



MILEPOST 3



Autumn Term 1 - Self-Awareness

Things we are good at

Identify things we are good at (strengths/talents).

Describe the ways in which we are special and unique.

Kind and unkind behaviours

Identify when people are being kind or unkind —either to us or to others.

Give examples of how our feelings can be hurt.

Describe how this may make us feel angry, worried or upset.

Playing and working together

Identify reasons why it is important to listen to other people.

Identify some actions/behaviours that show we are being polite and courteous to other people. Demonstrate ways of playing and working cooperatively.

Explain what we mean by 'being fair' to one another.

People who are special to us

Describe what makes our family, friends, teachers, carers special to us.

Identify the people who make up our family.

Getting on with others

Describe ways in which friends, classmates, family members may disagree and 'fall out'.

Demonstrate some ways of 'making up' after a falling out.

Autumn Term 2 – The World I live in

Respecting differences between people

Describe things that all people have in common.

Identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010).

Jobs people do

Identify some of the ways in which different adults who work in school contribute to school life.

Rules and laws

Explain how rules help us; rules we have in the classroom and at home

Taking care of the environment

Give reasons why it is important to take care of people, animals and all living things.

Belonging to a community

Describe things we do in the groups we belong to.

Money

Identify places or situations where money is used to pay for things (e.g. shops, cafés, on the bus/train).

Recognise some different ways to pay for things (e.g. coins, notes, bankcards, online, phone payment).

Explain some different ways of keeping money safe.

Spring Term 1 – Relationships: Managing feelings

Identifying and expressing feelings

Describe some good (comfortable) and not so good (uncomfortable) feelings; describe how they might make our body feel.

Recognise that when we experience a change or a loss we may feel sad/unhappy.

Identify signs, actions, facial expressions, body language which can help us identify how others might be feeling.

Managing strong feelings

Demonstrate vocabulary/communication skills to express a range of different feelings.

Recognise ways we can help ourselves to feel better if we are feeling sad or upset.

Spring Term 2 – Healthy Lifestyles

Healthy eating

Identify some examples of healthy foods.

Identify some examples of foods that should only be eaten once in a while.

Taking care of physical health

Describe or demonstrate simple hygiene routines.

Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally).

Describe some simple ways of staying safe in the sun.

Recognise that sleeping well is one way we can stay healthy.

Keeping well

Explain what it means to be hurt, unwell, uncomfortable or in pain.

Identify medication that can help people to keep well; give examples of when this might be used.

Identify the difference between things that go on our body (creams, lotions) and things that go in our bodies (injections, tablets, liquid medicine).

Identify some substances or chemicals around the home that we should never taste or swallow; and where we might come across them.

Summer Term 1 – Self-care, Support and Safety

Taking care of ourselves

Identify some of the ways in which we may be cared for by our families, friends and other adults.

Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.).

Keeping safe

Give simple reasons why it is important to help keep ourselves physically safe.

Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends.

Explain how we know when we might need to ask for help.

Identify people at home, school and in other settings who are responsible for helping us keep physically safe.

Trust

Explain why 'trust' is not the same as 'like'.

Give examples of what is meant by trust.

Identify how we feel when we trust someone.

Identify some reasons for keeping personal information private.

Identify the difference between a 'surprise' and a 'secret'.

Recognise that people do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid or sad.

Demonstrate how to ask for help or attract someone's attention if something happens that makes us feel sad, worried or frightened.

Keeping safe online

Demonstrate simple ways of communicating our choices to others.

Give examples of how people might use technology to communicate with others.

Identify some risks of communicating online.

Public and private

Describe ways we take care of our personal belongings.

Identify places that are public and places that are private.

Identify some of the places/times/situations which we or others would expect to be 'private'.

Give simple examples of some things we might do in private but never in public.

Summer Term 2 – Relationships: Changing and growing

Baby to adult

Describe how our needs have changed since we were a baby.

Changes at puberty

Describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate).

Identify whom we can talk to about growing and changing.

Dealing with touch

Explain that our bodies belong to us and that we have a right to feel safe.

Recognise the need to respect other people's bodies and to ask for permission before we touch them.

Explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it).

Identify occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment.

Different types of relationships

Identify different types of family. Recognise others' families in school may be different from their family.