RSE Code Curriculum – Progression Step 1 & 2

Relationships and Identity ***This strand focuses on:*** ***• learners' rights to safety and protection and freedom from harm and discrimination*** ***• how and where to seek information, help and support*** ***• how to support and advocate for the rights, fair treatment, and respect of all***	**Lesson Topic**			
	Early Years	**Year 1**	**Year 2**	**Year 3**
Ability to act with kindness, empathy, and compassion in interactions with others immediate to them including family, friendship, and peer relationships. *H&WB skill: I am aware of when others are kind to me and when I am kind to others.*	**Kindness –** how to be kind to others. Creation of paper chain of kindness. Recognition and discussion through stories and retellings.	**Kindness & Empathy –** how to be kind to others, developing empathy & understanding simple emotions.	**Kindness & Empathy –** role play how to be kind during a range of scenarios, including friendships.	**Kindness, Empathy & Compassion –** how to resolve conflict using positivity. **Anti-bullying –** how to deal with difficult situations
An awareness of how to communicate wants and needs in relationships and begin to respect those of others. **Awareness of how needs relate to rights.** *H&WB skill: I can communicate my needs and feelings in my relationships.* **Spectrum*	***Healthy Relationships –** teaching the fundamentals of a healthy relationships; focus on friendships and family members. **UNCRC – Rights of the Child**	**Friendships and Relationships** – knowing how to communicate in friendships and in relationships with family members. **UNCRC – Rights of the Child**	**Appropriate behaviour towards others** – understanding how to respect others wants and needs. **Wants and Needs –** differences between wants and needs, what do we need from good friends and what things would be like from friendships? **UNCRC – Rights of the Child**	**Equality Vs Equity** – understanding that some people need different support to have the same experience. **Wants and Needs –** differences between wants and needs, what do we need from good friends and what things would be like from friendships? **UNCRC – Rights of the Child**

Awareness of the diversity of families and relationships, including friendship and peer relationships, and why these are important. *H&WB skill: I can communicate my needs and feelings in my relationships.* **Spectrum workshop*	**Friendships –** what makes a good friend? **My Family**- who makes up your family? ***Healthy Relationships**	**Friendships –** qualities of our friends. **My Family**- what does family mean?	**Friendships & Relationships –** people who help us, what qualities make people good friends and why is this important to you. **Different Families-** understand that there are lots of different types of families.	**Family Tree –** creating and sharing family trees with our peers, discussing similarities and differences with our families.
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. *H&WB skill: I can identify who looks after me and who my family and friends are.*	**This is me –** what makes me, me? Qualities and hobbies. **Likes and dislikes-** identifying these and asking others their likes and dislikes.	**Strengths and Ambitions –** thinking of things we enjoy doing and finding ways to improve them. **Opinions and vales-** discussing how our values and opinions may be different.	**Strengths and Ambitions –** developing basic goals and setting targets. **Points of view-** discussing how our values and opinions may be different.	**Self-Worth –** developing a sense of ourselves within different friendships and relationships. **Points of view-** identify, understand and respond appropriately to others points of view
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.	**Pink or Blue?** – discussing basic gender stereotypes. **Anti-bullying Week –** following the topic given that year.	**Pink or Blue** – discussing basic gender stereotypes. **Anti-bullying Week –** following the topic given that year.	**Gender Equality –** discussing the need for equality and why things should be fair. **Anti-bullying Week –** following the topic given that year.	**Gender Equality –** discussing differences in pay and equality. **Anti-bullying Week –** following the topic given that year.
Empowerment, Safety and Respect ***This strand focuses on:***	Early Years	Year 1	Year 2	Year 3

• learners' rights to safety and protection and freedom from harm and discrimination • how and where to seek information, help and support • how to support and advocate for the rights, fair treatment, and respect of all				
Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination. **Ability to interact with others in a way that is fair.** **Recognising the right to be free from harmful, abusive and bullying behaviour.**	**Children's Rights – UNCRC** **We are all equal –** developing an understanding for different cultures, beliefs and abilities.	**Children's Rights – UNCRC** **We are all equal –** developing an understanding for different cultures, beliefs and abilities.	**Children's Rights – UNCRC** **We are all equal –** Understanding and respecting that people have different opinions and views.	**Children's Rights – UNCRC** **Putting yourself in their shoes-** understanding how it may feel to be discriminated against; Black History month; bullying; disabilities.
An awareness of how to recognise positive and harmful behaviours, including bullying. **Ability to share with a trusted adult when faced with harmful behaviours.**	**Anti-bullying week –** teaching the given annual topic **Dealing with difficult situations –** making the right choice.	**Anti-bullying week –** teaching the given annual topic **Dealing with difficult situations –** making the right choice.	**Anti-bullying week –** teaching the given annual topic **Dealing with difficult situations –** making the right choice.	**Anti-bullying week –** teaching the given annual topic **Dealing with difficult situations –** making the right choice.
Beginning to recognise that other people have thoughts, feelings and opinions that are different. **An awareness of the need to seek agreement in order to share, for example toys.**	**Consent and permission through turn taking-** seeking agreement in order to share; learning to ask and be patient during play activities; practising and using social sentences to confirm requests/ wishes.	**Turn taking and sharing -**understanding basic agreements with people to use toys and equipment. ***Body Language-** identifying different feelings through body language.	**Respect -** showing respect for others and their belongings; understanding the need to have agreements for certain games and choices.	**Respect–** boundaries and keeping secrets. ***Compassion**- how can we support others who may need support. ***Consent**- personal space and belongings

******Safe Secure Kids*	**Likes and dislikes-** identifying these and asking others their likes and dislikes.	**Respect –** showing respect for others, their opinions and their belongings.	***Body Language-** identifying ways to cope with situations when different body language occurs (for yourself and others)	
Ability to communicate if someone is touching them in a way that makes them feel uncomfortable. **An awareness of everyone's right to privacy, personal boundaries and which parts of the body are private.** **NSPCC Pants resource* **Welsh Government Growing Up Scheme*	**People who help us –** understanding when and how to speak to trusted adults – who are trusted adults. ***NSPCC PANTS-** keeping children safe from sexual abuse ***Body parts-** identify the names of different body parts for girls and boys. ***Appropriate and Inappropriate touch**- what parts of our bodies are appropriate to touch	**People who help us –** understanding when and how to speak to trusted adults – who are trusted adults. ***NSPCC PANTS-** keeping children safe from sexual abuse ***Body parts-** identify the names of different body parts for girls and boys. ***Appropriate and Inappropriate touch**- what parts of our bodies are appropriate to touch	**People who help us -** understanding when and how to speak to trusted adults – who are trusted adults. **Speaking up –** knowing when and how to speak up if something is making you feel unhappy or uncomfortable. ***NSPCC PANTS-** keeping children safe from sexual abuse ***Appropriate and Inappropriate touch**- what parts of our bodies are appropriate to touch	**People who help us -** understanding when and how to speak to trusted adults – who are trusted adults. **Speaking up –** knowing when and how to speak up if something is making you feel unhappy or uncomfortable. ***NSPCC PANTS-** keeping children safe from sexual abuse ***Appropriate and Inappropriate touch**- what parts of our bodies are appropriate to touch

Awareness of how to keep safe when using digital media, including sharing with a trusted adult when they feel uncomfortable or scared. **An awareness that everyone has the right to be safe and no one is allowed to harm anyone else. Ability to speak up for each other.**	**Online safety –** passwords & how they help us. **Children's Rights – UNCRC –** taught through class and whole school assemblies.	**Online safety –** passwords and sharing only with a trusted adult. **Cyber Bullying**- I can identify different forms of bullying, including online bullying, and suggest strategies for dealing with it, *e.g. follow the same rules when communicating face to face and online*. **Children's Rights – UNCRC -** taught through class and whole school assemblies.	**Online safety –** passwords, sharing with a trusted adult & advice to stay safe online. **Cyber Bullying**- I can identify different forms of bullying, including online bullying, and suggest strategies for dealing with it, *e.g. follow the same rules when communicating face to face and online*. **Children's Rights – UNCRC -** taught through class and whole school assemblies.	**Online safety –** understanding how to stay safe online. **Cyber Bullying**- I can identify different forms of bullying, including online bullying, and suggest strategies for dealing with it, *e.g. follow the same rules when communicating face to face and online*. **Children's Rights – UNCRC -** taught through class and whole school assemblies.
Sexual Health and Well-being ***This strand focuses on:*** ***• learning about how living things grow, reproduce and have a life cycle*** ***• developing an understanding of the human body, including people's feelings about their bodies and how these can be represented*** ***• the health issues related to relationships and sexuality*** ***• an understanding of how sexuality and sexual health affects our well-being***	Early Years	Year 1	Year 2	Year 3
The use of accurate terminology for all body parts. **An awareness of the human life cycle and that reproduction is a part of life. Awareness of how human bodies change as they grow.**	**Lifecycles of animals –** basic lifecycles of animals linked to topics. **Body Parts - using** the correct terms for each all body parts.	**Human lifecycle** **Body Parts - using** the correct terms for each all body parts.	**Human lifecycle** **Body Parts - using** the correct terms for each all body parts.	**New Beginnings / Lifecycles** **Body Parts - using** the correct terms for each all body parts.

An awareness of the importance of personal self-care and hygiene. **Sense scheme*	**Keeping Clean –** learning how to keep our bodies clean.	**Personal Hygiene –** how to wash ourselves, including oral hygiene.	**Personal Hygiene –** how to wash ourselves, including oral hygiene.	***Personal Hygiene –** scientific investigations into bacteria and how best to keep ourselves clean.
A recognition that everyone's body is unique and special to them. **NSPCC Pants resource*	**My Body –** understanding the basics of the human body and how to look after ourselves. ***PANTS – NSPCC lesson** – teaching to keep our private body parts private.	***PANTS – NSPCC lesson** – teaching to keep our private body parts private.	***PANTS – NSPCC lesson** – teaching to keep our private body parts private.	**Body Positivity –** wall of positivity, sharing positive messages about our peers and sharing how it makes us feel. ***PANTS – NSPCC lesson** – teaching to keep our private body parts private.
Awareness of the different feelings one can have, recognising other people's feelings and how these may differ to your own.	**Feelings –** understanding what makes us feel happy. **Emotions**- what are emotions? Name emotions. Use stories as an entry point.	**Walking in someone else's shoes –** perceptions, understanding that what makes us happy can be different for different people. **Emotions**- what are emotions?	**Walking in someone else's shoes –** Understanding that people have different emotions for a range of different reasons. **Coping with different emotions**- strategies if you need support with managing emotions.	**Emotions –** understanding that we can experience a range of emotions and what makes us feel a certain way can be different for our friends.
Recognising trusted adults who can help them and whom they can talk to and ask questions of, especially when they feel unhappy or unsafe.	**People who help us –** understanding when and how to speak to trusted adults – who are trusted adults.	**People who help us –** identifying trusted adults and the features of people we trust.	**People who help us -** identifying trusted adults and the features of people we trust.	**People who help us –** identifying people who help us, knowing how to raise challenging concerns. **Consent –**

				understand the basics of consent, allowing people to play with our toys or games is consent.