

DATA LABEL: PUBLIC



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

RELATIONSHIPS, SEXUAL HEALTH AND PARENTHOOD – SCOTTISH GOVERNMENT CONSULTATION

REPORT BY HEADS OF EDUCATION

A. PURPOSE OF REPORT

To inform members of the consultation response on updated draft national statutory guidance in regard to relationships, sexual health and parenthood education in Scottish Schools.

B. RECOMMENDATIONS

It is recommended that the Panel notes the content of the consultation response.

C. SUMMARY OF IMPLICATIONS

I Council Values	Caring and Compassionate Open, Honest and Accountable Collaborative, Inclusive and Adaptive
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Conduct of relationships, sexual health and parenthood in Scottish Schools Revised Guidance on the Delivery of relationships, sexual health and parenthood in Scottish Schools Consultation on Draft relationships, sexual health and parenthood in Scottish Schools
III Implications for Scheme of Delegations to Officers	No implications
IV Impact on performance and performance Indicators	None
V Relevance to Single Outcome Agreement	None
VI Resources - (Financial, Staffing and Property)	None
VII Consideration at PDSP	Underway
VIII Other consultations	None

D TERMS OF REPORT**BACKGROUND AND CONSIDERATIONS**

The Scottish Government opened a consultation on 3rd August 2023 to seek views on updated draft statutory guidance on the delivery of relationships, sexual health and parenthood education in Scottish schools. The draft guidance is an update to guidance originally published in 2014 and aims to provide an updated suite of dedicated resources to support education staff to deliver meaningful lessons to match the current, relevant and age and stage appropriate resources now available for staff. The draft updated guidance further highlights the importance of consent and healthy relationships, faith and belief, gender inclusion education, inclusion of understanding about differences of sex development and lesbian, gay, bi-sexual and transgender inclusive education. The consultation closes on 23rd November 2023.

E CONCLUSION

West Lothian Council Education Services is committed to ensuring equality and celebrating diversity for all children and young people so it is of priority to provide effective education and supports for this in schools.

F BACKGROUND REFERENCES

Conduct of relationships and sexual health and parenthood in education guidance
(Scottish Government 2014)

<https://www.gov.scot/publications/conduct-relationships-sexual-health-parenthood-education-schools/>

Draft Revised Guidance (Scottish Government 2023)

<https://www.gov.scot/publications/guidance-delivery-relationships-sexual-health-parenthood-rshp-education-scottish-schools/pages/1/>

Full Consultation Paper (Scottish Government 2023)

<https://www.gov.scot/isbn/9781835212301>

Appendices/Attachments:

Consultation response on the revised relationships, sexual health and parenthood education for schools.

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Date of Meeting: 24 October 2023

Consultation on, the revised *Conduct of Relationships, Sexual Health and Parenthood Education in Schools* teaching guidance

RESPONDENT INFORMATION FORM

Please note, this form MUST be completed and returned with your response.

Are you responding as:

- Individual
- Organisation

Full Name or Organisation's Name

West Lothian Council Education

Phone number: **01506280000**

Address:
West Lothian Council Civic Centre
Howden South Road
Livingston
EH546FF

The Scottish Government requires your permission to publish your consultation response. Please indicate your publishing preference:

- Publish response with name
- Publish response only (without name)
- Do not publish response

We will share your response internally with other Scottish Government policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for the Scottish Government to contact you again in relation to this consultation exercise?

Information for Organisations.
 The option 'Publish response only (without name)' is available for individual respondents only. If this option is selected, the Organisation Name will still be published.
 If you choose the option 'Do not publish response', your Organisation Name may still be listed as having responded to the consultation in, for example, the analysis report.

- Yes
- No

Section One: Introduction

This section of the statutory guidance explains its basis and application.

Question 1: Introduction
Is the draft introduction clear on the status and application of the guidance? Are there further additions required?
The draft introduction is clear in regard to status and application.

Section Two: – RSHP Education

This section of the statutory guidance explains the purpose of RSHP education. It explains the lenses through which RSHP education should be delivered to ensure a consistent and meaningful approach to learning.

Question 2: Relationships, Sexual Health and Parenthood Education
How clear is the purpose of the RSHP education section?
The purpose is outlined clearly in this section.

Parents and carers are the primary educators of their children. They should be aware of the content of proposed RSHP education and should continue to have the opportunity to withdraw their child(ren) from RSHP education should they have concerns about the appropriateness of the content of the proposed learning.

The revised guidance has been updated to provide more detailed guidance on how parents' and carers' rights can be honoured as well as the steps that can be taken to fulfil their decision to withdraw their child.

Question 3: Parental engagement and ability to withdraw from RSHP learning
Is the guidance sufficiently clear in relation to the rights of parents and carers; is the process for withdrawing a pupil sufficiently clear?
The guidance is sufficiently clear and the toolkit and diagram are useful for settings to use. This section is clear and concise.

Section Three: Embedding RSHP Education as a Whole School Approach

The increasing use of the internet and social media by children and young people brings both benefits and difficulties to their daily lives. The PSE Review¹ also highlighted the issues faced by children and young people as they conduct relationships online in an ever increasing way.

In addition, there have been several other areas where it has been highlighted more detailed guidance is needed for teachers to ensure specific topics are highlighted in a consistent and robust manner. These are set out in more detail below.

Question 4: Embedding RSHP Education as a Whole School Approach
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How effective is the guidance in explaining the key issues to be highlighted to teachers in delivering RSHP education? How does this help bring consistency to learning?
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The guidance is effective in explaining the key issues of delivering RSHP Education. Outlining guidance for a whole school approach and reference to Child Protection procedures helps to bring consistency. Thought could be given to outlining the increased possibility of disclosures as this would be a key issue for teachers to be mindful of.

Question 5: Consent and healthy relationships
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Is the guidance sufficiently clear in supporting consent and healthy relationships having a greater focus in RSHP education?
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This guidance is very clear and important for staff to have this information.

¹ [Report on the Review of Personal and Social Education: Preparing Scotland's children and young people for learning, work and life on the Scottish Government website](#)

Question 6: Faith, belief and RSHP education

Is the guidance sufficiently clear in ensuring faith and belief is accurately captured in RSHP education?

This section is reassuring and inclusive for all contexts, beliefs and values. A consideration would be to ensure that the links provided to websites are up to date for staff to access for further information.

Question 7: Gender Inclusive Education

Is the guidance sufficiently clear in ensuring gender inclusive language is used to deliver RSHP education?

The guidance here could be clearer to ensure that all language used by staff should be gender inclusive.

Question 8: Understanding of Variations in Sex Characteristics (VSC) sometimes referred to as or Differences in Sex Development (DSD) or Intersex

Is the guidance sufficiently clear in explaining and including VSC/DSD/intersex people in RSHP education?

The guidance is clear although it can take a bit more time to follow the content due to abbreviations, use of technical vocabulary and language.

Question 9: LGBT inclusive RSHP education

Is the guidance sufficiently clear in ensuring RSHP education is LGBT inclusive?

This guidance is sufficiently clear.

Section 4: Key Learning Points for RSHP Education

These are devised as the key learning points teachers should follow in the delivery of relationships, sexual health and parenthood education.

Question 10: Key Learning Points for RSHP Education
Are these key learning points sufficiently clear in explaining the requirements for RSHP education?
The key learning points are sufficiently clear.

Question 11: Pupils with Additional Support Needs
Is the guidance sufficiently clear in explaining the requirement for pupils with Additional Support Needs to have RSHP education?
The guidance is sufficiently clear in regard to Additional Support Needs requirements and the need for RSHP education.

Section 5: RSHP: Policy, Guidance and Resources

This section of the statutory guidance contains areas of further information for teachers and schools to support their delivery of RSHP education.

Question 12: RSHP: Policy, Guidance and Resources
Does the guidance provide sufficient resources and signposts to support teachers in delivery of RSHP education, if not, which resources do you think are missing?
The guidance provides sufficient resources and signposts although further supports could be to ensure that links to websites are working effectively and perhaps include some exemplars of case scenarios of how to deal sensitively with any issues for families and school communities.