



TAFF BARGOED LEARNING PARTNERSHIP RSE PROGRESSION & DELIVERY OF SKILLS – PHASE 2

I. RELATIONSHIPS & IDENTITY

RSE CODE	Year 3	Year 4	Year 5	Year 6
Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.	<p>Friendships and bullying; understanding how to solve it</p> <p>Understand and demonstrate politeness and tolerance towards all others.</p> <p>Develop and describe friendship skills.</p> <p>Begin to describe friendships outside of family.</p>	<p>Understand and demonstrate politeness and tolerance towards all others.</p> <p>Begin to describe relationships they have outside of family</p> <p>Demonstrate an awareness of the feelings of others.</p> <p>Develop and describe friendship skills</p> <p>Understanding bullying and how this impacts on a person.</p>	<p>Cultural differences, enjoying and respecting other cultures but also how this can be used to cause conflict; racism</p> <p>Begin to explore personal values</p>	<p>What makes us unique including challenging perceptions of 'normality' and understanding disabilities</p> <p>Explore personal values</p> <p>The importance of role modelling, and discouraging anti-social behaviour</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>Demonstrate an awareness of the feelings of others.</p> <p>Know when their actions or words have hurt another and make amends.</p> <p>Take responsibility for their own actions</p>	<p>Being part of a wider community; school, community, class team</p> <p>Rights, responsibilities and democracy (having a voice) and how this impacts on our everyday life.</p> <p>Importance of making decisions and choices, and</p>	<p>Express their feelings appropriately</p> <p>Understand the relationship between actions and feelings</p>	<p>Express their feelings appropriately</p> <p>Understand the relationship between actions and feelings</p>

	<p>Demonstrate respect for the needs of others.</p> <p>Begin to understand that they have rights and entitlements regardless of their background or situation and can express their needs freely.</p>	<p>the rewards and consequences of doing this.</p> <p>Understand some of the rights that affect them in their daily life and to understand what to do when these rights are not met.</p>		
<p>Recognition of the characteristics of different families, friendship and peer relationships and the diversity of these. Understanding positive behaviours in relationships and what can happen when relationships breakdown.</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>Develop and describe friendship skills.</p> <p>Explain why people are special to them</p> <p>Understand family is different for others and that everyone will have different significant people in their lives.</p> <p>Begin to describe friendships outside of family.</p> <p>Demonstrate an awareness of the feelings of others.</p> <p>Begin to understand that they have rights and entitlements regardless of their background or situation and can express their needs freely.</p>	<p>Begin to describe relationships they have outside of family</p> <p>Come to a joint agreement on a topic/task/outcome as a result of group work.</p> <p>Demonstrate respect for the needs of others.</p> <p>Understand and demonstrate politeness and tolerance towards all others.</p> <p>Begin to explore personal values</p> <p>Begin to appreciate that people differ in what they believe to be right or wrong.</p> <p>Importance of making decisions and choices, and the rewards and consequences of doing this.</p>	<p>Demonstrate a positive self-image and sense of belonging to a range of communities</p> <p>Understand that people come from diverse backgrounds and bring a range of experiences with them</p> <p>Understand and have respect for society's rules</p> <p>Understand that our community is a diverse place with people from different backgrounds and cultures</p> <p>Be able to identify what makes our community 'diverse' and to identify and celebrate difference</p>	<p>What makes us unique including challenging perceptions of 'normality' and understanding disabilities</p> <p>Understand and demonstrate politeness and tolerance towards all others</p> <p>Understand the value of diversity</p>

	<p>Understand that somebody may have a different viewpoint or opinion about an event or experience that has taken place, and identify simply the reasons for this.</p> <p>Begin to understand that different people will give different opinions of the same event.</p> <p>Respect people's viewpoints opinions when they are different from own.</p> <p>Begin to appreciate that people differ in what they believe to be right or wrong.</p> <p>Be aware of society's rules</p>	<p>Understand that somebody may have a different viewpoint or opinion about an event or experience that has taken place, and identify simply the reasons for this.</p> <p>Begin to understand that different people will give different opinions of the same event.</p> <p>Respect people's viewpoints opinions when they are different from own.</p> <p>Understand that our community is a diverse place with people from different backgrounds and cultures</p> <p>Be able to recognise things that make us different from each other, and celebrate those things we have in common.</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>Explain why people are special to them</p> <p>Understand family is different for others and that everyone will have different significant people in their lives.</p>	<p>Accepting self and others; challenging assumptions and judging by appearance.</p> <p>Healthy relationships and importance of values/resisting peer</p>	<p>Demonstrate a positive self-image and sense of belonging to a range of communities</p> <p>Understand and have respect for society's rules</p>	<p>Understand and demonstrate politeness and tolerance towards all others</p> <p>Understand the value of diversity</p>

	<p>Understand and demonstrate politeness and tolerance towards all others.</p> <p>Understand that people have choices</p>	<p>pressure; including love and loss, memories of loved ones</p> <p>Develop a positive attitude towards themselves as an individual, demonstrating increasing resilience</p> <p>Begin to understand how they react to different situations/experiences</p> <p>Understand everyone reacts differently when faced with different experiences</p> <p>Have respect for society's rules</p> <p>Understand their Welsh identity and value the diversity of their community and the values that are part of that diversity.</p>	<p>Take responsibility for their own actions</p> <p>Understand that people come from diverse backgrounds and bring a range of experiences with them</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>Families and how these differ for everyone; including family conflict (tackling stereotypes)</p> <p>Show curiosity and positive attitudes towards new experiences and learning.</p>	<p>Accepting self and others; challenging assumptions and judging by appearance.</p> <p>Being part of a wider community; school, community, class team</p> <p>Develop empathy for others.</p>	<p>Begin to see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional wellbeing.</p> <p>Understand that people come from diverse</p>	<p>Empathise with others experiences and feelings.</p> <p>Understand how poverty and inequality can cause problems</p> <p>Demonstrate a positive attitudes on issues of poverty and fairness.</p>

<p>An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours</p>	<p>Begin to develop empathy with others who are in different situations to them</p> <p>Be able to listen to others when in a group, acknowledging when a view is different from their own</p> <p>Understand the benefits of working as a group</p> <p>Be aware of society's rules</p> <p>Demonstrate respect for the needs of others</p> <p>Take responsibility for their own actions</p> <p>Understand and demonstrate politeness and tolerance towards all others.</p> <p>Demonstrate politeness and tolerance towards all others, understanding that not everyone is tolerant or treated fairly.</p>	<p>Understand and demonstrate politeness and tolerance towards all others.</p> <p>Begin to explore personal values</p> <p>Begin to appreciate that people differ in what they believe to be right or wrong.</p> <p>Work co-operatively to solve problems</p> <p>Begin to understand how actions can affect others personally</p> <p>Importance of making decisions and choices, and the rewards and consequences of doing this.</p> <p>Understand and demonstrate politeness and tolerance towards all others.</p> <p>Begin to develop a positive attitude on issues of poverty and fairness</p>	<p>backgrounds and bring a range of experiences with them</p> <p>Demonstrate a positive attitudes on issues of poverty and fairness</p>	
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2. SEXUAL HEALTH AND WELLBEING

RSE CODE	Year 3	Year 4	Year 5	Year 6
Knowledge and understanding of how reproductive organs develop in a human body. This includes understanding fertility and the processes of reproduction, including what supports menstrual health and well-being. Recognising the process of pregnancy and birth.	Changes to their bodies; including how babies grow and the needs of babies.	The ongoing changes in their bodies including having a baby, early puberty and accepting change	The changes in their body as they get older including puberty, conception (including IVF) and coping with change	Know the physical and emotional changes which occur at conception, pregnancy and birth.
The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty.		The ongoing changes in their bodies including having a baby, early puberty and accepting change	Recognise some of the changes to their bodies as they grow and some of the reasons for physical and emotional changes, including at puberty.	Recognise some of the changes to their bodies as they grow and some of the reasons for physical and emotional changes, including at puberty
The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.	Know and describe how hygiene will maintain a healthy body.	Know and describe how hygiene will maintain a healthy body and begin to take responsibility for personal hygiene.	Begin to understand the physical and emotional benefits of a healthy lifestyle	Understand the physical and emotional benefits of a healthy lifestyle.
An awareness that there are many different sources of information offline and online that help us learn about our bodies and affect how we feel about our body and other people's bodies.	Begin to understand the importance of accuracy of data and begin to identify the effects of incorrect data	Develop a positive attitude towards themselves as an individual, demonstrating increasing resilience Understand everyone reacts differently when faced with different experiences	Building their own self-esteem and self-worth, including the impact of social media and online screen time on body image and mental health	Understand the various ways that they are able to communicate their feelings and seek support for promoting positive mental health.

		Understand that our feelings influence our actions and vice versa.		
Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses.	<p>Begin to identify how they react/respond to feeling different emotions</p> <p>Begin to consider how different experiences may trigger a change in their feeling/mood/actions</p> <p>Be aware of the feelings of others and know that our actions/words can both positively and negatively have an impact.</p> <p>Begin to develop empathy with others who are in different situations to them</p> <p>Understand that people have choices</p>	<p>Know that there a range of factors that can affect our mood/feeling – positively and negatively.</p> <p>Be able to identify causes for changes in mood/how they are feeling, and address these when they are negative.</p> <p>Know that our actions/words can both positively and negatively have an impact.</p>	<p>Begin to identify when their behaviours change in response to an external source and identify steps to take in order to help them</p> <p>Begin to self-regulate their emotions in a healthy way using strategies that they have developed.</p>	<p>Self-regulate their emotions in a healthy way using strategies that they have developed.</p> <p>Aspects of maintaining a healthy body and changes that occur as you grow up; including puberty, conception to birth, Physical attraction, respect and consent, girlfriend/boyfriends</p>
Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.	Describe people they can trust	<p>Describe people they can trust and identify who they can go to if they feel unsafe.</p> <p>Know who to talk to if they are struggling with their feelings</p>	<p>Know who to go to when needing help – both in school and outside of school</p> <p>Be aware of external agencies who can help</p> <p>Know who to go to when feeling unsafe</p>	<p>Be aware of external agencies that can support them with their mental health.</p> <p>Identify key people who they trust and know who to turn to when needing help</p>

				<p>Know those people who they can trust</p> <p>Know who to go to when feeling unsafe</p>
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3. EMPOWERMENT, SAFETY & RESPECT

RSE CODE	Year 3	Year 4	Year 5	Year 6
<p>Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.</p> <p>Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.</p>	<p>Families and how these differ for everyone; including family conflict (tackling stereotypes)</p> <p>Begin to develop empathy with others who are in different situations to them</p> <p>Demonstrate respect for the needs of others.</p> <p>Understand and demonstrate politeness and tolerance towards all others.</p> <p>Know when their actions or words have hurt another and make amends.</p>	<p>Being part of a wider community; school, community, class team</p> <p>Accepting self and others; challenging assumptions and judging by appearance.</p> <p>Develop a positive attitude towards themselves as an individual, demonstrating increasing resilience</p> <p>Develop empathy for others.</p> <p>Appreciate that people will have different views on various subjects, and be able to compromise.</p> <p>Demonstrate respect for the needs of others.</p> <p>Understand and demonstrate politeness and tolerance towards all others.</p>	<p>Begin to empathise with others experiences and feelings.</p> <p>Understand the concepts of poverty and inequality</p> <p>Demonstrate a positive attitudes on issues of poverty and fairness.</p>	<p>Empathise with others experiences and feelings.</p> <p>Understand how poverty and inequality can cause problems</p> <p>Demonstrate a positive attitudes on issues of poverty and fairness.</p> <p>Relationships that have an impact on us including; love and loss, power and control, assertiveness and identifying sources of support.</p>
<p>Understanding of the right for everyone to be free from harm or abuse.</p> <p>An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse</p>	<p>Begin to understand that they have rights and entitlements regardless of their background or situation and can express their needs freely.</p>	<p>Healthy relationships and importance of values/resisting peer pressure</p>	<p>Know when their actions or words have hurt another and make amends.</p> <p>Understand the nature of bullying</p>	<p>Be aware of the need to keep themselves safe and take responsibility for personal safety.</p>

<p>and neglect, including peer on peer harassment and bullying and the role technology can play.</p> <p>How to seek support for oneself, and offer support to others.</p> <p>How to be a good friend and advocate for others.</p>	<p>Develop and describe friendship skills.</p> <p>Know when their actions or words have hurt another and make amends.</p> <p>Demonstrate an awareness of the feelings of others. Begin to think about how to appropriately express their feelings</p> <p>Be aware of the feelings of others and know that our actions/words can both positively and negatively have an impact.</p> <p>Begin to develop empathy with others who are in different situations to them</p> <p>Friendships and bullying; understanding how to solve it</p> <p>Managing feelings, including understanding how words can be hurtful, as well as giving and receiving compliments.</p>	<p>Understanding bullying and how this impacts on a person.</p> <p>Know that our actions/words can both positively and negatively have an impact.</p> <p>Begin to understand how actions can affect others personally – racism, bullying etc.</p> <p>Begin to resist unwanted peer pressure</p>	<p>Resist unwanted peer pressure</p> <p>Distinguish between appropriate and inappropriate touching</p> <p>Be aware of the need to keep themselves safe and take responsibility for personal safety</p>	<p>Distinguish between appropriate and inappropriate touching and understand 'personal boundaries'</p> <p>Relationships that have an impact on us including; love and loss, power and control, assertiveness and identifying sources of support.</p> <p>Know who to go to when feeling unsafe</p> <p>Understanding bullying and the importance of inclusion both in school and wider world</p>
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	Describe people they can trust			
<p>Understanding of the right to bodily privacy, personal boundaries including online.</p> <p>Understanding how behaviours may be perceived by others offline and online.</p> <p>Recognising which steps to take to keep safe from harm both in offline and online friendships.</p> <p>Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example, gender norms.</p> <p>Developing the skills to build consensual behaviours and relationships and know how to safely respond, challenge and report non-consensual behaviours and relationships offline and online.</p>	<p>Demonstrate an awareness of the feelings of others.</p> <p>Respond appropriately to danger both in and out of school.</p> <p>Know who to go to if feeling unsafe</p> <p>Understand that people have choices</p> <p>Begin to appreciate that people differ in what they believe to be right or wrong.</p> <p>Be aware that actions have consequences</p> <p>Know that there are actions that we can put in place to reduce risks - including at home and in school.</p> <p>Recognise how decisions they make at a local level can have an impact of others around them</p> <p>Be aware of the feelings of others and know that our actions/words can both</p>	<p>The importance of E-Safety and how to keep themselves and others safe online</p> <p>Begin to resist unwanted peer pressure</p> <p>Begin to identify what a 'safe' relationship looks like and how this makes us feel.</p> <p>Begin to identify when a relationship is not safe and may put us in danger</p> <p>Be aware of appropriate ways to express their feelings.</p> <p>Understand the relationship between actions and feelings</p> <p>Demonstrate an awareness of the feelings of others.</p> <p>Begin to manage emotions and develop coping strategies</p> <p>Develop an awareness of the need to keep themselves safe and take responsibility for personal safety</p>	<p>Understanding the impact of grooming online and the importance of staying SMART online</p> <p>Distinguish between appropriate and inappropriate touching</p> <p>Be aware of the need to keep themselves safe and take responsibility for personal safety.</p> <p>Know who to go to when feeling unsafe</p>	<p>Be aware of the need to keep themselves safe and take responsibility for personal safety.</p> <p>Distinguish between appropriate and inappropriate touching and understand 'personal boundaries'</p> <p>Know who to go to when feeling unsafe</p> <p>Aspects of maintaining a healthy body and changes that occur as you grow up; including puberty, conception to birth, Physical attraction, respect and consent, girlfriend/boyfriends</p> <p>Importance of staying safe online and taking responsibility when using technology; including the area of sexting</p>

	positively and negatively have an impact.	Know who to go to when feeling unsafe including agencies (ChildLine, police) who can help them to feel safe.		
<p>Know how and when digital media can be shared safely, with permission and when it can be a source of harm.</p> <p>Awareness of the benefits and dangers of the internet and social media in forming friendships online.</p> <p>Exploring the motives behind fabricated and digitally-altered media.</p> <p>An understanding of the need to keep safe online, an ability to take steps to protect themselves and an ability to share with trusted adults where something is seen that shouldn't have been, or is upsetting or uncomfortable.</p>	<p>The importance of E-Safety and how to keep themselves and others safe online</p> <p>Understand that people have choices</p> <p>Know who to go to if feeling unsafe</p> <p>Take responsibility for their own actions</p> <p>Respond appropriately to danger both in and out of school.</p> <p>Be aware of the feelings of others and know that our actions/words can both positively and negatively have an impact.</p> <p>Be aware of society's rules</p> <p>Describe people they can trust</p>	<p>The importance of E-Safety and how to keep themselves and others safe online</p> <p>Develop an awareness of the need to keep them safe and take responsibility for personal safety</p> <p>Begin to resist unwanted peer pressure</p> <p>Develop an awareness of the need to keep themselves safe and take responsibility for personal safety</p> <p>Know who to go to when feeling unsafe including agencies (ChildLine, police) who can help them to feel safe.</p>	<p>The importance of e-safety in the online world</p> <p>Understanding the impact of grooming online and the importance of staying SMART online</p> <p>Be aware of the need to keep themselves safe and take responsibility for personal safety.</p> <p>Know who to go to when feeling unsafe</p>	<p>The importance of e-safety in the online world of communication</p> <p>Importance of staying safe online and taking responsibility when using technology; including the area of sexting</p>

<p>Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.</p>	<p>Rules, Rights and responsibilities; including rewards and consequences where these are not followed</p> <p>Demonstrate respect for the needs of others, respecting their rights as well as own</p>	<p>Rights, responsibilities and democracy (having a voice) and how this impacts on our everyday life.</p> <p>Understand some of the rights that affect them in their daily life and to understand what to do when these rights are not met</p> <p>Demonstrate respect for the needs of others, respecting their rights as well as own</p>	<p>Understand that they have rights and entitlements regardless of their background or situation and can express their needs freely.</p> <p>Demonstrate respect for the needs of others.</p>	<p>Understand their rights and the rights of others, regardless of their background or situation and the importance of democratic decision making.</p> <p>What makes us unique including challenging perceptions of 'normality' and understanding disabilities</p> <p>Understand the need to respect the needs of others.</p>
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