



## TAFF BARGOED LEARNING PARTNERSHIP RSE PROGRESSION & DELIVERY OF SKILLS

### I. RELATIONSHIPS & IDENTITY

RSE CODE	Nursery	Reception	Year 1	Year 2
Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.	<p>Begin to express and communicate feelings and emotions, with support</p> <p>Begin to understand that others have feelings and that their actions can impact on those feelings.</p> <p>Begin to think about how others feel</p> <p>Begin to understand what 'being kind' means.</p> <p>Provide praise and celebrate when a Pupil has shown kindness to another person</p> <p>Begin to demonstrate care and affection for other children and adults, including those who are different from them.</p>	<p>Develop an awareness of appropriate ways to express their feelings</p> <p>Begin to express and communicate feelings and emotions, in simple ways</p> <p>Understand that others have feelings and that their actions can impact on those feelings.</p> <p>Think about how others may feel in various situations.</p> <p>Develop an awareness of 'kindness' within the class and praise this where observed.</p> <p>Give an example of someone being kind to them, and where they have been kind to someone.</p> <p>Begin to demonstrate care, respect and affection for other children and adults</p>	<p>Develop an awareness of appropriate ways to express their feelings</p> <p>Begin to express and communicate feelings and emotions confidently</p> <p>Understand the relationship between actions and feelings.</p> <p>Be caring towards others</p> <p>Think about how others may feel in various situations</p> <p>Understand the importance of being kind and how this makes them and others feel.</p> <p>Give examples of where someone has been kind to them.</p> <p>Demonstrate care, respect and affection for other children and adults including</p>	<p>Be able to describe, in simple terms, situations where they have experienced different feelings</p> <p>Begin to be aware of the feelings of others and how our actions/words can have an impact on them.</p> <p>Demonstrate respect for the needs of others.</p> <p>Begin to demonstrate an awareness of the feelings of others</p> <p>Make and maintain friendships</p>

		including those who are different from them.	those who are different from them.	
<p>An awareness 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>Begin to think about how others feel</p> <p>Begin to understand the right not to be hurt</p> <p>Begin to understand the right to be treated fairly.</p> <p>With support, I can communicate my needs and feelings in my relationships</p>	<p>Begin to express and communicate feelings and emotions, in simple ways</p> <p>With support, understand the right not to be hurt</p> <p>With support, understand the right to feel safe and be free</p> <p>With support, understand the right to be treated fairly.</p> <p>With growing independence, I can communicate my needs and feelings in my relationships</p>	<p>Begin to express and communicate feelings and emotions confidently</p> <p>Understand the right not to be hurt</p> <p>Understand the right to feel safe and be free</p> <p>Understand the right to be treated fairly.</p> <p>Show and be shown respect towards others.</p> <p>I can communicate my needs and feelings in my relationships</p>	<p>Begin to understand how our actions reflect our feeling</p> <p>Develop an increasing awareness of appropriate ways to express their feelings</p> <p>Begin to identify when they experience a change in their mood/feeling and start to identify the cause for change.</p> <p>Be aware of simple strategies to help manage their feelings</p> <p>Understand the difference between 'needs' and 'wants' and those things we need are called 'rights'</p>
<p>Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important.</p>	<p>Understand that family and friends care for each other.</p> <p>Begin to be aware that everyone is unique</p> <p>Begin to understand the terms 'same' and 'different' when relating to others</p>	<p>Know that there are different types of family and all families have special roles in children's lives.</p> <p>Begin to understand that there are things that make us similar and different to each other</p>	<p>Identify key members of their family, understanding that 'family' means something different to lots of people.</p> <p>Understand what friendship is</p>	<p>Demonstrate care, respect and affection or other children and adults.</p> <p>Describe people who are special</p>

		With support, identify things that are different/similar between groups/individuals.	Develop and describe friendship skills, and demonstrate these within the classroom setting	Be aware that others have different special people  Identify key members of their family
Developing a sense of themselves, in the context of families, friends and communities.  Recognising how people value different things and have different families, friends and communities.	Begin to describe things or people which are special to them including key family members  Begin to recognise family members in pictures  Begin to be aware that everyone in class is different to them, but there are somethings that may be similar	Begin to develop an awareness of who and what is important to them  Begin to understand that there are things that make us similar and different to each other	Be aware of who and what is important to them  Describe simple similarities and differences between themselves and others	Begin to describe and understand their Welsh identity  Understand and demonstrate politeness and tolerance towards all others.
Experiencing inclusive behaviours, language and role modelling that show respect for others, whatever their gender.  Recognising learners' rights to be treated fairly, kindly and with respect.	With support. be able to share and take turns in group activities  With support, take part in structured and unstructured activities with others	Be able to share and take turns in group activities  Independently take part in structured and unstructured activities with others  Be caring towards others	Understand what friendship is  Develop and describe friendship skills, and demonstrate these within the classroom setting  Be caring towards others	Understand that we all make choices and how these choices can affect our lives

## 2. SEXUAL HEALTH AND WELLBEING

RSE CODE	Nursery	Reception	Year 1	Year 2
<p>The use of accurate terminology for all body parts.</p> <p>An awareness of the human life cycle and that reproduction is a part of life</p>	<p>Identify and locate some parts of the body (human or animal)</p> <p>Identify key elements needed for animals/humans to grow.</p>	<p>Locate body parts, including sense organs</p>	<p>Recognise that animals produce young</p> <p>Provide simple explanations for changes in living things such as diet affecting</p> <p>Explain difference between living and non-living things in terms of characteristics such as movement and growth</p>	<p>Begin to explore various life cycles</p> <p>Begin to understand in basic terms the changes that occur within their own bodies (growing), and recognising that these are different for different genders</p>
<p>Awareness of how human bodies change as they grow.</p>	<p>Understand that People change over time</p>	<p>Recognise changes that take place as animals get older – they grow and reproduce.</p>	<p>Describe some differences they observe e.g. between a baby and adult</p>	<p>Identify ways in which the appearance of humans changes as they get older and some characteristics that will not change</p> <p>Begin to understand in basic terms the changes that occur within their own bodies (growing), and recognising that these are different for different genders</p>
<p>An awareness of the importance of personal self-care and hygiene.</p>	<p>Begin to recognise some of the behaviours, conditions and situations that affect my physical health</p> <p>Know that they need activity to help them grow and keep healthy</p>	<p>Begin to recognise some of the behaviours, conditions and situations that affect physical health and well-being</p>	<p>Begin to recognise some of the behaviours, conditions and situations that affect physical health and well-being and know how to respond and get help</p>	<p>Know that basic hygiene will maintain a healthy body</p> <p>Recognise that an adequate diet and exercise are necessary for them to grow and stay healthy</p>

		Know that they need exercise to help them grow and keep healthy	Understand that exercise is important for healthy bodies	
A recognition that everyone's body is unique and special to them.	Develop a positive self-image as an important individual.	Develop a positive self-image as an important individual	Develop a positive self-image as part of a caring school	Develop a positive self-image as part of a caring school community and as part of their social communities.
Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own	<p>With support, begin to recognise the connection between the physical and emotional changes that can occur in different contexts. Begin to understand that there is a consequence to our actions.</p> <p>Know when their actions have had an impact/effect on another</p> <p>Begin to understand, in simple terms, that our actions can affect others around us</p>	<p>With growing confidence, begin to recognise the connection between the physical and emotional changes that can occur in different contexts.</p> <p>Understand that actions have consequences</p> <p>Know when their actions or words have hurt another and understand the need to make amends.</p> <p>Understand that our actions can affect others around us</p>	<p>Independently recognise the connection between the physical and emotional changes that can occur in different contexts. Understand that all actions have consequences; some of which are good, some of which are bad.</p> <p>Know when their actions or words have hurt another and understand the need to make amends.</p> <p>Understand that our actions can affect others around us, giving examples of this in school and in the home</p>	<p>Begin to be aware of the feelings of others and how our actions/words can have an impact on them.</p>
Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.	Know who to go to when feeling unsafe	Know who to go to when feeling unsafe	<p>Develop an awareness of and describe people they can trust</p> <p>Know who to go to when feeling unsafe</p>	<p>Describe people they can trust</p> <p>Develop an awareness of the need to keep themselves safe</p>

### 3. EMPOWERMENT, SAFETY & RESPECT

RSE CODE	Nursery	Reception	Year 1	Year 2
<p>Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination.</p> <p>Ability to interact with others in a way that is fair.</p>	<p>Begin to understand that others have feelings and that their actions can impact on those feelings.</p>	<p>Understand that others have feelings and that their actions can impact on those feelings.</p>	<p>Understand the relationship between actions and feelings.</p> <p>Understand that personal actions have consequences</p>	<p>Begin to be aware of the feelings of others and how our actions/words can have an impact on them.</p> <p>Being to understand that our actions and words have consequences</p>
<p>Recognising the right to be free from harmful, abusive and bullying behaviour.</p> <p>An awareness of how to recognise positive and harmful behaviours, including bullying.</p> <p>Ability to share with a trusted adult when faced with harmful behaviours.</p>	<p>Begin to understand that others have feelings and that their actions can impact on those feelings.</p> <p>Know what 'being safe' means</p> <p>Begin to understand what a 'safe' relationship looks like and how this makes us feel</p>	<p>Begin to identify some basic ways to avoid, manage and resolve conflict</p> <p>Know that the opposite of being safe is 'unsafe'</p> <p>With support, give examples of times when they are safe or unsafe.</p> <p>Begin to think about what an unsafe relationship might look like</p>	<p>Understand that personal actions have consequences</p> <p>Identify some basic ways to avoid, manage and resolve conflict</p> <p>Know that the opposite of being safe is 'unsafe'</p> <p>Give examples of times when they are safe or unsafe.</p> <p>Know what a safe or unsafe relationship might look like and who can help them if they feel unsafe.</p>	<p>Begin to be aware of the feelings of others and how our actions/words can have an impact on them.</p> <p>Demonstrate respect for the needs of others.</p>
<p>Beginning to recognise that other people have thoughts, feelings and opinions that are different.</p> <p>An awareness of the need to seek agreement in order to share, for example toys.</p>	<p>Begin to understand that there is a consequence to our actions.</p> <p>Know when their actions have had an impact/effect on another</p>	<p>Understand that actions have consequences</p> <p>Know when their actions or words have hurt another and understand the need to make amends.</p>	<p>Understand that all actions have consequences; some of which are good, some of which are bad.</p> <p>Know when their actions or words have hurt another and</p>	<p>Develop an awareness of the need to keep themselves safe</p> <p>Know that there is appropriate and inappropriate touching</p>

<p>An awareness of everyone's right to privacy, personal boundaries and which parts of the body are private.</p> <p>Ability to communicate if someone is touching them in a way that makes them feel uncomfortable.</p>	<p>Begin to understand, in simple terms, that our actions can affect others around us</p> <p>Know who to go to when feeling unsafe</p> <p>Know what 'being safe' means</p> <p>Begin to understand what a 'safe' relationship looks like and how this makes us feel</p>	<p>Understand that our actions can affect others around us</p> <p>Be aware of personal safety and begin to give examples of safe and unsafe situations</p> <p>Know who to go to when feeling unsafe</p> <p>Know that the opposite of being safe is 'unsafe'</p> <p>With support, give examples of times when they are safe or unsafe.</p> <p>Begin to think about what an unsafe relationship might look like</p>	<p>understand the need to make amends.</p> <p>Understand that our actions can affect others around us, giving examples of this in school and in the home.</p> <p>Know that the opposite of being safe is 'unsafe'</p> <p>Give examples of times when they are safe or unsafe.</p> <p>Know what a safe or unsafe relationship might look like and who can help them if they feel unsafe.</p>	<p>(where your underwear covers)</p> <p>Begin to respond appropriately to danger both in and out of school.</p>
<p>Awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared.</p>	<p>Know what 'being safe' means</p> <p>Know who to go to when feeling unsafe</p>	<p>Be aware of personal safety and begin to give examples of safe and unsafe situations</p> <p>With support, give examples of times when they are safe or unsafe.</p>	<p>The use of technology outside of school, including E-Safety and staying safe online</p>	<p>How technology (including engineering) and its developments, impact on everyday life</p> <p>The importance of E-safety and navigating safely online</p> <p>Begin to respond appropriately to danger both in and out of school</p>

				Describe people they can trust
<p>An awareness that everyone has the right to be safe and no one is allowed to harm anyone else.</p> <p>Ability to speak up for each other.</p>	<p>Begin to be aware of personal safety and develop an initial awareness of danger.</p> <p>Know who to go to when feeling unsafe</p>	<p>Be aware of personal safety and begin to give examples of safe and unsafe situations</p> <p>Know who to go to when feeling unsafe</p> <p>Know that the opposite of being safe is 'unsafe'</p> <p>With support, give examples of times when they are safe or unsafe.</p> <p>Begin to think about what an unsafe relationship might look like</p>	<p>Develop their awareness of danger both in and out of school, with an understanding of personal safety.</p> <p>Recognise various situation which can be identified as safe or unsafe.</p> <p>Know who to go to when feeling unsafe</p> <p>Know what a safe or unsafe relationship might look like and who can help them if they feel unsafe.</p>	<p>Understand the difference between 'needs' and 'wants' and those things we need are called 'rights'</p> <p>Begin to respond appropriately to danger both in and out of school.</p> <p>Develop an awareness of the need to keep themselves safe</p>