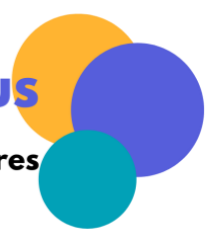


**Respecting me, you, us – lessons 1-4: UK curriculum and PSHE Association Programme of Study links**

**England**

RELATIONSHIPS AND SEX EDUCATION (SECONDARY)					
Strand	Statement	My values	Being a positive bystander	Rights in relationships	Gender stereotypes
Respectful relationships, including friendships	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.			✓	✓
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.		✓	✓	
	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).				✓
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.			✓	
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.			✓	
Online and media	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.		✓	✓	
	What to do and where to get support to report material or manage issues online.		✓		
Intimate and sexual relationships, including sexual health	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.			✓	

PHYSICAL HEALTH AND MENTAL WELLBEING (SECONDARY)					
Strand	Statement	My values	Being a positive bystander	Rights in relationships	Gender stereotypes
Mental wellbeing	How to talk about their emotions accurately and sensitively, using appropriate vocabulary.				✓
Internet safety and	How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.		✓		



harms					
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CITIZENSHIP (KS3)				
Statement	My values	Being a positive bystander	Rights in relationships	Gender stereotypes
The precious liberties enjoyed by the citizens of the United Kingdom			✓	

## Wales

PERSONAL AND SOCIAL EDUCATION (KS3)						
Strand	Learners should be given...	Statement	My values	Being a positive bystander	Rights in relationships	Gender stereotypes
Active citizenship	Opportunities to:	Develop respect for themselves and others	✓	✓	✓	✓
		Be moved by injustice, exploitation and denial of human rights			✓	✓
	To understand:	Their rights, e.g. the UN Convention on the Rights of the Child, and entitlements, e.g. Extending Entitlement			✓	
		How to recognise and challenge effectively expressions of prejudice, racism and stereotyping		✓		✓
Health and emotional well-being	Opportunities to:	Develop positive attitudes towards themselves and others	✓	✓	✓	✓
	To understand:	The features of safe and potentially abusive relationships			✓	
		The range of emotions they experience and how to develop strategies for coping with negative feeling				✓
		The benefits of accessing different sources of information, support and advice.	✓	✓	✓	✓
Moral and spiritual development	Opportunities to:	Develop an insight into their values	✓			
		Show sensitivity to the values of others	✓			
	To understand:	What they believe to be right and wrong actions and the moral dilemmas involved in life situations	✓	✓	✓	✓
		Their beliefs in the context of those in society	✓			✓
Sustainable development and global citizenship	Opportunities to:	Appreciate that people's actions and perspectives are influenced by their values	✓			

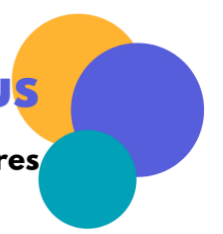


## Scotland

HEALTH AND WELLBEING (THIRD/FOURTH LEVEL)					
Strand	Statement	My values	Being a positive bystander	Rights in relationships	Gender stereotypes
Mental and emotional wellbeing	I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.	✓	✓	✓	✓
	I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.			✓	
Social wellbeing	As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.			✓	
Relationships, sexual health and parenthood	I understand and can demonstrate the qualities and skills required to sustain different types of relationships.			✓	
	I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour.	✓	✓		✓
	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.				✓

## Northern Ireland

HEALTH AND WELLBEING (THIRD/FOURTH LEVEL)					
Strand	Statement - Pupils should have the opportunity to...	My values	Being a positive bystander	Rights in relationships	Gender stereotypes
Local and global citizenship - human rights and social responsibility	Investigate key human rights principles as outlined in, for example, The Universal Declaration of Human Rights (UDHR), The European Convention of Human Rights (ECHR) and The United Nations Conventions of the Rights of Child (UNRC) as a value base			✓	
	Investigate why different rights must be limited or balanced in our society, for example individual rights v group rights, freedom of expression, movement, mode of protect, etc.			✓	
Personal development	Explore personal morals, values and beliefs, for example the origin of personal values, developing a moral framework, personal integrity, etc.	✓			✓

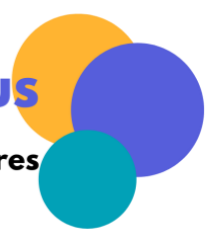


- self-awareness	Investigate the influences on a young person, for example peer pressure, media, social and cultural trends, fears, anxieties and motivations, etc.				✓
Personal development - relationships	Explore the qualities of relationships including friendship, for example conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships etc.			✓	✓
	Explore the qualities of a loving respectful relationship, for example how choices within a relationship affect both physical and emotional development, friendships, etc.			✓	
	Develop strategies to avoid and resolve conflict, for example active listening, assertiveness, negotiation, mediation, etc.		✓		✓

## PSHE Association Programme of Study KS3

CORE THEME 1: HEALTH AND WELLBEING					
Strand	Statement	My values	Being a positive bystander	Rights in relationships	Gender stereotypes
Self-concept	<b>H3.</b> the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health.				✓
Managing risk and personal safety	<b>H30.</b> how to identify risk and manage personal safety in increasingly independent situations, including online.		✓		
	<b>H31.</b> ways of assessing and reducing risk in relation to health, wellbeing and personal safety.		✓		

CORE THEME 2: RELATIONSHIPS					
Strand	Statement	My values	Being a positive bystander	Rights in relationships	Gender stereotypes
Positive relationships	<b>R2.</b> indicators of positive, healthy relationships and unhealthy relationships, including online.			✓	
	<b>R7.</b> how the media portrays relationships and the potential impact of this on people's expectations of relationships.				✓
Relationship values	<b>R9.</b> to clarify and develop personal values in friendships, love and sexual relationships.	✓			
	<b>R11.</b> to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships.				✓
Forming and maintaining respectful relationships	<b>R13.</b> how to safely and responsibly form, maintain and manage positive relationships, including online.			✓	
	<b>R14.</b> the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online).			✓	
	<b>R16.</b> to further develop the skills of active listening, clear communication, negotiation and compromise.			✓	✓



	<b>R23.</b> the services available to support healthy relationships and manage unhealthy relationships, and how to access them.			✓	
Bullying, abuse and discrimination	<b>R38.</b> to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied.		✓		
	<b>R39.</b> the impact of stereotyping, prejudice and discrimination on individuals and relationships.				✓
Social influences	<b>R43.</b> the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support.		✓		✓