

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	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.
	Friends and friendship/Helping others	I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 0-44a I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 0-44b 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 0-45b	<ul style="list-style-type: none"> • Children learn how friendships are formed and nurtured. • Children identify who to go to if they are worried or concerned about peer relationships. • Children consider the feelings associated with friendship.
	Playing together/Being kind	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 understand the value of getting along and playing with others. • Children recognise the importance of kindness and can give examples of how to show kindness toward others.

		I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 0-08a	
	Asking questions, making choices: Saying Yes/Saying No	I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a	<ul style="list-style-type: none"> • Children develop an understanding of a range of feelings which they can talk about. • Children are learning about co-operating, sharing and about manners.
	When I feel sad or upset	<p>I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this. HWB 0-49a</p> <p>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 045a</p>	<ul style="list-style-type: none"> • Children have understanding of their feelings/emotions. • Children understand the concept of trust and consider who they trust. • Children know that if they are sad or upset they can talk to an adult they trust.
	Personal space and privacy	<p>I am learning what I can do to look after my body and who can help me. HWB 0-48a</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 0-45b</p>	<ul style="list-style-type: none"> • Children understand when they might need privacy. • Children are beginning to understand about personal space. • Children can identify whether or not they feel safe or unsafe in different situations.
<u>FIRST LEVEL</u> To begin	Friends and Friendship 1. My friends/Being a friend 2. Kindness and empathy	<p>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 1-44a</p> <p>I understand positive things about friendships and relationships but when something worries</p>	<ul style="list-style-type: none"> • Children learn how friendships are formed and nurtured. • Children identify who to go to if they are worried or concerned about peer relationships.

	3. When friends fall out	or upsets me I know who I should talk to. HWB 1-44	<ul style="list-style-type: none"> Children consider the feelings associated with friendship.
FIRST LEVEL Progression 1	Feelings and Safety 1. This is how I feel 2. Feeling Safe	I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 1-44a I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 1-44 I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and nonverbal communication. HWB 1-45b	<ul style="list-style-type: none"> Children learn to recognise their feelings. Children give examples of how they feel at different times or in different circumstances. Children learn help-seeking behaviours.
	Similarity, Diversity and Respect 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.
FIRST LEVEL Progression 2	Safe and happy online	I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 1-44a	<ul style="list-style-type: none"> Children see the internet as a positive place that is fun and helps them learn. Children reflect on their online behaviours.

		<p>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 1-44</p> <p>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and nonverbal communication. HWB 1-45b</p>	<ul style="list-style-type: none"> • Children identify potential dangers in online environments. • Children learn help-seeking behaviours.
<p>SECOND LEVEL To begin</p>	<p>Friends and Friendship</p> <ol style="list-style-type: none"> 1. What is a friend? 2. Making and keeping friends 3. Online/offline friends 	<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> <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>	<ul style="list-style-type: none"> • Children understand that there are different kinds of friendships and relationships. • Children recognise that friendships can be built and maintained in their immediate social environments and online. • Children know that positive peer relationships are good for their health and wellbeing and that of others. • Children give examples of skills and behaviours that enhance friendships and peer relationships.
	<p>A fair and equal life for girls and boys</p> <ol style="list-style-type: none"> 1. Stereotypes and equality 2. Being fair 3. Being transgender 	<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> <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"> • Children learn about themselves, what makes them unique and the idea of diversity. • Children consider stereotypes and gender-biased expectations.

	<p>Protecting Me/Abuse and Relationships</p> <ol style="list-style-type: none"> 1. When I feel safe/unsafe 2. My 5 trusted individuals 3. Bullying 4. Physical abuse and neglect 5. Sexual abuse 	<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"> • Children learn that all forms of abuse are wrong. • Children are informed about sources of information and support.
<p>SECOND LEVEL Progression 1</p>	<p>Love and relationships</p> <ol style="list-style-type: none"> 1. What is love? 2. Being attracted to someone 	<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> <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>	<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>THIRD + FOURTH LEVEL To begin</p>	<p>Boys, Girls and Stereotypes</p> <ol style="list-style-type: none"> 1. Stereotypes and equality 2. More about gender 	<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>	<ul style="list-style-type: none"> • Young people learn about themselves, what makes them unique and the idea of diversity. • Young people learn about gender and consider stereotypes and gender-biased expectations.

		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 3-46b	<ul style="list-style-type: none"> • Young people reflect on the experience of being transgender.
	Social media (1) <ol style="list-style-type: none"> 1. Me online/How we use social media 2. Netiquette 3. Sending and sharing images 	<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"> • 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.
	Emotional Wellbeing <ol style="list-style-type: none"> 1. Feeling emotional 2. Looking after myself and others 	<p>I understand the importance of being cared for and caring for others in relationships, and can explain why. HWB 3-44a</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 understand that puberty is a time of change that impacts both physically and mentally/emotionally. • Young people can identify sources of information and help.

		<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 3-46b</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>	<ul style="list-style-type: none"> • Young people learn empathy and understanding for people who experience mental ill-health.
<p>THIRD + FOURTH LEVEL 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.
	<p>Abuse and Relationships</p> <ol style="list-style-type: none"> 1. Grooming and sexual exploitation 2. Partner control, coercion and violence 	<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</p>	<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.

		there are laws which protect me from different kinds of abuse. HWB 3-49b	
THIRD + FOURTH LEVEL Progression 2	Romantic and Loving Relationships 1. Love 2. Living together, Marriage and Civil Partnerships 3. How do you make a relationship work? 4. Qualities of a partner/talking about relationships	I understand the importance of being cared for and caring for others in relationships and can explain why. HWB 4-44a 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 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	<ul style="list-style-type: none"> • Young people understand the importance of being cared for and caring for others in relationships. • 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.
	Equalities, Feminism and Sexual Harassment 1. Equalities and feminism 2. Sexual harassment	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	<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>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>	
	<p>Social media (2): Fake News/Fake People</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 446b</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"> • Young people see the internet as a positive place that is fun and helps them learn. • Young people reflect on their online behaviours. • Young people develop a critical perspective on information they access online • Young people identify potential or actual abusive behaviour in online environments. • Young people learn help-seeking behaviours.
<p>SENIOR PHASE To begin</p>	<p>Make it Good</p> <ol style="list-style-type: none"> 1. The relationship I want 2. How and why to end a relationship 3. How do you know you are ready for sex? 4. The sexual relationship I want 	<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 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"> • 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.

		<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 friendships, relationships and sexual behaviour. HWB 4-46a</p>	<ul style="list-style-type: none"> • 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>Gender Equality</p> <ol style="list-style-type: none"> 1. Relationships 2. Equality and the law 3. School and the workplace 	<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"> • 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>Going out, keeping yourself and others safe</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>	<ul style="list-style-type: none"> • Young people acknowledge their growing independence and exposure to different and difficult social situations.

		<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>Using what I have learned I am able to make informed decisions and choices that promote and protect my own and others' sexual health and wellbeing. HWB 4-47b</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 4-45</p>	<ul style="list-style-type: none"> • Young people consider personal safety and that of friends. • Young people reflect on their behaviour toward others.
<p>SENIOR PHASE Progression</p>	<p>Communication with a partner</p> <ol style="list-style-type: none"> 1. The importance of communication 2. Getting along and dealing with conflict 	<p>I understand and can demonstrate the qualities and skills required to sustain different types of relationships. HWB 4-44b</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 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>	<ul style="list-style-type: none"> • Young people recognise the different ways people communicate with each other in the context of personal relationships. • Young understand empathy is a characteristic of a healthy relationship. • Young people understand the importance of positive behaviours whilst communicating using social media. • Young people know that there can be disagreements in relationships, but that conflict requires resolution. • Young people understand how to de-escalate conflict, giving examples of strategies to do so.