

Phase 1	Phase 2	Phase 3
Practitioners should consider learners' developmental appropriateness for learning in each phase:		
From age 3	From age 7	From age 11
<b>The learning supports:</b>		
<p>Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.</p>	<p>Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.</p>	<p>Understanding the positive and negative characteristics and healthy or unhealthy aspects of a range of relationships including family, friendship, romantic and sexual.</p> <p>Ability to develop and understand the importance of equity, mutual respect, and affection in relationships with others.</p>
<p>An <b>awareness</b> of how to communicate wants and needs in relationships, and begin to respect those of others.</p> <p>Awareness of how needs relate to rights.</p>	<p>How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships.</p>	<p>Understanding and use of effective communication, decision making, managing and resolving conflict, and refusal skills in a range of different contexts and types of relationships, offline and online, including intimate relationships.</p> <p>Understanding how to speak out about harmful behaviours directed at them or others.</p>
<p>Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important.</p>	<p>Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these.</p> <p>Understanding positive behaviours in relationships and what can happen when relationships breakdown.</p>	<p>Understanding how the diversity of relationships including marriage, and all types of civil partnership, has changed over time, and how relationships are positively and negatively impacted by social and cultural norms and laws in different ways around the world.</p>

	<p>An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time.</p>	
<p>Developing a sense of themselves, in the context of families, friends and communities.</p> <p>Recognising how people value different things and have different families, friends and communities.</p>	<p>Recognising how people's relationships with others shape who they are and their happiness.</p> <p>An awareness of how identity can be expressed in different ways.</p>	<p>Understanding how rights need to be balanced in a diverse society; the characteristics, benefits and challenges of living in a diverse society; and how and why attitudes have changed and are changing including towards gender and sexuality diversity.</p>
<p>Experiencing <b>inclusive</b> behaviours, language and role modelling that show respect for others, whatever their gender.</p> <p>Recognising learners' rights to be treated fairly, kindly and with respect.</p>	<p>Valuing and recognising the contributions of everyone; and the importance of sex and gender equality.</p> <p>Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.</p> <p>An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours.</p>	<p>An ability to advocate for and advance the rights of all and understand and respect all people in relation to sex, gender and sexuality.</p> <p>Understanding how the law and human rights secure freedoms around sex, gender and sexuality and how these can differ in other countries and over time.</p> <p>Ability to critically explore and understand how a range of social, cultural and religious norms and influences about relationships, sex, gender and sexuality can shape perceptions and our well-being and can be both positive and harmful.</p>