa.org.uk/relationships-and-sex-education/parents-and-carers>

<https://respectyourself.info/parents/talking-to-your-child-about-sex-and-relationships/>

<https://www.nhs.uk/Livewell/Talkingaboutsex/Documents/DCSFtalktoyourchild.pdf>

<https://www.nspcc.org.uk/services-and-resources/childrens-services/>

### A Useful Leaflet from NHS (click on picture or link for download):



[NHS Scotland Talking With Your Child About Relationships and Sexual Wellbeing.pdf](#)

**Any questions, just ask! We will be happy to guide/support as necessary.**



## **Appendix 3 – RSHP Guidance for Pupils (written in consultation with the House Captains, 2018/19)**

### **What can you do if you have a question?**

- Ask your parents.
- Ask an older sibling.
- Ask your teacher.
- Ask a PSA.
- If you're embarrassed, write the question down – you don't need to put your name on it.
- Ask your teacher during lessons – feel safe and confident in the trust created in the classroom. People will stick to the group agreement.
- Share your query with a friend – it will make you feel better, then once you're confident, you could ask a teacher if it's correct.

### **What if I want more information?**

Wherever you get information you need to make sure it is correct and reliable and for your age group.

Here are some places that are safe and correct:

<https://respectme.org.uk/>

<https://www.stonewall.org.uk/>

<https://www.childline.org.uk/info-advice/>

#### **Primary 5 to 7**

<https://www.bbc.com/bitesize/topics/z4yrwmn/resources/1>

<https://www.bbc.com/bitesize/topics/z9vcjxs/resources/1>

#### **Primary 2 to 4**

<https://www.bbc.com/bitesize/topics/zhjxfg8/resources/1>

<https://www.bbc.com/bitesize/topics/zmkqhyc/resources/1>