

## The RSHP resource supports learning about POSITIVE RELATIONSHIPS across Curriculum for Excellence Levels

The learning activities and supporting resources across the RSHP resource have an interest in supporting learning about relationships and friendships. 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>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>Friends and friendship/Helping others</b></p>	<ul style="list-style-type: none"> <li>• Children learn how friendships are formed and nurtured.</li> <li>• Children identify who to go to if they are worried or concerned about peer relationships.</li> <li>• Children consider the feelings associated with friendship.</li> </ul>
	<p><b>Playing together/Being kind</b></p>	<ul style="list-style-type: none"> <li>• Children begin to understand the value of getting along and playing with others.</li> <li>• Children recognise the importance of kindness and can give examples of how to show kindness toward others.</li> </ul>
	<p><b>Asking questions, making choices: Saying Yes/Saying No</b></p>	<ul style="list-style-type: none"> <li>• Children develop an understanding of a range of feelings which they can talk about.</li> <li>• Children are learning about co-operating, sharing and about manners.</li> </ul>
	<p><b>When I feel sad or upset</b></p>	<ul style="list-style-type: none"> <li>• Children have understanding of their feelings/emotions.</li> <li>• Children understand the concept of trust and consider who they trust.</li> </ul>

		<ul style="list-style-type: none"> <li>Children know that if they are sad or upset they can talk to an adult they trust.</li> </ul>
	<b>Personal space and privacy</b>	<ul style="list-style-type: none"> <li>Children understand when they might need privacy.</li> <li>Children are beginning to understand about personal space.</li> <li>Children can identify whether or not they feel safe or unsafe in different situations.</li> </ul>
<b>FIRST LEVEL</b> P2, P3, P4 earlier or later for some	<b>Friends and Friendship</b> <ul style="list-style-type: none"> <li>My friends/Being a friend</li> <li>Kindness and empathy</li> <li>When friends fall out</li> </ul>	<ul style="list-style-type: none"> <li>Children learn how friendships are formed and nurtured.</li> <li>Children identify who to go to if they are worried or concerned about peer relationships.</li> <li>Children consider the feelings associated with friendship.</li> </ul>
	<b>Feelings and Safety</b> <ul style="list-style-type: none"> <li>This is how I feel</li> <li>Feeling Safe</li> </ul>	<ul style="list-style-type: none"> <li>Children learn to recognise their feelings.</li> <li>Children give examples of how they feel at different times or in different circumstances.</li> <li>Children learn help-seeking behaviours.</li> </ul>
	<b>Similarity, Diversity and Respect</b> <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> <li>Heterosexual/LGB</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> <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>
	<b>Safe and happy online</b>	<ul style="list-style-type: none"> <li>Children see the internet as a positive place that is fun and helps them learn.</li> </ul>

		<ul style="list-style-type: none"> <li>• Children reflect on their online behaviours.</li> <li>• Children identify potential dangers in online environments.</li> <li>• Children learn help-seeking behaviours.</li> </ul>
<p><b>SECOND LEVEL</b> P5, P6, P7 earlier or later for some</p>	<p><b>Friends and Friendship</b></p> <ul style="list-style-type: none"> <li>• What is a friend?</li> <li>• Making and keeping friends</li> <li>• Online/offline friends</li> </ul>	<ul style="list-style-type: none"> <li>• Children understand that there are different kinds of friendships and relationships.</li> <li>• Children recognise that friendships can be built and maintained in their immediate social environments and online.</li> <li>• Children know that positive peer relationships are good for their health and wellbeing and that of others.</li> <li>• Children give examples of skills and behaviours that enhance friendships and peer relationships.</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>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> <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>
	<p><b>Protecting Me/Abuse and Relationships</b></p> <ul style="list-style-type: none"> <li>• When I feel safe/unsafe</li> </ul>	<ul style="list-style-type: none"> <li>• Children learn that all forms of abuse are wrong.</li> </ul>

	<ul style="list-style-type: none"> <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 are informed about sources of information and support.</li> </ul>
<p><b><u>THIRD +</u></b> <b><u>FOURTH LEVEL</u></b> S1, S2, S3 earlier or later for some</p>	<p><b>Emotional Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Feeling emotional</li> <li>• Looking after myself and others</li> </ul>	<ul style="list-style-type: none"> <li>• Young people understand that puberty is a time of change that impacts both physically and mentally/emotionally.</li> <li>• Young people can identify sources of information and help.</li> <li>• Young people learn empathy and understanding for people who experience mental ill-health.</li> </ul>
	<p><b>Boys, Girls and Stereotypes</b></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>LGB Equality</b></p>	<ul style="list-style-type: none"> <li>• Young people demonstrate respect and understanding for people of all sexual orientations.</li> <li>• Young people learn that bullying and harassment of LGB peers is not tolerated.</li> </ul>
	<p><b>Social media (1)</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>Romantic and Loving Relationships</b></p> <ul style="list-style-type: none"> <li>• Love</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> </ul>

	<ul style="list-style-type: none"> <li>• Living together, Marriage and Civil Partnerships</li> <li>• How do you make a relationship work?</li> <li>• Qualities of a partner/talking about relationships</li> </ul>	<ul style="list-style-type: none"> <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>
	<p><b>Social media (2): Fake News/Fake People</b></p>	<ul style="list-style-type: none"> <li>• Young people see the internet as a positive place that is fun and helps them learn.</li> <li>• Young people reflect on their online behaviours.</li> <li>• Young people develop a critical perspective on information they access online</li> <li>• Young people identify potential or actual abusive behaviour in online environments.</li> <li>• Young people learn help-seeking behaviours.</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>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>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> </ul>

		<ul style="list-style-type: none"> <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> <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>Going Out, Keeping Safe</b>	<ul style="list-style-type: none"> <li>• Young people acknowledge their growing independence and exposure to different and difficult social situations.</li> <li>• Young people consider personal safety and that of friends.</li> <li>• Young people reflect on their behaviour toward others.</li> </ul>
	<b>Communication with a partner</b> <ul style="list-style-type: none"> <li>• The importance of communication</li> <li>• Getting along and dealing with conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Young people recognise the different ways people communicate with each other in the context of personal relationships.</li> <li>• Young understand empathy is a characteristic of a healthy relationship.</li> <li>• Young people understand the importance of positive behaviours whilst communicating using social media.</li> <li>• Young people know that there can be disagreements in relationships, but that conflict requires resolution.</li> <li>• Young people understand how to de-escalate conflict, giving examples of strategies to do so.</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> </ul>



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