



# MILEPOST 1



# Autumn Term 1 - Self-Awareness

## **Things we are good at**

Respond with curiosity to stimuli about the ways in which we are special.

Respond with curiosity to stimuli about our family.

## **Kind and unkind behaviours**

Respond with curiosity to stimuli about what anger is and what being angry feels like.

Respond to stimuli about what feeling upset means.

## **Playing and working together**

Respond to an adult modelling how we can show we are ready to participate in an activity.

Respond with curiosity to modelling of 'good listening'.

Respond to 'taking turns' as modelled by both adults and peers.

## **People who are special to us**

Respond with anticipation to stimuli depicting people who are special to us.

## **Getting on with others**

Respond to stimuli about different feelings we or others may experience.

# Autumn Term 2 – The World I live in

## **Respecting differences between people**

Respond to stimuli with awareness and curiosity about the physical differences between people.

## **Jobs people do**

Respond to stimuli about the different jobs adults in school do.

## **Rules and laws**

Respond to stimuli or adult modelling about the things we are allowed to do in school.

## **Taking care of the environment**

Respond to stimuli which demonstrate the ways in which we are cared for by trusted adults.

Respond to stimuli about the different pets people have and ways of caring for them.

## **Belonging to a community**

Respond to stimuli about the different groups we belong to (e.g. family, school, clubs, faith).

## **Money**

Respond with curiosity to stimuli about what money looks like.

Respond with curiosity to stimuli about different items that shops sell.

Respond with curiosity to stimuli about some of the uses of money.

# Spring Term 1 – Relationships: Managing feelings

## **Identifying and expressing feelings**

Respond with curiosity to stimuli about different emotions.

Respond with curiosity to stimuli which depict facial expressions representing different emotions/feelings.

## **Managing strong feelings**

Respond to stimuli about some of the different ways we can communicate our feelings and needs to others.

# Spring Term 2 – Healthy Lifestyles

## **Healthy eating**

Respond to different stimuli about what it means to be 'healthy'.

## **Taking care of physical health**

Respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies.

## **Keeping well**

Respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain.

Respond with curiosity to stimuli about the people who help us when we are feeling unwell.

# Summer Term 1 – Self-care, Support and Safety

## **Taking care of ourselves**

Respond to stimuli about the people who look after us.

## **Keeping safe**

Respond to stimuli about keeping physically safe.

Respond with curiosity to stimuli about the adults who are responsible for keeping us safe.

## **Trust**

Respond to stimuli about the different ways we can communicate with adults in school.

Respond to stimuli about ways of asking for help.

Respond to stimuli about what we mean by keeping a secret and what we mean by a surprise.

## **Keeping safe online**

Respond with curiosity to adult modelling of different ways that people communicate with each other.

## **Public and private**

Respond to stimuli about things that belong to us.

Respond to stimuli about what is meant by the word private.

Respond to stimuli about things we might do with other people and things we would do on our own.

# Summer Term 2 – Relationships: Changing and growing

## **Baby to adult**

Respond with curiosity to prompting about babies, what they look like and how they behave; about how we have changed since we were a baby.

## **Changes at puberty (when appropriate)**

Respond with curiosity to adult prompting of the names for body parts and changes of puberty.

## **Dealing with touch**

Respond with interest to stimuli about different kinds of daily physical contact we experience.

Respond to adult modelling/visual stimuli for how to show through our responses if we are unhappy/uncomfortable with the way someone is touching us.

## **Different types of relationships**

Respond to stimuli about some of the different kinds of relationships there are within families.