**SOCIAL AND EMOTIONAL DEVELOPMENT AND WELLBEING (RSHE, PSHE, PD)**

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| **RSHE Strands** | **Colour Code** |
| **MENTAL HEALTH & WELLBEING**  Mental Wellbeing, Internet Safety and Harms, Health and Prevention, Changing Adolescent Body |  |
| **RELATIONSHIPS EDUCATION**  Families and people who care for me, Caring Friendships, Respectful Relationships, Online Relationships, Being Safe  **RELATIONSHIPS & SEX EDUCATION**  Families, Respectful relationships including friendships, Online and Media, Being Safe, Intimate and sexual relationships including sexual health |  |
| **LIVING IN THE WIDER WORLD**  Social Development, Community Participation, Economic Wellbeing, Careers, Citizenship |  |

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| Explore  Apply  Evaluate | Social & Emotional Development  & Wellbeing  Curriculum Content  So that I can… |
| **Journey to Milestone 1**  **Encounter**  (Present, Outwardly Passive, Reflex Responses) | **ADVOCACY**  M1-SED 1.1: Preference and Choice  To encounter a variety of stimuli so that my potential preferences can be observed  M1-SED 1.2: My story/My voice  To encounter stimuli so that potential preferences can be observed  **ENRICHMENT**  M1-SED 1.3: Emotional wellbeing and enjoyment  To encounter a range of different stimuli and experiences so that potential preferences can be observed  M1-SED 1.4: Play and Leisure  To encounter a range of play experiences so that potential play preferences can be observed  M1 SED 1.5: Inclusion and Community  To encounter interactions and activities with a growing range of people within the school and wider community  **INTERDEPENDENCE**  M1-SED 1.6: Eating and Drinking  To encounter supported feeding, eating and drinking routines  M1-SED 1.7: Dressing and Undressing  To encounter supported dressing and undressing  M1-SED 1.8: Using the Toilet  To encounter the toileting routine  To show awareness of supported toileting routines  M1-SED 1.9: Cleaning Teeth  To encounter teeth being cleaned  M1-SED 1.10: Brushing Hair  To encounter brushing hair  M1-SED 1.11: Washing and Showering  To encounter being washed and showered |
| **Journey to Milestone 2**  **Awareness**  (Affective responses, Intermittent reactions, emerging reactions) | **ADVOCACY**  M2-SED 2.1: Preference and Choice  To show awareness to different stimuli so that preferences can be observed  M2-SED 2.2: My story/My voice  To show awareness of stimuli so that preferences can be observed  Explore stimuli and the environment around them  **ENRICHMENT**  M2-SED 2.3: Emotional wellbeing and enjoyment  To show awareness of stimuli and a range of experiences so that preferences can be observed  M2-SED 2.4: Play and Leisure  To show awareness of different play experiences so that play preferences can be observed  M2 SED 2.5: Inclusion and Community  To show awareness of interactions and activities with a growing range of people within the school and wider community  **INTERDEPENDENCE**  M2-SED 2.6: Eating and Drinking  To show awareness within supported feeding, eating and drinking  M2-SED 2.7: Dressing and Undressing  To show awareness within supported dressing and undressing routines  M2-SED 2.8: Using the Toilet  To encounter the toileting routine  M2-SED 2.9: Cleaning Teeth  To encounter teeth being cleaned  M2-SED 2.10: Brushing Hair  To encounter brushing hair  M2-SED 2.11: Washing and Showering  To encounter being washed and showered |
| **Journey to Milestone 3**  **Respond-React /**  (Shows interest, co-active exploration, consistent responses to familiar activity) | **ADVOCACY**  M3-SED 3.1: Preference and Choice  To respond and react to a range of stimuli so that preferences can be observed  M3-SED 3.2: My story/My voice  To respond and react to stimuli and experiences so that preferences are observed  **ENRICHMENT**  M3-SED 3.3: Emotional wellbeing and enjoyment  To respond and react to interactions with adults and peers  M3-SED 3.4: Play and Leisure  To respond and react to a range of play and leisure experiences  M3-SED 3.5: Inclusion and Community  To respond and react with a range of adults and peers in the school and home community  **INTERDEPENDENCE**  M3-SED 3.6: Eating and Drinking  To respond and react to supported eating and drinking routines  M3-SED 3.7: Dressing and Undressing  To respond and react to supported dressing and undressing routines  M3-SED 3.8: Using the Toilet  To respond and react to parts of the toileting routine  M3-SED 3.9: Cleaning Teeth  To respond and react to parts of the routine of cleaning teeth  M3-SED 3.10: Brushing Hair  To respond and react to parts of the routine of brushing my hair  M3-SED 3.11: Washing and Showering  To respond and react parts of the routine when washing and showering |
| **Journey to Milestone 4**  **Proactively Co-operate**  (Communicates consistent and affective preferences. Remembers and uses learned responses) | **ADVOCACY**  M4-SED 4.1: Preference and Choice  To proactively co-operate by engaging with a range of stimuli to select an item  M4-SED 4.2: My story/My voice  To proactively co-operate to activities that show preferences  **ENRICHMENT**  M4-SED 4.3 Emotional wellbeing and enjoyment  To proactively co-operate within interactions with adults and peers  M4-SED 4.4: Play and Leisure  To proactively co-operate within a range of play and leisure  M4-SED 4.5: Inclusion and Community  To proactively co-operate within interactions with a range of adults and peers within school and the home community  **INTERDEPENDENCE**  M4-SED 4.6: Eating and Drinking  To proactively co-operate within supported eating and drinking routines  M4-SED 4.7: Dressing and Undressing  To proactively co-operate within supported dressing and undressing routines  M4-SED 4.8: Using the Toilet  To proactively co-operate with parts of the toileting routine  M4-SED 4.9: Cleaning Teeth  To proactively co-operate with parts of the routine when cleaning teeth  M4-SED 4.10: Brushing Hair  To proactively co-operate with parts of the routine when brushing my hair  M4-SED 4.11: Washing and Showering  To proactively co-operate with parts of the routine when washing and showering |
| **Journey to Milestone 5**  **Intentionally Participate**  (Early communicative responses, Deliberate participation, Seeks attention, Sustains concentration, Explores in more complex ways) | **ADVOCACY**  M5-SED 5.1: Preference and Choice  To intentionally participate with making choices between two items that are present  M5-SED 5.2: My story/My voice  To intentionally participate with activities that elicit my preferences  **ENRICHMENT**  M5-SED 5.3: Emotional wellbeing and enjoyment  To intentionally participate and engage in social interaction and shows comfort from touch and physical contact from trusted adult  M5-SED 5.4: Play and Leisure  To intentionally participate in play opportunities  M5-SED 5.5: Inclusion and Community  To intentionally participate within a range of adults and peers in the school, at home and the wider community  **INTERDEPENDENCE**  M5-SED 5.6: Eating and Drinking  To intentionally participate within supported eating and drinking routines  M5-SED 5.7: Dressing and Undressing  To intentionally participate within dressing and undressing routines  M5-SED 5.8: Using the Toilet  To intentionally participate with parts of the toileting routine  M5-SED 5.9: Cleaning Teeth  To intentionally participate with parts of the routine for cleaning teeth  M5-SED 5.10: Brushing Hair  To intentionally participate with parts of the routine for brushing hair  M5-SED 5.11: Washing and Showering  To intentionally participate with parts of the routine when washing and showering  **INTERDEPENDENT ROUTINES**  M5-SED 5.12: Within class  To intentionally participate in familiar routines within the classroom & at home  M5-SED 5.13: Arriving/exiting school  To intentionally participate in entering and exiting school  M5-SED 5.14: Around the school  To intentionally participate in moving around the school with decreased support |
| **Journey to Milestone 6**  **Initiate**  (Increasingly conventional communication, participates, anticipates, active exploration, turn takes in 1-1 interactions) | **ADVOCACY**  M6-SED 6.1: Preference and Choice  To initiate the selection of an item that I have chosen  M6-SED 6.2: My story/My voice  To initiate activities that show my preferences  **ENRICHMENT**  M6-SED 6,3: Emotional wellbeing and enjoyment  To initiate social interaction and physical contact with trusted adults  M6-SED 6.4: Play and Leisure  To initiate play  M6-SED 6.5: Inclusion and Community  To initiate interactions with a range of adults and peers within school, at home and the wider community  **INTERDEPENDENCE**  M6-SED 6.6: Eating and Drinking  To initiate parts of the eating and drinking routine with decreased support  M6-SED 6.7: Dressing and Undressing  To initiate parts of the dressing and undressing routine  M6-SED 6.8: Using the Toilet  To initiate parts of the toileting routine  M6-SED 6.9: Cleaning Teeth  To initiate parts of the routine when cleaning teeth  M6-SED 6.10: Brushing Hair  To initiate parts of the routine for brushing hair  M6-SED 6.11: Washing and Showering  To initiate parts of the routine when washing and showering  **INTERDEPENDENT ROUTINES**  M6-SED 6.12: In class  To initiate parts of familiar routines within the classroom  M6-SED 6.13: Arriving/exiting familiar places  To initiate parts of the routine for entering and exiting the school and home  M6-SED 6.14: Familiar spaces  To initiate moving around familiar school and home spaces  M6-SED 6.15: At home  To initiate parts of familiar routines at home |
| **Journey to Milestone 7** | **Seek & show interest in new experiences**   1. Seek and respond to a range of different stimuli and experiences e.g. sensory equipment 2. Show interest in others 3. Respond a range of emotional expression 4. Interact with familiar people 5. Responds when talked to i.e. change facial expression, moves body, etc. 6. Show interest in the activities of others e.g. following their gaze 7. Show interest in a range of play & leisure activities 8. Show interest in a range of environments 9. Imitates an adults pretend play 10. Play alongside alongside peers 11. Responds to ‘yes’ and ‘no’ when following structured routines & boundaries 12. Experience spontaneous play 13. Show awareness that actions can lead to response from others 14. Is aware of happy and familiar voices 15. Experiences activities shared with others |
| **Journey to Milestone 8** | **Respond to experiences and to capitalise on individual interests and curiosity**   1. Respond to interaction with others 2. Respond to & show preferences to a range of play & leisure options 3. Show a response to a change of environments e.g. likes & dislikes 4. Show interest in the activities of others and begin to share experiences 5. Seek & respond to the company and support of others 6. Begins to follow part of familiar routines, structure & boundaries 7. Respond to spontaneous play 8. Attends to familiar people and objects 9. Shows an emotional response to an activity/stimuli through vocalisation, body movement, eye contact and gesture 10. Use conventional gestures i.e. reaching, pointing, giving, etc. 11. Shifts gaze between people and objects with support 12. To change an emotional response when alternative is offered 13. Initiate play with familiar people 14. To begin to use imitation in play 15. Begins to develop sense of self as an individual 16. Is responsive to emotional support from familiar adults |
| **Journey to Milestone 9** | **Intentionally express wants, needs & feelings within a multi-sensory, communication rich environment**   1. Anticipates familiar routines, structures and boundaries 2. Initiate spontaneous play 3. Demonstrate consistent attention to familiar people & stimuli 4. Seek out preferred objects/toys within familiar environment 5. Begins to respond to unfamiliar people 6. Actively engages with familiar people 7. To actively engage in imitation play 8. To initiate interaction with others during social times, for example lunchtime 9. Independently engages in a variety of sensory activities 10. To participate in shared play and activities and keep play/activities going by responding to others 11. Express wants & needs through preferred modes of communication 12. Can use vocalisation, eye contact, facial expression and gesture to communicate with other people and draw their attention 13. Begins to form friendships with support 14. Recognises familiar people and demonstrates friendly behaviour 15. Chooses to share attention with familiar people 16. To begin to show enjoyment of being with others 17. To begin to take responsibility for carrying out a class responsibility with support |
| **Journey to Milestone 10** | **Initiate activities with people and objects that capitalise on their individual interests and the world around them**  **MENTAL HEALTH & WELLBEING**   1. To begin to explore a range of different feelings that individuals can experience 2. To begin to explore a range of words to describe feelings 3. To begin to explore things that help people feel good (e.g. playing outside, doing things they enjoy, etc.) 4. To develop ways of expressing how they feel, for example, orally, facial expression, through behaviour 5. To accept appropriate sensory resources from a familiar adult to regulate emotions   **RELATIONSHIPS EDUCATION**   1. Demonstrates recognition of peers/ friends. 2. Builds relationships with familiar people within the classroom and wider school environment 3. To seek emotional support from a familiar adult 4. To realise what makes their own friends happy 5. To realise what makes their own friends sad 6. Can name important people in their lives i.e. family members, friends, teachers   **LIVING IN THE WIDER WORLD**   1. Actively listens to others, sometimes needing support 2. Seeks to gain attention in a variety of ways, drawing others into social interactions. 3. Wary of unfamiliar people 4. Interacts with others and experiences new environments and activities, with familiar adult supporting 5. Request to do an activity and be motivated by it 6. To follow class rules and expectations with support 7. Watch and observe other children’s actions & begin to build early friendships through shared interests 8. Begins to learn that some things are theirs and some things belong to other people 9. To begin to make consistent choices with a familiar adult 10. Develops routines of turn taking, sharing and cooperating |
| **Journey to Milestone 11** | **Work and play with others to promote positive relationships**  **MENTAL HEALTH & WELLBEING**   1. Recognise and name emotions such as sad, happy, worried, excited 2. Expresses own feelings & emotions such as sad, happy, angry, scared, worried, etc. 3. To recognise preferred items that make me feel happier 4. Demonstrates sense of self as an individual, e.g. wants to do things independently 5. To recognise when others are trying to help 6. To explore who they are, for example physical attributes 7. To recognise own skills, for example being good at running, jumping, threading 8. To identify favourite things for example, TV programme, food, activities as well as things they dislike   **RELATIONSHIPS EDUCATION**   1. Begins to develop meaningful positive relationships with others in the wider school community 2. To begin to recognise how other people feel, for example through observing facial expressions, behaviour or listening to them 3. To recognise what others do to make them happy, sad, angry etc 4. Begin to explore the roles different people play in their lives and what they do to help them feel cared for e.g. friends, relatives, family, etc 5. Recognises what is kind and unkind behaviour and how this can affect others 6. To demonstrate an understanding of some of the qualities that make a good friend and understand why friendship is important   **LIVING IN THE WIDER WORLD**   1. Listens, understands and processes basic instructions 2. Plays alongside & with others, positively 3. To make choices and start to express own preferences and interests 4. Anticipates another person’s actions in familiar routines 5. Begins to understand nonverbal cues in familiar activities and contexts 6. To follow class rules with minimal support 7. Participates in new activities with increased confidence 8. To follow rules when participating in educational visits 9. Gradually able to engage in play with pretend toys and activities 10. Demonstrates increased confidence to communicate own wants with one or two of familiar people 11. To be responsible for a class job with minimal prompting 12. Works cooperatively with a group of peers supported by an adult 13. To respond to others around school with support 14. To begin to explore how actions and words can affect others 15. Begin to explore ways to keep self-safe in familiar environments (e.g. home, school) 16. Begin to learn about the people whose job it is to help us keep safe 17. To explore the meaning of ‘stranger’ 18. Begin to explore ‘Hazing’ in its simplest terms (being forced to do something by others) |
| **Journey to Milestone 12** | **Explore personal attributes, own and others’ emotions and how this impacts on wellbeing**  **MENTAL HEALTH & WELLBEING**   1. To describe activities and people who make them happy 2. Recognises and can relate own feelings such as sad, happy, angry, scared, lonely, worried, etc. to different experiences 3. To describe activities and people who make them sad 4. To seek own preferred sensory resources and activities to self-regulate emotions 5. To begin to explore how to manage negative emotions 6. To be able to understand how feelings can make their bodies feel inside; to identify who can help them with feelings 7. To demonstrate an awareness that feelings change and not everyone experiences the same feelings in the same situation 8. To recognise when someone is upset and know how to help 9. To list positive personal qualities 10. To list areas for development 11. Independently seeks support from an adult when upset or sad   **RELATIONSHIPS EDUCATION**   1. Understands how to treat themselves and others with respect; how to be polite and courteous including the conventions of courtesy and manners. 2. Demonstrates an awareness of being caring towards others 3. Begin to explore how to cope with arguments with friends 4. Begin to explore the term ‘bullying’ as well as different types of bullying (including cyberbullying) and how to get help 5. To explore who can help if someone is being bullied 6. To describe some personal values in friendships 7. To begin to understand that people sometimes behave differently online, including by pretending to be someone they’re not 8. To begin to explore appropriate touching within friendship groups, for example, hugging, high fives, shaking hands as well as inappropriate or unsafe physical, and other, contact 9. To begin to explore what families do together, for example mealtimes, shopping 10. To begin to explore what members of the family group do for each other 11. To explore different types of hazing, e.g. forced to eat spicy food, forced to drink alcohol, forced to do an act to join a group   **LIVING IN THE WIDER WORLD**   1. To describe places where they feel safe 2. To know who are safe people that can help 3. Accept structured change within familiar environment 4. Shows some understanding of school, playground and classroom rules 5. Is aware that rules are made to keep us safe 6. To demonstrate an understanding of how to keep safe at school; to be able to identify risks including actions to minimise harm with minimal support 7. To demonstrate an understanding of how to keep safe at home; to be able to identify risks including actions to minimise harm with minimal support 8. Experience community visits and listen to adults to keep safe 9. Works cooperatively with one or two other peers supported by an adult 10. Carries out classroom responsibilities with minimal prompting 11. Plays cooperatively with familiar adults 12. Independently joins in play with a small group away from an adult 13. Demonstrates increased confidence to communicate own wants with different familiar people 14. Share own interest with familiar people 15. To begin to show appropriate responses towards others in immediate environment, for example, greeting others 16. Begin to negotiate and compromise with support 17. To begin to take responsibility for choices and actions 18. Begin to explore ways to keep safe in unfamiliar/public places (e.g. shopping centre, on the street, swimming pool) 19. To know about the different roles and responsibilities people who can help us have in the community 20. Begin to explore the difference between a stranger and people you know |
| **Journey to Milestone 13** | **Develop a sense of what is fair through understanding the need for rules and personal responsibility**  **MENTAL HEALTH & WELLBEING**   1. Identify and share with others what makes them happy 2. To demonstrate own negative emotions in a more socially acceptable way 3. To demonstrate own positive emotions in a more socially acceptable way 4. To begin to acknowledge and name the emotions of others 5. To recognise what makes them special 6. To identify what makes us and others unique 7. To name and match emotions linked to a variety of activities and experiences   **RELATIONSHIPS EDUCATION**   1. To develop an understanding of own body and which parts are private 2. Demonstrates an awareness of others’ feelings 3. Shows affection and concern towards familiar people 4. Seeks support from an adult if a friend is hurt or upset 5. Form a friendship with more than one other child and can maintain this friendship 6. To begin to gain awareness of different types of relationships, including those within families, friendships and online 7. To recognise differences and similarities between people (i.e. gender, beliefs, background, family make-ups and orientation etc) and the importance of respecting differences 8. To recognise the ways they are the same as, and different to other people 9. Understand what a stereotype is, and how stereotypes can be unfair, negative or destructive; to develop an understanding that stereotypes can negatively influence behaviours towards others as well as strategies for challenging stereotypes 10. To recognise the different groups they belong to 11. To recognise that families are important for children growing up because they can give love, security and stability 12. To explore the characteristics of a healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives 13. To explore different roles within a family such as young carers and their role in the family and why it is important 14. To explore the meaning of marriage 15. To explore the reasons for having rules in a family e.g. boundaries and routines that keep us safe 16. To explore the reasons for having rules and boundaries in a friendship group (including in a digital context) 17. To understand the importance of asking for permission and giving permission in relationships with friends, peers and adults 18. To begin to understand and build resilience 19. Begin to identify some safe and unsafe situations 20. Understand the difference between secrets and nice surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. 21. To identify adults, they would be comfortable speaking to about specific issues 22. To describe some behaviours that amount to bullying 23. To name and describe physical peer on peer abuse 24. Explore the different areas where ‘hazing’ can happen, e.g. school, sports clubs, honour societies and begin to understand that real friends would not put pressure on you to do something 25. To begin 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. 26. To begin to learn about different types of peer on peer abuse   **LIVING IN THE WIDER WORLD**   1. Seeks out others to share experiences 2. Demonstrates ability to work cooperatively and collaboratively with others 3. Can play as part of a group without adult prompting 4. Turn taking with another child without adult prompting 5. To begin to take on responsibilities around school with support 6. To know that it is important to follow instructions in order to stay safe when traveling outside of school 7. To explore strategies for getting help if lost in public places 8. To demonstrate an understanding of how to keep safe in the local community or unfamiliar places; to be able to identify risks including actions to minimise harm with minimal support 9. To explore what diversity means as well as the benefits of living in a diverse community; about valuing diversity within communities. 10. To know own name and address for personal safety 11. To participate in activities linked to rights and responsibilities 12. To participate in discussions related to personal goals 13. To set personal targets and review them 14. To develop an understanding of how to organise own time 15. Explore the four main lures strangers may use: 16. A general lure – simple request, “Come with me.” 17. An assistance lure – request for help, “Can you help me carry these bags to my car?” “Can you help me find my puppy?” 18. An incentive lure – A promise to give a child something, “Hi, I have some extra money. Come with me and I’ll buy you something.” 19. An authority lure – when a stranger says someone the child knows who said to go with them, “Your mom is running late and asked me to pick you up.” |
| **Journey to Milestone 14** | **Explore self-confidence, and learn more about interactions with others and the impact of feelings and behaviours**  **MENTAL HEALTH & WELLBEING**   1. To understand more complex emotions such as confused, worried, anxious, excited etc. 2. To explore change and loss and identify feelings associated with this; to recognise what helps people to feel better 3. Initiating interaction with a familiar adult to request support with managing own negative emotions 4. Initiating interaction with a familiar adult to request support with managing own positive emotions 5. To develop an awareness of things that people can put into their body or on their skin and how these can affect how people feel 6. Can apply self-care techniques including the importance of rest, time spent with friends and family, etc 7. To manage own emotions with greater independence 8. To develop strategies on how to deal with disappointments and setbacks with support   **RELATIONSHIPS EDUCATION**   1. To recognise when themselves or others feel lonely and what to do 2. Invites others to join in who appear lonely or isolated 3. Understand the effect on a young carer and how they can seek help and support 4. To respect and cooperate with others 5. To develop an understanding of healthy and unhealthy relationships within families, friendships and online 6. To know who to go to for help if any kind of abuse has happened 7. To explore whether a situation could be classed as ‘Hazing’ e.g. 8. Would I feel comfortable if parents were watching? 9. Would I get into trouble if a teacher saw me 10. Am I being asked to keep this a secret? 11. Is this causing me emotional or physical distress? 12. To understand that people who are married should respect and care for each other   **LIVING IN THE WIDER WORLD**   1. To name some safe and unsafe situations 2. To name some rights and responsibilities that they are entitled to 3. Awareness of right and wrong 4. Responds to unfamiliar people in social situations 5. Actively listen, understand, and respond to show understanding of what another has said 6. Is more confident communicating with unfamiliar people 7. Is more confident in new social situations. 8. Know about different types of jobs 9. To demonstrate an understanding of basic road safety 10. To explore the reasons for having rules in our community 11. To explore people who can help us within the community for example, police, firefighters, doctors etc. 12. To carry out familiar responsibilities around school with greater independence |
| **Journey to Milestone 15** | **Learn about the importance of keeping safe and how to respond appropriately in different types of relationships**  **MENTAL HEALTH & WELLBEING**   1. To acknowledge and understand own negative emotions and displayed behaviour 2. To acknowledge and understand own positive emotions and displayed behaviour 3. To begin to articulate a range of emotions accurately and sensitively, using appropriate vocabulary 4. To begin to understand and build resilience 5. To choose and participate in activities that have a positive impact on social and emotional wellbeing 6. Demonstrate an awareness of how to make use of their leisure time and benefits of hobbies and interests 7. To understand that we can take care of our mental health as well as our physical health 8. To develop an awareness of why some people choose to use or not use drugs (including nicotine, alcohol and medicines). 9. To develop an understanding of how to plan activities for own social and emotional wellbeing 10. Explore self-awareness, feeling positive about themselves, and developing an understanding of their self-esteem and confidence   **RELATIONSHIPS EDUCATION**   1. Recognise some safe and unsafe situations, giving an explanation 2. To recognise the long-term effects of bullying (in all its forms) and its emotional impact; the skills and strategies needed to manage being treated or witnessing others being bullied 3. Understand that their actions have consequences and be able to anticipate the results of them 4. Understands qualities that make a good friend 5. Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded 6. To begin to develop an awareness and understanding of the importance of trust 7. Recognise how to judge when a friendship/relationship is making them feel unhappy or uncomfortable and how to manage these situations and seek support from others if needed. 8. To develop an understanding of the terms mutual support, trust, respect and equality in relationships 9. Develops an understanding that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong 10. To know and understand what adoption is and the impacts on young people and families 11. To know what private fostering means and the impacts this has on families and young people 12. Begin to explore conflict/resolution 13. To know where to seek help and support if you or others are experiencing abuse or something that you don’t feel is right (makes you uncomfortable) 14. To explore the potential dangers of relationships with strangers or acquaintances, including good or bad touches and how to respond (who to tell andhow to tell them) 15. To understand that taking inappropriate photos of others is not allowed (including up skirting) 16. To examine different types of family units (including single parents, step-parents, foster parents, same-sex parents) 17. To understand that other people’s families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care 18. To know what is meant by the term grooming – the dangers and who is at risk 19. To begin to explore how sexual violence and sexual harassment can happen between peers 20. To know who to go to for support if you or someone you know is experiencing ‘Hazing’   **LIVING IN THE WIDER WORLD**   1. To know & understand that there are different types of crime and this affects people in different ways 2. Initiates conversations, attends to, and takes account of what others say respectfully 3. To identify positive and negative online posts 4. Explains own knowledge and understanding and asks questions to others 5. Recognise that they have rights and responsibilities as an individual and to be able to discuss why 6. Beginning to understand different skills needed in the workplace 7. To carry out a wider range of jobs/responsibilities around school to help others 8. To explore the roles of a wider range of people who help us within society 9. To explore how rules in society help to keep us safe 10. Travel outside of school safely with adult supervision 11. To demonstrate an understanding of road safety 12. Engage in vocational activities including the handling of money and socialising with others 13. Understands that there are different ways to pay for things and choices people have about this 14. Recognises risks associated with money (lost, stolen) and ways of keeping money safe 15. Understands that jobs help people to earn money to pay for things and that there is a broad range of different jobs that people can have; that people often have more than one career/type of job during their life   Explores a variety of routes into careers (e.g. college, apprenticeship, university)   1. Understand the importance of using mobile phones responsibly 2. Know how to respond if a stranger presents them with a lure |
| **Journey to Milestone 16** | **Explore constructive approaches to conflict, the similarities and differences between people and how to develop themselves as members of the community**  **MENTAL HEALTH & WELLBEING**   1. Can identify factors that influence feelings and behaviour of others 2. To recognise that feelings and emotions are natural, and important and healthy part of a human being 3. Demonstrates understanding of how our behaviour affects others (impact of anti-social behaviour) 4. To understand what is meant by the terms ‘mental heath & well being’ 5. To develop an awareness of how positive relationships can impact on emotional wellbeing 6. To develop an awareness of how negative relationships can impact on emotional wellbeing 7. To participate in discussions around issues that can affect wellbeing and resilience 8. To accurately assess their areas of strength and development, and where appropriate, act upon feedback 9. To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) 10. To recognise external influences and decisions which affect health and wellbeing 11. To identify the negative impacts of substance misuse; recognise that drug use (e.g. cigarettes, alcohol, medicines, etc.) can become a habit which can be difficult to break 12. Understand the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing   **RELATIONSHIPS EDUCATION**   1. To recognise an unhealthy relationship and know what to do 2. To develop strategies to avoid conflict through active listening 3. To begin to explore the use of negotiation within relationships 4. Recognises if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed 5. To explore how one person in a marriage can be controlling and that this isn’t right 6. Begin to understand that different people have different opinions 7. To listen to views of a wide variety of people and respect their views 8. To recognise the importance for rules and regulations such as age limits for movies 9. Understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired 10. To identify peer pressure scenarios and negative outcomes from negative peer pressure 11. To identify appropriate actions in different types of relationship 12. To examine the concept of consent 13. To identify the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality 14. To begin to develop an awareness and understanding of the importance of trust 15. To identify different types of grooming and where to get support 16. To identify what teenage relationship abuse is and understand causes and effects 17. To understand the effect peer on peer abuse can have on others and know who to go to for support 18. To understand a change in a friend’s behaviour could indicate peer on peer abuse 19. To know who to go to for support if someone is experiencing peer on peer abuse 20. To know what is meant by the term gang and what it means to join a gang and why people join gangs   **LIVING IN THE WIDER WORLD**   1. To understand that there are consequences to committing crimes including criminal records & prison 2. Follows steps to achieve personal goals with increased independence 3. To recognise personal skills and qualities required to engage in activities e.g. working as part of a team / enterprise at school 4. To begin to recognise personal areas for development and apply these to activities e.g. working as part of a team / enterprise at school 5. To be able to work alongside others to plan and be involved in a voluntary activity 6. To carry out jobs and responsibilities around school independently to help others 7. To understand that money can buy goods and services and is earned through work 8. To know the consequences of breaking rules within society 9. To begin participate in travel training as part of a programme with support 10. To recognise personal achievement in life and work 11. To begin to explore ‘next step’ options available such as further training, apprenticeships, other vocational and academic opportunities and progression routes 12. To know and understand why attendance at school is important and what this could mean in the future |
| **Journey to Milestone 17** | **Learn about respecting their bodies and those of others. Recognising how responsibilities and relationships change as people grow and develop**  **MENTAL HEALTH & WELLBEING**   1. To describe some changes that happen as part of growing up; how and why emotions may change during puberty including getting appropriate help, advice and support 2. To develop strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing 3. To explain how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this 4. To develop an awareness of how different media, portray idealised and artificial body shapes; how this influences body satisfaction and body image 5. To recognise when they or others need help with their mental health and wellbeing 6. To develop an understanding of some mental and emotional health disorders   **RELATIONSHIPS EDUCATION**   1. To resolve conflicts with minimal adult support 2. To recognise what it means to know someone online and how this differs from knowing someone face to face; recognise risks of communicating online with others not known face to face 3. Support others in need and provide advice 4. To be able to manage a set-back/perceived failure 5. Know where they can find appropriate help and support services 6. Understand that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong 7. To begin to explore domestic abuse and its consequences 8. Understand the age of consent for all sexual orientations and that most young people do not have sex before they are 16 9. Understand what sexting is and recognise what is an appropriate and inappropriate message/image as well as negative outcomes 10. To explain how rules in social media and movies can protect people 11. To describe peer pressure and be aware of the potential issues and influences from negative peer groups; such as alcohol 12. To understand different types of attraction (emotionally, romantically and sexually); that gender identity and sexual orientation are different. 13. To recognise discrimination and how to challenge it 14. To understand the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative) 15. To describe similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation 16. To develop skills to support younger peers when in positions of influence 17. To recognise the importance of trust in relationships and the behaviours that can undermine or build trust 18. To explore the different roles in gangs and what it means to be a gang member 19. To begin to understand what county lines means and misconceptions for young people   **LIVING IN THE WIDER WORLD**   1. To know that having a criminal record could have a negative impact on you pursuing work opportunities 2. Plan a simple budget to manage own money 3. To explore the differences between different faiths 4. Begin to travel independently as part of a training programme e.g. meeting a trusted adult at the bus stop 5. To set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills 6. To explore different work roles and career pathways, including clarifying own aspirations 7. To understand that everyone has a different pathway through life, education and work; that there are different types of work, including employment, self-employment and voluntary work 8. To develop an understanding of stereotypes in the workplace and that a person’s career aspirations should not be limited by them 9. To be able to recognise bullying and harassment in the workplace in all its forms and ways to seek or provide support to resolve the situation. 10. To undertake internal or external work related learning opportunities to familiarise selves with the world of work 11. To know and understand the importance of attendance at work, placements, meetings and how to manage this |
| **Journey to Milestone 18** | **Sustain own emotional/social health and wellbeing and cope safely and efficiently within their environment**  **MENTAL HEALTH & WELLBEING**   1. Understand how media representations of body image may influence eating habits and negatively impact on an individual’s health 2. To develop strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing 3. To learn why a person may fabricate illness or induced illness and the effects this has on themselves and others   **RELATIONSHIPS EDUCATION**   1. To evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs 2. To know that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion 3. Understands what conflict is and how to manage conflict in a non-confrontational manner 4. Understand how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g how they might normalise non-consensual behaviour or encourage prejudice) 5. Have the skills and confidence to stand up for their beliefs and choices 6. Use simple rules for dealing with strangers and resisting pressure when they feel uncomfortable or at risk 7. Recognises emotions associated with the changing nature of relationships with peers and within families, including as a result of divorce or bereavement 8. Identifies 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 9. Explore the issues around gender and sexual orientation including sexism, homophobia, bi-phobia and transphobia 10. To recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help 11. To examine a variety of different views from different sections of society 12. To begin to explore how sexual violence and sexual harassment can happen between peers 13. To explore whether a situation could be classed as ‘Hazing’ e.g.   1. Would I feel comfortable if parents were watching?  2. Would I get into trouble if a teacher saw me  3. Am I being asked to keep this a secret?  4. Is this causing me emotional or physical distress?   1. To understand the impact county lines has on self and others and the implications and consequences   **LIVING IN THE WIDER WORLD**   1. To demonstrate the ability to travel independently to one familiar place as part of a training programme e.g. home to school, home to the shop 2. To begin to manage their own finances 3. To understand that people with different faiths maybe favoured for or discrimated against due to their beliefs 4. To recognise how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability 5. Can identify skills and attributes that employers value 6. To know that criminal records should be declared when applying for jobs 7. Can identify and apply safe use of digital devices when out and about 8. To know what is meant by the terms extremist and radicalisation |
| **Milestone 19** | **MENTAL HEALTH & WELLBEING**   1. To apply a broad range of strategies both mentally & physically for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns 2. To identify the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health 3. To recognise the impact of drugs and alcohol on choices and sexual behaviour   **RELATIONSHIPS EDUCATION**   1. To know what it means to be a good parent 2. Able to resolve conflict independently 3. To recognise when a relationship is abusive and strategies to manage this 4. To recognise that faith based violence exists and the effects of this with ways to manage it 5. Understand practical steps they can take in a range of different contexts to improve or support respectful relationships 6. Understand the age of consent for all sexual orientations and that most young people do not have sex before they are 16 7. Make decisions independently and know how to resist pressure e.g. to become involved in bullying, sexual activity or smoking 8. To recognise how to seek, give, not give and withdraw consent (in all contexts, including online)   To understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values   1. To know and understand what is meant by gender based violence and why this occurs 2. Understand the impact of self-esteem and self-confidence on personal relationships 3. Demonstrate a growing understanding of own sexual identity and feel confident and comfortable with it 4. To understand that up skirting is a form of sexual harassment and is never acceptable 5. To seek advice and support if you feel someone you know or you are being groomed/exploited (county lines, CSE)   **LIVING IN THE WIDER WORLD**   1. Understanding correspondence / bills 2. To travel independently 3. Practice skills needed in an interview 4. Undertake internal or external work experience placements to familiarise selves with the world of work 5. Understand that bullying and harassment can take many forms and can take place in the workplace; understand how to seek or provide support to resolve a situation 6. The factors which contribute to young people becoming involved in serious organised crime, including cybercrime 7. To identify what extremist and radicalised behaviours look like |
| **Milestone 20** | **MENTAL HEALTH & WELLBEING**   1. To identify how change can have an impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences 2. Understand that it is not uncommon for people to experience mental ill health and that problems can be resolved if the right support is accessed early enough   **RELATIONSHIPS EDUCATION**   1. To understand that being a parent is a responsibility and the different difficult decisions that have to be made and why 2. To develop the skills and strategies to respond to exploitation, bullying, harassment and control in relationships 3. To describe the characteristics of psychological, physical, sexual, financial and emotional abuse within marriage and/or relationships 4. Know what makes a healthy (sexual) relationship and readiness for a sexual relationship 5. Make informed choices about aspects of their lifestyle which would promote wellbeing and healthy relationships including delaying or stopping sexual intercourse 6. Understand the concept of sexual orientation as a spectrum which includes homosexual, bisexual and heterosexual and that everyone will identify as being somewhere on this spectrum and that their position may change 7. To know that everyone has the choice to delay sex, or to enjoy intimacy without sex 8. Understanding consent and best interest including the law relating to sexual consent 9. To know about the purpose, importance and different forms of contraception; how and where to access contraception and advice 10. Know how to use a condom correctly 11. To explore the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly 12. Know and understand different methods of contraception including emergency contraception and where to access them 13. To know that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs) 14. To know about specific STIs, their treatment and how to reduce the risk of transmission 15. To be aware that the portrayal of sex in the media and social media (including pornography) can affect people’s expectations of relationships and sex 16. To know what is meant by the term FGM & that this is a criminal offence   **LIVING IN THE WIDER WORLD**   1. Arranging potential independent / supported living options 2. Demonstrates an understanding of how to manage financial contracts including mobile phone devices and renting items and accommodations; how to identify appropriate advice 3. To identify and evidence their strengths and skills when applying for future roles and responsibilities; to produce a concise curriculum vitae. 4. Understand the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols. 5. To know how to report or access help for themselves or others in relation to extremism and radicalisation 6. To know that hate crime exists and explore the different types of hate crime from local, national and international scales |
| **Milestone 21** | **MENTAL HEALTH & WELLBEING**   1. To recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available 2. To know how to recognise when they or others need help with their mental health and wellbeing 3. To demonstrate knowledge of skills and strategies to confidently manage transitional life phases 4. Understands the link between mental health and physical health; can identify misconceptions and challenge prejudice and discriminatory language/behaviour in relation to mental health   **RELATIONSHIPS EDUCATION**   1. To know legal rights, responsibilities and protections provided by the Equality Act 2010 and that everyone is unique and equal 2. To use different strategies to challenge all forms of prejudice and discrimination 3. To understand the moral and legal responsibilities that someone seeking consent has and the importance of respecting and protecting people’s right to give, not give, or withdraw their consent (in all contexts including online) 4. To understand the emotional, physical, social and legal consequences of failing to respect other’s right not to give or to withdraw consent 5. To understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours 6. To evaluate how the media portrays relationships and the potential impact of this on people’s expectations of relationships 7. To know the role of pleasure in intimate relationships and understand that intimate activities should be pleasurable; including orgasms 8. To know and understand the law relating to abuse in relationships, including coercive control and online harassment 9. To know about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them 10. To demonstrate knowledge of the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships 11. The law relating to ‘honour’-based violence and forced marriage; the consequences for individuals and wider society and ways to access support 12. To recognise the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM 13. To know about specific STIs, their treatment and how to reduce the risk of transmission 14. To know how to respond if someone has, or may have, an STI (including ways to access sexual health services) 15. Understands the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception whilst acknowledging the changes in fertility with age   **LIVING IN THE WIDER WORLD**   1. To understand that criminal records are kept on a data base and prospective employers can obtain this information even if you do not declare them 2. Can effectively challenge online content that adversely affects their personal or professional reputation 3. Planning other living arrangements 4. Accessing adult social care post 18 5. Actively planning for future living arrangements with family, LA etc 6. Understand the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities 7. Understand the importance of workplace confidentiality and security including cyber-security and data protection. 8. To understand the importance and benefits of being a lifelong learner 9. To know how to raise awareness of different issues in society and how to put forward views and opinions in a respectful and meaningful way e.g. take part in raise awareness days, write a letter to a head teacher, governor, MP, and so on. Include reasons why protest marches take place for example. |