



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	Experiences and outcomes	Learning intentions
<u>EARLY LEVEL</u>	Unique, Similar and Different	I recognise that we have similarities and differences but are all unique. HWB 0-47a I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 0-10a	<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.
	Our Families	I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. HWB 0-45a	<ul style="list-style-type: none"> • Children talk about their own family. • Children are able to describe the role of parents and carers. • Children discuss different family situations.
<u>FIRST LEVEL</u> Progression 1	My Family/All our families are different	I know that there are people in our lives who care for and look after us and I am aware that people may be	<ul style="list-style-type: none"> • Children know that there are adults in their lives who care for them and look after them.



		cared for by parents, carers or other adults. HWB 145a	<ul style="list-style-type: none"> • Children understand that who these adults can be different for children. • Children describe different types of family.
	Similarity, Diversity and Respect <ol style="list-style-type: none"> 1. I am unique 2. We are similar and different 3. Boys and Girls 4. Disability 5. Heterosexual/LGB 	I recognise that we have similarities and differences but are all unique. HWB1-47a	<ul style="list-style-type: none"> • Children learn about themselves, what makes them unique and the idea of diversity. • Children consider stereotypes and gender-biased expectations • Children learn about what is meant by the term disability • 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.
<u>SECOND LEVEL</u> To begin	A fair and equal life for boys and girls <ol style="list-style-type: none"> 1. Stereotypes and equality 2. Being fair 3. Being transgender 	I understand that a wide range of different kinds of friendships and relationships exists. HWB 2-44a I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b I know that all forms of abuse are wrong, and I am developing the skills to keep myself safe and get help if I need it. HWB 2-49a	<ul style="list-style-type: none"> • Children learn about themselves, what makes them unique and the idea of diversity. • Children consider stereotypes and gender-biased expectations.
<u>THIRD +</u> <u>FOURTH LEVEL</u> To begin	Boys, girls and stereotypes <ol style="list-style-type: none"> 1. Stereotypes and Equality 2. More about gender 	I understand and can demonstrate the qualities and skills required to	<ul style="list-style-type: none"> • Young people learn about themselves, what makes them unique and the idea of diversity.



		<p>sustain different types of relationships. HWB 3-44b</p> <p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 3-45a</p> <p>I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. HWB3-46b</p>	<ul style="list-style-type: none"> • Young people learn about gender and consider stereotypes and gender-biased expectations. • Young people reflect on the experience of being transgender.
<p><u>THIRD +</u> <u>FOURTH LEVEL</u> Progression 1</p>	<p>LGB Equality</p>	<p>I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I understand the different contexts of such relationships including marriage. HWB 3-44c</p> <p>I understand my own body's uniqueness, my developing sexuality, and that of others. HWB 3-47a</p>	<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.