



Relationships, Sexual Health and Parenthood Steering Group meeting

Tuesday 26 November 2019, 10:30 – 12:30

Present:

[redacted], [redacted], [redacted], [redacted], [redacted], [redacted],
[redacted]

Apologies:

[redacted], [redacted], [redacted], [redacted], [redacted], [redacted],
[redacted], [redacted], [redacted]

1. Minutes of the last meeting.

The minutes of the last meeting held on 18 September 2019 were approved.

Matters arising:

1. CLPL training – feedback from H&WB network event in Livingston – felt the slides were useful but the task element could possibly be reviewed to ensure maximum effectiveness.
2. Group members fed back that they had mainly been receiving positive feedback from local partners/schools about the RSHP resource.
3. [redacted]

4. [redacted] to check if [redacted] has contacted [redacted]/[redacted] and [redacted] (Education Scotland) regarding ASN filming work.

2. YPwLD/ASN

[redacted] gave an update.

At last meeting, the Network agreed to continue meeting twice per year. [redacted] is seeking others to help with coordination and organisation.

[redacted] updated on work around young people with severe/complex needs. The Group noted funding was made available (approx £31k) and the format for progressing this work was via a smaller working group. The meeting agreed that it might be useful to lead with a scoping exercise on the needs from within the workforce on this issue.

[redacted] will keep the group informed of progress and agreed that the Network and the smaller working group would report in to the RSHP SG.

3. Communications

[redacted] gave an update – following the September launch, a series of communications were sent out to all schools and received a positive response.

SCES were not keen to go into the resource in detail to confirm which parts could and could not be used in denominational schools. They kept their statement very general, continuing to advise that teachers use their discretion when delivering RSHP. From a local authority perspective there appeared to be a lack of clarity as they felt SCES had endorsed the resource. This led to a number of questions from within the catholic community. This also led SCES to re-issue a clarification notice which [redacted] sent round this group. The Group expressed disappointment at this course of action, and in some cases feel this may have increased confusion within denominational schools.

SCES asked for their statement to be taken off the RSHP website but the general message is that denominational schools can use the resource provided it does not clash with teachings of the Church; teachers are to use their professional judgement. SCES will work with individual schools as required to provide support and clarity.

4. RSHP teaching guidance review

The Group discussed if the guidance could be used to provide support to denominational schools. For example, insert examples of effective practice in the guidance from denominational schools. Meeting agreed this could be very difficult to achieve in practice, as the possibility of a school/teacher putting their name to effective practice publicly could be difficult.

The revised guidance could also provide practical strategies, for example, deliver some of the work in RME. There could be top tips on how to make it work within denominational settings.

The PSE recommendations could also be a useful vehicle for progressing this particularly around monitoring and tracking of progress in health and wellbeing. UNCRC, when becomes enshrined in law, may also be a helpful vehicle.

The Group agreed would be useful to put together an aide memoir on the position around Equality Act – [redacted], [redacted], [redacted], [redacted] and [redacted] agreed to have a discussion around this and try to put together some key points. The Group agreed this would link to the RSHP Guidance as it progresses.

[redacted] gave an update on overall progress so far. Draft circulated to Core Group and the Sub Groups. This includes one focusing on faith. High level of involvement and feedback received. Moving towards having thematic outcomes for each sub group area – complex piece of work but is providing more focus. Will also link to UNCRC and the Benchmarks. Is progressing well, but needs more refining to shape it into something which is more useful as guidance for staff. The current draft of the guidance will be updated to take on board all the recent comments, after which it will be circulated again for final comment, then signed off by core group before Ministerial approval is sought. There will then be a period of public consultation.

The Group discussed parents withdrawing their child from an RSHP lesson. They agree it would be useful if the Guidance included support around alternative arrangements when a child is out of the classroom to help guide teachers on what they could be doing. It was suggested development of some

kind of best practice guidance around managing requests from parents to withdraw their child and this should be explicit for both primary and secondary school. It should cover the likes of “What does ‘taking children’s views into account’ actually look like?”. [redacted] suggested developing some kind of pro-forma that parents must complete and sign if they want to withdraw their child, and that this pro forma covers ALL the issues that could possibly arise from this, such as the benchmarks that their child might not meet by being withdrawn from a lesson. The meeting agreed this could be a very supportive tool for teachers when having this discussion with parents.

5. AOB:

1. [redacted] updated on extension of TASC contract to Dec 2020, will be managed via the Contract Management group (which will change title). This Group will continue as a vehicle for managing and monitoring the resource.
2. [redacted] asked about future role of RSHP SIG group – group outlined role of this meeting and it’s value in being a national forum for sharing practice and information on RSHP, including but wider than the RSHP resource.
3. Monitoring and evaluation work – agreed this will be taken on by the management and maintenance group as a task. Important to be recording work currently going on with a view to longer term overview of what is being delivered and how this is being received. Contract Group will be looking at what data they want recorded, almost like a minimum dataset. Agreed useful to revisit in 12-18 months when we have an actual idea of what is being used/not used – will help us to target interventions.

6. Date of next meeting

The next meeting is due to be held in February 2020, a final date to be confirmed.



Profiling provision that supports the delivery of RSHP education

Over the past school year a programme of work has taken place to develop a national resource that supports **relationships, sexual health and parenthood** (RSHP) education for children and young people. The resource has been developed with an open and collaborative approach, with material published online which has been reviewed, refreshed and redrafted over the year here <https://rshp.scot/>

It is intended that the resource will be used in early learning settings, schools, colleges and community-based learning. It is organised to sit within Curriculum for Excellence. The draft site will close soon, with the end of our engagement process, and a final resource will be published at <https://rshp.scot/> for the start of the new school year. The resource will have a formal launch at the Scottish Learning Festival in September.

The RSHP resource cannot meet all the needs of educators and learners when it comes to the topics addressed within the RSHP curriculum. An individual educator, group of learners, or setting may well want to develop work or seek support from a third sector or independent provider to extend learning or to help them develop a whole school/centre approach to a given area of work. With this in mind we would like to point to programmes that learners and educators would benefit from – these might provide educational materials, facilitated programmes, training or support for professional development or indeed any other kind of support.

This is an invitation to your agency to submit some information that would be considered by the RSHP resource Management Group (made up of representatives from NHS Boards, Local Authorities, Education Scotland and Scottish Government) to be published as part of the national resource. In order to present a range of material in a concise and cohesive way organisations are asked to submit information using the questions and word limits that follow. We appreciate that it can be hard to summarise work that is often detailed, but in your profile you can provide links to further information. If you provide more than one programme you can profile these separately, however if the programme is the same but delivered regionally please describe it once with regional contacts.

If your profile is selected to be published you will be responsible for ensuring any changes to the information are notified so that the description is kept up to date.

If you have any questions about the form or process please contact [redacted]



Profiling provision that supports the delivery of RSHP education

Your agency: Education Scotland

Contact person: [redacted]

Contact details: [redacted]

Title of programme being profiled: Mentors in Violence Prevention (MVP)

Tell us about your programme – *maximum 350 words*:

The Scottish Government wants to see a Scotland where communities can flourish, become stronger, safer places to live, offer improved opportunities and a better quality of life for all. A place where children and young people are respected, and where their health and wellbeing are promoted, supported and safeguarded. We want to ensure that our schools are places that facilitate learning and allow our young people to develop their full potential both academically and emotionally. Healthy relationships support successful learning.

The Mentors in Violence Prevention Programme (MVP) recognises the role of relationships in achieving these objectives and aims to raise awareness on a range of important issues that are impacting on communities across Scotland. It uses a peer education leadership model to address gender based violence and bullying in schools and the wider community. The unique bystander approach of MVP equips older pupils to work with their younger peers and address the attitudes and beliefs that can lead to abusive behaviours and unhealthy relationships, allowing young people to explore their shared values and for healthy social norms to emerge.

MVP provides young people with the skills to recognise the differences between what are appropriate and acceptable behaviours and what are not. Importantly, it also provides strategies to enable peers to safely challenge inappropriate behaviours detrimental to the health and wellbeing of young people.

Despite the fall in serious and violent offences across Scotland, sexual offences continue to rise and instances of domestic abuse remain high. The MVP programme looks at the role of gender stereotyping and inequality and how these impact on young people's behaviour and relationships. It offers sessions on a wide range of topics including online bullying, sharing of images, homophobia, child sexual exploitation, pornography and consent.

Schools running the programme receive support in the form of professional learning for staff, materials and ongoing support and evaluation through their local authority and the MVP national team at Education Scotland.

The programme contributes to a number of key policy areas including Getting it Right for Every Child (2007), The National Performance Framework (2019), Respect for All (2017), Equally Safe (2014, 2016) and Developing the Young Workforce: Career Education Standard (3-18) (2015).

Links to any further information - *maximum 150 words*

[https://education.gov.scot/improvement/practice-exemplars/Mentors%20for%20Violence%20Prevention%20\(MVP\)%20-%20An%20overview](https://education.gov.scot/improvement/practice-exemplars/Mentors%20for%20Violence%20Prevention%20(MVP)%20-%20An%20overview)

<http://mvpscotland.org.uk/>

Subject FW: RSHP

Attached: Profiling provision to support RSHP education.docx (document 25a)

From: [redacted]
Sent: 24 June 2019 15:06
To: [redacted]
Subject: FW: RSHP

From: [redacted]
Sent: 24 June 2019 14:06
To: [redacted]
Subject: RSHP

Hi
See you at 3. I have attached something I'd like to talk about for MVP.
[redacted]

[redacted]
[redacted]
<https://rshp.scot/>
<http://pinscotland.org/>

This email has been scanned by the Symantec Email Security.cloud service.
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Profiling provision that supports the delivery of RSHP education

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Profiling provision that supports the delivery of RSHP education

Your agency:

Contact person:

Contact details:

Title of programme being profiled:

Tell us about your programme – *maximum 350 words*:

Links to any further information - *maximum 150 words*

Subject RE: RSHP

From: [redacted]
Sent: 28 November 2019 11:26
To: [redacted]
Subject: RE: RSHP

Hi [redacted]

That's great, thanks for letting me know.

Kind regards
[redacted]

From: [redacted]
Sent: 27 November 2019 11:48
To: [redacted]
Subject: RE: RSHP

Hi [redacted]

With apologies for the delay the material under our 'other supports and resources' information is now posted on the RSHP national resource. Do let us know anytime you want to update:

<https://rshp.scot/other-supports-and-resources/>

Regards,
[redacted]

[redacted]
[redacted]
<https://rshp.scot/>
<http://pinscotland.org/>

From: [redacted]
Sent: 14 August 2019 16:34
To: [redacted]
Subject: RSHP

[redacted]

Please find attached the profiling document for the Mentors in Violence Prevention programme.

Kind regards
[redacted]

[redacted] | [redacted] | Education Scotland | Foghlam Alba

[redacted] | [redacted]
Optima, 58 Robertson Street, Glasgow G2 8DU

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