



Two Mile Ash School

PSHE





INTENT

PSHE is a crucial part of the curriculum at Two Mile Ash School. It is completely intertwined into in our children's everyday learning. Children at TMA are exposed to three main areas of PSHE throughout their time here with us: Health and Wellbeing, Living in the Wider World and Understanding Relationships – with the aim that overtime children will become confident individuals, successful learners and responsible citizens. During our PSHE lessons, children acquire the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-empowerment.

Knowledge and skills are carefully mapped and planned for, ensuring that each year group revisits and builds upon prior learning. Through our weekly PSHE lessons, as well as wider cross curricular approach to teaching PSHE, children are taught how to keep themselves safe, physically and emotionally resulting in the acquisition of knowledge and skills, which enables children to access the wider curriculum. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Essential Objectives (Our End Points)

What we want children to be able to do or know by the time they leave.

Long Term Plan (What's taught when)

PSHE

Years 3 and 4 - Milestone 2



MILESTONE 2
Autumn Term

MILESTONE 2
Spring Term

<p>EO: Healthy lifestyles</p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods</p> <p>EO: Keeping safe</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>EO: Mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>EO: Ourselves, growing and changing</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p>	<p>EO: Shared responsibilities</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>EO: Communities</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>EO: Economics</p> <p>L18: To recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money;</p> <p>EO: Respecting self and others</p> <p>R33: to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>
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H10. about the different ways to pay for things and the choices people have about this

H11. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

H12. to recognise that people make spending decisions based on priorities, needs and wants

H13. different ways to keep track of money

H14. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

EO: Healthy lifestyles

- H1. how to make informed decisions about health
- H2. about the elements of a balanced, healthy lifestyle
- H3. about choices that support a healthy lifestyle, and recognise what might influence these
- H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- H5. about what good physical health means; how to recognise early signs of physical illness

EO: Mental health

- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- H17. to recognise that feelings can change over time and range in intensity
- H18. about everyday things that affect feelings and the importance of expressing feelings
- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings

EO: Economics – money

- L17. about the different ways to pay for things and the choices people have about this
- L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
- L20. to recognise that people make spending decisions based on priorities, needs and wants
- L21. different ways to keep track of money
- L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

EO: Economics – aspirations and careers

- L28. About what might influence people's decisions about a job or career
- L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid



PSHE
Milestone 3



MILESTONE 3
Autumn Term

MILESTONE 3
Spring Term

EO: Healthy lifestyles

- H1. how to make informed decisions about health
- H2. about the elements of a balanced, healthy lifestyle
- H3. about choices that support a healthy lifestyle, and recognise what might influence these
- H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- H10. how medicines, when used responsibly, contribute to health; that some

diseases can be prevented by vaccinations and immunisations; how allergies can be managed

H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

EO: Mental health

H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

EO: Ourselves, growing and changing

H27. to recognise their individuality and personal qualities

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

EO: Shared responsibilities

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

EO: Communities

L6. about the different groups that make up their community; what living in a community means

L7. to value the different contributions that people and groups make to the community

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

EO: Media literacy and digital resilience

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

EO: Economics

L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life

L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them

L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

<p>EO: Healthy lifestyles</p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>EO: Mental health</p> <p>H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to respond to warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H24. problem-solving strategies for dealing with emotions, challenges, and change, including the transition to new schools</p> <p>Ourselves, growing and changing</p> <p>H25. about personal identity; what contributes to who we are</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p>	<p>EO: Shared responsibilities</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities</p> <p>we all have for caring for other people and living things; how to show care and concern for others</p> <p>EO: Communities</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the Community</p> <p>EO: Economics</p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people’s feelings and emotions</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them</p> <p>L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p>
<p>EO: Drugs, alcohol and tobacco</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p>	

Progression of Knowledge and Skills

Health and Wellbeing

Essential Objective: Healthy Lifestyle		
MILESTONE 2 - End of Year 4		
Skills	To recognise early signs of physical illness (H5) To plan healthy meals (H6) To use strategies for managing time online (H13)	To make choices that might influence health To identify habits that influence a healthy lifestyle To recognise early signs of physical illness To recognise different types of physical illness

Knowledge	To know to make informed decisions about health (H1)	To know about
	To know about the elements of a balanced, healthy lifestyle (H2)	To understand c what might influ
	To understand choices that support a healthy lifestyle, and recognise what might influence these (H3)	To understand t
	To know that that habits can have both positive and negative effects on a healthy lifestyle (H4)	To know how ev infection; the w maintain it (H9)
	To what good physical health mean (H5)	To know how m
	To know about what constitutes a healthy diet (H6)	that some disea immunisations;
	To understand the benefits of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay (H6)	
	To understand how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn (H8)	
To know the benefits of using the internet; the importance of balancing time online with other activities (H13)		

Essential Objective: Mental Hea		
	MILESTONE 2 - End of Year 4	

Skills	<p>To know strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations (H20)</p> <p>To recognise warning signs about mental health and wellbeing and how to seek support for themselves (H21)</p>	<p>To use strategies to manage and respond to feelings (H20)</p> <p>To recognise triggers and warning signs (H17)</p> <p>To use strategies to manage and respond to feelings (H20)</p> <p>To manage and respond to feelings in different situations (H20)</p> <p>To recognise warning signs about mental health and wellbeing and how to seek support for themselves (H21)</p> <p>To recognise the importance of mental health and wellbeing (H15)</p> <p>To use problem-solving skills to manage and change, including using strategies to manage and respond to feelings (H20)</p>
Knowledge	<p>To know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health (H15)</p> <p>To know how strategies and behaviours can support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing (H16)</p> <p>To recognise that feelings can change over time and range in intensity (H17)</p> <p>To understand about everyday things that affect feelings and the importance of expressing feelings (H18)</p> <p>To have a varied vocabulary to use when talking about feelings; about how to express feelings in different ways (H19)</p>	<p>To know that mental health is part of daily life and the importance of taking care of mental health (H15)</p> <p>To recognise the importance of mental health and wellbeing (H15)</p> <p>To recognise the importance of taking care of mental health (H15)</p> <p>To recognise the importance of mental health and wellbeing (H15)</p> <p>To know that mental health is part of daily life and the importance of taking care of mental health (H15)</p> <p>To know that mental health is part of daily life and the importance of taking care of mental health (H15)</p>

Essential Objective: Keeping Sa		
	MILESTONE 2 - End of Year 4	

Skills	<p>To identify hazards (including fire risks) that may cause harm, injury or risk in the home (H38)</p> <p>To recognise and use strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about (H41)</p>	<p>To predict, assess and manage risk in different situations (H38)</p> <p>To use strategies for keeping safe in the local environment (road) and firework safety; safe use of digital devices when out and about (H41)</p>
Knowledge	<p>To know how to predict, assess and manage risk in different situations (H38)</p> <p>To know what they can do reduce risks and keep safe (H39)</p> <p>To know about the importance of keeping personal information private (H42)</p> <p>To know strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others (H42)</p> <p>To know what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact (H42)</p>	<p>To know about risk in different situations (H42)</p> <p>To know strategies for keeping safe in the local environment and requests for personal information or images of themselves and others (H42)</p> <p>To know what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact (H42)</p>

Essential Objective: Ourselves, Growing and		
MILESTONE 2 - End of Year 4		
Skills	<p>To appreciate personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) (H25)</p> <p>To recognise their individuality and personal qualities (H27)</p> <p>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth (H28)</p>	<p>To identify the characteristics of males and females and human reproduction (H26)</p> <p>To develop a healthy lifestyle and personal hygiene (H32)</p> <p>To recognise the importance of personal identity and qualities (H27)</p>

Knowledge	To know how to manage setbacks/perceived failures (H29)	To understand p
	To know how the process of puberty relates to human reproduction (H30)	approaching and about the mens dreams (H31)
	To know the physical and emotional changes that happen when approaching and during puberty (H31)	To understand h the importance (H32)
	To understand how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene (H32)	To understand t human life cycle
	To understand the processes of reproduction and birth as part of the human life cycle (H33)	To know how ba prevent a baby h
	To know about where to get more information, help and advice about growing and changing, especially about puberty (H34)	To understand a about growing a
To know how babies need to be cared for (H33)	To understand h independence (I To recognise an and key stages (

Essential Objective: Drugs, Alcohol and		
	MILESTONE 2 - End of Year 4	
Skills		

Knowledge		<p>To understand the impact of drug use on life (e.g. cigarette smoking) and its impact on health</p> <p>To recognise that drug use can be a problem (H46)</p> <p>To recognise that drug use can be a problem and that some drugs can be addictive</p> <p>To understand why people use drugs (including nicotine)</p> <p>To know that mixing drugs, including alcohol, can be dangerous</p> <p>To know about the effects of alcohol, tobacco and drugs, and whether they have consequences</p>
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Living in the Wider World

Essential Objective: Share responsibility		
MILESTONE 2 - End of Year 4		
Skills		<p>Identify ways of reducing the impact of drug use on the environment in schools</p> <p>To know how to reduce the impact of drug use by reducing, reusing and recycling</p>

Knowledge	To understand the need for rules and laws (L1)	To understand t
	To recognise consequences of not adhering to rules and laws (L1)	To know how co (L1)
	To understand that human rights are there to protect everyone (L2)	The importance
	To understand the relationship between rights and responsibilities (L3)	To know that sh
	The importance of having compassion towards others (L4)	caring for other
	To know that shared responsibilities are something we all have for caring for other people and living things (L4)	To know how to
	To know how to show care and concern for others (L4)	To know how ev reducing, reusing,

Essential Objective: Communities		
MILESTONE 2 - End of Year 4		
Skills	To recognise stereotypes (L9)	To recognise ste
	To identify and appreciate different groups that make up their community; what living in a community means (L6)	To identify appro different scenari
	To recognise the benefits of living in a diverse community (L8)	To identify and a community; wha
		To value the diff community (L7)
Knowledge		To recognise the
	To understand diversity and what it means (L8)	To understand d
	To know how stereotypes can negatively influence behaviours and attitudes toward others (L9)	To know how ste attitudes toward
	To understand some strategies for challenging stereotypes (L9)	
	To know how the different contributions that people and groups make to the community (L7)	

Essential Objective: Economics - M		
MILESTONE 2 - End of Year 4		
Skills	<u>To distinguish between priorities, needs and wants (L20)</u>	<u>To recognise and ex</u> <u>(L18)</u>
		<u>To assess risks asso</u>
		<u>To evaluate differen</u>

Knowledge	To know the different ways to pay for things and the choices people have about this (L17)	To understand w
	To recognise that people have different attitudes towards saving and spending money (L18)	To recognise tha needs and wants
	To know what influences people's decision (L18)	To understand th
	To understand what makes something 'good value for money' (L18)	To know that the through gambling health, wellbeing
	To recognise that people make spending decisions based on priorities, needs and wants (L20)	To identify the w emotions (L24)
	<u>To know and recall different ways to pay for things (L21)</u>	
	To know about risks associated with money (eg. money can be won, lost or stolen) and ways of keeping money safe (L22)	

Essential Objective: Economics – Careers an		
MILESTONE 2 - End of Year 4		
Skills	To recognise positive things about themselves and their achievements (L25)	To recognise stere person's career as
	To set achievable goals to help achieve personal outcomes (L25)	

Knowledge	To know that there is a broad range of different jobs/careers that people can have (L28)	To recognise stereotypical person's career as
	To know that people often have more than one career/type of job during their life (L28)	To know that there can have (L28)
	To know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice (L29)	To understand why during their life (L
	To know that people may choose to do voluntary work which is unpaid (L29)	To know that some factor which may
		To know that people (L29)
		To identify some (L30)
		To recognise a var

Relationships

Essential Objective: Families and Close Positiv		
MILESTONE 2 - End of Year 4		
Skills	To recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice (R9)	

Knowledge	To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) (R1)	To understand the differences between relationships that are formed romantically and those that are not
	To know that a feature of positive family life is caring relationships (R6)	To know that people can have relationships with people of different sex to themselves
	To understand the different ways in which people care for one another (R6)	To recognise the differences between relationships that are formed romantically and those that are not (R2)
	To recognise and respect that there are different types of family structure and that families of all types can give family members love, security and stability (R7)	To know that people can have committed relationships with people of different sex to themselves (R5)
	To understand the shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty (R8)	

Essential Objective: Friendship		
MILESTONE 2 - End of Year 4		
Skills	To identify strategies for building positive friendships (R10)	To identify strategies for building positive friendships
	To recognise when others may feel lonely or excluded; know strategies for how to include them (R14)	To recognise if a friend is feeling lonely or excluded, uncomfortable, or excluded
	To use strategies to resolve disputes and reconcile differences positively and safely (R17)	

Knowledge	To know about the importance of friendships (R10)	To know about the
	To understand how positive friendships support wellbeing (R10)	To understand how
	To know what constitutes a positive healthy friendship; that the same principles apply to online friendships as to face-to-face relationships (R11)	To know what cons apply to online frien
	To understand the importance of seeking support if feeling lonely or excluded (R13)	To know what it me knowing someone t
	To know that healthy friendships make people feel included (R14)	To understand risks face (R12)
	To know that friendships have ups and downs (R17)	To understand how and the benefits of
	To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable, and know how to manage this and ask for support if necessary (R18)	

Essential Objective: Safe Relations		
MILESTONE 2 - End of Year 4		
Skills	To recognise privacy and personal boundaries (R22)	To set privacy and
	To identify what is appropriate in friendships and wider relationships (including online) (R22)	To respond safely contexts including
	To respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know (R24)	To recognise differ what is acceptabl
	To recall strategies to respond to unwanted physical contact (R25)	To recall strategie
	To recognise when they are feeling pressured from others to do something unsafe or that makes them feel uncomfortable (R28)	To be able to seek (R26)
		To recognise when something unsafe

Knowledge	To know the difference between acceptable and unacceptable touch (R25)	To know when ke birthday surprise to (R27)
	<u>To understand the meaning of consent in different situations (R26)</u>	To understand wh (R27)
	To know when keeping something confidential or secret, should (e.g. a birthday surprise that others will find out about) or should not be agreed to (R27)	To know and reca
	To understand when it is right to break a confidence or share a secret (R27)	To know where to own or someone
	To know and recall strategies for managing pressure (R28)	
	To know where to get advice and report concerns if worried about their own or someone else's personal safety (R29)	

Essential Objective: Managing Hurtful Behavior		
MILESTONE 2 - End of Year 4		
Skills	To understand and <u>use</u> strategies to respond to hurtful behaviour experienced or witnessed, offline and online (R20)	To choose appropr behaviour experie To define discrimi
Knowledge	To recognise the impact of bullying, including offline and online, and the consequences of hurtful behaviour (R19)	To recognise the i variety of consequ
	To know how to report concerns and get support (R20)	To know how to r situations and rec
	To know about different forms discrimination (R21)	

Essential Objective: Respe	
MILESTONE 2 - End of Year 4	

Skills	<p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33: To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>R31. to recognise their thoughts and</p> <p>R32. about respecting and recognising in personality or</p> <p>R33: To listen and including those v their own</p>
Knowledge	<p>To know the importance of self-respect and how this can affect their thoughts and feelings about themselves (R31)</p>	



PSHE Essential Objectives:

- Shared responsibilities
- Communities
- Economics



Cross curricular knowledge links:

- Maths - data handling, money, place value
- English - discussion and debate
- Personal development - well being

PS

Understand different salaries and know

Understand what decisions have an impact on people

Explain coping strategies with

Know how to assess

Know the features of



Key Vocabulary

- **Salary:** the money someone gets paid for their job
- **Hourly rate:** the money you get paid for every hour you work.
- **Temporary:** you are only in the job for a set period of time
- **Piece work:** when you are paid depending on the amount of work you have done
- **Permanent:** you are in your job for as long as you want to be in it.
- **Full time:** You work every day of the working week.
- **Commission:** when someone orders and pays you to make something/ do a job
- **Part time:** you don't work every day of the working week.
- **Unpaid job:** you work but are not paid for it.
- **Voluntary:** you give up your free time and service to do a job (not paid)
- **Debt** - when someone owes money to someone else (has borrowed money)
- **Stress** - what you feel when you are worried or uncomfortable about something
- **Gambling:** when people bet money on things in a game (money can be won or lost)
- **Bet:** placing money on something in a game to try to win more.
- **Influence:** something or someone which affects or changes you.
- **Income tax:** a tax (money you give the government) based on what you earn
- **Taxable pay:** the amount of salary you have which tax can be taken from
- **Net pay:** the amount of money which actually goes into your account after tax
- **National insurance:** money you pay to the government each month depends on how much you earn
- **Deductions:** amounts of money which are taken from your salary (for tax and national insurance)

Example Knowledge organiser

Vocabulary Progression

Choose the most appropriate from this selection for your lesson sequence

Health and well being MILESTONE 2 - End of Year 4	Health and
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Choices,	Balance,	Lifestyle,
influence,	healthy,	healthy,
physical	recognise,	outdoors,
self-worth,	illness,	sun safety,
identity	support,	illness,
alarms,	care,	cleanliness,
environment	dental health	virus,
healthy,	Identify,	allergies
habits,	hygiene,	personal identity,
Valuable,	emotion,	gender,
setbacks,	help,	recognise,
Hazards,	puberty,	respect,
safety,	information	express,
unhealthy,	Medicines,	well being
lifestyle,	drug,	Unsafe,
contributions,	cigarettes,	emergency,
challenges,	habit,	risk,
risks,	e-cigarettes,	FGM,
rules,	vaping	injuries,
		responsibility

Living in the wider world MILESTONE 2 - End of Year 4		Living in the

Laws,	Community,	Resources,
human rights	belonging,	protecting,
, responsibilities,	differences,	environment,
police	volunteering,	actions,
society,	compassion	compassion,
Leisure,	responsibilities	responsibility
online,	digital footprint,	Identify,
reliable,	organisations,	purpose,
websites,	online,	fact,
choices	adverts,	opinion,
Jobs,	fact/ fiction	stereotypes,
vocation,	Budgets	reliable,
myths,	, value,	information
stereotypes,	important,	Jobs,
teamwork,	payment,	ambition,
achievements	charities	career,
		conditions,
		inclusion,
		diversity
Relationships MILESTONE 2 - End of Year 4		Relationships Living

Recognise	Friendships,	Healthy,
, respect,	positive,	friendships,
stability,	digital devices,	relationship
love,	communicating,	, influence,
support,	contact,	communication,
caring,	online,	support,
unsafe	healthy	peer
Family,	Differentiate	Permission,
classmates,	, experiences,	contact,
boundaries,	bullying,	uncomfortable,
respect,	dares,	unacceptable,
safe,	pressures	secret,
behaviour,	, confidence,	worried,
bullying	harmful,	concerned
Respect,	pretending	Treated,
help,	Recognise,	equally,
responsible,	gender,	respect,
self-respect,	race	discrimination,
polite,	, faith,	bullying,
cultures	values,	online,
, society	respect,	report,
	differences,	safety
	include	

Assessment Criteria



Health and Wellbeing - MILESTONE 2 Essential Objective: Healthy Lifestyles			
KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)
How to make informed decisions about health (Y4)	H1	Pupils can explain the difference between physical and emotional health and show some awareness for how to care for both.	Pupils can make purposeful choices to care for their health, understand that sometimes they need to consult a medical professional.
To identify elements of a balanced, healthy lifestyle	H2	Developing understanding of elements that contribute to a balanced, healthy lifestyle.	Good understanding of elements of a balanced, healthy lifestyle and how to maintain these choices.
To know about choices that support a healthy lifestyle, and recognise what might influence these	H3	With some support and through discussions, pupils can begin to make informed choices and begin to understand the concept of a 'balanced lifestyle'.	A growing understanding of the concept of a 'balanced lifestyle' is developed (including some understanding of the positive, negative, and consequences) and an understanding of how to make informed choices is shown.
To know how to recognise that habits can have both positive and negative effects on a healthy lifestyle (Y3)	H4	With support, pupils can identify activities of healthy lifestyle (cycling, eating well, time management) and are beginning to know how lifestyle habits can have positive and negative effects on our wellbeing.	A good understanding of the effects of (positive and negative) choices on a healthy lifestyle and our wellbeing.
To know how to recognise that habits can have both positive and negative effects on a healthy lifestyle (Y4)	H4	Through discussion, pupils can recognise helpful and unhelpful habits in achieving a healthy lifestyle.	Pupils can organise their habits, identifying helpful and unhealthy, creating healthy habits and their effects on their lifestyle.

<p>To know about what good physical health means; how to recognise early signs of physical illness (Y4)</p>	<p>H5</p>	<p>With support pupils can define 'ill-health' and have a basic understanding of signs of physical illness.</p>	<p>Pupils can explain the difference between good physical health and 'ill-health', confidently identify signs of physical illness.</p> <p>Developing understanding of treatments for physical illness (broken bone, sore throat)</p>
<p>To know what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods (Y3)</p>	<p>H6</p>	<p>With support, pupils can identify healthy/unhealthy choices of food.</p> <p>Pupils are developing an understanding of nutritionally rich foods and the benefits of eating nutritionally are discussed.</p>	<p>Opportunities to make choices about food, what influence their choices about eating a balanced diet and discussed in increasing</p>
<p>How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p>	<p>H7</p>	<p>Pupils can identify examples of daily and weekly exercise and with support can recognise some risks associated with an inactive lifestyle.</p>	<p>Pupils show good understanding of some benefits to regular exercise for our mental and physical health.</p> <p>Pupils understand the link between an inactive lifestyle and some health conditions.</p>
<p>To know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p>	<p>H8</p>	<p>Pupils can identify how a lack of sleep can make your body feel.</p> <p>With support, pupils can identify a good sleep routine and the affect this has on our body and feelings.</p>	<p>Pupils demonstrate a good understanding of health benefits from good sleep.</p> <p>Pupils can show understanding of some long and short term effects of the lack of sleep.</p>
<p>That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</p>	<p>H9</p>	<p>Pupils can recall everyday hygiene routines, explain their purpose and understand how bacteria and viruses can be spread.</p>	<p>Pupils recall and explain everyday hygiene routines and the spread of infection.</p>

How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)	H11	Pupils understand the purpose of brushing our teeth, visiting the dentist and know what to expect.	Pupils explain how to maintain oral hygiene with everyday choices and know how some food choices can impact our teeth.
To know about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online (Y3)	H13	In discussions, pupils explore benefits of the internet. They can choose appropriate lengths of time for online activities with daily or unplugged activities.	Pupils can explain some benefits of using the internet, including social media sites. They can identify a good understanding of how to balance time online with other hobbies and activities.
How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.	H14	Pupils can recall trusted people from their network hands – including people in and out of school.	Pupils know that medical professionals as well as trusted people can help to support them with health issues.
Health and Wellbeing - MILESTONE 2			
Essential Objective: Keeping Safe			
KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)
How to predict, assess and manage risk in different situations (Y3)	H38	With support, pupils can provide examples of hazards in everyday scenarios. They provide some suggestions for how to manage risk in group discussions.	Explanations provided for hazards identified, with good understanding of how to manage risk in local areas.
How to predict, assess and manage risk in different situations (Y4)	H38	With support pupils can define risk and assess if risks identified are positive or negative – showing awareness for actions and consequences.	Pupils can provide a definition of risk showing some understanding of different categories of risk. Pupils can categorise scenarios into negative or positive with an accompanying explanation.
To know about hazards that may cause harm, injury or risk in the home and what they can do to reduce risk and keep safe (Y3)	H39	Pupils can identify hazards in everyday environments (classroom, around the home) and show a basic understanding of how rules can help reduce risk.	Hazards are identified in familiar and unfamiliar locations. Pupils show a basic understanding of how to reduce risk and keep themselves safe.
To know about hazards that may cause harm, injury or risk in the home and what they can do to reduce risk and keep safe (Y4)	H39	Through discussion, pupils identify hazards in images – describing potential injury and how they could reduce the risk for themselves and others in the local area.	Pupils understand the link between a hazard and risk of injury. They show an increasing awareness of how to reduce risk in the local environment for themselves and others safely.

To know about hazards that may cause harm, injury or risk in the home and what they can do to reduce risk and keep safe (Y4)	H39	With some support, pupils can demonstrate some understanding of risks and hazards in the local environment.	Demonstrates a good understanding of potential hazards and risks in the local environment.
To know the importance of taking medicines correctly and using household products safely (Y3)	H40	Pupils know the importance of behaving safely around medicines and household products.	Pupils show a good understanding of how to handle medicines and household products, identifying their risks.
To know strategies for keeping safe in the local environment and unfamiliar places (Y4)	H41	Through discussions, a basic understanding about managing risk in familiar situations and keeping safe is shown.	A good understanding about managing risk in familiar situations and unfamiliar places is shown and examples given.
To know what is meant by first aid; basic techniques for dealing with common injuries	H43	Pupils can identify methods of first aid and choose appropriate techniques for common injuries at home and school.	Pupils can define how first aid is used in everyday scenarios and describe basic techniques to deal with common injuries.
How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.	H44	Pupils know that 999 is an emergency line and can identify scenarios where emergency services are required.	Pupils can confidently identify situations that require emergency services (e.g. 999). They know what to say and how to react to different scenarios (e.g. fire, injury etc).
Health and Wellbeing - MILESTONE 2			
Essential Objective: Mental Health			
KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)
That mental health, just like physical health, is part of daily life; the importance of taking care of mental health. (Y3)	H15	Pupils can identify what mental health is and with support, can identify the importance of caring for their own mental health.	A good understanding of mental health and the importance of taking care of mental health and others.
That mental health, just like physical health, is part of daily life; the importance of taking care of mental health. (Y4)	H15	Through discussion, pupils can explain some of the differences between mental and physical health, whilst some strategies of caring for their own mental health.	Mental health is understood as something that needs daily care, just like physical health. Pupils can confidently describe a range of strategies that support mental health.

To know about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing	H16	With some support, pupils can identify activities they enjoy that support their own mental health.	Pupils show a good understanding of how different activities can make a difference to mental health, as well as strategies for wellbeing daily.
To recognise that feelings can change over time and range in intensity	H17	With some support and through discussion, pupils are aware that it is possible to feel lots of different emotions all at once (such as at times of change) are given.	Explanations about how people experience a lot of different emotions and feelings are given with some examples.
To know about everyday things that affect feelings and the importance of expressing feelings	H18	Basic explanations of the importance of noticing different feelings are made with support and some simple positive ways of sharing feelings/ helping to manage them are discussed (feel, think, react).	Good explanations provided with observations of feelings. Pupils suggest positive ways to express feelings through singing, sport, art, etc.
To use a varied vocabulary to use when talking about feelings; about how to express in different ways (Y3)	H19	With support pupils can distinguish between not so good, good or neutral feelings – using some new vocabulary. Developing knowledge of phrases used to describe emotions and feelings – seeing red.	Pupils can identify emotions and feelings from a given moment and explain that different people feel and express differently to them. Pupils provide examples of how emotions and feelings are described.
To use a varied vocabulary to use when talking about feelings; about how to express in different ways (Y4)	H19	With support, pupils can use increasingly accurate vocabulary to express their feelings to others.	Increasingly mature use of vocabulary to accurately express feelings of feelings.
To develop strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	H20	Some suggestion of strategies that work for them as individuals with a developing understanding of how to deploy these appropriately in different situations.	Pupils show a good understanding of a range of strategies that can be used with an understanding of their own feelings as well as how to express the feelings appropriately in different situations.
To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others (Y4)	H21	Through discussion, pupils can identify some mental health warning signs and how to seek support for themselves (eg. Childline)	Pupils can explain common warning signs that people struggling with mental health may show. Confidently suggest more than one place to seek support for themselves and others.

Health and Wellbeing - MILESTONE 2
Essential Objective: Ourselves, Growing and Changing

KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)
To learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	H25	Pupils begin to have an understanding of personal identity and through discussion, pupils can identify elements that contribute to who they are.	Pupils show a good understanding of their identity, as well as respect for the individuality of others, including their peers.
To recognise their individuality and personal qualities	H27	With support, pupils can recognise personal qualities that make them individual and unique.	Pupils offer clear explanations of their personal qualities that are unique to them and contribute to their individualities.
To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	H28	Through discussions and with support, some basic reflections and celebrations of achievements, strengths and areas for improvement are made and some aspirations and goals are set.	Reflections and celebrations of achievements, strengths and areas for improvement are made and aspirations and goals are set.
To know how to manage setbacks and re-frame unhelpful thinking	H29	Through discussions, pupils develop their understanding of resilience and can identify some ways to learn from setbacks.	With given, varied scenarios, pupils show some understanding of the purpose of setbacks and how resilience can help with unhelpful thoughts.
To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (Y3)	H30	Pupils show awareness that females usually carry a baby and in a human they are carried in a uterus (womb).	Pupils understand that females usually carry a baby and in a human they are carried in a uterus (womb).
To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (Y4)	H30	With support pupils can identify reproductive organs that are needed to make a baby.	Pupils can accurately name the external reproductive organs, both male and female, and their role in making a baby.

To know about the physical and emotional changes that happen when approaching and during puberty (Y3)	H31	Pupils know and can identify some of the changes that happen between conception and adulthood. Pupils show some understanding of changes that happen during puberty.	Pupils know that puberty changes in adolescence and that changes are both physical and emotional.
To know about the physical and emotional changes that happen when approaching and during puberty (Y4)	H31	Pupils can identify some physical and emotional changes approaching and during puberty.	Pupils know how the female body changes at puberty and acknowledge that these changes cannot be controlled.
To know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.	H32	Pupils can link changes some changes during puberty to an increase in hygiene routines. Pupils can identify methods that help maintain personal hygiene.	Pupils explain the importance of keeping clean and methods of maintaining personal hygiene. Pupils know that personal hygiene is important during puberty and as an adult.
To know how babies need to be cared for (Y3)	H33	Pupils know babies need love and to be cared for.	Pupils know babies need to be cared for and can suggest ways to demonstrate this.
To know about the processes of reproduction and birth as part of the human life cycle (Y4).	H33	Pupils know that babies are made by a sperm joining with an ovum. With support, pupils begin to know how personal characteristics are inherited from birth parents.	Pupils can explain how personal characteristics are inherited from parents through a sperm and an ovum.
To know about where to get more information, help and advice about growing and changing, especially about puberty.	H34	Pupils can identify individuals they can talk to or go to for advice and help.	Pupils know when to seek advice, identifying people that can provide them with information.
To identify about the new opportunities and responsibilities that increasing independence may bring (Y3)	H35	With support, pupils can collaboratively identify opportunities for growing independence. Pupils show an awareness of the importance of trust.	Pupils understand that opportunities for growing independence can give ever maturing opportunities. Pupils can provide examples of how trust can be earned and built.
To use strategies to manage transitions between classes and key stages.	H36	Pupils can express how they feel about changing class/key stage. With support, pupils can identify strategies to help them express their feelings and manage transitions.	Pupils can identify how they feel about transitions and the feelings and peers may feel with change.

Living in the Wider World - MILESTONE 2 Essential Objective: Shared Responsibilities			
KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)
To recognise reasons for rules and laws; consequences of not adhering to rules and laws (Y3)	L1	Pupils can identify rules in school and understand that these support our 3 rights – giving examples of consequences. With support, pupils shown awareness of the complex process laws have to go through to be passed and match them to some common consequences.	Pupils can identify rules and in school and other frequent environments (at home etc.) understanding of consequences. Pupils understand that laws through a complex process to and come with consequences.
To recognise there are human rights, that are there to protect everyone (Y3)	L2	Pupils understand that everyone is protected by human rights and identify some of our rights and freedoms from the UDHR.	Pupils recognise the importance and freedoms, understanding responsibility to show respect of others.
To recognise there are human rights, that are there to protect everyone (Y4)	L2	Understanding the purpose of human rights is to protect everyone regardless of differences.	Pupils demonstrate good understanding of human rights and can explain they think a human right has (trusted adults etc.)
To learn about the relationship between rights and responsibilities (Y4)	L3	With support, pupils can distinguish between a right and a responsibility.	Pupils explain the difference between a right and responsibility but also they relate. Pupils are provided examples of each.
To know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (Y3)	L4	Beginning to define compassion and with support, understand how care and concern can be expressed to others.	Pupils can explain how caring and living things shows compassion and how to express care and concern in different scenarios.
To know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) (Y3)	L5	With support, pupils can describe what can be done in school to help environmental sustainability. Working with others and with adult support, pupils can design and work on a project to do or promote this.	Pupils can describe what can be done in school to help environmental sustainability and can work with others to design out a project to do or promote (e.g. paper recycling, saving water, saving energy).

Living in the Wider World - MILESTONE 2 Essential Objective: Communities			
KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)
To learn about the different groups that make up their community; what living in a community means (Y3)	L6	Through discussions, pupils can begin to describe how it feels to be a member of a group and with some support can explain what they do.	Descriptions on how it feels to be a member of a group and what contributions are made along with some understanding of the impact of different groups and communities.
To value the different contributions that people and groups make to the community (Y3)	L7	Pupils can identify key roles within a community as well as groups that they belong to. Through discussion, pupils start to understand the MPs represent a range of opinions from people in the community.	Pupils know that people in their community can belong to different groups and make valuable contributions. Pupils can explain the purpose of parliament, identify the roles of different groups and understand the need to debate contributions made.
To value the different contributions that people and groups make to the community (Y4)	L7	Through discussions, pupils begin to understand that they belong to various groups and communities and can name some of these.	A variety of groups and communities that people can belong to are explained.
To know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	L8	With support, the phrase 'benefits of living in a diverse society' is understood and some of these positives are discussed.	The benefits of living in a diverse society are understood and discussed.
To know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	L9	With support, pupils begin to show some understanding for gender stereotypes and how they can influence thoughts and opinions.	Pupils have a good understanding of how gender stereotypes can influence attitudes towards others and how to overcome this.
Living in the Wider World - MILESTONE 2 Essential Objective: Economics - money			

KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)
To know about the different ways to pay for things and the choices people have about this (Y4)	L17	With support, pupils can identify a range of payment methods.	Pupils can explain a range of options and show a basic understanding of credit and debit cards.
To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' (Y4)	L18	With support, pupils understand that money comes from different sources and can begin to name some of these. Through discussions, pupils can say some of the different ways money is used and understand the terms spending and saving.	A clear understanding of how money comes from different sources and can be used for different purposes is shown and examples given when people might want to spend money or save their money are discussed
To know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) (Y4)	L19	With support and through discussions, there is a growing recognition that if one group of people use all the resources there are not enough for others and simple examples of how this relates to the environment are given.	There is a developing recognition that if one group of people use all the resources there are not enough for others and explanations of how this relates to the environment are given.
To recognise that people make spending decisions based on priorities, needs and wants (Y4)	L20	Through discussions, pupils can organise spending decisions into categories of needs and wants.	Pupils can identify the differences between needs and wants, and have a good understanding of how to prioritise spending priorities (bills, etc.)
To know different ways to keep track of money (Y4)	L21	With reminders, pupils can suggest some banks/building societies accounts offered.	Pupils offer reasons for choosing different accounts and can compare features.
To know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe (Y4)	L22	With support, pupils can identify ways to keep money safe, as well as risks associated with credit accounts.	Pupils can recommend ways to keep money safe and understand how different accounts pose different levels of risk.
To identify the ways that money can impact on people's feelings and emotions (Y4)	L23	Through discussion, pupils can name emotions relating to given different scenarios.	Using given spending dilemmas, pupils can define some emotions and describe how they are accompanied with an explanation of why they think this.

Living in the Wider World - MILESTONE 2
Essential Objective: Economics - Aspirations and Careers

KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)
To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes (Y3)	L25	Pupils identify things they like about themselves, and they are learning to set small achievable goals with adult support.	Pupils can identify personal and areas of development with a good understanding of how to achieve a personal outcome.
To know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life (Y3/4)	L26	With visual support, pupils can give examples of a range of jobs and careers that people can have.	Pupils can name a range of job roles, with an understanding of how given jobs can progress in a career (trainee, teacher, head of year, head, headteacher etc.)
To learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them (Y3)	L27	With support, pupils can give example of gender stereotypes, including some job and career choices.	Pupils understand how gender stereotypes can affect jobs chosen and how to overcome them.
To identify the kind of job that they might like to do when they are older (Y3)	L31	With support, pupils can identify a range of jobs and careers that they could explore as they get older.	General understanding of career paths and how education choices can affect these.
To know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid (Y4)	L29	Pupils understand that voluntary work is work that is unpaid and with support, understand that some job roles have a larger salary.	Pupils show good understanding of relationship between high paying roles and their larger salaries between money and career choices explored.
Living in the Wider World - MILESTONE 2			
Essential Objective: Media & digital resilience			
KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)
To recognise ways in which the internet and social media can be used both positively and negatively.	L11	With support, pupils can sort positive and negative aspects of using the internet and social media.	Pupils recognise how the internet and social media can be used positively and negatively, giving clear examples of each.
How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.	L12	With support, pupils can assess the reliability information found online. Pupils can identify some reliable sources of information from search results.	Pupils can explain steps to assess the reliability of online sources and search for information online.

<p>To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p>	<p>L15</p>	<p>Pupils can identify whether or not something should be shared with others.</p> <p>Pupils know the importance of seeking consent before sharing images.</p>	<p>Pupils know what information is appropriate or not to share, including online.</p> <p>Pupils understand that the rules surrounding distribution of information apply to both online and offline environments.</p>
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Relationships - MILESTONE 2 Essential Objective: Families and close positive relationships		
KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)
To recognise that there are different types of relationships (Y3/4)	Pupils can distinguish between different relationships – friendships, family etc.	Pupils can distinguish between different types of relationships and adapt their behaviour accordingly.
To know about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong (Y3/4)	Pupils know that a marriage/civil partnership is a legal declaration.	Pupils know that marriage/civil partnership involves legal commitments that are legally binding. Pupils can also explain how these commitments are intended to be lifelong, although this is not always the case.
To know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others (Y3)	Pupils know that forcing anyone to marry against their will is a crime.	Pupils understand that getting married against their will is illegal and the legal age for marriage is 18 in the United Kingdom.
To know that people who love and care for each other can be in a committed relationship (e.g. marriage, living together, but may also live apart) (Y3)	With support, pupils can identify features of a loving and committed relationship, regardless of whether they are married or not.	Pupils can define a committed relationship and know that this is not confined to marriage. They understand the commitment of marriage.
To know that a feature of positive family life is caring relationships; about the different ways in which people care for one another (Y3)	Pupils know that being part of a caring family provides support, stability and love.	Pupils can explain positive aspects of family life and caring for one another, including how families can provide everyone with support.
To recognise and respect that there are different types of family structure (Y3)	Pupils recognise that there are different types of families – single parents, same sex parents, step-parents, blended families, foster and adoptive parents.	Pupils recognise and respect that there are different types of families and they understand some of the similarities and differences between them.
To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty (Y3)	With support, pupils can distinguish characteristics between healthy and unhealthy family relationships.	Pupils know that spending time together and showing commitment to family life are important for family support in times of need.

<p>To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice (Y3)</p>	<p>With adult support, pupils can recognise what might make someone feel unhappy or unsafe in a family relationship and can discuss how they would get advice or help.</p>	<p>A few examples of what might make someone feel unsafe or unhappy in family relationships are explained and a variety of ways that someone could seek help or advice are discussed.</p>
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**Relationships - MILESTONE 2
Essential Objective: Friendships**

KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)
<p>To know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships (Y3/4)</p>	<p>With support, pupils can identify features of a positive, healthy friendship. Pupils can identify some differences between face to face and online relationships.</p>	<p>Good knowledge of common features of positive, healthy friendships. Pupils can distinguish between face to face and online relationships, including the ability to identify risks and benefits.</p>
<p>To know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely (Y3/4)</p>	<p>Some awareness of strategies to resolve friendship disputes in a positive manner.</p>	<p>Good awareness of different strategies to resolve relationship disputes and good understanding of ups and downs of relationships.</p>
<p>To know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing (Y4)</p>	<p>With support, pupils make good observations about what makes a positive friendship and how to build these.</p>	<p>Good observations of positive friendships built, and some explanations provided on how good friendship can support our wellbeing.</p>
<p>To know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them (Y4)</p>	<p>Pupils can identify from given scenarios, why a person might feel lonely or excluded, and where to seek support.</p>	<p>Pupils know that actions can make someone feel lonely or excluded and are able to identify some strategies to help overcome this.</p>
<p>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary (Y4)</p>	<p>Confident identification of trusted adults that they can turn to for support with online/offline friendship disputes.</p>	<p>Additional support strategies identified including how to report online behaviour appropriately.</p>

**Relationships - MILESTONE 2
Essential Objective: Safe Relationships**

KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)
To know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret (Y3/4)	With support, pupils are able to distinguish between when a secret should or should not be kept. Pupils can identify feelings associated with keeping a secret.	Pupils can confidently express how they determine whether or not a secret should be kept, giving examples to support their decision.
To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact (Y3/4)	Pupils can explain what types of physical contact is acceptable/unacceptable and how this makes us feel. Pupils know how to respond to unwanted contact, say no and report to a trusted adult.	Pupils can confidently distinguish between acceptable/unacceptable physical contact and explain how it makes us feel. Clear explanations why types of physical contact relate to their relationship with the person (doctor, parent, friend etc). Pupils can recall multiple strategies to respond to unwanted physical contact, including how to report.
To know about seeking and giving permission (consent) in different situations (Y4)	Pupils can define consent and with support, can give example of needing consent in everyday situations.	Pupils know how to give or deny consent in different situations, as well as the importance of seeking consent from others.
To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this (Y4)	Pupils can identify negative feelings associated with peer pressure and with support, recall how some strategies for managing this.	Pupils know feelings (anxiety/fear) associated with peer pressure and how to manage these in situations that may be dangerous.
To identify where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (Y4)	Pupils know where to report safety concerns and can identify trusted adults.	Pupils know how and where to report concerns for others, including online.
Relationships - MILESTONE 2 Essential Objective: Managing hurtful behaviour and bullying		
KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)

<p>To know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour (Y4)</p>	<p>Pupils know that bullying comes in different forms – emotional, physical, verbal etc.</p> <p>With support, pupils can describe the emotional impact of this bullying behaviour.</p>	<p>Pupils understand how bullying in different forms can impact others in different ways, including cyber-bullying.</p> <p>In discussion, pupils can explain the consequences of bullying for both bullies and victims.</p>
<p>To learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>	<p>With support, pupils learn what it means to be a witness and how they can respond or report to bullying.</p>	<p>Pupils understand that their response as a witness can influence a situation both online and offline. They can provide some strategies to respond to bullying as both a victim and a witness.</p> <p>Pupils clearly explain how to report concerns to trusted adults or external support services such as ChildLine.</p>
<p>Relationships - MILESTONE 2 Essential Objective: Respecting self and others</p>		
<p>KEY INDICATORS</p>	<p>BASIC (Y3 WA, Y4 WT)</p>	<p>ADVANCING (Y3 GD, Y4 WA)</p>
<p>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own (Y4)</p>	<p>Pupils can listen to people whose traditions, beliefs and lifestyles are different to their own and with support, ask questions.</p>	<p>Pupils respectfully listen to a wide range of people whose traditions, beliefs and lifestyles are different to their own and respond with careful thought and consideration.</p>
<p>To know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with (Y4)</p>	<p>With support, pupils can take part in discussions and debates, working as a team with their peers.</p>	<p>Pupils can work as a team in discussions and debates, whilst showing some understanding of how to respectfully challenge to those they disagree with.</p>



Health and Wellbeing - MILESTONE 3 Essential Objective: Healthy Lifestyles		
KEY INDICATORS		BASIC (Y5 WA, Y6 WT)
To know how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn	H8	Pupils know how sleep contributes to a healthy lifestyle and how to use some sleep strategies.
That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it (Y5)	H9	Pupils know how bacteria and viruses can affect our health and identify how the spread of germs can be reduced.
To understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed (Y5)	H10	With support, pupils can identify reasons for taking medicines such as paracetamol and ibuprofen. Pupils are aware of how vaccines and immunisations prevent some diseases.
To know of the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer (Y5)	H12	With support, pupils can recognise benefits and risks of prolonged sun exposure. Pupils can identify how to reduce risk on a daily basis.

To know about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online	H13	Pupils can distinguish between positives and negatives of internet use and can balance online activities with other activities.
How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.	H14	Pupils identify adults that they can trust and know the importance of communicating worries about their health.
To know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health (Y6)	H15	Pupils understand that physical and mental health are equally cared for.
Health and Wellbeing - MILESTONE 3		
Essential Objective: Keeping Safe		
KEY INDICATORS		BASIC (Y5 WA, Y6 WT)
Understand reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming (Y6)	H37	Pupils identify reasons for enforcing age restrictions on social media, tv, games, film and more.
How to predict, assess and manage risk in different situations (Y5)	H38	With support, pupils identify whether situations are safe with some justification provided. Pupils show some understanding of the risk of gambling.
How to predict, assess and manage risk in different situations (Y6)	H38	In groups, pupils can assess given scenarios into negative and positive risk categories. Pupils show an understanding of risk and how it is a daily occurrence and can give some examples.
To know strategies for keeping safe in the local environment and unfamiliar places	H41	Pupils recall basic strategies to keep themselves safe in unfamiliar environments, identify potential risks.
To recognise the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact (Y6)	H42	With support, pupils have a growing awareness for the importance of keeping personal information private. Pupils can discuss how to manage requests for information and what to do if they are concerned.
To know what is meant by first aid; basic techniques for dealing with common injuries	H43	Pupils can use simple first aid techniques to treat common injuries and know that some injuries need more serious treatment.

How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say	H44	Pupils can identify which emergency service is required in different scenarios and know that sometimes more than one service may be needed. With support, pupils can use techniques to help themselves calm and focused in an emergency situation.
Health and Wellbeing - MILESTONE 3 Essential Objective: Mental Health		
KEY INDICATORS		BASIC (Y5 WA, Y6 WT)
To know that mental health is part of daily life; the importance of taking care of mental health.	H15	Pupils know the importance of caring for our mental health. They can identify that taking care of physical health can help our mental health, and vice versa.
To know about strategies and behaviours that support mental health	H16	Pupils can identify strategies and positive behaviours that support their mental health. Pupils can sort given activities by frequency and show their understanding for how physical exercise influences mental wellbeing.
To recognise that feelings can change over time and range in intensity	H17	With support, pupils can map out how feelings grow, pass or become stronger with time – identifying some situations that can trigger emotional changes.
To know about everyday things that affect feelings and the importance of expressing feelings	H18	During discussions, pupils can identify common occurrences that impact their emotions. Pupils know it is important to express their feelings to trusted people/adults.
To use a varied vocabulary to use when talking about feelings; about how to express in different ways	H19	With support, pupils apply 'Zones of Regulation' with supporting strategies to express and reflect on their feelings.
To develop strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations	H20	Pupils can choose strategies that work for them to help respond to intense and conflicting feelings, including managing anxiety. They can identify appropriate and inappropriate reactions to their emotions in common situations.
To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others	H21	Pupils can identify warning signs that their body shows when they are anxious/worried etc. and can recall where to seek support from themselves, peers and adults.
To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult	H22	Through discussion, pupils can explain how different people experience mental ill health and what this may look like. Pupils know that support and help can resolve most difficulties. They can identify trusted adults they would talk to.

To recognise change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement	H23	Pupils know that life is full of changes, including death through discussions, pupils show some emotions associated with loss and change – including grief. There is a growing awareness of strategies that can help manage change or loss and know when to ask for help.
To choose problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools (Y6)	H24	Pupils can choose an appropriate problem-solving strategy that can be utilised in a variety of scenarios.
Health and Wellbeing – MILESTONE 3 Ourselves, growing and changing		
KEY INDICATORS		BASIC (Y5 WA, Y6 WT)
To learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	H25	Pupils know that personal identity is who we are and the elements that contribute to who they are.
Pupils know that for some people gender identity does not correspond with their biological sex	H26	Pupils respect that for some people, their gender does not match their biological sex.
To recognise their individuality and personal qualities	H27	With support, pupils can recognise personal qualities and their individuality that they should be proud to express.
To know about the physical and emotional changes that happen when approaching and during puberty	H31	Pupils recognise changes to male and female bodies and emotionally during puberty. Pupils know that puberty is a natural process that happens to everyone.
To know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene	H32	Pupils understand that puberty triggers hormonal changes, change hygiene routines and discuss how to maintain personal hygiene.
To know about the processes of reproduction (Y5)	H33	Pupils show awareness for how sexual intercourse can lead to conception which can be prevented.
To know about the processes of reproduction and birth as part of the human life cycle (Y6)	H33	With support, pupils can order the stages of development from conception to birth.

To know about where to get more information, help and advice about growing and changing, especially about puberty	H34	Pupils can identify trusted sources of information and individuals that can provide them with help and advice.
To know about the new opportunities and responsibilities that increasing independence may bring	H35	Pupils can identify emotions that new opportunities and responsibilities can bring. They show an understanding of the link to independence.
To use strategies to manage transitions between classes and key stages.	H36	Pupils understand that transitions can cause stress and anxiety – which in turn can alter behaviour choices.

Healthy and Wellbeing - MILESTONE 3
Essential Objective: Drugs, alcohol and tobacco

KEY INDICATORS		BASIC (Y5 WA, Y6 WT)	ADVANCED (Y5 GD, Y6 GT)
To know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. (Y5)	H46	Pupils understand that all drugs cause an effect on the body and with support, can identify risks of some common drugs.	Pupils can describe the risks of some common drugs. They know how to avoid these risks. They can describe how drug use can become a habit which can be difficult to break.
To know about the risks and effects of legal drugs and their impact on health; recognise that drug use can become a habit which can be difficult to break. (Y6)	H46	Pupils can recall physical and mental effects of some legal drugs can cause – showing some awareness that effects can vary in their longevity.	Pupils know how to avoid these risks. They know the mental effects of some legal drugs.
To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others (Y6)	H47	Pupils understand and explain the difference between legal and illegal drugs.	Pupils know the difference between legal and illegal drugs and give reasons for this. They know the legal consequences of even legal drugs.
To understand why people choose to use or not use drugs (including nicotine, alcohol and medicines) (Y6)	H48	In group discussions, pupils suggest reasons why people to use or not to use legal drugs.	Pupils understand why people choose to use recreational drugs. They can suggest reasons why people choose to use or not to use legal drugs.
To know that there are mixed messages in the media about drugs, including alcohol and smoking/vaping (Y6)	H49	Pupils are aware of how the media sends messages through advertisements.	Pupils understand how the media sends messages through advertisements. They can identify mixed messages in the media about drugs, including alcohol and smoking/vaping.

To know that there are mixed messages in the media about drugs, including alcohol and smoking/vaping (Y6)	H49	Pupils can sort advertisements and other media messages that benefit knowledge, or profit.	Pupils can identify legal drugs
To recall organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns	H50	With support, pupils can recall organisations that can provide support and recall their support networks.	Pupils recall support organisations

Living in the Wider World - MILESTONE 3 Essential Objective: Shared Responsibilities			
KEY INDICATORS		BASIC (Y5 WA, Y6 WT)	ADVANCED (Y5 GD, Y6 WT)
To recognise reasons for rules and laws; consequences of not adhering to rules and laws	L1	With support and through discussion, pupils understand how laws differ between countries and some consequences are different to ours.	Pupils can compare laws between countries
To recognise there are human rights, that are there to protect everyone (Y5)	L3	With adult support, pupils understand that human rights take precedence over other national laws, family and community practices.	There is a hierarchy of laws, family and community practices
To learn about the relationship between rights and responsibilities (Y6)	L3	With support and through discussions, the phrase 'human rights and responsibilities' are understood, and a few basic examples are given.	The phrase 'human rights and responsibilities' is understood and described
To know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others	L4	With support, pupils identify examples of shared responsibilities at school, home and in the community. Pupils can recognise when people are showing compassion for others.	Pupils understand how they can influence others
To know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (Y5)	L5	Pupils can identify how we can protect the environment at school and home by making conscious everyday choices.	Pupils can identify the implications of their choices
Living in the Wider World - MILESTONE 3 Essential Objective: Communities			

KEY INDICATORS		BASIC (Y5 WA, Y6 WT)
To learn about the different groups that make up their community; what living in a community means (Y5)	L6	With support, pupils show basic understanding of how people make a community and an identify what communities look like around the world.
To value the different contributions that people and groups make to the community	L7	Through discussions, pupils can explore a range of contributions people and different groups make to the community.
To know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	L8	Pupils can give examples of diversity and some of the that it has on our community.
To know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (Y5)	L9	Pupils can identify different stereotypes and with support discuss how stereotypes can influence our attitudes and behaviours. Pupils can distinguish between appropriate and inappropriate strategies for dealing with stereotypes – including when to walk away.
To know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (Y6)	L9	Pupils can identify stereotypes from images and the media. With support, pupils begin exploring the impact on our and wellbeing.
To know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	L10	With support, pupils can vocalise their opinions about and through discussion identify positive ways of responding to discrimination.
Living in the Wider World - MILESTONE 3 Essential Objective: Economics - money		
KEY INDICATORS		BASIC (Y5 WA, Y6 WT)

<p>To know about the different ways to pay for things and the choices people have about this (Y6)</p>	<p>L17</p>	<p>Pupils understand that different countries have different currencies. With support they can exchange some currencies from GBP.</p> <p>Pupils know that GBP can be exchanged or purchases can be exchanged on card payments.</p>
<p>To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' (Y6)</p>	<p>L18</p>	<p>Pupils identify differences between saving and spending; discuss what 'good value for money' means and know choices can be influenced.</p>
<p>To know that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) (Y5)</p>	<p>L19</p>	<p>In discussions, pupils can identify how individual purchases have a greater impact on the environment – positive and negative</p>
<p>To recognise that people make spending decisions based on priorities, needs and wants (Y6)</p>	<p>L20</p>	<p>With support, pupils recognise the need for council budgets and the role it plays in meeting a communities need.</p>
<p>To know different ways to keep track of money (Y6)</p>	<p>L21</p>	<p>Pupils can identify ways to track money – including saving and spending – and the importance of this.</p>
<p>To learn about the risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe (Y6)</p>	<p>L22</p>	<p>Pupils know that risks can be taken with money and can experience a loss or in a win.</p>
<p>To know about risks associated with gambling and the impact of health, wellbeing and aspirations (Y6)</p>	<p>L23</p>	<p>Through discussions and given scenarios, pupils can identify whether an activity involving money is risky or safe.</p> <p>Pupils show some awareness of the nature of gambling and know money can be won, lost or stolen.</p>
<p>To identify the ways that money can impact on people's feelings and emotions (Y5)</p>	<p>L24</p>	<p>Through discussions, pupils are beginning to identify ways money can make people feel – using appropriate emotional vocabulary.</p>

To identify the ways that money can impact on people's feelings and emotions (Y6)	L24	Pupils can identify a range of emotions that can be triggered by different financial scenarios.
Living in the Wider World - MILESTONE 3 Essential Objective: Economics - Aspirations and Careers		
KEY INDICATORS		BASIC (Y5 WA, Y6 WT)
To know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life	L26	Pupils can match jobs to different career stems. They can identify that there are a variety of reasons that people change careers in their lifetime.
To learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them	L27	Pupils can discuss how different careers are subjected to stereotypical ideas, and this shouldn't limit your options.
To know what might influence people's decisions about a job or career	L28	Pupils have a developing understanding of some factors that contribute to job choice as an adult.
To know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid	L29	Pupils can identify careers/jobs that have higher salaries and have some understanding of how experience is gained through voluntary (unpaid) work and further education.
To identify some of the skills that will help them in their future careers	L30	With support pupils can identify different skill sets that can help with their career progression – team building, resilience, etc.
To identify the kind of job that they might like to do when they are older	L31	Pupils can identify and research jobs and careers that match their interests.
To recognise a variety of routes into careers (e.g. college, apprenticeship, university)	L32	Pupils discuss the different routes that can be taken into careers – identifying some pros and cons for each choice.

Living in the Wider World - MILESTONE 3
Essential Objective: Media & digital resilience

KEY INDICATORS		BASIC (Y5 WA, Y6 WT)
To recognise ways in which the internet and social media can be used both positively and negatively (Y5)	L11	Pupils can sort actions and consequences of social media and internet use. With support they can organise these into positive and negative categories.
To recognise ways in which the internet and social media can be used both positively and negatively (Y6)	L11	Pupils understand the risks associated to internet and social media use. They can explain some steps taken to reduce negative uses of social media and the internet.
How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results	L12	Pupils know that some internet searches are more reliable than others and with support, can double check information.
To identify different ways information and data is shared and used online, including for commercial purposes (Y6)	L13	Pupils know information such as online searches are shared online and discuss why advertisements are included on websites including social media.
Pupils know that connected devices can share information (Y5)	L14	Through group work, pupils can show how different devices can store and share information.
Pupils know that connected devices can share information (Y6)	L14	Pupils can identify ways that devices can share information (Bluetooth, WiFi).
To know how information on the internet is ranked, selected and targeted at specific individuals and groups (Y6)	L14	With support, pupils know how information searched for is sensitive and child-safe search mode can be used to filter inappropriate content.
To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images (Y6)	L15	Pupils know that some information is private and should not be made public. They understand there are rules surrounding sharing images and with support, can choose images to share on this criterion.

To know how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation (Y6)	L16	As a group, pupils can choose between altered and original images and through discussion, evaluate why these are chosen.
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Relationships - MILESTONE 3 Essential Objective: Families and close positive relationships			
KEY INDICATORS		BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)
To recognise that there are different types of relationships (Y6)	R1	Pupils identify different types of relationships at different stages of life.	Pupils understand some similarities and differences that relationships have.
To know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different	R2	With support, pupils can define and begin to categorise types of attraction – recognising everyone’s right to love and be loved. Pupils discuss the difference between gender identity and sexual orientation.	Pupils understand the difference between emotional, romantic and sexual attraction. Pupils understand that people can be attracted to different traits and that levels of attraction change through the stages of life.
To know about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong (Y6)	R3	Pupils know that marriage is a choice made by two consenting adults that want to show a lifelong commitment to one another.	Pupils understand that marriage is a legal declaration of commitment made by two consenting adults that is intended to be lifelong.
To know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others (Y6)	R4	Pupils know that marriage is a voluntary commitment and forcing anyone into marriage is a crime. Pupils can identify individuals that can provide them with support if they’re concerned.	Pupils know that forcing anyone into marriage is illegal and can report concerns/abuse to the police where to report concerns/abuse.
To know that people who love and care for each other can be in a committed relationship (e.g. marriage, living together, but may also live apart) (Y6)	R5	Pupils know that people who love and care for each other can live together, apart or be married.	Pupils understand and give examples of how love and care can be expressed in different ways. They understand the reasons why couples choose to live together, apart, or get married.
Relationships - MILESTONE 3 Essential Objective: Friendships			

KEY INDICATORS		BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)
To know what constitutes a positive healthy friendship; that the same principles apply to online friendships as to face-to-face relationships (Y5)	R11	Pupils work together to identify features of a healthy friendship and know that principles of friendships online are the same as face to face.	Pupils define features of a healthy friendship and know that interactions online require different methods of expression to those face to face.
to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face (Y5)	R12	Pupils understand that knowing someone online does not always match who they are in real life. In discussions, pupils can provide some risks to communicating with strangers online.	Pupils can explain parts of identity commonly changed online and distinguish between positive and risks of communicating with others.
To know the importance of seeking support if feeling lonely or excluded (Y5)	R13	Pupils can identify how they feel – physically and emotionally – when lonely or excluded and know where to seek support.	Pupils know signs of when they are lonely or excluded and understand the importance of seeking early support from others.
To know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them (Y5)	R14	Pupils explain what it means to feel included and looks like to be excluded. Pupils discuss strategies to help themselves and others with inclusion.	Pupils know that inclusion is a part of a healthy friendship and can recognise when others feel excluded or lonely and use strategies that help in different scenarios.
To use strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others (Y5)	R15	Pupils can identify positive and negative examples of peer influence and with support, begin to understand why people desire for peer approval.	Pupils know how peer influence and desire for peer approval can affect thoughts and behaviour of people in different contexts including online.
To explain how friendships can change over time, about making new friends and the benefits of having different types of friends (Y5)	R16	With support, pupils identify some ways that friendships change over time as well as benefits of making new friends.	Pupils understand that friendships change with age and some life events. Pupils know that having different types of friends can be of benefit to them, giving support and advice.
To know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely (Y5)	R17	Pupils know that disputes in friendships are normal and can identify some strategies to resolve disagreements safely.	Pupils understand that disputes in friendships can be resolved even if they do not agree with each other. Pupils understand the meaning of reconciliation and some strategies to achieve it.

To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary (Y5)	R18	Pupils identify signs that friendships – online or offline – are making them feel unsafe/uncomfortable and demonstrate some knowledge of how they could manage this.	Pupils can recognise when a makes them feel unsafe/uncomfortable and can identify when it is appropriate to self-manage or report for adult support.
Relationships - MILESTONE 3 Essential Objective: Safe Relationships			
KEY INDICATORS		BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)
To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact (Y5)	R25	With support, pupils identify different types of physical contact and sort into unacceptable and acceptable categories. Pupils can recall how to respond to unwanted physical contact.	Pupils know different types of physical contact is acceptable in different relationships (family, friends, etc.). They recognise and know how to respond to unwanted physical contact and report unwanted contact.
To know about seeking and giving permission (consent) in different situations (Y5)	R26	With support, pupils demonstrate the ability to ask, give and not give permission in everyday scenarios – including for physical contact.	Pupils define consent in different scenarios – including physical contact. They understand the right they, and others, have to say no and for it to be respected.
To know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret (Y5)	R27	With support, pupils recognise signs that of feeling uncomfortable with keeping something confidential. Pupils know that they should never be asked or persuaded to keep a secret.	Pupils know when a keeping something confidential has an impact on their own wellbeing. They know that others should not be persuaded to keep a secret and they can make a choice to break the confidence.
To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	R28	Pupils understand how their body feels when they are uncomfortable. With support, pupils have growing recognition for peer pressure and can choose appropriate strategies.	Pupils know how being uncomfortable affects their body and mind. They can make their body and mind feel better. They show awareness for peer pressure in common situations that arise in adolescence, exploring a range of management strategies.
To identify where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	R29	Pupils identify trusted adults from their network to seek advice and report concerns to – understanding the importance for keeping themselves and others safe.	Pupils identify trusted adults, friends and family as sources of support that they can turn to. They seek advice and report concerns to trusted adults and make choices to keep themselves and others safe.

Relationships - MILESTONE 3 Essential Objective: Managing hurtful behaviour and bullying			
KEY INDICATORS		BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)
To know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour	R19	Pupils understand that bullying takes place in different forms – including cyberbullying – and is continuous, hurtful behaviour with consequences at school.	Pupils know that bullying is hurtful behaviour that can be direct or indirect (rumour spreading etc.) Pupils know that hurtful behaviour has consequences and can give some examples.
To learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support	R20	Through peer discussion, pupils identify appropriate/inappropriate responses to a range of bullying scenarios – online and offline. Pupils know how to report hurtful behaviour in and out of school.	Pupils use strategies to respond to hurtful behaviour and know that different strategies are needed for experiencing and responding to different forms of hurtful behaviour.
To know about discrimination, what it means and how to challenge it	R21	Pupils recognise forms of discrimination in different situations and how this can impact a person's wellbeing. Pupils can explain how to report and challenge discrimination experienced or witnessed.	Pupils can describe different forms of discrimination (racism, sexism, homophobia etc) and its impact on individuals and communities. Pupils can assess when situations can be challenging and when they should be reported.
Relationships - MILESTONE 3 Essential Objective: Respecting self and others			
KEY INDICATORS		BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)
To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves (Y6)	R31	Pupils explore the idea of self-respect and show some awareness of how a lack of self-respect can make us feel.	Pupils understand that self-respect is important and can identify how self-respect can alter the way we feel – providing some examples.
To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	R33	Pupils take turns to listen and respond to peers – showing respect for similarities and differences that arise.	Pupils balance respecting and expressing their own ideas and opinions of others with those who differ from them.

To know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	R34	Pupils can recognise how to be respectful when disagreeing with another's point of view.	Pupils challenge another's point of view whilst remaining respectful during discussions.
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