RSE Code Curriculum – Progression Step 3

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*	**Year 4**	**Year 5**	**Year 6**
Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.	**Kindness-** the power of giving compliments. **Forming New Friendships-** transition activity, email Year 3. **Respect**- equality and respect through Black History Month.	**Peer Influences-** How can peers influence our relationships? **Kindness**- identify positive attributes in peers. **Working with others**- team building activities with others.	**Peer Influences-** approaching transition to secondary, consider the type of friendships that will benefit you. **Primary Friendships**- explore memories and celebrate friendships formed. **New Beginnings**- friendship circles moving into secondary.
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.	**Conflict in Relationships/ empathy-** understanding others point of view in conflicts. **Understanding consequences-** creating	**Conflict in Relationships**- discuss scenarios, how can we resolve different situations. **Choices-** managing conflicts, what choices do you have when you have	**Relationships-** right and responsibilities within different relationships. **Managing Conflict**- revise choices and

	choices and options through a Class Charter **Communication-how can I seek help in different scenarios e**.g. play time, online, families. *Anti-Bullying Week*	disagreements or experience situations you may think are 'unfair'. **Empathy-** identify the impact of all involved in any conflict. *Anti-Bullying Week*	identify the best outcome for all involved. **Empathy-** identify the impact of all involved in any conflict and consider the effect to others. **Crucial Crew**- safety in the home. *Anti-Bullying Week*
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**. ***Spectrum Project***	**Your Family Tree-** recognise that families are different **Friendship Circles-** What are the characteristics of a good friend. ***Safety in Relationships-** where can I get support and advice? *Anti-Bullying Week*	**Family Types**- identifying and understanding different types of families. **Friendship Circles**- what is a healthy friendship? ***Relationships**- What are the characteristics of a positive relationships. ***Safety in Relationships-** where can I get support and advice? *Anti-Bullying Week*	***Safety in Relationships-** where can I get support and advice? **Different types of Relationship**- what is a healthy relationship? ***Unhealthy or negative relationships-** identify events or signs to suggest a relationship is breaking down. How can these be overcome? *Anti-Bullying Week*

An awareness of how families, relationships and parenting are shaped by social and cultural norms and laws that have changed over time. **Recognising how people's relationships with others shape who they are and their happiness.**	**Cultural influence-** how do different relationships differ in different cultures? **Social Influences**- identify people in your life who inspire you and make you happy/who you are **E-Safety**- How can online relationships influence relationships (PC Cath)	**Social Influences**- how can social influences impact different relationships (peer pressure, news and society) **E-Safety**- How can online relationships influence relationships (PC Cath)	**Law and Order-** what are the rules and laws involved with different types of relationships? (school level and socially) **Social Influences**- identify positive and negative influences and consider how these may affect your life. **E-Safety**- How can online relationships influence relationships (PC Cath)
An awareness of how identity can be expressed in different ways. **Valuing and recognising the contributions of everyone; and the importance of sex and gender equality** ***Spectrum Project***	**Strengths and Ambitions** ***Stereotypes**- respect others likes and dislikes. **Gender Equality-** how have males and females been treated differently in sport and media. **Self-Worth**- What is great about me.	***Stereotypes**- identify examples of gender stereotyping. ***Gender Equality**- how have males and females been treated differently in work. **Career Ambitions-** explore different career opportunities to aspire to in your future.	**Identity Expression-** celebrate and respect our similarities and differences (likes, dislikes, opinions and beliefs). **Gender Equality-** women's role during World War. **Career Ambitions**- what skills and qualities do you need to pursue a certain career.

		***Self-Worth**- What is great about me.	**Self-Worth**- What is great about me.
Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour. **An awareness of how positive and negative social and cultural norms regarding sex, gender and sexuality influence relationships and behaviours.**	**Identity and expression-** What is Pride?- learn and identify that everybody is different. What is LGBQT+? **Pride Day-** celebrate diversity in our country and world. **Gender Norms-** Timeline of Barbies- how have they changed over the years?	**Media Influences-** consider how different media platforms can positively and negatively impact image and identity. **Pride Day-** celebrate diversity in our country and world	**Radicalisation**- how sexual identity is considered and celebrated in different cultures, communities and societies **Body Image**- what do you see in the mirror? **Pride Day-** celebrate diversity in our country and world

Empowerment, Safety and Respect ***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.***	**Year 4**	**Year 5**	**Year 6**
Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online. **Awareness of the benefits and dangers of the internet and social media in forming friendships online.** **Exploring the motives behind fabricated and digitally-altered media.** **Know how and when digital media can be shared safely, with permission and when it can be a source of harm** **Understanding how behaviours may be perceived by others offline and online.** **An understanding of the need to keep safe online, an ability to take**	**E-Safety-** I can identify the wider positive and negative influences of technology, *e.g. on my life, on society, on the environment* **Personal Information**- I can identify the benefits and risks of giving personal information and device access to different software. **Equality VS Equity**- what do these terms mean and how do we see these in our lives. **Protection Online**- what strategies can be used to keep safe online.	**E-Safety**- I can understand the importance of balancing game and screen time with other parts of my life, *e.g. explore the reasons why I might be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on my well-being* **Identity Theft-** I can understand how to protect myself from online identity theft, *e.g. identifying secure sites, phishing, scam websites*. **Sharing Online-** I can think critically about information shared online, *e.g. the impact of sharing images and videos, metadata of images and videos*	**E-Safety**- I can identify marketing elements designed to draw my attention. **Sharing Content**- I can understand the risks and legal consequences of sending intimate images and content. **Location Settings**- I can identify the benefits and risks of mobile devices broadcasting the location of the user/device **Online Behaviours-** I can demonstrate appropriate online behaviour and apply a range of strategies to protect myself and others from possible online dangers, bullying and inappropriate behaviour,

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.			
Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours. Understanding of the right for everyone to be free from harm or abuse **Awareness of laws in place to protect from different forms of discrimination, violence, abuse, neglect and harassment.** **An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play.**	**Racism-** what does it mean? Explore stories in history. Consider positive and negative behaviours towards racism. **UNCRC-** explore different rights for children. Evaluate why these rights are important, what would happen if they didn't have them and how does school support pupils with each right. **Emotional Abuse**- Signs and effects of emotional abuse- how can you seek support (school/NSPCC) **Cyber Bullying**- where can cyber bullying take place?	**Show Racism the Red Card**- appropriate behaviours. Standing up for others. **UNCRC**- which rights are the most important. **Law and Order-** consequences for forms of harm from a school level to criminal level. **Appropriate Behaviours Online-** how to behave safely online, ensuring that you don't cause harm to others. **Cyber Bullying-** How can you support others who are experiencing online bullying.	**Online Behaviours**- I can recognise language that could be deemed to be offensive (including racist, sexist, homophobic and transphobic language) in online activities. **UNCRC/Laws-** compare the lives of vulnerable children in Africa and in Wales. Link to NSPCC. **Abuse**- identify different types of abuse and how you can seek help. **Cyber Bullying**- how can you protect yourself against online bullying.

How to seek support for oneself, and offer support to others. **How to be a good friend and advocate for others.** ***Educational visits from fire service, coastguards etc.**	**Managing emotions-** seeking support when you're feeling certain emotions. **First Aid**- workshop with first aiders. How to support others in an emergency. **Support Networks-** identifying who can help and where you can find help. **Friendship Attributes-** what makes a good friend? ***Safe Environments**- beach safety, fire safety etc… **Risk-** categorising positive and negative risk.	**Offering Advice**- how would you support friends or family members. **Support Networks-** identifying who can help and where you can find help. **First Aid**- workshop with first aiders. How to support others in an emergency. **Friendship Rules**- what are the important attributes of a friend. ***Safe Environments**- beach safety, fire safety etc… **Decision Making-** How can prevent negative risks?	**Spotting the Signs**- how do you know someone needs support? **Support Networks-** identifying who can help and where you can find help. **Friendship Advocacy**- speaking up for what is right. **First Aid**- workshop with first aiders. How to support others in an emergency. ***Safe Environments**- beach safety, fire safety etc… **Antisocial Behaviour**- safe and unsafe risk
Understanding of the right to bodily privacy, personal boundaries including online.	**Personal Boundaries-** Empowering pupils to stick up for themselves if others are ignoring boundaries. **Stranger Danger**-who are you talking to online?	**Bodily Privacy**- inappropriate and unsafe contact. **Trusted Sources**- how do you know who you're	**Consent-** recognising feelings of being unsafe; asking for consent. **Positive Influences-** celebrities that send

Recognising which steps to take to keep safe from harm both in offline and online friendships. **Understanding the social and emotional norms and pressures that lead to non-consensual behaviours, friendships and relationships, for example, gender norms.** **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.** ***School beat and PC Cath* **Welsh Government 'Growing Up Scheme'*	**Peer Pressure**- what it peer pressure? How can we overcome peer pressure? ***Consent**- boundaries (including appropriate and inappropriate touch) keeping secrets.	communicating with or who can see your online content. **Media Pressures**- how do different types of media put pressure on **Healthy and Unhealthy Boundaries-** controlling your behaviours to make sure you're safe.	positive messages in relation to identity and gender norms. ***It's your choice**- safe and unsafe medicines; effects of alcohol; what is in a cigarette? ***Child Sexual Abuse and Exploitation-** Griff's Story

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***	**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**.	**The Growth of a Baby-** use fruit to understand different sizes of a baby during different stages of pregnancy *Vocabulary- sperm, ovaries, egg, fertilisation*	**How to look after a baby during pregnancy-** explore what foods and activities are not safe during pregnancy. Create an itinerary for a healthy day for an expecting mother.	**Conception-** use scientific terms to describe the process of conception *Vocabulary- sperm, ovaries, conception, egg, embryo, foetus, uterus*
The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty. **The knowledge and skills needed to manage personal self-care and hygiene, including the importance of menstrual well-being.**	***Personal Hygiene-** why is it important to keep clean? Different ways to keep clean; familiarise with everyday products we use to keep clean and healthy. **Social and Emotional Changes-** explore changes experienced in social connections and	**Body Changes**- male and female changes when growing up. Why do these happen? **Emotional Responses for Attraction-** what actions and behaviours do we experience? How can we manage these. *School Nurse Talk*	***Personal Hygiene-** why is it important to keep clean? Different ways to keep clean; familiarise with everyday products we use to keep clean and healthy. **Body Changes**- male and female changes

Awareness of how people can feel attracted to others as they mature and how this can lead to emotional and physical responses. **Be able to identify trustworthy sources of information and able to raise issues and questions with trusted adults.** **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.** *PANTS- NSPCC resource *SENSE Scheme	emotions as we grow older. Responsibilities growing up. ***Asking questions and seeking help-** understanding the importance and normality of asking for information.		when growing up. Why do these happen? **Physical Responses for Attraction**- what actions and behaviours do we experience? How can we manage these? *School Nurse Talk*