

The RSHP resource supports learning about EQUALITIES and INCLUSION across Curriculum for Excellence Levels

The learning activities and supporting resources across the RSHP resource have an interest in promoting equality and inclusion. A central message for children and young people is to challenge limitations, prejudices and stereotypes based on protected characteristics as defined in law. This commitment runs through all material, for example different relationships and sexualities are portrayed in material across topics, but there are a number of activities where this learning about equalities is explicit– the table below identifies this material and supports teachers/educators to map progression across the curriculum.

NOTE: Another explanatory paper maps how the RSHP resource supports learning on GENDER – the gender material listed below also addresses transgender issues.

CforE Level	Activities	Learning intentions
<p><u>EARLY LEVEL</u> Early learning establishments, P1 or later for some</p>	<p>EL3 Unique, Similar and Different</p>	<ul style="list-style-type: none"> • Children begin to recognise that people are individual and unique. • Children give examples of similarities and differences in their group. • Children begin to understand that treating someone badly/poorly based on a difference is not okay.
	<p>EL4 Our Families</p>	<ul style="list-style-type: none"> • Children talk about their own family. • Children are able to describe the role that parents and carers play. • Children discuss different family situations.
<p><u>FIRST LEVEL</u> P2, P3, P4 earlier or later for some</p>	<p>1.4 Similarity, Diversity and Respect</p> <ul style="list-style-type: none"> • I am unique • We are all special: what makes us similar/different • What is gender? • What is disability? • What is heterosexual? What is LGB? 	<ul style="list-style-type: none"> • Children learn about themselves, what makes them unique and the idea of diversity. • Children learn about what is meant by the term gender. • Gender stereotypes or gender-biased expectations are questioned. • Children learn about what is meant by the term disability • Disability stereotypes or expectations are questioned. • Children learn about what is meant by the terms heterosexual, gay, lesbian and bisexual.

		<ul style="list-style-type: none"> • Learning about sexual orientation is in the context of learning about love.
	1.6 My Family	<ul style="list-style-type: none"> • Children know that there are adults in their lives who care for them and look after them. • Children understand that who these adults can be different for children. • Children describe different types of family.
<u>SECOND LEVEL</u> P5, P6, P7 earlier or later for some	2.5 Gender <ul style="list-style-type: none"> • Boys, girls and stereotypes • We are all one of a kind • What is transgender? 	<ul style="list-style-type: none"> • Children learn about gender. • Children learn what transgender means. • Children consider gender stereotyping, gender-based prejudice and discrimination. • Children view themselves as unique individuals.
<u>THIRD LEVEL</u> S1, S2, S3 earlier or later for some	3.6 Gender <ul style="list-style-type: none"> • Boys, girls and stereotypes • Being non-binary or transgender 	<ul style="list-style-type: none"> • Young people learn about gender. • Young people consider gender stereotyping. • Young people view themselves as unique individuals.
	3.7 LGB Equality	<ul style="list-style-type: none"> • Young people demonstrate respect and understanding for people of all sexual orientations. • Young people learn that bullying and harassment of LGB peers is not tolerated.