



MILEPOST 4



Autumn Term 1 - Self-Awareness

Things we are good at

Describe things that we enjoy or that make us feel happy.

Identify what we are good at, both in and out of school.

Recognise that being unique means we might like and be good at different things from other people.

Kind and unkind behaviours

Identify what teasing means and how people who are teased might feel.

Give reasons why teasing or name-calling is not acceptable.

Identify what we can do if others are excluding us or being unkind.

Playing and working together

Identify times when we have listened to others and worked collaboratively.

Demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us.

Identify reasons why it may be upsetting for others if we don't wait for our turn.

People who are special to us

Identify some of the qualities our special people/friends may have.

Describe positive feelings we may have when we spend time with friends and family.

Identify whom to tell if something in our family life makes us unhappy or worried.

Getting on with others

Explain how other people may feel differently to us about the same situation and offer some examples.

Identify how to treat ourselves and others with respect.

Autumn Term 2 – The World I live in

Respecting differences between people

Recognise that people who share one characteristic (e.g. race, religion, gender or disability) are all different and unique.

Explain that we should never make assumptions about people because they belong to a particular group or share a particular characteristic.

Jobs people do

Describe a range of jobs that people might have and the qualities they might need to do them.

Identify a job we might like to do in the future.

Rules and laws

Identify particular rules in school that help to keep us safe and how they do this.

Taking care of the environment

Describe our own home and explain how we and family members may take care of it.

Belonging to a community

Describe how being part of a group makes us feel.

Identify specific things we take part in as a member of these groups.

Money

Identify where we may get money from and for what reasons (e.g. presents from relatives or pocket money from a family member).

Identify things we (or adults we know) might spend money on, such as food, clothes and things we need to help us to live.

Identify why some ways of keeping money safe might be better than others.

Spring Term 1 – Relationships: Managing feelings

Identifying and expressing feelings

Explain why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to.

Managing strong feelings

Describe and demonstrate simple strategies that can help us manage not so good (uncomfortable) feelings and the people who can help us.

Demonstrate simple strategies to help us manage very strong feelings, including in response to change and loss.

Spring Term 2 – Healthy Lifestyles

Healthy eating

Explain why some foods are healthier than others.

Explain why we might need to eat foods we might not like very much.

Taking care of physical health

Give reasons why it is important to take care of personal hygiene.

Describe some of the different ways to be physically healthy.

Explain how the physical activities we enjoy doing help to keep us healthy.

Describe simple routines for going to bed/going to sleep.

Keeping well

Identify some symptoms we may experience when we are not feeling well.

Explain the decisions we (or an adult who takes care of us) might make about how to keep us well.

Recognise that people sometimes need to take medicines in different forms, including tablets, injections, inhalers.

Explain why it is important not to touch, taste or take medicines without a trusted adult being with us.

Explain why we should never take someone else's medication.

Summer Term 1 – Self-care, Support and Safety

Taking care of ourselves

Identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with.

Keeping safe

Name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened) and identify trusted adults who can help us if we feel this way.

Demonstrate ways of making it clear to others when we need help.

Describe some simple rules for keeping safe near water, railways, roads and fire.

Trust

Recognise that we do not have to trust someone just because they say we should.

Recognise that no adult should ever ask us to keep a secret but that sometimes we don't tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise.

Explain that we should not keep any secret that makes us feel uncomfortable, afraid, worried or anxious, no matter who asks us.

Explain when and why to ask an adult for help if we're asked to share information or keep a secret.

Keeping safe online

Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet.

Explain that there may be people online who do not have our best interests at heart.

Identify things that we should never share online without checking with a trusted adult first.

Public and private

Demonstrate how to ask to borrow or use something that belongs to someone else.

Explain what is/is not appropriate to do in a public place; give reasons why this is the case (include masturbation if appropriate).

Explain that there are likely to be things about ourselves we are comfortable sharing with everyone; things we are comfortable sharing with our friends; things we are comfortable sharing with our most special people and things we do not want to, or should not share with anyone.

Summer Term 2 – Relationships: Changing and growing

Baby to adult

Describe some of the things we can do now that we couldn't do when we were younger.

Changes at puberty

Describe some of the physical changes that occur as we grow up (e.g. body shape, height, menstruation).

Dealing with touch

Describe different types of physical contact; explain how to differentiate between acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical contact.

Describe or demonstrate how to respond to unwanted physical contact; how to let someone know we don't like it or want it.

Identify trusted adults we can tell.

Different types of relationships

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

Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship.