

## 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	Experiences and Outcomes	Learning intentions
<a href="#">EARLY LEVEL</a>	<b>My Body</b>	I recognise that we have similarities and differences but are all unique. HWB 0-47a I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB 0-47b I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 0-15a	<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>
	<b>Unique, Similar and Different</b>	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"> <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>
<a href="#">FIRST LEVEL</a> <b>To begin</b>	<b>My Body/Names for parts of my body</b>	I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB1-47b	<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>FIRST LEVEL</b> <b>Progression 1</b></p>	<p><b>Similarity, Diversity and Respect</b></p> <ol style="list-style-type: none"> <li>1. I am unique</li> <li>2. We are similar and different</li> <li>3. Boys and Girls</li> <li>4. Disability</li> <li>5. Heterosexual/LGB</li> </ol>	<p>I recognise that we have similarities and differences but are all unique. HWB1-47a</p>	<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>
<p><b>SECOND LEVEL</b> <b>To begin</b></p>	<p><b>My body</b></p> <ol style="list-style-type: none"> <li>1. Names of parts of my body</li> <li>2. My body is changing (inc menstruation)</li> <li>3. Feelings and puberty</li> <li>4. Personal hygiene</li> </ol>	<p>I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a</p> <p>I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene. HWB 2-48a</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> <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> <ol style="list-style-type: none"> <li>1. Stereotypes and equality</li> <li>2. Being fair</li> <li>3. Being transgender</li> </ol>	<p>I understand that a wide range of different kinds of friendships and relationships exists. HWB 2-44a</p> <p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b</p>	<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>

		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	
	<b>Consent</b> <ol style="list-style-type: none"> <li>1. What is consent?</li> <li>2. My body is mine</li> </ol>	<p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 2-45b</p> <p>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</p>	<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>
	<b>Protecting Me/Abuse and Relationships</b> <ol style="list-style-type: none"> <li>1. When I feel safe/unsafe</li> <li>2. My 5 trusted individuals</li> <li>3. Bullying</li> <li>4. Physical abuse and neglect</li> <li>5. Sexual abuse</li> </ol>	<p>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</p>	<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>
<b>SECOND LEVEL Progression 1</b>	<b>Love and Relationships</b> <ol style="list-style-type: none"> <li>1. What is love?</li> <li>2. Being attracted to someone</li> </ol>	<p>I understand that a wide range of different kinds of friendships and relationships exists. HWB 2-44a</p> <p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b</p>	<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</li> </ul>

		<p>I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. HWB 2-45a</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 2-45b</p>	<p>others in personal and romantic relationships.</p> <ul style="list-style-type: none"> <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>SECOND LEVEL</b> <b>Progression 2</b></p>	<p><b>Understanding Human Sexuality</b></p>	<p>I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a</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"> <li>• Children are introduced to the concept of human sexuality.</li> <li>• Children build a positive sense of self.</li> </ul>
<p><b>THIRD + FOURTH LEVEL</b> <b>To begin</b></p>	<p><b>My Body Now</b></p> <ol style="list-style-type: none"> <li>1. Names of parts of my body</li> <li>2. How my body changes as I grow</li> <li>3. Menstruation</li> <li>4. Masturbation</li> </ol>	<p>I recognise that how my body changes can affect how I feel about myself and how I may behave. HWB 2-47a I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene. HWB 2-48a</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"> <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>
	<p><b>Body Image</b></p> <ol style="list-style-type: none"> <li>1. The influence of popular culture</li> </ol>	<p>I understand my own body's uniqueness, my developing sexuality, and that of others. HWB 3-47a</p> <p>I know that popular culture, the media and peer pressure can influence how I feel about myself</p>	<ul style="list-style-type: none"> <li>• Young people learn about the influence and impact of media on body/self-image.</li> </ul>

	<p>2. My real body/body confidence</p>	<p>and the impact this may have on my actions. HWB 3-46b</p>	<ul style="list-style-type: none"> <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>
	<p><b>Boys, girls and stereotypes</b></p> <ol style="list-style-type: none"> <li>1. Stereotypes and Equality</li> <li>2. More about gender</li> </ol>	<p>I understand and can demonstrate the qualities and skills required to 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"> <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>Consent</b></p> <ol style="list-style-type: none"> <li>1. What consent means in a relationship</li> <li>2. The age of consent</li> </ol>	<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 3-45a</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 3-45b</p> <p>I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. HWB3-49b</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 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><b>Social Media (1)</b></p> <ol style="list-style-type: none"> <li>1. Me online/How we use social media</li> <li>2. Netiquette</li> <li>3. Sending and sharing images</li> </ol>	<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> <p>I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult. HWB 3-46c</p> <p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 3-46a</p> <p>I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. HWB 3-49b</p>	<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>Pornography: What is it and what harm does it do?</b></p>	<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a</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. HWB 4-46</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> </ul>

			<ul style="list-style-type: none"> <li>• Young people begin to think critically about their own relationship with pornography.</li> </ul>
<p><b>THIRD + FOURTH LEVEL</b> <b>Progression 1</b></p>	<p><b>Abuse and Relationships</b></p> <ol style="list-style-type: none"> <li>1. Grooming and sexual exploitation</li> <li>2. Partner control, coercion and violence</li> </ol>	<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 how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law. HWB 3-48a</p> <p>I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. HWB 3-49b</p>	<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>THIRD + FOURTH LEVEL</b> <b>Progression 2</b></p>	<p><b>Romantic and Loving Relationships</b></p> <ol style="list-style-type: none"> <li>1. Love</li> <li>2. Living together, Marriage and Civil Partnerships</li> <li>3. How do you make a relationship work?</li> <li>4. Qualities of a partner and talking about relationships.</li> </ol>	<p>I understand the importance of being cared for and caring for others in relationships and can explain why. HWB 4-44a</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 4-44c</p> <p>I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult. HWB 4-46c</p> <p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about</p>	<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>

		friendships, relationships and sexual behaviour. HWB 4-46a	
	<b>Equalities, Feminism and Sexual Harassment</b> <ol style="list-style-type: none"> <li>1. Equalities and feminism</li> <li>2. Sexual harassment</li> </ol>	<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a</p> <p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 4-46a</p> <p>I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law. HWB 4-48a</p> <p>I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. HWB 4-49b</p>	<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>
	<b>Human Sexuality and Sexual Rights</b> <ol style="list-style-type: none"> <li>1. The idea of Sexual Rights (including FGM)</li> <li>2. Claiming our Sexual Rights</li> </ol>	<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 4-45b</p> <p>I know how to manage situations concerning my sexual health and wellbeing and am learning to understand what appropriate sexual behaviour is. HWB 4-49a</p>	<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>I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law. HWB 4-48a</p> <p>I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. HWB 4-49b</p>	
	<b>Consent and the Law</b>	<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a</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>
<b>SENIOR PHASE</b> <b>To begin</b>	<p><b>Make it Good</b></p> <ol style="list-style-type: none"> <li>1. The relationship I want</li> <li>2. How and why to end a relationship</li> <li>3. How do you know you are ready for sex?</li> </ol>	<p>I understand the importance of being cared for and caring for others in relationships and can explain why. HWB 4-44a</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 4-44c</p>	<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</li> </ul>

	<p>4. The sexual relationship I want</p>	<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a                  I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult. HWB 4-46c                  I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 4-46a</p>	<p>so, what a positive sexual relationship might be like.</p> <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>
	<p><b>Gender Equality</b></p> <ol style="list-style-type: none"> <li>1. Relationships</li> <li>2. Equality and the law</li> <li>3. School and the workplace</li> </ol>	<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a                  I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour. HWB 4-46a                  I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law. HWB 4-48a</p>	<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>
	<p><b>Pornography</b></p> <ol style="list-style-type: none"> <li>1. What is pornography and what is it doing to us?</li> </ol>	<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a                  I know that popular culture, the media and peer pressure can influence how I feel about myself</p>	<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> </ul>

	2. Pornography: what's the problem?	and the impact this may have on my actions. HWB 4-46b	<ul style="list-style-type: none"> <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>SENIOR PHASE Progression</b>	<b>Prostitution and Paying for Sex</b>	I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a	<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>