

Our Curriculum

Our curriculum has been designed to complement the core elements of the Relationships and Sex Education curriculum that all schools follow. We prioritise covering our set content for each session, however additional topics may come up in conversation.

Week 1: Gender Stereotypes, Internalization, and Misogyny

Boys are introduced to our three key concepts which lays the foundation for later sessions. A simple input/out model is presented for boys to understand how socialization can affect our behaviours and beliefs. Boys are made aware of how gender stereotypes have a negative impact on their perceptions of themselves and their perceptions of other people.

Week 2: Supporting those affected by Online Misogyny

Boys are made aware of the prevalence and impact of online misogyny on women and girls. Through a fictional scenario, boys reflect on how they can be supportive of their female peers if they are impacted by online misogyny.

Week 3: Our Online Diet and Our Safety Online

Using our input/output model, boys are encouraged to reflect on how their consumption of online content affects their well-being. Boys learn about how misogynistic 'Manosphere' creators create content that on the surface appears to seek to help men and boys but actually contain negative messaging.

Week 4: Algorithms and Social Media

Boys are shown the basic mechanism of how social media priorities what content is shown to them and how consistent engagement with misogynistic content increases the likelihood of social media algorithms presenting more misogynistic content. Boys are informed of how they can maintain a healthy online diet through reducing their time online, using digital wellbeing tools, and actively avoiding engagement with misogynistic or negative content.

Week 5: Healthy Relationships and being an Active Bystander

Boys reflect on how healthy relationships with their peers and family can be maintained through respecting people's choices, identity, and boundaries. This is presented through activities discussing affirmative consent within platonic relationships. Boys are informed of ways to be an active bystander and encouraged to seek help from a trusted adult if they witness misogynistic behaviour in public.