



MILEPOST 5



Autumn Term 1 - Self-Awareness

Things we are good at

Describe and demonstrate things we can do well and identify areas where we need help to develop.

Identify hopes/wishes for our future lives.

Kind and unkind behaviours

Explain what is meant by hurtful behaviour and bullying (including verbal, physical and emotional, e.g. omission/exclusion).

Recognise that this can happen online.

Describe and/or demonstrate what we can say or do if we or someone else is being bullied.

Identify trusted adults to tell if we think we or someone else is being unkind to us or we think we are being bullied.

Playing and working together

Describe some ways of playing and working with others so that everyone feels happy and is able to do their best.

Demonstrate working collaboratively towards shared goals.

Recognise occasions when we have worked as a team or in a group to achieve something.

Describe how to recognise if someone else has missed their 'turn'; explain how this might make them feel; demonstrate how to resolve this.

People who are special to us

Give some practical examples of the ways our special people care for us and help us with problems and difficulties.

Identify different types of family.

Getting on with others

Explain why it is important to listen to others' point of view; demonstrate active listening; demonstrate simple ways of resolving disagreements.

Describe what it means to 'fall out' with friends or family.

Identify what might make someone feel that they are in an unhappy or unhealthy friendship or relationship.

Autumn Term 2 – The World I live in

Respecting differences between people

Identify possible reasons for why some people might be rude or unkind towards others because they are 'different' (prejudiced) and treat them unfairly because of it (discriminate).

Give reasons why it is always unacceptable to be rude or unkind towards other people; identify whom we could talk to if we experienced or observed this.

Jobs people do

Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); explain how the community is helped through the work they do.

Rules and laws

Explain how rules and laws help us to live and work with other people outside of school.

Taking care of the environment

Explain how we can take care of our school environment.

Explain the importance of routines in taking care of people or pets.

Belonging to a community

Describe what it means to be part of a community.

Identify different groups that make up our community.

Money

Identify what is meant by a 'need' and a 'want' in relation to spending money.

Give some simple examples of what might be a 'need' and a 'want'.

Explain what it means to save money and why we might do it.

Spring Term 1 – Relationships: Managing feelings

Identifying and expressing feelings

Demonstrate vocabulary/communication skills for expressing the intensity of a feeling.

Managing strong feelings

Give simple reasons why it is important that others know how we are feeling.

Describe some simple ways we can help others to feel better if they are feeling sad or upset.

Explain how rest and spending time doing things we enjoy can help to make us feel happy.

Spring Term 2 – Healthy Lifestyles

Healthy eating

Explain what it means to eat a healthy, balanced diet.

Give examples of occasions when we can make choices about the foods that we like to eat.

Explain what can help us choose what to eat.

Recognise that some people may not be able to eat certain foods because they will make them ill (allergies).

Taking care of physical health

Describe what might happen if we don't take care of our personal hygiene.

Explain some of the benefits of balancing exercise, food and rest.

Identify what might happen to our bodies if we don't protect them from overexposure to the sun.

Keeping well

Recognise and give examples of the difference between someone who can give us medicines/drugs (e.g. doctors, nurses, pharmacists) and someone who cannot (e.g. our friends).

Describe that sometimes we may be given an injection by a doctor or nurse to help to prevent us from catching a disease (vaccination).

Explain why we should not accept medicines/drugs from anyone (unless a responsible/qualified person has given it to them for us, e.g. our parents/carers/trusted adults).

Describe how smoking and drinking alcohol can affect people's health.

Identify whom we can talk to if we are worried about health.

Summer Term 1 – Self-care, Support and Safety

Taking care of ourselves

Identify some simple ways we can help to keep ourselves well.

Identify simple ways some germs/illnesses may be spread.

Keeping safe

Identify some different responsibilities we may have to help keep ourselves and others safe.

Identify when someone might need first aid because they are hurt/injured.

Explain why it is important to persist with asking for help if our initial requests are not met or understood.

Trust

Describe ‘degrees of trust’ — those people we can trust with less important things, and those we can trust with our most important things (e.g. possessions, information about us or our feelings).

Explain that if we don’t feel sure about sharing information or feel pressured, we don’t have to.

Give examples of how others may put us under pressure to do something.

Explain what a ‘dare’ is and what people might say or do if they are ‘daring’ us.

Identify some basic strategies for saying ‘no’ to pressure or dares.

Identify whom to tell in different situations and what we could say.

Keeping safe online

Explain how other people’s identity online can be different to what it actually is in real life.

Explain how to respond if we’re not sure if someone online is who they say they are.

Identify some benefits of balancing time on electronic devices with other activities.

Public and private

Describe how we might feel if our personal belongings are lost or damaged.

Demonstrate how to tell a trusted adult if someone damages, or we have lost, our personal belongings.

Explain the importance of respecting others’ belongings, privacy and feelings.

Identify practical strategies to ensure our privacy and that of others.

Summer Term 2 – Relationships: Changing and growing

Baby to adult

Identify stages of the human life cycle.

Changes at puberty (when appropriate)

Describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes.

Use correct vocabulary to name male and female reproductive organs.

Recognise that during and after puberty, some people enjoy masturbating, and this should be done in private.

Dealing with touch

Explain that we have the right to protect our bodies from Inappropriate/unwanted touching.

Explain how we can respect other people's right to protect their bodies from inappropriate/unwanted touching.

Explain when and whom to tell if we are worried, and the importance of persisting in telling until we feel comfortable and safe.

Different types of relationships

Recognise that two people in a long term relationship might live together or be married (or in a civil partnership); that getting married must always be a choice both people make together.

Recognise that two people who love and care for one another may or may not have children.

Identify some of the roles and responsibilities of parents and carers.