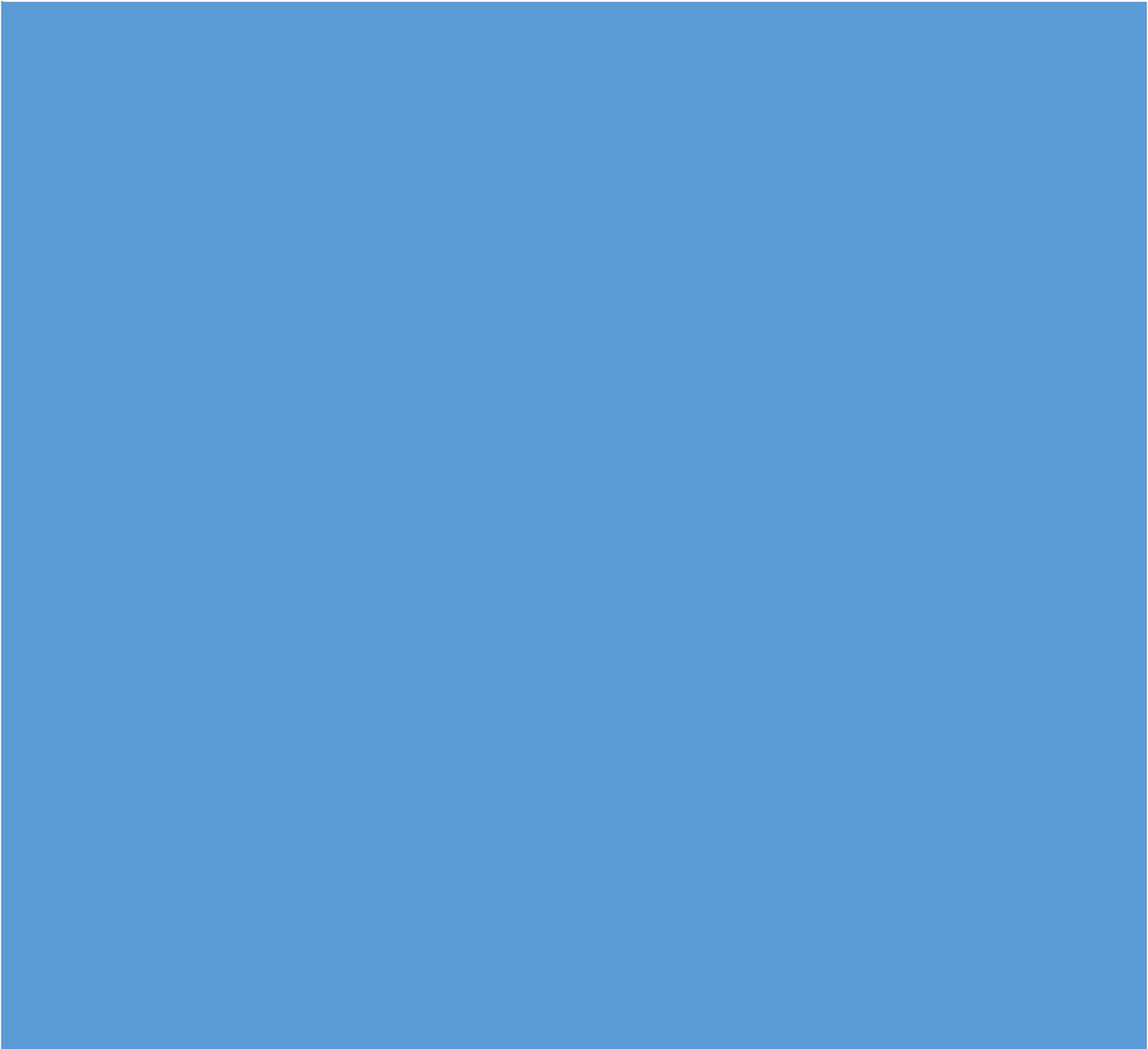




MILEPOST 6



Autumn Term 1 - Self-Awareness

Things we are good at

Identify things we can do for ourselves to help us develop our strengths and those areas where we need help from others.

Identify own hopes/aspirations; explain in simple terms how we might achieve them.

Kind and unkind behaviours

Explain that all bullying is abusive and some can be prejudice-based (e.g. because of someone's skin colour, religion, the way they look, their disability or their family setting).

Recognise that this is unacceptable behaviour and that a trusted adult needs to be told about it.

Identify different positive responses we can take towards unkind behaviour and bullying.

Describe what we can do (including whom to tell) if we witness or experience hurtful behaviour or bullying.

Playing and working together

Explain why listening and respecting others' points of view helps us to get on with others.

Identify and demonstrate ways of improving our own practice when working in a team.

Offer constructive feedback to support others working in our team.

Explain why 'turn-taking' can help everyone to feel included.

People who are special to us

Explain that if people we like do unkind things to us or our friends we do not have to tolerate it.

Identify ways in which we can get help if people have been unkind to us or our friends.

Describe ways in which families can be different.

Getting on with others

Explain that our feelings about other people can change and that this is okay.

Identify kind ways of letting people know our feelings towards them have changed.

Identify what we can say, do or whom we can tell if we are worried or unhappy in a friendship or relationship.

Autumn Term 2 – The World I live in

Respecting differences between people

Recognise that we may sometimes hear or read something (including online) that is rude and unkind about other people and explain ways we can safely respond, including how to report it.

Explain why we should not 'like' or 'forward' such comments online; identify whom we could talk to about them.

Jobs people do

Explain why we should not call emergency services for a joke or a dare; describe the possible impact this might have on ourselves or others.

Recognise how strengths, qualities and things we learn in school might link to possible future jobs.

Rules and laws

Identify what might happen if we did not have rules and laws or if people ignored them.

Taking care of the environment

Explain what might happen if the wider environment is not taken care of (e.g. litter, graffiti, vandalism, pollution).

Belonging to a community

Explain how it feels to be part of a community.

Suggest ways we can help people to feel welcome in the different groups and communities we belong to.

Money

Explain what is meant by the term 'afford' (in the context of money).

Identify possible consequences of losing money on ourselves or others; whom to go to or how to seek help if this happens to us.

Spring Term 1 – Relationships: Managing feelings

Identifying and expressing feelings

Explain that everyone experiences a range of feelings at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous).

Managing strong feelings

Explain that when we get upset, angry or frustrated our actions can affect others as well as ourselves.

Describe or demonstrate how to respond appropriately to others' feelings.

Spring Term 2 – Healthy Lifestyles

Healthy eating

Describe which foods we should only eat occasionally and explain why eating too much of them could harm our health.

Identify some influences on our food choices, and when these might be positive or negative.

Taking care of physical health

Explain why it is important to take care of our bodies both now and in the future.

Explain some things that can stop us sleeping well, and suggest ways to manage these.

Recognise how spending excessive time on electronic devices can affect sleep, mental and physical wellbeing.

Keeping well

Give reasons why there are rules about what we can and should not put inside our bodies; and explain what these are.

Identify some possible side effects of substances that are not meant for children to consume (e.g. alcohol).

Explain that no-one should ever make us, or try and persuade us to drink alcohol, smoke, taste or swallow anything we are not sure is safe or that is against our wishes, and that we have a right to say no.

Identify simple strategies we can use if we are offered a cigarette, alcohol or other type of substance.

Summer Term 1 – Self-care, Support and Safety

Taking care of ourselves

Describe different ways we keep ourselves healthy and well.

Explain or demonstrate what we and others can do to prevent the spread of germs and why this is important.

Keeping safe

Evaluate ways of keeping safe in a variety of relevant situations and identify possible risks and hazards.

Describe some simple strategies for keeping physically safe in situations when we might feel afraid.

Recognise when a situation is an emergency and explain or demonstrate how to get help, including how to call 999.

Trust

Give examples of when we might take back our trust if we feel someone no longer deserves it. Describe how we might feel if someone has dared us to do something.

Explain or demonstrate strategies to resist pressure to behave in inappropriate ways.

Demonstrate what we can say and do and where to get help if we have been pressurised, or seen someone else being pressurised, to do something risky.

Keeping safe online

Demonstrate practical strategies for keeping safe when using specific digital devices and platforms.

Explain how what we post online might affect ourselves or others

Describe strategies to help us stop and think about the possible consequences for ourselves or others before we post something online.

Identify basic rules for using social media, including age restrictions and why they exist.

Identify whom we can talk to, or report concerns to, if someone asks us for, or sends us, an image or information that makes us feel uncomfortable.

Public and private

Demonstrate ways to give and not give permission when asked to lend belongings.

Explain why we must respect the rights of others who may refuse to lend something to us; explain why this does not mean they do not like us.

Explain what we can do/say or whom we can tell if someone does not respect our privacy, or shares something with us that makes us feel uncomfortable.

Explain why we should tell a trusted adult even if someone has told us not to

Summer Term 2 – Relationships: Changing and growing

Baby to adult

Explain how the needs of babies, children, adults and older people differ.

Changes at puberty

Recognise that people experience the physical and emotional changes of puberty over different lengths of time.

Identify reliable sources of advice on growing and changing.

Dealing with touch

Explain that our bodies should be looked after and that female genital mutilation (FGM) (removing or injuring female genitalia for non-medical reasons) is wrong and illegal, even if some adults think it is necessary.

Identify someone we could safely go to for help if we are worried about ourselves or someone else.

Different types of relationships

Explain the features of a healthy and positive friendship or family relationship.

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

Recognise that relationships, including marriage and civil partnership, can be between people of any gender.