

## Get Real 2020 Curriculum Content (Give Enough Time for Real Life Learning)

### Journey to Independence

1. Try it yourself
2. Involve a friend
3. Involve an adult

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

Explore Apply Evaluate	Social and Emotional Development & Wellbeing Curriculum Content So that I can...
Journey to Milestone 1	<p><b>Encounter open-ended sensory experiences</b></p> <ul style="list-style-type: none"> <li>• Encounter and experience a range of different stimuli and experiences</li> <li>• Encounter others</li> <li>• Encounter situations that enable a range of emotional expression</li> <li>• Encounter objects, stimuli and familiar people</li> <li>• Encounter and experience interaction with others</li> <li>• Encounters opportunities to develop gaze</li> <li>• Experience a range of leisure options</li> <li>• Experience a range of play activities</li> </ul>

- Experience and encounter a range of environments
- Experience sensory play
- Experience creativity in play
- Experience activities alongside peers
- Experience company and support of others
- Experience structured routines
- Experience non structured time
- Expresses emotions linked to experiences
- Experiences comfort by touch and people's voices
- Experiences activities shared with others

Journey to  
Milestone 2

**Respond to experiences and to capitalise on my individual interests and curiosity**

- Respond to interaction with others
- Respond to a range of leisure options
- Respond to a range of play activities
- Respond to a range of environments
- Respond to sensory play
- Respond to activities alongside peers
- Respond to company and support of others
- Respond to familiar routines
- Respond to less structured routines
- Responds to company and support of others
- Responds when talked to i.e. changes facial expression, moves body, etc.
- Attends to and responds to familiar people and objects
- Shows emotional response to an activity/stimuli through vocalisation, body movement, eye contact and gesture
- Engages in brief reciprocal interaction.
- Shifts gaze between people and objects with support
- To change an emotional response when alternative is offered
- To co-actively engage in play with familiar people
- To begin to use imitation in play
- Takes part in a range of experiences to help elicit preferences
- Takes part in sensory activities to develop sense of self
- Is responsive to emotional support from familiar adults

Journey to  
Milestone 3

**Express myself through making choices related to people and objects within a multi-sensory, communication rich environment**

- Demonstrate consistent attention to familiar stimuli
- To seek out stimuli within immediate environment
- To actively engage with familiar people
- To actively engage in creative activities
- To actively engage in drama activities
- To actively engage during social activities, for example lunchtime
- To actively engage with the wider school community, for example health care staff
- To be involved in educational visits
- To seek out stimuli within immediate environment
- Actively engages in a variety of sensory activities
- To share a joint activity
- Engages in extended reciprocal interactions.
- Explores new toys, objects, activities and environments
- Use conventional gestures i.e. reaching, pointing, giving, etc.
- Express wants from a limited array
- Begins to express needs
- To listen and respond to familiar adults
- Observe the actions of others.
- Uses vocalisation, eye contact, facial expression and gesture to communicate with other people and draw their attention
- Begins to form friendships with support
- Demonstrates recognition of familiar people
- Chooses to share attention with familiar people
- To begin to show enjoyment of being with others
- To begin to take responsibility for carrying out a class responsibility with support

Journey to  
Milestone 4

## **Initiate activities with people and objects that capitalise on their individual interests and the world around them**

### **MENTAL HEALTH & WELLBEING**

- To begin to explore a range of different feelings that individuals can experience.
- To begin to explore a range of words to describe feelings.
- To begin to explore things that help people feel good (e.g. playing outside, doing things they enjoy, etc.)
- To develop ways of expressing how they feel, for example, orally, facial expression, through behaviour
- To accept appropriate sensory resources from a familiar adult to regulate emotions

### **RELATIONSHIPS EDUCATION**

- Demonstrates recognition of peers/ friends.
- Builds relationships with familiar people within the classroom and wider school environment
- To seek emotional support from a familiar adult

### **LIVING IN THE WIDER WORLD**

- Actively listens to others, sometimes needing support
- Seeks to gain attention in a variety of ways, drawing others into social interactions.
- Wary of unfamiliar people

- Interacts with others and experiences new environments and activities, with familiar adult supporting
- Request to do an activity and be motivated by it
- To follow class rules and expectations with support
- Participate in educational visits
- Imitates an adults' pretend play
- Watch and observe other children play
- Begins to learn that some things are theirs and some things belong to other people.
- To begin to make consistent choices with a familiar adult
- Develops routines of turn taking, sharing and cooperating

Journey to  
Milestone 5

**Work and play with others to promote positive relationships through communication and interaction with others**

**MENTAL HEALTH & WELLBEING**

- To begin to name own emotions such as sad, happy, worried, excited
- To explore sensory resources to begin to self-regulate
- Demonstrates sense of self as an individual, e.g. wants to do things independently
- To recognise the intention of support from a familiar adult with the management of own negative emotions
- To recognise the intention of support from a familiar adult with the management of own positive emotions
- To begin to explore how to manage negative emotions
- To explore who they are, for example physical attributes
- To recognise own skills, for example running, jumping, threading
- To identify favourite things for example, TV programme, food, activities as well as things they dislike.

- To explore different ways to learn and play; beginning to recognise the importance of knowing when to take a break from time online or TV.
- To develop an understanding of personal space and the importance of not invading someone else's personal space.
- To develop an understanding that their body belongs to them and begin to explore the differences between appropriate or inappropriate contact.

### **RELATIONSHIPS EDUCATION**

- Begins to develop meaningful positive relationships with others in the wider school community
- Can name own friends
- To realise what makes their own friends happy
- To realise what makes their own friends sad
- To begin to recognise how other people feel, for example through observing facial expressions, behaviour or listening to them
- Can name important people in their lives i.e. family members.
- To explore what their family do to make them happy, sad, angry etc
- Begin to explore the roles different people (friends, relatives, family, etc) play in their lives and what they do to help them feel cared for.

### **LIVING IN THE WIDER WORLD**

- Listens, understands and processes basic instructions
- Plays alongside others, positively
- To make choices and start to express own preferences and interests.

- Anticipates another person's actions in familiar routines.
- Begins to understand nonverbal cues in familiar activities and contexts.
- To follow class rules with minimal support
- Participates in new activities with increased confidence
- To follow rules when participating in educational visits
- Gradually able to engage in play with pretend toys and activities
- Demonstrates increased confidence to communicate own wants with one or two of familiar people
- To be responsible for a class job with minimal prompting
- Works cooperatively with a group of peers supported by an adult
- To respond to others around school with support
- To begin to explore how actions and words can affect others

Journey to  
Milestone 6

**Explore personal attributes, own and others' emotions and how this has an impact on wellbeing**

**MENTAL HEALTH & WELLBEING**

- Recognises and can relate own feelings such as sad, happy, angry, scared, lonely, worried, etc to different experiences
- To describe activities and people who make them happy
- To describe activities and people who make them sad
- To seek own preferred sensory resources and activities to self-regulate emotions
- To be able to understand how feelings can make their bodies feel inside; to identify who can help them with feelings.
- To demonstrate an awareness that feelings change and not everyone experiences the same feelings in the same situation.
- To recognise when someone is upset and know how to help
- To recognise and name own skills and qualities

- To list positive personal qualities
- To list areas for development
- Independently seeks support from an adult when upset or sad
- To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.
- Begins to explore the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.

### **RELATIONSHIPS EDUCATION**

- Recognises what is kind and unkind behaviour and how this can affect others.
- Understands how to treat themselves and others with respect; how to be polite and courteous including the conventions of courtesy and manners.
- To understand that the same principles apply to online relationships as to face-to face relationships including the importance of respect for others online (even when we're anonymous).
- Demonstrates an awareness of being caring towards others
- Begin to explore how to cope with arguments with friends
- Begin to explore the term 'bullying' as well as different types of bullying (including cyberbullying) and how to get help.
- To explore who can help if someone is being bullied
- To demonstrate an understanding of some of the qualities that make a good friend and understand why friendship is important.
- To describe some personal values in friendships
- 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.
- To begin to understand that people sometimes behave differently online, including by pretending to be someone they're not.

- 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.
- To begin to explore what families do together, for example mealtimes, shopping
- To begin to explore what members of the family group do for each other

### **LIVING IN THE WIDER WORLD**

- To describe places where they feel safe
- To know who are safe people that can help
- Accept structured change within familiar environment
- Shows some understand of school, playground and classroom rules
- Is aware that rules are made to keep us safe
- 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.
- 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.
- Experience community visits and listen to adults to keep safe
- Works cooperatively with one or two other peers supported by an adult
- Carries out classroom responsibilities with minimal prompting
- Plays cooperatively with familiar adults
- Independently joins in play with a small group away from an adult
- Demonstrates increased confidence to communicate own wants with different familiar people
- Share own interest with familiar people
- To begin to show appropriate responses towards others in immediate environment, for example, greeting others
- Begin to negotiate and compromise with support
- To begin to take responsibility for choices and actions

Journey to  
Milestone 7

## Develop a sense of what is fair through understanding the need for rules and personal responsibility

### MENTAL HEALTH & WELLBEING

- Identify and share with others what makes them happy
- To demonstrate own negative emotions in a more socially acceptable way
- To demonstrate own positive emotions in a more socially acceptable way
- To begin to acknowledge and name the emotions of others
- To recognise what makes them special
- To identify what makes us and others unique
- To name and match emotions linked to a variety of activities and experiences
- To develop an understanding of own body and which parts are private

### RELATIONSHIPS EDUCATION

- Demonstrates an awareness of others' feelings.
- Shows affection and concern towards familiar people
- Seeks support from an adult if a friend is hurt or upset
- Form a friendship with more than one other child and can maintain this friendship
- To begin to gain awareness of different types of relationships, including those within families, friendships and online.
- To recognise differences and similarities between people (i.e. gender, beliefs, background, etc.) and the importance of respecting differences.
- To recognise the ways they are the same as, and different to other people.
- 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.

- To recognise the different groups they belong to.
- To recognise that families are important for children growing up because they can give love, security and stability.
- 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.
- To explore the reasons for having rules in a family
- To explore the reasons for having rules and boundaries in a friendship group (including in a digital context).
- To understand the importance of permission seeking and giving in relationships with friends, peers and adults.
- To begin to understand and build resilience
- Begin to identify some safe and unsafe situations
- Understand the difference between secrets and nice surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.
- To identify adults, they would be comfortable speaking to about specific issues
- To describe some behaviours that amount to bullying

### **LIVING IN THE WIDER WORLD**

- Seeks out others to share experiences
- Demonstrates ability to work cooperatively and collaboratively with others.
- Can play in a group without adult prompting
- Turn taking with another child without adult prompting
- To begin to take on responsibilities around school with support
- Begin to travel safely outside of school, with adult support
- 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.

	<ul style="list-style-type: none"><li>• To explore what diversity means as well as the benefits of living in a diverse community; about valuing diversity within communities.</li><li>• To know own name and address for personal safety</li><li>• To participate in activities linked to rights and responsibilities</li><li>• To participate in discussions related to personal goals</li><li>• To set personal targets and review them</li><li>• To develop an understanding of how to organise own time</li></ul>
Journey to Milestone 8	<p><b>Explore self-confidence, and learn more about interactions with others and the impact of feelings and behaviours</b></p> <p><b>MENTAL HEALTH &amp; WELLBEING</b></p> <ul style="list-style-type: none"><li>• To acknowledge and understand own negative emotions and displayed behaviour</li><li>• To acknowledge and understand own positive emotions and displayed behaviour</li><li>• To begin to articulate a range of emotions accurately and sensitively, using appropriate vocabulary</li><li>• To begin to understand and build resilience</li><li>• To develop strategies on how to deal with disappointments and setbacks with support</li><li>• To choose and participate in activities that have a positive impact on social and emotional wellbeing</li><li>• Demonstrate an awareness of how to make use of their leisure time and benefits of hobbies and interests.</li><li>• To understand that we can take care of our mental health as well as our physical health.</li><li>• Can apply self-care techniques including the importance of rest, time spent with friends and family, etc.</li><li>• 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.</li></ul>

## **RELATIONSHIPS EDUCATION**

- To recognise when themselves or others feel lonely and what to do.
- Invites others to join in who appear lonely or isolated
- To respect and cooperate with others
- To develop an understanding of healthy and unhealthy relationships within families, friendships and online.
- To recognise an unhealthy relationship and know what to do
- To know who to go to for help if any kind of abuse has happened
- Begin to explore conflict/resolution
- To develop strategies to avoid conflict through active listening
- To begin to explore the use of negotiation within relationships
- To begin to explore the definition of trust

## **LIVING IN THE WIDER WORLD**

- To name some safe and unsafe situations
- To name some rights and responsibilities that they are entitled to
- Awareness of right and wrong
- Responds to unfamiliar people in social situations
- Actively listen, understand, and respond to show understanding of what another has said
- Is more confident communicating with unfamiliar people
- Is more confident in new social situations.
- Know about different types of jobs
- To demonstrate an understanding of road safety
- To explore the reasons for having rules in our community
- To explore people who can help us within the community for example, police, firefighters, doctors etc.

- To carry out familiar responsibilities around school with greater independence
- To begin to explore how the internet and digital devices can be used safely to find things out, share information and communicate with others.
- To develop an understanding of the role of the internet in everyday life and that not all information seen online is true.

Journey to  
Milestone 9

**Learn about the importance of keeping safe and how to respond appropriately in different types of relationships**

**MENTAL HEALTH & WELLBEING**

- To explore change and loss and identify feelings associated with this; to recognise what helps people to feel better.
- Initiating interaction with a familiar adult to request support with managing own negative emotions
- Initiating interaction with a familiar adult to request support with managing own positive emotions
- To manage own emotions with greater independence
- To develop an awareness of how positive relationships can impact on emotional wellbeing
- To develop an awareness of how negative relationships can impact on emotional wellbeing
- To participate in discussions around issues that can affect wellbeing and resilience
- To develop an awareness of why some people choose to use or not use drugs (including nicotine, alcohol and medicines).
- To develop an understanding of some mental and emotional health disorders
- 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.

- To develop an understanding of how to plan activities for own social and emotional wellbeing
- Explore self-awareness, feeling positive about themselves, and developing an understanding of their self-esteem and confidence

### **RELATIONSHIPS EDUCATION**

- Recognise some safe and unsafe situations, giving an explanation
- 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.
- Understand that their actions have consequences and be able to anticipate the results of them.
- Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.
- To begin to develop an awareness and understanding of the importance of trust
- To develop an understanding of the terms mutual support, trust, respect and equality in relationships.
- Understand the age of consent for all sexual orientations and that most young people do not have sex before they are 16.
- To know where to seek help and support if you or others are experiencing abuse
- To explore the potential dangers of relationships with strangers or acquaintances, including good or bad touches and how to respond (who to tell and how to tell them).
- To examine different types of family units (including single parents, step-parents, foster parents, same-sex parents).

- 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.

### **LIVING IN THE WIDER WORLD**

- Initiates conversations, attends to, and takes account of what others say.
- Attentive to others' opinions
- To identify positive and negative online posts
- To identify why social media, some computer games and online gaming, for example, are age restricted.
- Explains own knowledge and understanding and asks questions to others.
- Recognise that they have rights and responsibilities as an individual and to be able to discuss why
- Beginning to understand different skills needed in the workplace
- To carry out a wider range of jobs/responsibilities around school to help others
- To explore the roles of people who help us within society
- To explore how rules in society help to keep us safe
- Travel outside of school safely with minimal adult support
- Engage in vocational activities including the handling of money and socialising with others
- Understands that there are different ways to pay for things and choices people have about this.
- Recognises risks associated with money (lost, stolen) and ways of keeping money safe.
- 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)

- **Explore constructive approaches to conflict, the similarities and differences between people and how to develop themselves as members of the community**

### **MENTAL HEALTH & WELLBEING**

- Can identify factors that influence feelings and behaviour of others
- To recognise that feelings and emotions are natural, and important and healthy part of a human being
- Demonstrates understanding of how our behaviour affects others (impact of anti-social behaviour)
- To recognise when they or others need help with their mental health and wellbeing
- To accurately assess their areas of strength and development, and where appropriate, act upon feedback
- To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)
- To recognise and external influences and decisions which affect health and wellbeing
- Understands the link between mental health and physical health; can identify misconceptions and challenge prejudice and discriminatory language/behaviour in relation to mental health
- 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.

### **RELATIONSHIPS EDUCATION**

- Develops an understanding that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

- Recognises if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
- Maintaining friendships outside of an education setting
- Begin to understand that different people have different opinions
- To listen to views of a wide variety of people and respect their views
- To recognise the importance for rules and regulations such as age limits for movies
- To begin to be able to understand the dangers online
- To develop an understanding of where and how to report concerns and get support with online issues.
- Managing social media and other technology with support
- 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.
- Understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired.
- To resolve conflicts with minimal adult support
- To identify peer pressure scenarios and negative outcomes from negative peer pressure.
- To identify appropriate actions in different types of relationship
- To examine the concept of consent
- To identify the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
- Understands what conflict is and how to manage conflict in a non-confrontational manner.
- 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
- To explain the impact that media and social media can have on how people think about themselves

### **LIVING IN THE WIDER WORLD**

- Follows steps to achieve personal goals with increased independence.

	<ul style="list-style-type: none"> <li>• To begin to recognise personal areas for development.</li> <li>• To recognise how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability.</li> <li>• Can identify skills and attributes that employers value.</li> <li>• To explore the skills and qualities required to engage in enterprise.</li> <li>• To understand the importance and benefits of being a lifelong learner.</li> <li>• To be able to work alongside others to plan and be involved in a voluntary activity</li> <li>• To carry out jobs and responsibilities around school independently to help others</li> <li>• To understand that money can buy goods and services and is earned through work</li> <li>• To know the consequences of breaking rules within society</li> <li>• To participate in travel training with support</li> </ul>
<p>Journey to Milestone 11</p>	<p><b>Learn about respecting their bodies and those of others. Recognising how responsibilities and relationships change as people grow and develop</b></p> <p><b>MENTAL HEALTH &amp; WELLBEING</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• To identify the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health</li> <li>• 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</li> <li>• To know how to recognise when they or others need help with their mental health and wellbeing</li> <li>• To develop strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</li> </ul>

- 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
- To recognise the impact of drugs and alcohol on choices and sexual behaviour

### **RELATIONSHIPS EDUCATION**

- To start to understand the dangers they face online and the consequences
- 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.
- Able to resolve conflict independently
- Support others in need and provide advice
- Know where they can find appropriate help and support services
- Understand that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- To be able to manage a set-back/perceived failure
- To explain how rules in social media and movies can protect people
- To describe peer pressure and be aware of the potential issues from negative peer groups such as alcohol
- To understand different types of attraction (emotionally, romantically and sexually); that gender identity and sexual orientation are different.
- To know that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)
- To know about specific STIs, their treatment and how to reduce the risk of transmission
- To recognise discrimination and how to challenge it
- To develop an awareness of how different media, portray idealised and artificial body shapes; how this influences body satisfaction and body image
- To understand the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)

- To describe similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
- To know that everyone has the choice to delay sex, or to enjoy intimacy without sex
- 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
- To know legal rights, responsibilities and protections provided by the Equality Act 2010 and that everyone is unique and equal.
- To know and understand the law relating to abuse in relationships, including coercive control and online harassment
- To recognise when a relationship is abusive and strategies to manage this
- To develop the skills and strategies to respond to exploitation, bullying, harassment and control in relationships
- To evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs
- To develop skills to support younger peers when in positions of influence
- To examine a variety of different views from different sections of society
- To describe what posts should not be shared online and identify how they could impact other people
- Understand what sexting is and recognise what is an appropriate and inappropriate message/image as well as negative outcomes.
- To recognise the importance of trust in relationships and the behaviours that can undermine or build trust
- 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
- 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.

### **LIVING IN THE WIDER WORLD**

- To begin to manage their own finances
- Begin to travel independently
- To be enterprising in life and work
- To evaluate the 'next step' options available such as further training ,apprenticeships, other vocational and academic opportunities and progression routes.
- 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.
- To explore different work roles and career pathways, including clarifying own aspirations.
- To develop an understanding of stereotypes in the workplace and that a person's career aspirations should not be limited by them.
- 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.
- To undertake internal or external work experience opportunities/ placements to familiarise selves with the world of work.

Journey to  
Milestone  
12

### **Sustain own emotional/social health and wellbeing and cope safely and efficiently within their environment**

#### **MENTAL HEALTH & WELLBEING**

- Understand how media representations of body image may influence eating habits and negatively impact on an individual's health.

- 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.
- To be confident in the ability to apply a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns
- 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
- To demonstrate knowledge of skills and strategies to confidently manage transitional life phases.

### **RELATIONSHIPS EDUCATION**

- 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).
- Make decisions independently and know how to resist pressure e.g. to become involved in bullying, sexual activity or smoking.
- Know what makes a healthy (sexual) relationship and readiness for a sexual relationship.
- Make informed choices about aspects of their lifestyle which would promote wellbeing and healthy relationships including delaying or stopping sexual intercourse.
- Understanding consent and best interest including the law relating to sexual consent.
- To recognise how to seek, give, not give and withdraw consent (in all contexts, including online)
- 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).
- To understand the emotional, physical, social and legal consequences of failing to respect other's right not to give or to withdraw consent.

- Have the skills and confidence to stand up for their beliefs and choices.
- Use simple rules for dealing with strangers and resisting pressure when they feel uncomfortable or at risk.
- Recognises emotions associated with the changing nature of relationships with peers and within families, including as a result of divorce or bereavement.
- Recognise and display respectful behaviour online and the importance of keeping personal information private;
- Understands that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- 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.
- Can effectively challenge online content that adversely affects their personal or professional reputation.
- 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.
- Understand practical steps they can take in a range of different contexts to improve or support respectful relationships.
- Understand the impact of self-esteem and self-confidence on personal relationships.
- Explore the issues around gender and sexual orientation including sexism, homophobia, bi-phobia and transphobia.
- Demonstrate a growing understanding of own sexual identity and feel confident and comfortable with it.
- To know about the purpose, importance and different forms of contraception; how and where to access contraception and advice

- Understands the implications of unintended pregnancy and young parenthood; to recognise the advantages of delaying conception whilst acknowledging the changes in fertility with age.
- To explore the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly.
- To know how to respond if someone has, or may have, an STI (including ways to access sexual health services)
- To evaluate how the media portrays relationships and the potential impact of this on people's expectations of relationships
- 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
- To know the role of pleasure in intimate relationships, including orgasms
- To understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours
- 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
- The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support
- To use different strategies to challenge all forms of prejudice and discrimination
- 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
- The factors which contribute to young people becoming involved in serious organised crime, including cybercrime
- To know how to report or access help for themselves or others in relation to extremism and radicalisation.

## **LIVING IN THE WIDER WORLD**

- Plan a simple budget to manage own money
- Understanding correspondence / bills
- Demonstrates an understanding of how to manage financial contracts including mobile phone devices and renting items and accommodations; how to identify appropriate advice.
- Continuing to develop independent living skills as part of a study programme
- Actively plan for future living arrangements with family, LA etc.
- To travel independently
- Can identify and apply safe use of digital devices when out and about.
- To set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills.
- To identify and evidence their strengths and skills when applying for future roles and responsibilities; to produce a concise curriculum vitae.
- Understand the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities
- Practice skills needed in an interview
- Undertake internal or external work experience opportunities/ placements to familiarise selves with the world of work
- Understand the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols.
- Understand the importance of workplace confidentiality and security including cyber-security and data protection.
- 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.
- Arranging potential independent / supported living options