



Curriculum Checklist Empathy Week 2022

Together, we are building the

Empathy Generation

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Curriculum checklist

Empathy Week resources have engaged and empowered students all over the world, and the *Empathy Generation* is growing every year. They join us in our belief that by developing students' empathic skills, we support them becoming happier, more resilient learners and more effective leaders.

As educators, we understand the pressures of timetabling and curriculum mapping. Click on the links below to see how Empathy Week 2022 resources can support your delivery of statutory curricula and school standards.

[Relationships Education \(UK\)](#)

[Relationships and Sex Education \(UK\)](#)

[Physical Health and Mental Wellbeing: Primary \(UK\)](#)

[Physical Health and Mental Wellbeing: Secondary \(UK\)](#)

[International Baccalaureate](#)

[Education \(Independent School Standards\) Regulations 2014 \(UK\)](#)

[Fundamental British Values](#)

Relationships Education (UK)

Families and people who care for me <i>Pupils should know...</i>	that families are important for children growing up because they can give love, security and stability	✓
	the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	✓
	that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	✓
	that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	✓
	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	
	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	✓
Caring friendships <i>Pupils should know...</i>	how important friendships are in making us feel happy and secure, and how people choose and make friends	✓
	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	✓
	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	✓
	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right	✓
	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	✓

✓ signifies that content relevant to the strand is included in Empathy Week 2022 resources

Respectful relationships <i>Pupils should know...</i>	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	✓
	practical steps they can take in a range of different contexts to improve or support respectful relationships	✓
	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	✓
	the conventions of courtesy and manners	✓
	the importance of self-respect and how this links to their own happiness	✓
	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 those in positions of authority	✓
	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	✓
	what a stereotype is, and how stereotypes can be unfair, negative or destructive	✓
	the importance of permission-seeking and giving in relationships with friends, peers and adults	✓
Online Relationships <i>Pupils should know...</i>	that people sometimes behave differently online, including by pretending to be someone they are not	
	that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous	✓
	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	
	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	
	how information and data is shared and used online	

Being Safe <i>Pupils should know...</i>	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	✓
	about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe	✓
	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	✓
	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	✓
	how to recognise and report feelings of being unsafe or feeling bad about any adult	✓
	how to recognise and report feelings of being unsafe or feeling bad about any adult	✓
	how to ask for advice or help for themselves or others, and to keep trying until they are heard,	✓
	how to report concerns or abuse, and the vocabulary and confidence needed to do so	✓
	where to get advice, for example family, school or other sources	✓

Relationships and Sex Education (UK)

Families <i>Pupils should know...</i>	that there are different types of committed, stable relationships.	✓
	how these relationships might contribute to human happiness and their importance for bringing up children.	✓
	what marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.	
	why marriage is an important relationship choice for many couples and why it must be freely entered into.	
	the characteristics and legal status of other types of long-term relationships.	
	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	
	how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed	✓

Respectful Relationships, Including Friendships <i>Pupils should know...</i>	the characteristics of positive and healthy friendships, in all contexts including online, such as: <ul style="list-style-type: none"> • 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 (for example, 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	✓
	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control	
	what constitutes sexual harassment and sexual violence and why these are always unacceptable	
	the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal	

Curriculum strands in **Online Media, Being Safe, and Intimate and Sexual Relationships, Including Sexual Health** are not explicitly covered in Empathy Week 2022 resources.

Discussion of the topics included in **The Law** (for example: abortion, sexuality and gender identity) will feature in Empathy Week 2022 resources. However, details of the Law relevant to the locality of the educational institution will not be included.

Physical Health & Mental Wellbeing: Primary (UK)

Mental Wellbeing <i>Pupils should know...</i>	that mental wellbeing is a normal part of daily life, in the same way as physical health	✓
	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	✓
	how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	✓
	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	✓
	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	✓
	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	✓
	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	✓
	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	✓
	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	✓
	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	✓

Internet Safety and Harms, Physical Health and Fitness, Healthy Eating, Drugs, alcohol and tobacco, and Health and Prevention are not explicitly covered.

Physical Health and Mental Wellbeing: Secondary (UK)

Mental Wellbeing <i>Pupils should know...</i>	how to talk about their emotions accurately and sensitively, using appropriate vocabulary	✓
	that happiness is linked to being connected to others	✓
	how to recognise the early signs of mental wellbeing concerns	✓
	common types of mental ill health (e.g. anxiety and depression)	✓
	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health	✓
	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness	✓
Internet Safety and Harms <i>Pupils should know...</i>	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	✓
	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online	✓

Physical Health and Fitness, Healthy Eating, Drugs, alcohol and tobacco, Health and Prevention, Basic First Aid and **Changing Adolescent Body** are not explicitly covered.

International Baccalaureate: Learner Profile

Empathy Week resources will contribute to the following elements of the International Baccalaureate Learner Profile:	
<i>Inquirers</i>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<i>Knowledgeable</i>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<i>Communicators</i>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<i>Thinkers</i>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<i>Principled</i>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<i>Open-minded</i>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<i>Reflective</i>	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
<i>Balanced</i>	We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

International Baccalaureate: Programme Standards

Empathy Week resources...	Relevant standard
develop and promote international-mindedness.	A 4
promote responsible action within and beyond the school community.	A 5
promote open communication based on understanding and respect.	A 6
ensure access to information on global issues and diverse perspectives.	B2 7
allow for meaningful student action in response to students' own needs and the needs of others.	C2 5; C3 6
incorporates relevant experiences for students.	C2 6; C3 12
promote students' awareness of individual, local, national and world issues.	C2 7
provide opportunities for reflection on human commonality, diversity, and multiple perspectives.	C2 8
engage students as inquirers and thinkers.	C3 2
engage students in reflecting on how, what and why they are learning.	C3 13
are stimulating learning tools based on understanding and respect/	C3 14

Education (Independent School Standards) Regulations 2014 (UK)

Empathy Week resources...	Relevant standard
take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.	Part 1, 2. (1) (b) (i)
do not undermine the fundamental British values of democracy, the rule of the law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.	Part 1, 2. (1) (b) (ii)
encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a).	Part 1, 2. (d)
help to encourage pupils to fulfil their potential.	Part 1, 2. (e) (iii)
provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.	Part 1, 2. (i)
foster in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.	Part 1, 3. (b)
are well-planned lessons with effective teaching methods, activities and management of class time.	Part 1, 3. (c)
planned with a good understanding of the aptitudes, needs and prior attainments of the pupils.	Part 1, 3. (d)
demonstrate good knowledge and understanding of the subject matter being taught.	Part 1, 3. (e)
do not discriminate against pupils contrary to Part 6 of the 2010 Act(a)	Part 1, 3. (j)

Fundamental British Values

Empathy Week resources...	
promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.	communicate an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
enable students to develop their self-knowledge, self-esteem and self-confidence.	encourage respect for democracy and support for participation in the democratic processes.
enable students to distinguish right from wrong.	encourage respect for other people.
communicate an understanding of the importance of identifying and combatting discrimination.	communicate an understanding that the freedom to choose and hold other faiths and beliefs is protected in law.
enable students to acquire a broad general knowledge of and respect for public institutions and services.	communicate an understanding of the importance of identifying and combatting discrimination.
further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.	communicate an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.
ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils.	encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

**EMPATHY
WEEK**

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have to **understand** the
people in it.**

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