Strand: Physical, Personal and Social Learning
Domain: Interpersonal Development

Level 1
Learning focus
‘Students are supported to develop appropriate language to explain what happens and how they feel when experiencing conflict and/or bullying. They begin to understand how their actions affect others. Students learn that some people have special needs and to respect the rights, feelings and efforts of others.’

Level 3
Learning focus
‘They are supported to develop relationships based on respect and the valuing of individual differences...’

Dimension - Building social relationships
Standard
‘At Level 3, students demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people. They support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences. They work with others to reduce, avoid and resolve conflict.’

Level 4
Learning focus
‘Students participate in a range of classroom activities where they explore the similarities and differences in the values and beliefs of a range of individuals and groups. They begin to reflect on what this may mean for themselves when building and maintaining relationships with a diverse range of people. They explore and discuss behaviours which demonstrate sensitivity to cultural differences in their interactions with others.’

‘Students compare their beliefs and values with others, and consider how these influence feelings and behaviours. Through discussion and activities such as role-play, they reflect on inclusion, belonging and tolerance. They consider how it feels to be excluded from a group. They identify examples of bullying in a range of contexts. They explore the impact of bullying on people’s sense of self-worth and are assisted to identify, discuss and use different strategies to reduce, avoid and resolve bullying.’
Curriculum Planning Guidelines: Phase 1: Whole School Level  
Student Diversity

Further detail
Students at this Level will be familiar with homophobic language and practice, and this can be actively explored. Some students will have same-sex attracted family members, including same-sex parents, friends, or other acquaintances, and this should be recognised in discussion.

Dimension - Building social relationships
Standard
‘At Level 4, students demonstrate, through their interactions in social situations, **respect for a diverse range of people and groups.** Students **describe the impact of bullying.** They accept and display empathy for the points of view and feelings of their peers and others. They identify and use a variety of strategies to manage and resolve conflict.’

Level 5

Learning focus
‘As students work towards the achievement of Level 5 standards in Interpersonal Development, they develop positive relationships through understanding and respecting others. They participate in activities which enable them to **identify the differing values and beliefs held by individuals in local, national and global contexts, and reflect on the impact these may have on relationships.**’

‘In a variety of forums, **students investigate various forms of bullying and the consequences for the bully and the victim.** They also explore other forms of conflict in both local and broader contexts.....Students **explore how peers may influence the way they respond to others.** They continue to identify strategies to build and maintain positive social relationships; for example, by **acknowledging and celebrating the diversity of individuals,** recognising peer influence on their own behaviour, **showing sensitivity to cultural diversity,** recognising and accommodating others’ strengths and weaknesses and **acknowledging the existence and possible implications of different values and beliefs.**’

Dimension - Building social relationships
Standard
‘At Level 5, students **demonstrate respect for the individuality of others** and empathise with others in local, national and global contexts, **acknowledging the diversity of individuals.**’
Level 6

Learning focus
‘As students work towards their achievement of Level 6 standards in Interpersonal Development, they develop their knowledge of local and global values and beliefs and consider the idea of values as social constructs and principles.’

‘They learn to consider feelings and behaviour in a broader context that is influenced by social conventions and cultures.’

Further detail
In considering the idea of values as social constructs students can compare the experiences of homosexual and transgender people in society with other groups that are discriminated against, and identify what has led to this. It would be appropriate as a part of such work to identify myths and stereotypes about lesbian, gay, bisexual and transgender people and contrast these with facts.

Dimension - Building social relationships
Standard
‘They describe how local and global values and beliefs determine their own and others’ social relationships.’