

## The RSHP resource supports learning about GENDER EQUALITY, DISCRIMINATION AND GENDER-BASED VIOLENCE 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><b><u>EARLY LEVEL</u></b> Early learning establishments and P1 or later for some</p>	<p><b>My Body</b></p>	<ul style="list-style-type: none"> <li>• Children can accurately name and locate a variety of body parts.</li> <li>• Children explain why keeping clean is important.</li> <li>• Children can explain basic hand cleaning and dental care routines.</li> </ul>
	<p><b>Unique, Similar and Different</b></p>	<ul style="list-style-type: none"> <li>• Children begin to recognise that people are individual and unique.</li> <li>• Children give examples of similarities and differences in their group.</li> <li>• Children begin to understand that treating someone badly/poorly based on a difference is not okay.</li> </ul>
<p><b><u>FIRST LEVEL</u></b> P2, P3, P4 earlier or later for some</p>	<p><b>My Body</b></p>	<ul style="list-style-type: none"> <li>• Children learn the correct names for parts of their body, including male and female genitalia, and their functions.</li> </ul>
	<p><b>Similarity, Diversity and Respect</b></p> <ul style="list-style-type: none"> <li>• I am unique</li> <li>• We are similar and different</li> <li>• Boys and Girls</li> <li>• Disability</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn about themselves, what makes them unique and the idea of diversity.</li> <li>• Children consider stereotypes and gender-biased expectations.</li> <li>• Children learn about what is meant by the term disability</li> </ul>

	<ul style="list-style-type: none"> <li>• Heterosexual/LGB</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn about what is meant by the terms heterosexual, gay, lesbian and bisexual.</li> <li>• Learning about sexual orientation is in the context of learning about love.</li> </ul>
<p><b>SECOND LEVEL</b> P5, P6, P7 earlier or later for some</p>	<p><b>My body</b></p> <ul style="list-style-type: none"> <li>• Names of parts of my body</li> <li>• My body is changing (inc menstruation)</li> <li>• Feelings and puberty</li> <li>• Personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn the correct names for parts of their body, including male and female genitalia, and their functions.</li> <li>• Children recognise that body changes with puberty impact on feelings and behaviour.</li> <li>• Children learn strategies to manage emotions.</li> <li>• Children understand the importance of personal hygiene.</li> </ul>
	<p><b>A fair and equal life for boys and girls</b></p> <ul style="list-style-type: none"> <li>• Stereotypes and equality</li> <li>• Being fair</li> <li>• Being transgender</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn about themselves, what makes them unique and the idea of diversity.</li> <li>• Children consider stereotypes and gender-biased expectations.</li> </ul>
	<p><b>Protecting Me/Abuse and Relationships</b></p> <ul style="list-style-type: none"> <li>• When I feel safe/unsafe</li> <li>• My 5 trusted individuals</li> <li>• Bullying</li> <li>• Physical abuse and neglect</li> <li>• Sexual abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn that all forms of abuse are wrong.</li> <li>• Children are informed about sources of information and support.</li> </ul>
	<p><b>Consent</b></p> <ul style="list-style-type: none"> <li>• What is consent?</li> <li>• My body is mine</li> </ul>	<ul style="list-style-type: none"> <li>• Children understand the concept of consent.</li> <li>• Children understand the concept of bodily autonomy.</li> <li>• Children acknowledge personal space and boundaries.</li> <li>• Children know that all forms of abuse are wrong.</li> <li>• Children learn help-seeking behaviours.</li> </ul>
	<p><b>Love and Relationships</b></p> <ul style="list-style-type: none"> <li>• What is love?</li> <li>• Being attracted to someone</li> </ul>	<ul style="list-style-type: none"> <li>• Children understand that different kinds of friendships and relationships exist; and that positive relationships have a positive impact on wellbeing.</li> </ul>

		<ul style="list-style-type: none"> <li>• Children understand the importance of being cared for and caring for others in personal and romantic relationships.</li> <li>• Children respect and value friendships with children of the opposite sex.</li> <li>• Children acknowledge the pressures on them to be in boyfriend/girlfriend relationships.</li> </ul>
	<b>Understanding Human Sexuality</b>	<ul style="list-style-type: none"> <li>• Children are introduced to the concept of human sexuality.</li> <li>• Children build a positive sense of self.</li> </ul>
<b>THIRD + FOURTH LEVEL</b> S1, S2, S3 earlier or later for some	<b>My Body Now</b> <ul style="list-style-type: none"> <li>• Names of parts of my body</li> <li>• How my body changes as I grow</li> <li>• Menstruation</li> <li>• Masturbation</li> </ul>	<ul style="list-style-type: none"> <li>• Young people learn the correct names for parts of their body, including male and female genitalia, and their functions.</li> <li>• Young people recognise that body changes with puberty impact on feelings and behaviour.</li> <li>• Young people learn strategies to manage emotions.</li> <li>• Young people understand the importance of personal hygiene.</li> </ul>
	<b>Body Image</b> <ul style="list-style-type: none"> <li>• The influence of popular culture</li> <li>• My real body/body confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Young people learn about the influence and impact of media on body/self-image.</li> <li>• Young people understand this comes at a unique time in their lives, with puberty and developing sexuality.</li> <li>• Young people become critical of what they see and hear.</li> <li>• Young people view themselves as unique individuals.</li> </ul>
	<b>Consent</b> <ul style="list-style-type: none"> <li>• What consent means in a relationship</li> <li>• The age of consent</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Young people understand the pressures young people face to be in relationships including sexual relationships.</li> <li>• Young people know what the age of consent is.</li> </ul>

	<p>Boys, girls and stereotypes</p> <ul style="list-style-type: none"> <li>• Stereotypes and Equality</li> <li>• More about gender</li> </ul>	<ul style="list-style-type: none"> <li>• Young people learn about themselves, what makes them unique and the idea of diversity.</li> <li>• Young people learn about gender and consider stereotypes and gender-biased expectations.</li> <li>• Young people reflect on the experience of being transgender.</li> </ul>
	<p><b>Pornography: What is it and what harm does it do?</b></p>	<ul style="list-style-type: none"> <li>• Young people reflect and develop their own views on pornography and learn approaches to manage their exposure to images/films they see.</li> <li>• Young people understand that what is represented in pornography is not 'real' but staged and performed.</li> <li>• Young people understand that they have choices and can choose to not watch pornography.</li> <li>• Young people begin to think critically about their own relationship with pornography.</li> </ul>
	<p><b>Social Media</b></p> <ul style="list-style-type: none"> <li>• Me online/How we use social media</li> <li>• Netiquette</li> <li>• Sending and sharing images</li> </ul>	<ul style="list-style-type: none"> <li>• Young people talk about their online activity.</li> <li>• Young people consider how popular culture and media impacts on them.</li> <li>• Young people identify sources of information and support.</li> </ul>
	<p><b>Abuse and Relationships</b></p> <ul style="list-style-type: none"> <li>• Grooming and sexual exploitation</li> <li>• Partner control, coercion and violence</li> </ul>	<ul style="list-style-type: none"> <li>• Young people explore signs of abusive relationships and propose a range of strategies for accessing help.</li> <li>• Young people understand the law protects them from abuse in relationships.</li> </ul>
	<p><b>Romantic and Loving Relationships</b></p> <ul style="list-style-type: none"> <li>• Love</li> <li>• Living together, Marriage and Civil Partnerships</li> <li>• How do you make a relationship work?</li> </ul>	<ul style="list-style-type: none"> <li>• Young people understand the importance of being cared for and caring for others in relationships.</li> <li>• Young people understand that adult relationships can include marriage, civil partnerships and living together.</li> <li>• Young people acknowledge the pressures they can be under to be in a relationship.</li> </ul>



	<ul style="list-style-type: none"> <li>Qualities of a partner and talking about relationships.</li> </ul>	
	<p><b>Equalities, Feminism and Sexual Harassment</b></p> <ul style="list-style-type: none"> <li>Equalities and feminism</li> <li>Sexual harassment</li> </ul>	<ul style="list-style-type: none"> <li>Young people understand that power exists within relationships.</li> <li>Young people consider what the abuse of power means in terms of gender.</li> <li>Young people explain what gender, equality and feminism mean to them.</li> </ul>
	<p><b>Consent and the Law</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>Young people understand what the law says about sexual consent.</li> <li>Young people understand the pressures young people face to be in relationships including sexual relationships.</li> </ul>
	<p><b>Human Sexuality and Sexual Rights</b></p> <ul style="list-style-type: none"> <li>The idea of Sexual Rights (including FGM)</li> <li>Claiming your Sexual Rights</li> </ul>	<ul style="list-style-type: none"> <li>Young people understand that we are all sexual beings.</li> <li>Young people develop a broad understanding that our sexuality is about sexual feelings, thoughts, attractions and behaviours.</li> <li>Young people understand the idea of sexual rights.</li> </ul>
<p><b>SENIOR PHASE</b> S4, S5, S6 and College or earlier for some.</p>	<p><b>Make it Good</b></p> <ul style="list-style-type: none"> <li>The relationship I want</li> <li>How and why to end a relationship</li> <li>How do you know you are ready for sex?</li> <li>The sexual relationship I want</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>



		<ul style="list-style-type: none"> <li>• Young people think about whether they are ready for a sexual relationship and are encouraged to delay having sex until they feel ready.</li> <li>• Young people consider the idea of ‘relationship rights’.</li> </ul>
	<b>Gender Equality</b> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Equality and the law</li> <li>• School and the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Young people consider gender equality in the context of relationships – broadly in society and then in more personal relationships.</li> <li>• Young people understand what the law says about gender equality/sex discrimination.</li> <li>• Young people understand that the law applies to school and education.</li> </ul>
	<b>Pornography</b> <ul style="list-style-type: none"> <li>• What is pornography and what is it doing to us?</li> <li>• Pornography: what’s the problem?</li> </ul>	<ul style="list-style-type: none"> <li>• Young people recognise the impact that pornography has on self-image, choices and behaviours.</li> <li>• Young people understand that what is represented in pornography is not ‘real’ but staged and performed.</li> <li>• Young people learn that pornography is a global business.</li> <li>• Pornography is viewed as a medium through which people can be objectified, hurt and exploited.</li> <li>• Young people understand that they have choices and can choose to not watch pornography.</li> <li>• Young people consider the impact that excessive exposure to pornography has on attitudes and brain development.</li> <li>• Young people think critically about their own relationship with pornography.</li> </ul>
	<b>Prostitution and Paying for Sex</b>	<ul style="list-style-type: none"> <li>• Young people learn about prostitution in terms of the law, social attitudes and harm to individuals.</li> <li>• Prostitution is framed as sexual exploitation.</li> </ul>