

The RSHP resource supports learning about GENDER across Curriculum for Excellence Levels

The learning activities and supporting resources across the RSHP resource have an interest in promoting gender equality and addressing discrimination and gender-based violence. A central message for children and young people is to challenge limitations and stereotypes based on gender; that they can be any kind of girl or boy they want to be. This commitment runs through all material, but there are a number of activities where learning explicitly addresses gender equality, discrimination and violence – the table below identifies this material and supports teachers/educators to map progression across the curriculum.

CforE Level	Activities	Learning intentions
<p><u>EARLY LEVEL</u> Early learning establishments and P1 or later for some</p>	<p>EL1 My Body</p>	<ul style="list-style-type: none"> • Children can accurately name and locate a variety of body parts. • Children explain why keeping clean is important. • Children can explain basic hand cleaning and dental care routines.
	<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><u>FIRST LEVEL</u> P2, P3, P4 earlier or later for some</p>	<p>1.1 My Body</p> <ul style="list-style-type: none"> • Names of parts of my body • Keeping clean 	<ul style="list-style-type: none"> • Children learn the correct names for parts of their body, including male and female genitalia, and their functions. • Children learn about personal hygiene, in terms of their bodies, their clothes and some behaviours like coughing/sneezing.
	<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? 	<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

	<ul style="list-style-type: none"> • What is heterosexual? What is LGBT? 	<ul style="list-style-type: none"> • Disability stereotypes or expectations are questioned. • Children learn about what is meant by the terms heterosexual, gay, lesbian and bisexual. Learning about sexual orientation is in the context of learning about love.
<p>SECOND LEVEL P5, P6, P7 earlier or later for some</p>	<p>2.1 My body</p> <ul style="list-style-type: none"> • Names of parts of my body • My body is changing (inc menstruation) • It's my body and I like it • Feelings and puberty • Personal hygiene 	<ul style="list-style-type: none"> • Children learn the correct names for parts of their body, including male and female genitalia, and their functions. • Children recognise that body changes with puberty impact on feelings and behaviour. • Children learn strategies to manage emotions. • Children maintain a positive sense of self and good body image. • Children understand the importance of personal hygiene.
	<p>2.3 Romantic and Loving Relationships</p> <ul style="list-style-type: none"> • What is love? • Being attracted to someone: Boyfriend/girlfriend 	<ul style="list-style-type: none"> • Children understand that different kinds of friendships and relationships exist; and that positive relationships have a positive impact on wellbeing. • Children understand the importance of being cared for and caring for others in personal and romantic relationships. • Children respect and value friendships with children of the opposite sex. • Children acknowledge the pressures on them to be in boyfriend/girlfriend relationships.
	<p>2.5 Gender</p> <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.
	<p>2.6 Understanding Human Sexuality</p>	<ul style="list-style-type: none"> • Children are introduced to the concept of human sexuality. • Children build a positive sense of self.
	<p>2.9 Protecting Me/Abuse and Relationships</p>	<ul style="list-style-type: none"> • Children learn that all forms of abuse are wrong.

	<ul style="list-style-type: none"> • When I feel safe/unsafe • My 5 trusted individuals • ChildLine • Bullying • Physical abuse and neglect • Sexual abuse 	<ul style="list-style-type: none"> • Children are informed about sources of information and support.
	<p>2.10 Consent</p> <ul style="list-style-type: none"> • What is consent? • My body is mine 	<ul style="list-style-type: none"> • 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.
<p>THIRD LEVEL S1, S2, S3 earlier or later for some</p>	<p>3.1 My Body Now</p> <ul style="list-style-type: none"> • Names of parts of my body • How my body changes as I grow • Menstruation • Masturbation 	<ul style="list-style-type: none"> • Young people learn the correct names for parts of their body, including male and female genitalia, and their functions. • Young people recognise that body changes with puberty impact on feelings and behaviour. • Young people learn strategies to manage emotions. • Young people understand the importance of personal hygiene.
	<p>3.3 Body Image</p> <ul style="list-style-type: none"> • The influence of popular culture • My real body/body confidence 	<ul style="list-style-type: none"> • Young people learn about the influence and impact of media on body/self-image. • Young people understand this comes at a unique time in their lives, with puberty and developing sexuality. • Young people become critical of what they see and hear. • Young people view themselves as unique individuals.
	<p>3.5 Consent</p> <ul style="list-style-type: none"> • What consent means in a relationship • The age of consent 	<ul style="list-style-type: none"> • Young people know that that consent in the context of relationships is about communication and respect and means asking another person for permission to do something.

		<ul style="list-style-type: none"> • Young people understand the pressures young people face to be in relationships including sexual relationships. • Young people know what the age of consent is.
	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.
	3.8 Abuse and Relationships <ul style="list-style-type: none"> • Grooming and sexual exploitation • Partner control, coercion and violence 	<ul style="list-style-type: none"> • Young people explore signs of abusive relationships and propose a range of strategies for accessing help. • Young people understand the law protects them from abuse in relationships.
	3.9 Social Media <ul style="list-style-type: none"> • Me online/How we use social media • Netiquette • Sending and sharing images 	<ul style="list-style-type: none"> • Young people talk about their online activity. • Young people consider how popular culture and media impacts on them. • Young people identify sources of information and support.
	3.10 Pornography: What is it and what harm does it do?	<ul style="list-style-type: none"> • Young people to reflect and develop their own views on pornography and learn approaches to manage their exposure to images/films they see. • Young people understand that what is represented in pornography is not 'real' but staged and performed. • Young people understand that they have choices and can choose to not watch pornography. • Young people begin to think critically about their own relationship with pornography.
<u>FOURTH LEVEL</u>	4.1 Romantic and Loving Relationships <ul style="list-style-type: none"> • Love 	<ul style="list-style-type: none"> • Young people understand the importance of being cared for and caring for others in relationships.

<p>S1, S2, S3 earlier or later for some</p>	<ul style="list-style-type: none"> • Living together, Marriage and Civil Partnerships • How do you make a relationship work? • Qualities of a partner and talking about relationships. 	<ul style="list-style-type: none"> • Young people understand that adult relationships can include marriage, civil partnerships and living together. • Young people acknowledge the pressures they can be under to be in a relationship.
	<p>4.4. Gender</p> <ul style="list-style-type: none"> • Equalities and feminism • Sexual harassment 	<ul style="list-style-type: none"> • Young people understand that power exists within relationships. • Young people consider what the abuse of power means in terms of gender. • Young people explain what gender, equality and feminism mean to them.
	<p>4.5 Human Sexuality</p> <ul style="list-style-type: none"> • Sexuality and the idea of Sexual Rights • Sexual Rights 	<ul style="list-style-type: none"> • Young people understand that we are all sexual beings. • Young people develop a broad understanding that our sexuality is about sexual feelings, thoughts, attractions and behaviours. • Young people understand the idea of sexual rights.
<p><u>SENIOR PHASE</u> S4, S5, S6 and College or earlier for some.</p>	<p>S.1 Make it Good</p> <ul style="list-style-type: none"> • The relationship I want • How and why to end a relationship • How do you know you are ready for sex? • The sexual relationship I want 	<ul style="list-style-type: none"> • Young people consider what would characterise the good relationship, and what relationship experiences might cause them concern or make them want to end a relationship. • Young people explore what can influence choices about making a relationship sexual, and if it becomes so, what a positive sexual relationship might be like. • Young people think about whether they are ready for a sexual relationship and are encouraged to delay having sex until they feel ready. • Young people consider the idea of 'relationship rights'.
	<p>S.2 Consent and the Law</p>	<ul style="list-style-type: none"> • Young people know that that consent in the context of relationships is about communication and respect and

		<p>means asking another person for permission to do something.</p> <ul style="list-style-type: none"> • Young people understand what the law says about sexual consent. • Young people understand the pressures young people face to be in relationships including sexual relationships.
	<p>S.5 Gender Equality</p> <ul style="list-style-type: none"> • Relationships • Equality and the law • School and the workplace 	<ul style="list-style-type: none"> • Young people consider gender equality in the context of relationships – broadly in society and then in more personal relationships. • Young people understand what the law says about gender equality/sex discrimination. • Young people understand that the law applies to school and education.
	<p>S.14 Prostitution and Paying for Sex</p>	<ul style="list-style-type: none"> • Young people learn about prostitution in terms of the law, social attitudes and harm to individuals. • Prostitution is framed as sexual exploitation.
	<p>S.15 Pornography</p> <ul style="list-style-type: none"> • What is pornography and what is it doing to us? • Pornography: what’s the problem? 	<ul style="list-style-type: none"> • Young people recognise the pervasive/ubiquitous presence of sexual imagery and pornography. • Young people recognise the impact that pornography has on self-image, choices and behaviours. • Young people understand that what is represented in pornography is not ‘real’ but staged and performed. • Young people learn that pornography is a global business. • Pornography is viewed as a medium through which people are objectified and can be hurt and exploited. • Young people consider the impact that excessive exposure to pornography has on attitudes and brain development.

		<ul style="list-style-type: none">• Young people understand that they have choices and can choose to not watch pornography.• Young people think critically about their own relationship with pornography.
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