



# Two Mile Ash School PSHE



# INTENT

National Curriculum

Confident Individuals

Responsible Citizens

Successful Learners

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.

**Confident Individuals**

**Responsible Citizens**

**Successful Learners**

**PSHE**

**Health and well being**

**Living in the wider world**

**Understanding relationships**

# Long Term Plan (What's taught when)



## PSHE Years 3 and 4 - Milestone 2



MILESTONE 2 Autumn Term	MILESTONE 2 Spring Term	MILESTONE 2 Summer Term
<p><b>EO: Healthy lifestyles</b></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><b>EO: Keeping safe</b></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><b>EO: Shared responsibilities</b></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><b>EO: Communities</b></p> <p>L6. about the different groups that make up their community; what living in a community means</p>	<p><b>EO: Families and close positive relationships</b></p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R3. 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</p> <p>R4. 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</p> <p>R5. 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</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents,</p>

<p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p><b>EO: Mental health</b></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><b>EO: Ourselves, growing and changing</b></p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H27. to recognise their individuality and personal qualities</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><b>EO: Economics</b></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><b>EO: Respecting self and others</b></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>step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p><b>EO: Friendships</b></p> <p>R11. 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</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><b>EO: Safe relationships</b></p> <p>R27. 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</p>
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<p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p>		
<p><b>EO: Healthy lifestyles</b></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>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p><b>EO: Mental health</b></p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of 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</p>	<p><b>EO: Economics – money</b></p> <p>L17. about the different ways to pay for things and the choices people have about this</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>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p><b>EO: Economics – aspirations and careers</b></p> <p>L28. About what might influence people’s decisions about a job or career</p> <p>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</p>	<p><b>EO: Families and close positive relationships</b></p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. 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</p> <p><b>EO: Friendships</b></p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. 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</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p>

<p>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>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H22. 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</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><b>EO: Ourselves, growing and changing</b></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><b>EO: Keeping safe</b></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>H41. 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</p>		<p>R14. that healthy friendships make people feel included; recognise when others</p> <p>may feel lonely or excluded; strategies for how to include them</p> <p>R16. how friendships can change over time, about making new friends and the</p> <p>benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and</p> <p>reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or</p> <p>uncomfortable; how to manage this and ask for support if necessary</p> <p><b>EO: Managing hurtful behaviour and bullying</b></p> <p>R19. about the impact of bullying, including offline and online, and the</p> <p>consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline</p> <p>and online (including teasing, name-calling, bullying, trolling, harassment or the</p> <p>deliberate excluding of others); how to report concerns and get support</p> <p><b>EO: Safe relationships</b></p>
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		<p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. 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</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p><b>EO: Respecting self and others</b></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>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>
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**PSHE**  
Milestone 3



<p style="text-align: center;">MILESTONE 3 Autumn Term</p>	<p style="text-align: center;">MILESTONE 3 Spring Term</p>	<p style="text-align: center;">MILESTONE 3 Summer Term</p>
<p><b>EO: Healthy lifestyles</b></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>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>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)</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p><b>EO: Mental health</b></p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p>	<p><b>EO: Shared responsibilities</b></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><b>EO: Communities</b></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>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p><b>EO: Media literacy and digital resilience</b></p> <p>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</p>	<p><b>EO: Families and close positive relationships</b></p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p><b>EO: Friendships</b></p> <p>R11. 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</p> <p>R12. 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</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</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>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><b>EO: Ourselves, growing and changing</b></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><b>EO: Keeping safe</b></p> <p>H38. how to predict, assess and manage risk in different situations</p>	<p><b>EO: Economics</b></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>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R18. 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</p> <p><b>EO: Managing hurtful behaviour and bullying</b></p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. 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>R21. about discrimination: what it means and how to challenge it</p> <p><b>EO: Safe relationships</b></p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R27. 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</p>
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<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><b>EO: Drugs, alcohol and tobacco</b></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>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p><b>EO: Friendships</b></p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><b>EO: Safe relationships</b></p>		<p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)</p> <p><b>EO: Respecting self and others</b></p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <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>R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</p>
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<p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>		
<p><b>EO: Healthy lifestyles</b></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><b>EO: Mental health</b></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><b>Ourselves, growing and changing</b></p>	<p><b>EO: Shared responsibilities</b></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><b>EO: Communities</b></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><b>EO: Economics</b></p> <p>L17. about the different ways to pay for things and the choices people have about this</p>	<p><b>EO: Families and close positive relationships</b></p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. 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</p> <p>R3. 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</p> <p>R4. 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 other</p> <p><b>EO: Friendships</b></p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. 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</p> <p>R13. the importance of seeking support if feeling lonely or excluded</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><b>EO: Drugs, alcohol and tobacco</b></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> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>Relationships</p> <p><b>EO: Friendships</b></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;</p> <p>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>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</p>	<p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><b>EO: Managing hurtful behaviour and bullying</b></p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. 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>R21. about discrimination: what it means and how to challenge it</p> <p><b>EO: Safe relationships</b></p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out</p>
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<p>R11. 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</p> <p>R12. 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</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p><b>EO: Safe relationships</b></p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>		<p>about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)</p> <p><b>EO: Respecting self and others</b></p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>
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# Progression of Knowledge and Skills

## Health and Wellbeing

### Essential Objective: Healthy Lifestyles

	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
Skills	<p>To recognise early signs of physical illness (H5)</p> <p>To plan healthy meals (H6)</p> <p>To use strategies for managing time online (H13)</p>	<p>To make choices that support a healthy lifestyle, and recognise what might influence these (H3)</p> <p>To identify habits that can have both positive and negative effects on a healthy lifestyle (H4)</p> <p>To recognise early signs of physical illness (H5)</p> <p>To recognise different medications (H10)</p>
Knowledge	<p>To know to make informed decisions about health (H1)</p> <p>To know about the elements of a balanced, healthy lifestyle (H2)</p> <p>To understand choices that support a healthy lifestyle, and recognise what might influence these (H3)</p> <p>To know that that habits can have both positive and negative effects on a healthy lifestyle (H4)</p> <p>To what good physical health mean (H5)</p> <p>To know about what constitutes a healthy diet (H6)</p>	<p>To know about the elements of a balanced, healthy lifestyle (H2)</p> <p>To understand choices that support a healthy lifestyle, and recognise what might influence these (H3)</p> <p>To understand that bacteria and viruses can affect health (H9)</p> <p>To know how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it (H9)</p> <p>To know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed (H10)</p>

<p>To understand the benefits of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay (H6)</p> <p>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)</p> <p>To know the benefits of using the internet; the importance of balancing time online with other activities (H13)</p>	
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## Essential Objective: Mental Health

	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
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 and behaviours that support mental health (H16)</p> <p>To recognise triggers for intense feelings that can change over time (H17)</p> <p>To use strategies to respond to feelings, including intense or conflicting feelings (H20)</p> <p>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 and others (H21)</p> <p>To recognise that anyone can experience mental ill health (H22)</p> <p>To use problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools (H24)</p>



Knowledge	To know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health (H15)	To know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health (H15)
	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)	To recognise that feelings can change over time and range in intensity (H17)
	To recognise that feelings can change over time and range in intensity (H17)	To know that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult (H22)
	To understand about everyday things that affect feelings and the importance of expressing feelings (H18)	
	To have a varied vocabulary to use when talking about feelings; about how to express feelings in different ways (H19)	

## Essential Objective: Keeping Safe

	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
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 unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about (H41)</p>

Knowledge	To know how to predict, assess and manage risk in different situations (H38)	To know about the importance of keeping personal information private (H42)
	To know what they can do reduce risks and keep safe (H39)	To know strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others (H42)
	To know about the importance of keeping personal information private (H42)	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)
	To know strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others (H42)	
	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)	

## Essential Objective: Ourselves, Growing and Changing

	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
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 external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction (H30)</p> <p>To develop a hygiene routine change that will help to maintain personal hygiene (H32)</p> <p>To recognise the needs of babies and how to care for them (H33)</p>

Knowledge	To know how to manage setbacks/perceived failures (H29)	To understand physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams (H31)
	To know how the process of puberty relates to human reproduction (H30)	To understand how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene (H32)
	To know the physical and emotional changes that happen when approaching and during puberty (H31)	To understand the processes of reproduction and birth as part of the human life cycle (H33)
	To understand how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene (H32)	To know how babies are conceived and born (and that there are ways to prevent a baby being made) (H33)
	To understand the processes of reproduction and birth as part of the human life cycle (H33)	To understand about where to get more information, help and advice about growing and changing, especially about puberty (H34)
	To know about where to get more information, help and advice about growing and changing, especially about puberty (H34)	To understand how new opportunities and responsibilities increase independence (H35)
	To know how babies need to be cared for (H33)	To recognise and use strategies to manage transitions between classes and key stages (H36)

## Essential Objective: Drugs, Alcohol and Tobacco

	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
Skills		

Knowledge		<p>To understand 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 (H46)</p> <p>To recognise that drug use can become a habit which can be difficult to break (H46)</p> <p>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 (H47)</p> <p>To understand why some people, choose to use, or not use drugs (including nicotine, alcohol and medicines) (H48)</p> <p>To know that mixed messages are often present in the media about drugs, including alcohol and smoking/vaping (H49)</p> <p>To know about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns (H50)</p>
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## Living in the Wider World

### **Essential Objective: Share responsibilities**

<b>Essential Objective: Share responsibilities</b>		
MILESTONE 2 - End of Year 4		MILESTONE 3 - End of Year 6
Skills		<p>Identify ways of carrying out shared responsibilities for protecting the environment in school and at home (L5)</p> <p>To know how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) (L5)</p>

Knowledge	To understand the need for rules and laws (L1)	To understand the need for rules and laws (L1)
	To recognise consequences of not adhering to rules and laws (L1)	<u>To know how consequences of not adhering to rules and laws can vary (L1)</u>
	To understand that human rights are there to protect everyone (L2)	The importance of having compassion towards others (L4)
	To understand the relationship between rights and responsibilities (L3)	To know that shared responsibilities are something we all have for caring for other people and living things (L4)
	The importance of having compassion towards others (L4)	To know how to show care and concern for others (L4)
	To know that shared responsibilities are something we all have for caring for other people and living things (L4)	To know how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) (L5)
	To know how to show care and concern for others (L4)	

## Essential Objective: Communities

MILESTONE 2 - End of Year 4		MILESTONE 3 - End of Year 6	
Skills	To recognise stereotypes (L9)	<u>To recognise stereotypes from around the world (L9)</u>	
	To identify and appreciate different groups that make up their community; what living in a community means (L6)	<u>To identify appropriate strategies for challenging stereotypes in different scenarios (L9)</u>	
	To recognise the benefits of living in a diverse community (L8)	To identify and appreciate different groups that make up their community; what living in a community means (L6)	
		To value the different contributions that people and groups make to the community (L7)	
		To recognise the benefits of living in a diverse community (L8)	

Knowledge	To understand diversity and what it means (L8)	To understand diversity and what it means (L8)
	To know how stereotypes can negatively influence behaviours and attitudes toward others (L9)	To know how stereotypes can negatively influence behaviours and attitudes toward others (L9)
	<u>To understand some strategies for challenging stereotypes (L9)</u>	
	<u>To know how the different contributions that people and groups make to the community (L7)</u>	

## Essential Objective: Economics - Money

	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
Skills	<u>To distinguish between priorities, needs and wants (L20)</u>	<u>To recognise and explain what makes something 'good value for money' (L18)</u>
		<u>To assess risks associated with money (L21)</u>
		<u>To evaluate different ways of keeping money safe (L21)</u>

Knowledge	To know the different ways to pay for things and the choices people have about this (L17)	To understand what makes something 'good value for money' (L18)
	To recognise that people have different attitudes towards saving and spending money (L18)	To recognise that people make spending decisions based on priorities, needs and wants (L20)
	To know what influences people's decision (L18)	To understand the risks involved in gambling (L23)
	To understand what makes something 'good value for money' (L18)	To know that there are different ways money can be won or lost through gambling-related activities and understand it's impact on health, wellbeing and future aspirations (L23)
	To recognise that people make spending decisions based on priorities, needs and wants (L20)	To identify the ways that money can impact on people's feelings and 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 and Aspirations

	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
Skills	<p>To recognise positive things about themselves and their achievements (L25)</p> <p>To set achievable goals to help achieve personal outcomes (L25)</p>	<p>To recognise stereotypes in the workplace and understand that a person's career aspirations should not be limited by them (L27)</p>

Knowledge	To know that there is a broad range of different jobs/careers that people can have (L28)	To recognise stereotypes in the workplace and understand that a person's career aspirations should not be limited by them (L27)
	To know that people often have more than one career/type of job during their life (L28)	To know that there is a broad range of different jobs/careers that people 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)	<u>To understand why people often have more than one career/type of job during their life (L28)</u>
	To know that people may choose to do voluntary work which is unpaid (L29)	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 know that people may choose to do voluntary work which is unpaid (L29)
		To identify some of the skills that will help them in their future careers (L30)
		To recognise a variety of routes into career (L32)

## Relationships

<b>Essential Objective: Families and Close Positive Relationships</b>		
MILESTONE 2 - End of Year 4		MILESTONE 3 - End of Year 6
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 that people may be attracted to someone emotionally, romantically and sexually (R2)
	To know that a feature of positive family life is caring relationships (R6)	To know that people may be attracted to someone of the same sex or different sex to them (R2)
	To understand the different ways in which people care for one another (R6)	To recognise the difference between gender identity and attraction preference (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 who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart (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: Friendships

MILESTONE 2 - End of Year 4		MILESTONE 3 - End of Year 6	
Skills	To identify strategies for building positive friendships (R10)	To identify strategies for building and maintaining positive friendships (R10)	
	To recognise when others may feel lonely or excluded; know strategies for how to include them (R14)	To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable, manage this and know when to ask for support (R18)	
	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 importance of friendships (R10)	
	To understand how positive friendships support wellbeing (R10)	To understand how positive friendships support wellbeing (R10)	
	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 constitutes a positive healthy friendship; that the same principles apply to online friendships as to face-to-face relationships (R11)	

	<p>To understand the importance of seeking support if feeling lonely or excluded (R13)</p> <p>To know that healthy friendships make people feel included (R14)</p> <p>To know that friendships have ups and downs (R17)</p> <p>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)</p>	<p>To know what it means to 'know someone online' and how this differs from knowing someone face-to-face (R12)</p> <p>To understand risks of communicating online with others not known face-to-face (R12)</p> <p>To understand how friendships can change over time, about making new friends and the benefits of having different types of friends (R16)</p>
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## Essential Objective: Safe Relationships

MILESTONE 2 - End of Year 4		MILESTONE 3 - End of Year 6		
Skills	To recognise privacy and personal boundaries (R22)	<u>To set privacy and personal boundaries for different relationships (R22)</u>		
	To identify what is appropriate in friendships and wider relationships (including online) (R22)	To respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know (R24)		
	To respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know (R24)	To recognise different types of physical contact and distinguish between what is acceptable and unacceptable (R25)		
	To recall strategies to respond to unwanted physical contact (R25)	To recall strategies to respond to unwanted physical contact (R25)		
	To recognise when they are feeling pressured from others to do something unsafe or that makes them feel uncomfortable (R28)	<u>To be able to seek and give permission (consent) in different situations (R26)</u>  To recognise when they are feeling pressured from others to do something unsafe or that makes them feel uncomfortable (R28)		

Knowledge	To know the difference between acceptable and unacceptable touch (R25)	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 understand the meaning of consent in different situations (R26)	
	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 understand when it is right to break a confidence or share a secret (R27)
	To understand when it is right to break a confidence or share a secret (R27)	To know and recall strategies for managing pressure (R28)
	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)
	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 Behaviour and Bullying


	MILESTONE 2 - End of Year 4	MILESTONE 3 - End of Year 6
Skills	To understand and <u>use</u> strategies to respond to hurtful behaviour experienced or witnessed, offline and online (R20)	<u>To choose appropriate a range of strategies to respond to hurtful behaviour experienced or witnessed, offline and online (R20)</u>  To define discrimination and how to challenge it (R21)
Knowledge	To recognise the impact of bullying, including offline and online, and the consequences of hurtful behaviour (R19)  To know how to report concerns and get support (R20)  To know about different forms discrimination (R21)	<u>To recognise the impact of bullying, including offline and online, and the variety of consequences of hurtful behaviour (R19)</u>  <u>To know how to report concerns of hurtful behaviour in different situations and receive support (R20)</u>

## Essential Objective: Respecting Self and Others

MILESTONE 2 - End of Year 4		MILESTONE 3 - End of Year 6
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 the importance of self-respect and how this can affect their thoughts and feelings about themselves</p> <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>
Knowledge	<p>To know the importance of self-respect and how this can affect their thoughts and feelings about themselves (R31)</p>	


# Example Knowledge organiser

## Yr 6 Spring 1 PSHE Knowledge Organiser



**PSHE Essential Objectives:**

- Shared responsibilities
- Communities
- Economics



### PSHE KNOWLEDGE


Understand different types of jobs have different salaries and know that some jobs are voluntary and therefore unpaid.


Understand what debt is and identify how it can have an impact on people's emotional well being.

Explain coping strategies for managing stress when faced with money problems.

Know how to assess financial risks, including gambling.

Know the features of a payslip and how deductions work.






### PSHE SKILLS

Working cooperatively with our peers.

Understand how skills are needed for different career paths.

Understand how to appropriately challenge stereotypes.




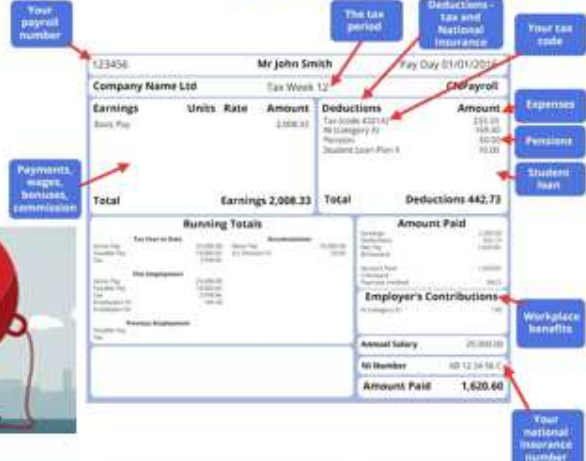
**Cross curricular knowledge links:**

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


### 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/ achieved/ produced.
- **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 certain amount.
- **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 for it but it is your choice)
- **Debt** - when someone owes money to someone else (has borrowed money and needs to pay it back)
- **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 has come out.
- **National insurance:** money you pay to the government each month dependent on your salary.
- **Deductions:** amounts of money which are taken from your salary (for tax etc)






Poor mental health means managing money is harder



Worrying about money makes my mental health worse



Link From	Link To
Year 5: Global citizenship - how shared responsibility and sustainable living can make an impact round the world.	KS3: Global citizenship and how individual choices make a larger impact.

## 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 well being MILESTONE 3 - End of Year 6	
Choices,	Balance,	Lifestyle,	Feelings,
influence,	healthy,	healthy,	mental health,
physical	recognise,	outdoors,	conflict,
self-worth,	illness,	sun safety,	support,
identity	support,	illness,	changes,
alarms,	care,	cleanliness,	bereavement,
environment	dental health	virus,	balance,
healthy,	Identify,	allergies	online
habits,	hygiene,	personal identity,	Independence,
Valuable,	emotion,	gender,	changes,
setbacks,	help,	recognise,	secondary,
Hazards,	puberty,	respect,	routines,
safety,	information	express,	intercourse,
unhealthy,	Medicines,	well being	contraception
lifestyle,	drug,	Unsafe,	online,
contributions,	cigarettes,	emergency,	images,
challenges,	habit,	risk,	appropriate,
risks,	e-cigarettes,	FGM,	text,
rules,	vaping	injuries,	share,
		responsibility	restrictions,
			laws,
			drugs,
			organisations,
			media

Living in the wider world MILESTONE 2 - End of Year 4		Living in the wider world MILESTONE 3 - End of Year 6	
Laws,	Community,	Resources,	Prejudice,
human rights	belonging,	protecting,	discrimination,
, responsibilities,	differences,	environment,	challenge,
police	volunteering,	actions,	serotypes,
society,	compassion	compassion,	influence
Leisure,	responsibilities	responsibility	Contacting,
online,	digital footprint,	Identify,	communicating,
reliable,	organisations,	purpose,	safety,
websites,	online,	fact,	social media,
choices	adverts,	opinion,	sharing,
Jobs,	fact/ fiction	stereotypes,	age restrictions,
vocation,	Budgets	reliable,	connecting
myths,	, value,	information	Role,
stereotypes,	important,	Jobs,	value,
teamwork,	payment,	ambition,	work,
achievements	charities	career,	finances,
		conditions,	risk,
		inclusion,	gambling
		diversity	
Relationships MILESTONE 2 - End of Year 4		Relationships Living in the wider world MILESTONE 3 - End of Year 6	

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



# Assessment Criteria



PSHE  
**Milestone 2**



Health and Wellbeing - MILESTONE 2 Essential Objective: Healthy Lifestyles				
KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 decisions to care for their health, understanding that sometimes they need help from a medical professional.	Pupils can explain their decisions and how it effects their health in a positive or negative manner.
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.	In depth understanding of the importance of keeping a balanced, healthy lifestyle with a secure understanding of elements that contribute to this.
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 recognition of the positive, negative, and neutral consequences) and an understanding of how to make informed choices is shown.	Suitable informed choices are suggested and explained in detail (including how they can have positive, negative, and neutral consequences) and the concept of a balanced lifestyle is understood and explained clearly.
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	A good understanding of the effects (positive and negative) can have on a healthy lifestyle and our wellbeing.	An in depth understanding of how habits can have a negative and positive effect on maintaining a healthy lifestyle.

		positive and negative effects on 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 habits into healthy and unhealthy, creating links between habits and their effects on a healthy lifestyle.	Pupils explain how habits, including digital and screen habits, can cause positive and negative effects on a healthy lifestyle.
To know about what good physical health means; how to recognise early signs of physical illness (Y4)	H5	With support pupils can define 'ill-health' and have a basic understanding of signs of physical illness.	Pupils can explain the difference between good physical health and 'ill-health', confidently identifying early signs of physical illness.  Developing understanding of treatments for physical illness (flu, broken bone, sore throat).	With confidence, pupils can define good physical health and 'ill-health', including early signs and symptoms of common physical illness.  Good understanding of treatments is chosen depending on the type of physical illness.
To know what constitutes a healthy diet; how to plan healthy means; benefits to health and wellbeing of eating nutritionally rich foods (Y3)	H6	With support, pupils can identify healthy/unhealthy choices of food.  Pupils are developing an understanding of nutritionally rich foods and the benefits of eating nutritionally are discussed.	Opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet are recognised and discussed in increasing detail.	Pupils can make informed choices for ingredients and meals. Pupils know how a healthy diet impacts our health and can identify long and short-term benefits from eating nutritionally.
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.	H7	Pupils can identify examples of daily and weekly exercise and with support can recognise some risks associated with an inactive lifestyle.	Pupils show good understanding of some benefits to regular exercise on our mental and physical health.  Pupils understand the link between an inactive lifestyle and some health conditions.	Pupils show enthusiasm for opportunities to be physically active and encourage others.  Pupils use the link between an inactive lifestyle and our physical/mental health to persuade others to make healthier choices.
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 can identify how a lack of sleep can make your body feel.  With support, pupils can identify a good sleep routine and the affect this has on our body and feelings.	Pupils demonstrate a good recall of health benefits from good quality sleep.  Pupils can show understanding for some long and short term consequences of the lack of sleep.	Secure understanding of how a sleep routine can create negative and positive habits.  Pupils show an in-depth understanding of different consequences for a lack of

				sleep on our mind, bodies and overall wellbeing.
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.	H9	Pupils can recall everyday hygiene routines, explain their purpose and understand how bacteria and viruses can be spread.	Pupils recall and explain the purpose of everyday hygiene routine in limiting the spread of infection.	Pupils understand how the spread of bacteria and viruses can be limited by everyday hygiene routines and explain the purpose of maintaining standards.
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 good oral hygiene with everyday routines and know how some food and drink choices can impact our teeth.	Pupils suggest hygiene routines to maintain good oral hygiene and can explain the benefits of routine steps. Pupils can identify ingredients that impact the health of 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 good understanding of how to balance time online with other hobbies and activities.	Pupils understand the importance of balancing time online (including social media) with other hobbies and activities. They can identify benefits and risks of using the internet with increasing detail.
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 professional as well as trusted people identified can be support them with health worries.	Pupils can identify a range of people and resources (including online) that can support them with health worries.
<b>Health and Wellbeing - MILESTONE 2</b>				
<b>Essential Objective: Keeping Safe</b>				
<b>KEY INDICATORS</b>		<b>BASIC</b> (Y3 WA, Y4 WT)	<b>ADVANCING</b> (Y3 GD, Y4 WA)	<b>DEEP</b> (Y4 GD)
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	Explanations provided for hazards identified, with good understanding of how to manage risk in local environments.	Detail explanations of predictions and management of hazards in local and unfamiliar environments.

		for how to manage risk in group discussions.		
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 for risks, showing some understanding of the four categories of risk. Pupils can sort given scenarios into negative or positive risks with an accompanying explanation.	Pupils provide ever increasing awareness of risk to predict potential risks and categorise them appropriately. Pupils justify their choices with an increasingly detailed 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 have a good understanding of how to reduce risk to keep themselves safe.	In depth understanding of how to check all environments for potential hazards, including how to avoid risks where possible.
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 ever increasing awareness of how to reduce risk in the local environment to keep themselves and others safe.	Pupils can confidently predict hazards based within a local environment and identify multiple ways to reduce risk and keep 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	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.	Secure understanding of potential hazards and risks in the local environment, with good knowledge of how to reduce risk and keep safe.
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 purpose.	Deep understanding of medicines/household products purpose, risks and how to handle these safely.
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 keeping safe is shown and examples given.	A detailed and in depth understanding of how to manage risk in familiar situations an keep safe is shown and specific examples are explained clearly.
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 can help everyday scenarios and deploy basic techniques to deal with common injuries.	Pupils confidently identify scenarios in need of first aid and deploy the correct 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 now that 999 is an emergency line and can identify scenarios where emergency services are required.	Pupils can confidently identify situations that require emergency services and call 999. They know what to say and how to react to different scenarios (fire, flood, injury etc).	Pupils quickly assess situations to choose the right emergency service and can provide key information, reacting calmly and appropriately to different scenarios.

Health and Wellbeing - MILESTONE 2  
Essential Objective: Mental Health

KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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, the importance of taking care of their own mental health and others.	A secure understanding of mental health, the importance of taking care theirs/others mental health. Pupils may also begin to show an understanding of consequences for not taking care of mental health.
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 identify a range of strategies that support their mental health.	In depth understanding of the importance of maintaining mental health daily and a basic understanding of potential consequences for not taking care of their 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 maintain their mental health, as well as support wellbeing daily.	Pupils can identify for themselves and recommend activities to help others maintain their mental health, as well as support 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 can feel a lot of different emotions all at once are given with some examples.	Detailed explanations about how people can feel a lot of different emotions all at once are given with specific examples explained as well.
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 to justify observations of feelings. Pupils are to suggest positive ways to express feelings through singing, sport, art, hobbies, etc.	Detailed explanations are made as to the importance of noticing different feelings are made. Positive ways of sharing feelings are described confidently and with explanations/ examples as to how this can help people manage them.

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 acknowledge that different people feel and react differently to them.  Pupils provide examples of how emotions and feelings are described using colours.	Pupils use an ever-maturing vocabulary to express their own and empathise with others feelings and emotions in a given moment.  Pupils understand how to show the intensity of an emotion or feeling using imagery.
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 emotional vocabulary to accurately explain a range of feelings.	Confident use of a varied emotional vocabulary to accurately identify and express a range 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 support their understanding of their own emotions as well as how to express these appropriately in different scenarios.	In depth understanding of a range of strategies, which strategies work for them, and how this varies from person to person.
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 their mental health may show. Confidently identify more than one place to seek support for themselves and others.	Pupils show a secure understanding of warning signs about mental health in themselves, peers and adults. Confidently identify a variety of methods to seek support.

## Health and Wellbeing - MILESTONE 2

### Essential Objective: Ourselves, Growing and Changing

KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 an appreciation for the individuality of others, including their peers.	Pupils show an in depth understanding of what contributes to their personal identity and how this differs between individuals.
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 personal qualities that are unique to them and contribute to their individualities.	Pupils independently understand and express personal qualities that make them unique. They also understand that personal qualities depend on the

				individual and the benefit that this can have on community.
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 some high aspirations and goals are set.	Thoughtful reflections are made on celebrations, achievements, strengths and areas for improvement are made with examples of how they could be developed further. High aspirations and goals are set (which are specific) and an awareness of the steps needed to achieve these is shown.
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 building resilience can help with this and unhelpful thoughts.	Secure understanding of the purpose of resilience and how this relates to our ability to manage set-backs and 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) of person who has been through puberty.	Pupils confidently explain how females carry a baby in their uterus (womb) and know that male and female bodies need to go through puberty to make a baby.
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 reproductive organs, both external and internal, and their role in creating a baby.	Pupils confidently identifies external and internal reproductive organs and demonstrates a good understanding of the role they play in creating 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 is a period of changes in adolescence and understand that changes are both physical and emotional.	Pupils confidently explain physical and emotional changes in puberty and link this to the ability to make a baby as adults.
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 and male body changes at puberty and acknowledge that these are normal and cannot be controlled.	Pupils confidently explain physical and emotional changes with in depth understanding of how puberty brings about a range of intense emotions.

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 for maintaining personal hygiene.  Pupils know that personal hygiene is important during puberty and as an adult.	Pupils confidently explain how puberty changes in the body signal for a change in hygiene routines.  Pupils know how to maintain good personal hygiene and the importance of this.
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 love and to be cared for and can suggest actions that demonstrate this.	Pupils understand that babies need love and to be cared for and this can come in different forms from a range of people in a baby's life.
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 birth parents through a sperm joining with an ovum.	Pupils understand and can clearly explain how personal characteristics are inherited from birth parents through the process of conception.
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 help and advice, identifying people and services that can provide them with information.	Pupils can explain who they would talk to if they had worries about puberty and
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 rely on trust and can give ever maturing examples of this.  Pupils can provide example of ways trust can be earned and broken.	Pupils confidently explain how levels of trust can affect opportunities to be independent.  They can explain how independence brings added responsibilities, with increased detail.
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 to manage transitions and the feelings that they and peers may feel with this type of change.	Pupils understand that different people manage their feelings of transitions differently but can still be effective for them.



Living in the Wider World - MILESTONE 2  
Essential Objective: Shared Responsibilities

KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
To recognise reasons for rules and laws; consequences of not adhering to rules and laws (Y3)	L1	<p>Pupils can identify rules in school and understand that these support our 3 rights – giving examples of consequences.</p> <p>With support, pupils shown awareness of the complex process laws have to go through to be passed and match them to some common consequences.</p>	<p>Pupils can identify rules and their purpose in school and other frequent local environments (at home etc.) with good understanding of consequences.</p> <p>Pupils understand that laws have to go through a complex process to be passed and come with consequences if broken.</p>	<p>Pupils understand how rules, like laws are set with a purpose of prevention and can explain why they may still be broken.</p> <p>Pupils can explain how laws have to go through a complex process to be passed and describe the severity of consequences if broken.</p>
To recognise there are human rights, that are there to protect everyone (Y3)	L2	<p>Pupils understand that everyone is protected by human rights and identify some of our rights and freedoms from the UDHR.</p>	<p>Pupils recognise the importance of rights and freedoms, understanding individual responsibility to show respect for the rights of others.</p>	<p>Pupils can explain the purpose of UDHR, the importance of maintaining these rights and freedoms, as well as understanding the historical context of UDHR.</p>
To recognise there are human rights, that are there to protect everyone (Y4)	L2	<p>Understanding the purpose of human rights is to protect everyone regardless of differences.</p>	<p>Pupils demonstrate good understanding of human rights and can explain what to do if they think a human right has been broken (trusted adults etc.)</p>	<p>In depth understanding of how human rights protect people and influence our laws, giving appropriate examples.</p>
To learn about the relationship between rights and responsibilities (Y4)	L3	<p>With support, pupils can distinguish between a right and a responsibility.</p>	<p>Pupils explain the difference between a right and responsibility but also know how they relate. Pupils are providing good examples of each.</p>	<p>Pupils explain the difference between a right and responsibility. Pupils are providing in depth examples of each, identifying how the two concepts link to one another.</p>
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	<p>Beginning to define compassion and with support, understand how care and concern can be expressed to others.</p>	<p>Pupils can explain how caring for others and living things shows compassion and how to express care and concern to others in different scenarios.</p>	<p>Pupils are able to recognise the importance of compassion and caring for others, knowing how express this appropriately in a range of scenarios.</p>
To know ways of carrying out shared responsibilities for	L5	<p>With support, pupils can describe what can be done in school to help</p>	<p>Pupils can describe what can be done in school to help environmental sustainability</p>	<p>Pupils can describe what can be done in school to help environmental</p>

protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) (Y3)		environmental sustainability. Working with others and with adult support, pupils can design and work on a project to do or promote this.	and can work with others to design or carry out a project to do or promote this. (e.g. paper recycling, saving water, composting, saving energy).	sustainability and the positive consequences this will have and can work independently to design or carry out a project to do or promote this. (e.g. paper recycling, saving water, composting, saving energy).
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Living in the Wider World - MILESTONE 2 Essential Objective: Communities				
KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 they do are made along with some understanding of the impact of being in different groups and communities.	Detailed descriptions of what it feels like to be a member of a group and explanations of what they do are made along with a clear understanding of the impact being in different groups and communities can have on different people.
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 the community can belong to multiple groups and make valuable contributions.  Pupils can explain the purpose of parliament, identify the role of an MP, and understand the need to discuss and debate contributions made.	Pupils can confidently identify careers and groups of people who make active contributions to the community.  Pupils know how groups and individuals in parliament debate and discuss legal issues and make decisions based upon MPs contributions for the country as a whole.
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 given and explained.	A variety of groups and communities that people can belong to are given and explained. Comparisons are made between different communities (eg different ages, genders, races/ cultures etc).

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 described.	The benefits of living in a diverse society are described in detail and the impact of these on different people in society is also discussed.
To 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 they can influence thoughts and opinions.	Pupils have a good understanding of how gender stereotypes can negatively influence attitudes towards others and how to overcome this.	Pupils have a deep understanding of gender stereotypes and can, with increasing detail, describe how these influence peoples behaviour and attitudes towards others.
<b>Living in the Wider World - MILESTONE 2</b>				
<b>Essential Objective: Economics - money</b>				
<b>KEY INDICATORS</b>		<b>BASIC (Y3 WA, Y4 WT)</b>	<b>ADVANCING (Y3 GD, Y4 WA)</b>	<b>DEEP (Y4 GD)</b>
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 payment options and show a basic understanding of credit and debit cards.	Pupils understand a range of payment choices and is able to discuss reasons for using each payment method.
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 the fact that money comes from different sources and can be used for different purposes is shown and examples given. Times when people might want to spend their money or save their money are discussed	A deep understanding of the fact that money comes from different sources and can be used for different purposes is shown with a variety of relevant examples given. Times when people might want to spend or save their money are explained in detail with reasons, examples and comparisons.
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.	There is a deep understanding that if one group of people use all the resources there are not enough for others and a variety of explanations of how this relates to the environment and how this has changed over time 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 difference between needs and wants, showing a	Pupils demonstrate an in depth understanding of prioritising needs and wants when spending. Pupils may also

			good understanding of how to choose spending priorities (bills, rent etc.)	show an understanding of budgeting and it's purpose.
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 identify key features.	In depth understanding of accounts on offer to keep track of money, including saving and the purpose of payslips.
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 that different accounts pose different levels of risk.	Justified recommendations of how to keep money safe, including benefits and risks of investment/credit accounts.
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 accompanied with an explanation why they think this.	Pupils demonstrate growing empathy for people in different spending dilemmas – explaining how people's feelings can vary depending on their financial circumstances.

### 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)	DEEP (Y4 GD)
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 strengths and areas of development and have a good understanding of how to achieve a personal outcome.	Pupils have secure understanding of how to set personal goals that challenge them, while still being achievable.
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 career and job roles, with an understanding of how given jobs can progress in a career (trainee, teacher, head of year, assistant head, headteacher etc.)	Pupils can give examples of a range of careers and their potential career paths, starting from school.
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/careers chosen and how to overcome it.	Confidently define and provide examples, with some understanding of how these can influence careers goals.
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 a range of career paths and how educational choices can affect these.	In depth understanding of a range of career paths, including a good understanding of how

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 for the relationship between high skilled job roles and their larger salaries. Links between money and career choices are explored.	In depth understanding of how further education in different forms (university, apprenticeship etc.) can increase earnings and widen careers choices.
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**Living in the Wider World - MILESTONE 2**  
Essential Objective: Media & digital resilience

KEY INDICATORS		BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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.	Confident recognition of ways the internet and social media can be used positively and negatively.
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 can search for information online safely.	Pupils demonstrate an in-depth knowledge for assessing sources of information. They can explain, with added detail how a source is reliable and confidently identify information online.
To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.	L15	Pupils can identify whether or not something should be shared with others.  Pupils know the importance of seeking consent before sharing images.	Pupils know what information is appropriate or not to share with others, including online.  Pupils understand that there are rules surrounding distribution of images.	Secure understanding of how to decide whether something is appropriate to share with others.  Pupils can explain to others common rules surrounding distribution of images online.

Relationships - MILESTONE 2

Essential Objective: Families and close positive relationships

KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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 relationships and adapt their behaviour accordingly.	Pupils can distinguish between different relationships and know when this means they need to adapt their behaviour.
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 partnerships are commitments that are legally declared. They can also explain how these commitments are intended to be lifelong, although this is not always the case.	Pupils understand that marriage/civil partnerships are legal declarations that are intended to be lifelong. They may also be able to explain how some commitments end in separation or divorce, with some reasoning.
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 of consent is 18 in the United Kingdom.	Pupils understand that getting married against their will is illegal and the legal age of consent is 18 in the United Kingdom (although the age of consent can vary in different countries and cultures).
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 the commitment of marriage.	Pupils can define a committed relationship and understand that there are a range of ways that people can demonstrate their commitment to their significant other.
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 this can provide everyone with support and stability.	Pupils understand that people can provide support and care for each other in difficult times as well as good times.
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 can explain some of the similarities and differences.	Pupils recognise and respect that there are different family types, seeing the benefits of alternative family units.

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 can show commitment to family life and provide support in times of need.	Pupils have an in depth understanding of how families can be supportive of one another through spending time together.
To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice (Y3)	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.	A few examples of what might make someone feel unsafe or unhappy in family relationships are explained and a variety of ways that person could seek help or advice are discussed.	A wide range of examples of what might make someone feel unsafe or unhappy in family relationships is explained and ways to get help and advice (and the effectiveness of these or best ones to choose for different situations) are discussed.

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

KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
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)	With support, pupils can identify features of a positive, healthy friendship. Pupils can identify some differences between face to face and online relationships.	Good knowledge of common features of a positive, healthy friendships. Pupils can distinguish between face to face and online relationships, including the ability to identify risks and benefits.	In depth knowledge of features of a positive, healthy friendship. Pupils can identify some differences between face to face and online relationships.
To know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely (Y3/4)	Some awareness of strategies to resolve friendship disputes in a positive manner.	Good awareness of different strategies to solve relationship disputes and good resilience to the ups and downs of relationships.	Secure awareness of a range of strategies that can support reconciliation of different relationships.
To know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing (Y4)	With support, pupils make good observations about what makes a positive friendship and how to build these.	Good observations of positive friendships are built, and some explanations provided of how a good friendship can support our wellbeing.	Insightful observations of building positive friendships and secure understanding of how positive friendships can support our wellbeing.

To know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them (Y4)	Pupils can identify from given scenarios, why a person might feel lonely or excluded, and where to seek support.	Pupils know that actions can make others feeling lonely or excluded and are aware of some strategies to help overcome this.	Pupils understand how to prevent others from feeling excluded/lonely, as well as secure knowledge of where to seek support when needed.
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)	Confident identification of trusted adults that they can turn to for support with online/offline friendship disputes.	Additional support strategies identified, including how to report online behaviour appropriately.	Understanding of how difference scenarios require different levels of support with friendships and good explanations of their choices.
<b>Relationships - MILESTONE 2</b> Essential Objective: Safe Relationships			
<b>KEY INDICATORS</b>	<b>BASIC</b> (Y3 WA, Y4 WT)	<b>ADVANCING</b> (Y3 GD, Y4 WA)	<b>DEEP</b> (Y4 GD)
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 can determine whether or not a secret should be kept, giving examples to support their opinions.	Pupils can articulately express scenarios where secrets should be kept confidential or broken, explaining why made this choice and who they would choose to speak to.
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 examples acceptable/unacceptable types of physical contact and explain how this can make us feel.  Clear explanations why types of physical contact relate to their relationship with the other person (doctor, parent, friend etc.).  Pupils can recall multiple strategies to respond to unwanted physical contact, including how to report.	Pupils articulately explain how our feelings can help us distinguish between acceptable/unacceptable physical contact.  Pupils can recommend strategies to respond to scenarios of unwanted physical contact.
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.	Pupils can explain how to seek consent from others and can confidently explain to others how to



			give or deny consent in a range of situations.
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 situations that may be dangerous.	Pupils understand that feelings in peer pressure situations can influence our choices. They can predict multiple outcomes and choose strategies that keep them and others safe.
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 their concerns for others, including online.	Pupils show an in-depth understanding of how to report concerns (including online) and know the importance of reporting to the right people/adults.

Relationships - MILESTONE 2

Essential Objective: Managing hurtful behaviour and bullying

KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
To know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour (Y4)	<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 potential consequences of bullying for both the bullies and victims.</p>	<p>Pupils empathise with victims of bullying in all forms, as well as understanding why people choose to bully.</p> <p>Pupils can distinguish between the severity of consequences of bullying and other hurtful behaviour.</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	With support, pupils learn what it means to be a witness and how they can respond or report to bullying.	<p>Pupils understand that their response as a witness can influence a situation both on and offline. They can provide some strategies to respond to bullying as both a victim and witness.</p> <p>Pupils clearly explain how to report concerns to trusted adults or external support systems such as ChildLine.</p>	<p>Pupils can recommend different strategies to respond to different forms of bullying as a witness and victim. They show consideration for the consequences of their response as well as the act itself.</p> <p>Pupils confidently choose appropriate options to report concerns in different scenarios.</p>

Relationships - MILESTONE 2

Essential Objective: Respecting self and others

KEY INDICATORS	BASIC (Y3 WA, Y4 WT)	ADVANCING (Y3 GD, Y4 WA)	DEEP (Y4 GD)
To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own (Y4)	Pupils can listen to people whose traditions, beliefs and lifestyles are different to their own and with support, ask questions.	Pupils respectfully listen to a wide range of people whose traditions, beliefs and lifestyles are different to their own and respond giving careful thought and consideration.	Pupils appreciate the differences themselves and someone who have other traditions, beliefs and lifestyles.
To know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with (Y4)	With support, pupils can take part in discussions and debates, working as a team their peers.	Pupils can work as a team in discussions and debates, whilst showing some understanding of how to respectfully challenge to opinions they disagree with.	Pupils use their knowledge to support their opinions in discussions and debates. They can build on others opinions and constructively challenge others.



# Milestone 3

## Health and Wellbeing - MILESTONE 3 Essential Objective: Healthy Lifestyles

KEY INDICATORS		BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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.	Pupils can explain the impact of good sleep routine on achieving a healthy lifestyle and can refer to different sleep strategies that can assist them.	Pupils have an in-depth understanding of how sleep can help achieve a healthy lifestyle. Pupils can recommend different sleep strategies and express the importance of maintaining these.
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.	Pupils can explain how the spread of bacteria/viruses occur and the impact this can have on our health. Pupils can confidently identify everyday hygiene routines and express the importance in maintaining these.	Pupils can provide scientific explanations of how viruses/bacteria are spread. Pupils explain the range of impacts germs can have on our health and recommend everyday hygiene/cleaning routines that reduce risk.
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 can prevent some diseases.	Pupils can answer ‘what, why, how’ questions about a given medicine and explain how some medicines are used daily and some only in emergencies.  Pupils can explain how vaccines and immunisations can actively prevent the spread of disease.	Pupils confidently answer ‘what, why, how’ questions for common medicines and explain how some medicines are used daily and some only in emergencies.  Pupils can draw a diagram and explain how vaccines and immunisations actively prevents the spread of disease.
To know of the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat	H12	With support, pupils can recognise benefits and risks/dangers of prolonged sun exposure. Pupils can identify how to reduce risk on a daily basis.	Pupils know the benefits and risks/dangers of prolonged sun exposure, including short- and long-	Pupils assess benefits and risks/dangers of short and long sun exposure, recommending appropriate methods to

stroke and reduce the risk of skin cancer (Y5)			term impact on our health. They know how to use a range of methods to manage risk and keep themselves safe.	manage risk and keep themselves/others safe.
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 unplugged activities.	Pupils identify positive aspects of the internet. Pupils provide a definition for 'digital wellbeing' and understand the importance of maintenance.	Pupils provide their own definition for digital wellbeing. They can explain the relationship between digital wellbeing and maintain a balanced lifestyle.
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.	Pupils know how to access support in and out of school, identify people and organisations to help with health worries.	Pupils know when and how to choose appropriate levels of support for health worries, as well as identifying people from their trust networks.
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 need to be equally cared for.	Pupils have a good understanding of how to care for physical and mental health that can be cared for in different ways.	Pupils have an in-depth understanding of how to choose appropriate methods to care for both physical and mental wellbeing.
<b>Health and Wellbeing - MILESTONE 3</b>				
<b>Essential Objective: Keeping Safe</b>				
<b>KEY INDICATORS</b>		<b>BASIC (Y5 WA, Y6 WT)</b>	<b>ADVANCING (Y5 GD, Y6 WA)</b>	<b>DEEP (Y6 GD)</b>
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 for social media, tv, games, film and more.	Pupils justify age restrictions for different products and understand how this help guide people to making appropriate choices to reduce the risk of a negative impact on personal safety and wellbeing.	Pupils explain and justify how age restrictions guide parents and children to making appropriate choices of entertainment. They demonstrate an in-depth understanding of the impact that early exposure can have on their personal safety and wellbeing
How to predict, assess and manage risk in different situations (Y5)	H38	With support, pupils identify whether situations are risky or safe with some justification provided.  Pupils show some understanding of the risk of gambling.	Pupils can assess and manage risk – including gambling - in different situations with growing confidence and clear justifications, including the risk triangle.  Pupils can predict and assess situations to avoid some types of risk and know that	Pupils confidently predict, assess and identify a variety of strategies, such as the risk triangle, to manage risk in different situations.  Pupils understand how adults manage financial risks when 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	Pupils identify risk levels in a range of scenarios. They know how risk factors –	Pupils understand that risk levels vary but can be reduced if predicted, assessed and

		categories. Pupils show an understanding that risk is a daily occurrence and can give some examples.	including addiction - vary and use information to help them assess manage potential risks.	managed correctly. They have an in depth understanding of how risk factors influence risk levels in a variety of scenarios.
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.	Pupils predict and assess local environments for hazards and can identify additional dangers caused by seasonal events (fireworks night, Halloween etc.)	Pupils confidently assess risk in known and unknown environments. They predict risks and know that seasons create additional dangers that have to be taken into consideration – giving their own examples.
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 discuss how to manage requests for information and what to do if they are concerned.	Pupils know how to keep personal information private and understand potential risks of sharing it. Pupils can assess if information/images are appropriate to share and how to report concerns or inappropriate content online/offline.	Pupils have an in-depth understanding of when to keep personal information private and assess the potential risks of sharing it. Pupils can assess if information/images are appropriate to share and how to report concerns or inappropriate content online/offline
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.	Pupils can administer some first aid techniques to treat common injuries. They understand how to assess the seriousness of an injury and when to seek assistance.	Pupils have an in depth understanding of first aid techniques and can evaluate when to help and assess when to seek help for more serious 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 can identify which emergency service is required in scenarios and know that sometimes more than more service is needed. With support, pupils can use techniques to keep themselves calm and focused in an emergency situation.	Pupils can use LIONEL to help guide them through calls to emergency services and provide all information needed. Pupils know the benefit of keeping calm in an emergency and how to achieve this.	Pupils evaluate the purpose of LIONEL and can teach others how to use it when talking to an emergency call handler. Pupils can use techniques to keep themselves and others calm during an emergency.
<b>Health and Wellbeing - MILESTONE 3</b>				
<b>Essential Objective: Mental Health</b>				
KEY INDICATORS		BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)

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.	Pupils can explain the importance of mental health and have a good understanding of the link between mental and physical health.	Pupils clearly explain how mental health and physical health impact one another, as well as how to encourage others to understand the importance of caring for our mental health.
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 some understanding for how physical exercise influences mental wellbeing.	Pupils organise strategies that support their mental health by recommended frequency.  Pupils can explain how physical exercise, sleep and other behaviours can support mental and physical health.	Pupils know and can recommend strategies to others that can support their wellbeing both long and short term.  Pupils show an in-depth explain the positive and negative impact that behaviours can have on our mental wellbeing.
To recognise that feelings can change over time and range in intensity	H17	With support, pupils can map out how feelings grow, change, pass or become stronger with time – identifying some situations that can trigger emotional changes.	Pupils can explain how feelings can change and vary in intensity over short and long periods of time – providing good examples. They know that people have different emotional experiences to the same situation.	Pupils confidently explain how situations can affect our feelings and that they can vary in intensity over different lengths of time. Pupils understand and can explain how one situation can trigger a range of emotional responses.
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.	Pupils can predict situations that can affect feelings – common and uncommon. Pupils explain how withholding feelings can have physical and emotional consequences.	Pupils can predict and assess triggers in situations that can affect feelings. Pupils explain how withholding feelings can have physical and emotional consequences.
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.	Pupils apply ‘Zones of Regulation’, along with other strategies to identify and reflect on their feelings – including the impact it has on others. Pupils identify forms of expression that suit them.	Pupils apply ‘Zones of Regulation’, and preferred strategies to process their feelings – including the impact it has on others. Pupils identify forms of expression that suit them and can recommend strategies to others.
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 them respond to intense and conflicting feelings, including stress and anxiety. They can identify appropriate and inappropriate reactions to their emotions in common situations.	Pupils identify situations that can trigger intense or conflicting feelings, such as stress and anxiety. They can explain how reactions can be appropriate and proportional to the situation, giving some examples.	Pupils can recommend strategies to respond to emotionally triggering situations. They can suggest how behaviour can be altered to be appropriate and proportional.
To recognise warning signs about mental health and wellbeing and	H21	Pupils can identify warning signs that their body when they are anxious/worried etc.	Pupils recognise warning signs that children and adult bodies experience and	Pupils recognise warning signs that different bodies experience and know the

how to seek support for themselves and others		and can recall where to seek support for themselves, peers and adults.	know how this can signal time to seek support.	level of support they or others might need.
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, identifying trusted adults they would talk to.	Pupils understand that mental health is on a scale that can move at any time, and this effects people differently.  Pupils explain how seeking help and support can resolve some situations, as well as identifying different people and organisations that they can discuss their feelings with.	Pupils know that everyone’s mental health can be moved on the scale because of emotionally triggering situations.  Pupils know that different people need different levels of support and can describe what this may look like and who they can discuss their feelings with.
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 and 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.	Pupils understand that changes can create feelings of loss or grief, and some situations will create conflicting feelings.  Pupils utilise a range of strategies to cope with loss and other aspects of change – knowing when it is time to ask for help.	In depth explanations of how changes can create feelings of loss, grief, and other conflicting feelings.  Pupils recommend strategies to cope with loss and other aspects of change, as well as assessing when help is needed.
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.	Pupils utilise a range of problem solving strategies and can explain how behaviour can be assertive, aggressive or passive when feeling pressured.	Pupils can recommend appropriate problem solving techniques to different scenarios. They can choose their response and know when it is appropriate to be assertive, aggressive or passive.

**Health and Wellbeing – MILESTONE 3**  
**Ourselves, growing and changing**

KEY INDICATORS		BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 discuss elements that contribute to who they are.	Pupils understand how personal identity makes them unique and recognise features can be decided (likes/dislikes) or inherited.	Pupils confidently identify features in themselves and others that are decided or inherited.
Pupils know that for some people gender identity does not	H26	Pupils respect that for some people, their gender does not match their biological sex.	Pupils know that when a gender identity does not match the biological	Pupils understand the impact that occurs when a gender identity does not match the biological sex of the person

correspond with their biological sex			sex of the person, this can impact mental health.	and can suggest where support and help can be found.
To recognise their individuality and personal qualities	H27	With support, pupils can recognise personal qualities that build their individuality that they should be proud to express.	Pupils know the importance of recognising, respecting and expressing their individuality in a variety of different ways.	Pupils know the importance of recognising and expressing their individuality, while respecting the different ways others choose to express themselves.
To know about the physical and emotional changes that happen when approaching and during puberty	H31	Pupils recognise changes to male and female bodies physically and emotionally during puberty. Pupils know that puberty is a natural process that happens to everyone.	Pupils understand how bodies change physically and emotionally throughout puberty – drawing some comparisons between male and female experiences.	Pupils confidently explain how the human body develops throughout puberty, exploring similarities and differences between male and female transitions.
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 that change hygiene routines and discuss how to maintain good personal hygiene.	Pupils understand hormonal changes during puberty, requires change to hygiene routines – including feminine hygiene and provide methods for maintenance of personal hygiene.	Pupils explain how hormonal changes and changes to the body require necessary change to hygiene routines – including feminine hygiene and suggest how to maintain personal hygiene daily, weekly and monthly.
To know about the processes of reproduction (Y5)	H33	Pupils show awareness for how sexual intercourse can lead to conception which can be prevented.	Pupils understand how sexual intercourse can lead to conception and know that contraception can prevent pregnancy.  Pupils begin to understand how IVF is used to help adults conceive.	Pupils can explain how sexual intercourse can lead to pregnancy and contraception can be used to prevent pregnancy.  Pupils can explain how IVF is used to help adults conceive and may be able provide some reasons IVF is chosen.
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.	Good written explanations of how a baby develops from conception to birth. Pupils understand how the gestation period fits into the human life cycle.	Detailed written explanations of how the human life cycle begins with conception and birth, including correct use of scientific terminology.
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.	Pupils choose reliable sources of information as well as identifying people and services that can provide them with help and advice.	Pupils recommend a variety of ways that information, support and advice can be sought from a range of reliable people and sources.
To know about the new opportunities and responsibilities	H35	Pupils can identify emotions that new opportunities and responsibilities can	Pupils know that new opportunities and responsibility to behave	Pupils know the responsibility that they have to themselves and others as



that increasing independence may bring		bring. They show an understanding of trust and the link to independence.	appropriately. They know that trust is lost quicker than it is earned and to distinguish between pressure and encouragement.	their independence grows. They can assess situations to distinguish between pressure and encouragement, prioritising themselves while helping others.
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.	Pupils show a good understanding that stress and anxiety can fluctuate during periods of transition. They can choose targeted strategies to manage these fluctuations.	Pupils show an in-depth understanding of how anxiety and stress can influence behaviour during times of transition or change. They can confidently call on strategies to manage a range of scenarios.

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

KEY INDICATORS		BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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.	<p>Pupils can identify effects and potential risks of legal drugs. They know that all drugs have some impact on the body and can describe some of these changes.</p> <p>Pupils know that effects and risks can be immediate, or with frequent use of a drug, appear over a longer period. They know that regular drug use can create habits that are hard to break.</p>	<p>Pupils can explain how different drugs come with their own set of risks and have different effects on the body.</p> <p>Pupils can distinguish between long and short-term risks and effects of a drug. They understand that some drugs are more addictive and can create habits that can be hard to break.</p>
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 that drugs are often taken for their physical and mental effects on the body but there are often other side effects and consequences.	Pupils provide in depth explanations of how different drugs result in different side effects – positive and negative – as well as some short and long term side effects.
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 that some drugs are legal and illegal to take, use and give to others – providing some examples. They know that even legal drugs have laws about how they are sold.	Pupils identify drugs that are legal and illegal. They know that there are laws that protect people from all drugs and can identify legal ages to buy alcohol, tobacco, vapes or medicine.

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 the difference between medical and recreational drugs and have some knowledge of why people choose to use or not use drugs.	In depth understanding of how influences can interfere with reasons why people choose to use or not use drugs – including medical decisions.
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 why advertisements and social media are used to send message and know that some posts are paid promotions.	Pupils clearly understand how media presents mixed messages about drugs and can explain the impact of paid promotions and how they be misleading.
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 how the media give mixed messages about legal drugs and these can vary depending on their purpose.	Pupils can confidently distinguish the purpose of media messages and understand how this can create a sense of mixed messages in adolescence.
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 recognise and recall a range of support and organisations that can provide support around drug use.	Pupils know when different levels of support may be requires and can recommend organisations to assist.

**Living in the Wider World - MILESTONE 3**  
**Essential Objective: Shared Responsibilities**

KEY INDICATORS		BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 explain how laws have changed over time, as well as identifying some countries with different laws and consequences to ours.	Pupils can identify key laws found in many countries have in common and compare laws in a variety of countries, to their consequences.
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 developing knowledge that human rights take precedence over other national laws, family and community practices.	There is a deeper knowledge that human rights take precedence over other national laws, family and community practices and examples/ situations can be described and evaluated.

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' can be explained, and some examples described.	The phrase 'human rights and responsibilities' can be explained in more depth and a wide range of examples, which affect a variety of ages/ peoples are identified.
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 that compassion can be given to people for a variety of reasons and can influence our choices. They know that shared responsibilities are undertaken by individuals and groups of people who share a common goal or idea.	Pupils will explain how shared responsibilities belong to individual and communities alike. They know how providing compassion can change a developing situation even on a global scale.
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 provide examples of sustainable developments and show some knowledge of the implications that these can have locally/nationally/globally.	Pupils can analyse environments to make sustainable changes that will make a positive impact locally/nationally/globally.

**Living in the Wider World - MILESTONE 3**  
Essential Objective: Communities

KEY INDICATORS		BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 groups of people make a community and an identify what communities look like around the world.	Pupils can explain similarities and differences of communities around the world.	Pupils can confidently explain how communities around the world have their differences and similarities. They have an in-depth understanding of values and how they link different groups within a community.
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.	Pupils explore how contributions are managed and compromises are made in the community and globally.	Pupils demonstrate an appreciation for contributions made locally and the impact that small actions can have on a global scale.
To know about diversity: what it means; the benefits of living in a diverse community; about	L8	Pupils can give examples of diversity and some of the benefits that it has on our community.	Pupils can define diversity and provide clear examples of how diversity can benefit and the value that this mindset can have globally.	Pupils confidently define diversity and offer unique insight into it's the benefits it provides in different communities across the globe.

valuing diversity within communities				
To know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (Y5)	L9	<p>Pupils can identify different stereotypes and with support, discuss how stereotypes can influence our attitudes and behaviours.</p> <p>Pupils can distinguish between appropriate and inappropriate strategies for dealing with stereotypes – including when to walk away.</p>	<p>Pupils can articulate how stereotypes are formed and passed between generations – including the impact it has on attitudes and behaviours toward gender, culture, religion etc.</p> <p>Pupils can choose the appropriate strategy for challenging stereotypes and sharing their thoughts/feelings.</p>	<p>Pupils understand that stereotypes can be taught – sometimes unknowingly – from infancy, having an influence on their attitudes and behaviours.</p> <p>Pupils know when to challenge stereotypes and can use their knowledge to challenge other people’s stereotypical ideas.</p>
To know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes (Y6)	L9	<p>Pupils can identify stereotypes from images and the media. With support, pupils begin exploring the impact on our feelings and wellbeing.</p>	<p>Pupils can identify gender stereotypes, their expectations and limitations.</p> <p>Pupils can comprehend stereotypes in media explore ideas to break stereotypes.</p>	<p>Pupils explain common instances of stereotypes and express how this can create expectations. Pupils can discuss how media messages can be altered to make young people feel happier and safer.</p>
To know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced	L10	<p>With support, pupils can vocalise their opinions about prejudice and through discussion identify positive ways of responding to discrimination.</p>	<p>Pupils differentiate between prejudice and discrimination. They recognise that people respond differently to their experiences and can recommend strategies to help them safely respond and report.</p>	<p>Pupils differentiate between prejudice and discrimination – showing great empathy for the impact on others and the importance for challenging and responding safely to experiences.</p>
<b>Living in the Wider World - MILESTONE 3</b>				
<b>Essential Objective: Economics - money</b>				
<b>KEY INDICATORS</b>		<b>BASIC (Y5 WA, Y6 WT)</b>	<b>ADVANCING (Y5 GD, Y6 WA)</b>	<b>DEEP (Y6 GD)</b>
To know about the different ways to pay for things and the choices people have about this (Y6)	L17	<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 abroad can be exchanged on card payments.</p>	<p>Pupils can identify different currencies around the world and can explain how to find and calculate exchange rates from GBP.</p> <p>Pupils know that some purchases made abroad can also be done on card as well as cash.</p>	<p>Pupils can explain how currencies vary around the world, find and calculate exchange rates to and from GBP.</p> <p>Pupils can explain when spending on a card may be more beneficial abroad for some purchases.</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)	L18	Pupils identify differences between saving and spending. They discuss what 'good value for money' means and know financial choices can be influenced.	Pupils understand that choices to save or spend can be influenced and identify some of these influences. They define what makes something 'good value for money'.	Pupils explain how choices to save or spend can be influenced positively or negatively. They define what makes something 'good value for money' and some financial benefits this can have.
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)	L19	In discussions, pupils can identify how individual purchases can have a greater impact on the environment – positive and negative	Pupils can explain how buying Fair Trade and sustainable resources can create a positive impact on people and the environment.	Pupils can explain why Fair Trade and sustainable options can be more expensive, even though they can have a positive impact on others and the environment.
To recognise that people make spending decisions based on priorities, needs and wants (Y6)	L20	With support, pupils recognise the need for council budgets and the role it plays in meeting a communities need.	Pupils understand how local councils make their budgeting choices by distinguishing between needs and wants.	Pupils can explain how councils and MPs allocate budgets by evaluating community needs and wants of different groups who can differ in priorities.
To know different ways to keep track of money (Y6)	L21	Pupils can identify ways to track money – including saving and spending – and the importance of this.	Pupils can suggest ways to track money accurately, including planning and keeping to a budget.	Pupils can confidently suggest how to track money and understand that some money management choices (klarna etc.) can have negative consequences.
To learn about the risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe (Y6)	L22	Pupils know that risks can be taken with money and can end in a loss or in a win.	Pupils can explain how money can be kept safe or increased with investment and added risk.	Pupils can assess whether a financial risk is worth taking or not and can recommend ways to keep money safe.
To know about risks associated with gambling and the impact of health, wellbeing and aspirations (Y6)	L23	Through discussions and given scenarios, pupils can identify whether an activity involving money is risky or safe.  Pupils show some awareness of the nature of gambling and know money can be won, lost or stolen.	Pupils can define gambling and can provide some examples of taking risks with money.  Pupils may demonstrate some understanding of odds (1:2, 1:6) and how this can help decide whether something is riskier or safer.	Pupils understand the purpose, risks and potential consequences of gambling.  They can make links between ratio and assessing risk, knowing how likely it is that money will be won or lost – explaining with in depth detail.
To identify the ways that money can impact on people's feelings and emotions (Y5)	L24	Through discussions, pupils are beginning to identify ways money can make people feel – using appropriate emotional vocabulary.	Pupils show a good understanding of how money can make people feel – accurately identifying a range of emotions.	Pupils explain clearly how money can affect people's feelings and emotions – providing their own examples with an every-maturing emotional vocabulary.

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 in different financial scenarios.	Pupils know that tough financial situations, such as debt, can impact the emotions and wellbeing of children as well as adults.	Pupils explain how emotions can influence financial choices and vice versa.
<b>Living in the Wider World - MILESTONE 3</b>				
<b>Essential Objective: Economics - Aspirations and Careers</b>				
<b>KEY INDICATORS</b>		<b>BASIC</b> (Y5 WA, Y6 WT)	<b>ADVANCING</b> (Y5 GD, Y6 WA)	<b>DEEP</b> (Y6 GD)
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 know that there are a variety of reasons that people change jobs and careers in their lifetime.	Pupils can identify a range of careers that different jobs can offer them. They can explain how life events (moving etc) and opportunities can influence a change in job/career.	Pupils know how a career can be formed by jobs chosen and they understand that a change in job/career is an emotional and financial decision.
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.	Pupils can identify stereotypes in different careers and know how these ideas can deter people from some jobs.	In depth understanding of the short- and long-term impact that stereotypes in the workplace can have, and how to handle these.
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.	Good understanding of factors that influence job/career choice (expenses, financial, permanency, full time etc.)	In depth understanding of factors which influence career/job choice, justifying which factors are most important.
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, with some understanding of how experience is gained through voluntary (unpaid) work and further education.	Pupils know that some careers pay higher salaries for a greater skill set. They understand that voluntary work is unpaid and can explain some reasons why people apply for these jobs.	Pupils can express how the link between higher level skills and eventual higher salaries encourages further education and the undertaking of voluntary work.
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.	Pupils can identify different skill sets sought in an employee and explain why these are beneficial to employers.	Pupils know that some skill sets are more desirable than others depending on the career/job choice and can be targeted to support goals.
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 link to their interests.	Pupils articulate some job/career choices that they could consider as an adult – providing some justification for their choices.	Pupils can identify a career path that is of interest to them and show an understanding of how their education can assist their progression.

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.	Pupils can give balanced arguments for a variety of routes into careers. They know that further education in some form can assist in career progression in some professions.	Pupils can give balanced arguments for a variety of routes into careers and can suggest a route that they might like to follow in the future.
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**Living in the Wider World - MILESTONE 3**  
**Essential Objective: Media & digital resilience**

KEY INDICATORS		BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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.	Pupils can identify different types of media and their different purposes - e.g. to entertain, inform, persuade or advertise. They know that self-respect, self-image and self-esteem can all be affected by what they see on social media and the internet.	Pupils have an in-depth understanding of how internet use and social media can impact self-respect, self-image and self-esteem. Pupils can also explain benefits of internet use – including how quickly information can be shared globally.
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.	Pupils understand the reasons for communicating through social media and identify some risks of doing so. They know that social media sites have age restrictions and regulations for use.	Pupils can justify why social media sites are age restricted and have regulations in place. They can explain how to navigate different uses, avoiding those that pose potential risk.
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 found.	Pupils execute basic strategies to assess whether content online (research, news, reviews, blogs) is based on fact, opinion, or is biased.	Pupils can confidently assess the reliability of information found online, fact check and recognise/report unsafe or suspicious content.
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 identify how information is shared between apps and websites online. Pupils understand the purpose of including advertisements on social media sites.	Pupils explain how and why information is shared between apps and websites online. Pupils understand the difference between advertisements and sponsored posts.
Pupils know that connected devices can share information (Y5)	L14	Through group work, pupils can show how different devices store and share information.	Pupils understand how devices can store and share information. They understand the benefits of having a back up or cloud storage to keep information safe.	Pupils can confidently explain how different devices store and share information in similar ways. They can recommend ways to keep information safe and share between devices such as an iPhone and iPad.

Pupils know that connected devices can share information (Y6)	L14	Pupils can identify ways that devices can share information (Bluetooth, WiFi).	Pupils understand that people can choose to share information through a mutual connection (Bluetooth, WiFi and through adapters) but also know that this information can be stolen.	Pupils show an in depth understanding of how information shared through devices (WiFi, Bluetooth etc.) and know that public networks create a greater risk of seizing information.
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 is word sensitive and child-safe search mode can be used to filter out inappropriate content.	Pupils can provide some reasons why some media and online content is not appropriate for children.	Pupils provide examples of how searches can be targeted and customised to individuals and groups for an intended purpose. They can explain how searches can be made child safe to remove 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 shouldn't be made public. They understand there are rules surrounding sharing images and with support, can choose images that meet this criterion.	Pupils show a good understanding of information that shouldn't be shared on social media, including related laws and regulations.	Pupils demonstrate an in-depth understanding of recognising the suitability of information and identify appropriate audiences. They can explain how laws and regulations are there to protect everyone.
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 alterations are chosen.	Pupils know how to recognise altered images and discuss why they have been edited. They can suggest how content can be designed to manipulate people's emotions and encourage them to read or share things.	Pupils know how to recognise altered images and provide some reasons why images may be altered. They know how content is designed for click bait and to influence their audience.

### Relationships - MILESTONE 3

Essential Objective: Families and close positive relationships

KEY INDICATORS		BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 relationship types share.	Pupils explain how different types of relationships develop and change during a lifetime.
To know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the	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	Pupils understand the difference between emotional, romantic and sexual attraction. Pupils understand that people are attracted to different traits and know that	Pupils can explain the difference between emotional, romantic and sexual attraction. Pupils understand that people are attracted to different



same sex or different sex to them; that gender identity and sexual orientation are different		between gender identity and sexual orientation.	levels of attraction change throughout the stages of life.	traits and know that levels of attraction change throughout 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 choice made by two consenting adults, to make a legal declaration of commitment that is intended to be lifelong.	Pupils can give reasons why people make the choice to marry and make a legal declaration of commitment to one another – explaining how it may not always 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 recall how and where to report concerns/ask for help.	Pupils understand that forced marriage is illegal and some people are more vulnerable to this than others. Pupils can advise where to report concerns/ask for help.
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 there are reasons why couples choose to live together, apart, or get married.	Pupils can explain how demonstrations of love and care vary in relationships. They know that progression of relationships can also vary and give some reasons for this.
<b>Relationships - MILESTONE 3</b>				
<b>Essential Objective: Friendships</b>				
<b>KEY INDICATORS</b>		<b>BASIC</b> (Y5 WA, Y6 WT)	<b>ADVANCING</b> (Y5 GD, Y6 WA)	<b>DEEP</b> (Y6 GD)
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.	Pupils provide their own definition for a healthy friendship and explain how to maintain online and face to face friendships equally.
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 that are commonly changed online and can distinguish between positive and negative risks of communicating with others online.	Pupils explore how and why people are not always truthful online. They can distinguish between positive and negative risks online and suggest how to reduce these risks (using usernames, no personal details etc).

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 or another are lonely or excluded and understand the importance of seeking early support from others.	Pupils can assess signs of when they or another are lonely or excluded and understand the importance of seeking and choosing appropriate support – proving some justification.
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 one part of a healthy friendship and can recognise when others feel excluded or lonely. Pupils can use strategies that help in different scenarios.	Pupils link healthy friendships with inclusion and can explain how others may come to feel excluded or lonely, suggesting strategies to overcome these 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 the attitude and behaviour of people in different ways, including online.	Pupils know how peer influence and desire for peer approval can affect the attitude and behaviour of people in different ways, 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 (moving etc.) Pupils know that having different friends is of benefit to them, giving some examples.	Pupils provide examples of when friendships may be likely to change during a lifetime and express the benefits and risks of making new friends – with detailed examples.
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 this.	Pupils can explain how disputes in friendships can occur and be resolved in a positive manner – suggesting a variety of strategies to help achieve this.
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 friendship makes them feel unsafe/uncomfortable and can identify when it is appropriate to self-manage or report for additional support.	Pupils can explain to peers how to recognise when a friendship makes them feel unsafe/uncomfortable and how to choose appropriate support.
<b>Relationships - MILESTONE 3</b>				
<b>Essential Objective: Safe Relationships</b>				
<b>KEY INDICATORS</b>		<b>BASIC</b> (Y5 WA, Y6 WT)	<b>ADVANCING</b> (Y5 GD, Y6 WA)	<b>DEEP</b> (Y6 GD)

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, healthcare). They recognise and know how to respond and report unwanted contact.	Pupils understand that types of physical contact depend on the of the type of relationship but know that contact can still be unwanted and reported. Pupils can explain choices of who to talk to if they are concerned.
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.	Pupils confidently recognise situations that require consent and can explain in growing detail. The importance of giving, not giving and seeking consent can be explained to others.
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 wellbeing. They know that others can try to persuade them to keep a secret but can make a choice to break the confidence.	Pupils know secrets can be for positive and negative reasons, identifying times where keeping confidence is beneficial. Pupils understand why some people will try to persuade them to keep a secret and can explain how to overcome these situations.
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 can make their body and mind feel. Pupils show awareness for peer pressure and common situations that arise during adolescence, exploring a range of management strategies.	Pupils know how being uncomfortable can make their body and mind feel and can recognise signs in others. Pupils can explain how peer pressure in unsafe situation can be managed and reported to protect themselves and others.
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, and other sources of support that they and peers can seek advice and report concerns. Pupils make choices to keep themselves and others safe.	Pupils can explain how to seek advice from different sources – including online. Pupils show some consideration for the individuality of each situation and prioritise the safety of everyone.
<b>Relationships - MILESTONE 3</b>				
<b>Essential Objective: Managing hurtful behaviour and bullying</b>				
<b>KEY INDICATORS</b>		<b>BASIC</b> (Y5 WA, Y6 WT)	<b>ADVANCING</b> (Y5 GD, Y6 WA)	<b>DEEP</b> (Y6 GD)

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.	Pupils understand that bullying in all forms (including discrimination) can impact people differently, some for longer periods of time. Pupils can decide on fair consequences for hurtful behaviour – giving some justification for their choices.
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 bullying and know that different strategies are needed for experiencing and witnessing all forms of hurtful behaviour.	Pupils recommend strategies to respond to experiencing or witnessing bullying and other forms of hurtful behaviour. Pupils confidently assess when to report concerns and seek support for themselves or others.
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. They begin to assess when situations can be challenged and when they should be reported.	Pupils have an in-depth understanding of how discrimination has an impact on individuals and communities. Pupils understand the importance of challenging or reporting discrimination and its role in creating positive change.

### Relationships - MILESTONE 3

#### Essential Objective: Respecting self and others

KEY INDICATORS		BASIC (Y5 WA, Y6 WT)	ADVANCING (Y5 GD, Y6 WA)	DEEP (Y6 GD)
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 a lack of self-respect can alter the way we think and feel – providing some examples.	Pupils can explain the link between self-respect and our wellbeing. Pupils have developed good strategies to combat moments of low confidence.
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 challenging the ideas and opinions of others, including those who differ from them.	Pupils explain how to challenge the ideas and opinions of others, while remaining polite and respectful of their differences.

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 debates and discussions.	Pupils constructively challenge another's point of view whilst remaining respectful during debates and discussions.
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