

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

RSHE Strands		Colour Code
MENTAL HEALTH & WELLBEING Mental Wellbeing, Internet Safety and Harms, Health and Prevention, Changing Adolescent Body		Green
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		Purple
LIVING IN THE WIDER WORLD Social Development, Community Participation, Economic Wellbeing, Careers, Citizenship		Brown

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

	<p>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</p>
<p>Journey to Milestone 2</p> <p>Awareness</p> <p>(Affective responses, Intermittent reactions, emerging reactions)</p>	<p>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</p> <p>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</p> <p>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</p>

	<p>To encounter teeth being cleaned M2-SED 2.10: <i>Brushing Hair</i> To encounter brushing hair M2-SED 2.11: <i>Washing and Showering</i> To encounter being washed and showered</p>
<p>Journey to Milestone 3</p> <p>Respond-React /</p> <p>(Shows interest, co-active exploration, consistent responses to familiar activity)</p>	<p>ADVOCACY M3-SED 3.1: <i>Preference and Choice</i> To respond and react to a range of stimuli so that preferences can be observed M3-SED 3.2: <i>My story/My voice</i> To respond and react to stimuli and experiences so that preferences are observed</p> <p>ENRICHMENT M3-SED 3.3: <i>Emotional wellbeing and enjoyment</i> To respond and react to interactions with adults and peers M3-SED 3.4: <i>Play and Leisure</i> To respond and react to a range of play and leisure experiences M3-SED 3.5: <i>Inclusion and Community</i> To respond and react with a range of adults and peers in the school and home community</p> <p>INTERDEPENDENCE M3-SED 3.6: <i>Eating and Drinking</i> To respond and react to supported eating and drinking routines M3-SED 3.7: <i>Dressing and Undressing</i> To respond and react to supported dressing and undressing routines M3-SED 3.8: <i>Using the Toilet</i> To respond and react to parts of the toileting routine M3-SED 3.9: <i>Cleaning Teeth</i> To respond and react to parts of the routine of cleaning teeth M3-SED 3.10: <i>Brushing Hair</i> To respond and react to parts of the routine of brushing my hair M3-SED 3.11: <i>Washing and Showering</i> To respond and react parts of the routine when washing and showering</p>
<p>Journey to Milestone 4</p>	<p>ADVOCACY M4-SED 4.1: <i>Preference and Choice</i></p>

<p>Proactively Co-operate</p> <p>(Communicates consistent and affective preferences. Remembers and uses learned responses)</p>	<p>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</p> <p>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</p> <p>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</p> <p>M4-SED 4.11: Washing and Showering To proactively co-operate with parts of the routine when washing and showering</p>
<p>Journey to Milestone 5</p> <p>Intentionally Participate</p> <p>(Early communic</p>	<p>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</p> <p>ENRICHMENT M5-SED 5.3: Emotional wellbeing and enjoyment</p>

<p>ative responses, Deliberate participation, Seeks attention, Sustains concentration, Explores in more complex ways)</p>	<p>To intentionally participate and engage in social interaction and shows comfort from touch and physical contact from trusted adult</p> <p>M5-SED 5.4: Play and Leisure To intentionally participate in play opportunities</p> <p>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</p> <p>INTERDEPENDENCE</p> <p>M5-SED 5.6: Eating and Drinking To intentionally participate within supported eating and drinking routines</p> <p>M5-SED 5.7: Dressing and Undressing To intentionally participate within dressing and undressing routines</p> <p>M5-SED 5.8: Using the Toilet To intentionally participate with parts of the toileting routine</p> <p>M5-SED 5.9: Cleaning Teeth To intentionally participate with parts of the routine for cleaning teeth</p> <p>M5-SED 5.10: Brushing Hair To intentionally participate with parts of the routine for brushing hair</p> <p>M5-SED 5.11: Washing and Showering To intentionally participate with parts of the routine when washing and showering</p> <p>INTERDEPENDENT ROUTINES</p> <p>M5-SED 5.12: Within class To intentionally participate in familiar routines within the classroom & at home</p> <p>M5-SED 5.13: Arriving/exiting school To intentionally participate in entering and exiting school</p> <p>M5-SED 5.14: Around the school To intentionally participate in moving around the school with decreased support</p>
<p>Journey to Milestone 6</p> <p>Initiate</p>	<p>ADVOCACY</p> <p>M6-SED 6.1: Preference and Choice To initiate the selection of an item that I have chosen</p> <p>M6-SED 6.2: My story/My voice To initiate activities that show my preferences</p>

(Increasingly conventional communication, participates, anticipates, active exploration, turn takes in 1-1 interactions)

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 <ol style="list-style-type: none">1. Anticipates familiar routines, structures and boundaries2. Initiate spontaneous play3. Demonstrate consistent attention to familiar people & stimuli4. Seek out preferred objects/toys within familiar environment5. Begins to respond to unfamiliar people6. Actively engages with familiar people7. To actively engage in imitation play8. To initiate interaction with others during social times, for example lunchtime9. Independently engages in a variety of sensory activities10. To participate in shared play and activities and keep play/activities going by responding to others11. Express wants & needs through preferred modes of communication12. Can use vocalisation, eye contact, facial expression and gesture to communicate with other people and draw their attention13. 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

6. Demonstrates recognition of peers/ friends.
7. Builds relationships with familiar people within the classroom and wider school environment
8. To seek emotional support from a familiar adult
9. To realise what makes their own friends happy
10. To realise what makes their own friends sad
11. Can name important people in their lives i.e. family members, friends, teachers

LIVING IN THE WIDER WORLD

12. Actively listens to others, sometimes needing support

13. Seeks to gain attention in a variety of ways, drawing others into social interactions.
14. Wary of unfamiliar people
15. Interacts with others and experiences new environments and activities, with familiar adult supporting
16. Request to do an activity and be motivated by it
17. To follow class rules and expectations with support
18. Watch and observe other children's actions & begin to build early friendships through shared interests
19. Begins to learn that some things are theirs and some things belong to other people
20. To begin to make consistent choices with a familiar adult
21. 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

9. Begins to develop meaningful positive relationships with others in the wider school community
10. To begin to recognise how other people feel, for example through observing facial expressions, behaviour or listening to them
11. To recognise what others do to make them happy, sad, angry etc
12. 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
13. Recognises what is kind and unkind behaviour and how this can affect others
14. 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

15. Listens, understands and processes basic instructions
16. Plays alongside & with others, positively
17. To make choices and start to express own preferences and interests
18. Anticipates another person's actions in familiar routines
19. Begins to understand nonverbal cues in familiar activities and contexts
20. To follow class rules with minimal support
21. Participates in new activities with increased confidence
22. To follow rules when participating in educational visits
23. Gradually able to engage in play with pretend toys and activities
24. Demonstrates increased confidence to communicate own wants with one or two of familiar people
25. To be responsible for a class job with minimal prompting
26. Works cooperatively with a group of peers supported by an adult
27. To respond to others around school with support
28. To begin to explore how actions and words can affect others
29. Begin to explore ways to keep self-safe in familiar environments (e.g. home, school)
30. Begin to learn about the people whose job it is to help us keep safe
31. To explore the meaning of 'stranger'
32. Begin to explore 'Hazing' in its simplest terms (being forced to do something by others)

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

12. Understands how to treat themselves and others with respect; how to be polite and courteous including the conventions of courtesy and manners.
13. Demonstrates an awareness of being caring towards others
14. Begin to explore how to cope with arguments with friends
15. Begin to explore the term 'bullying' as well as different types of bullying (including cyberbullying) and how to get help
16. To explore who can help if someone is being bullied
17. To describe some personal values in friendships
18. To begin to understand that people sometimes behave differently online, including by pretending to be someone they're not
19. 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
20. To begin to explore what families do together, for example mealtimes, shopping
21. To begin to explore what members of the family group do for each other
22. 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

23. To describe places where they feel safe

24. To know who are safe people that can help
25. Accept structured change within familiar environment
26. Shows some understanding of school, playground and classroom rules
27. Is aware that rules are made to keep us safe
28. 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
29. 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
30. Experience community visits and listen to adults to keep safe
31. Works cooperatively with one or two other peers supported by an adult
32. Carries out classroom responsibilities with minimal prompting
33. Plays cooperatively with familiar adults
34. Independently joins in play with a small group away from an adult
35. Demonstrates increased confidence to communicate own wants with different familiar people
36. Share own interest with familiar people
37. To begin to show appropriate responses towards others in immediate environment, for example, greeting others
38. Begin to negotiate and compromise with support
39. To begin to take responsibility for choices and actions
40. Begin to explore ways to keep safe in unfamiliar/public places (e.g. shopping centre, on the street, swimming pool)
41. To know about the different roles and responsibilities people who can help us have in the community
42. 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

8. To develop an understanding of own body and which parts are private

9. Demonstrates an awareness of others' feelings
10. Shows affection and concern towards familiar people
11. Seeks support from an adult if a friend is hurt or upset
12. Form a friendship with more than one other child and can maintain this friendship
13. To begin to gain awareness of different types of relationships, including those within families, friendships and online
14. To recognise differences and similarities between people (i.e. gender, beliefs, background, family make-ups and orientation etc) and the importance of respecting differences
15. To recognise the ways they are the same as, and different to other people
16. 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
17. To recognise the different groups they belong to
18. To recognise that families are important for children growing up because they can give love, security and stability
19. 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
20. To explore different roles within a family such as young carers and their role in the family and why it is important
21. To explore the meaning of marriage
22. To explore the reasons for having rules in a family e.g. boundaries and routines that keep us safe
23. To explore the reasons for having rules and boundaries in a friendship group (including in a digital context)
24. To understand the importance of asking for permission and giving permission in relationships with friends, peers and adults
25. To begin to understand and build resilience
26. Begin to identify some safe and unsafe situations
27. Understand the difference between secrets and nice surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.
28. To identify adults, they would be comfortable speaking to about specific issues
29. To describe some behaviours that amount to bullying
30. To name and describe physical peer on peer abuse
31. 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
32. 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.
33. To begin to learn about different types of peer on peer abuse

LIVING IN THE WIDER WORLD

34. Seeks out others to share experiences

35. Demonstrates ability to work cooperatively and collaboratively with others
36. Can play as part of a group without adult prompting
37. Turn taking with another child without adult prompting
38. To begin to take on responsibilities around school with support
39. To know that it is important to follow instructions in order to stay safe when traveling outside of school
40. To explore strategies for getting help if lost in public places
41. 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
42. To explore what diversity means as well as the benefits of living in a diverse community; about valuing diversity within communities.
43. To know own name and address for personal safety
44. To participate in activities linked to rights and responsibilities
45. To participate in discussions related to personal goals
46. To set personal targets and review them
47. To develop an understanding of how to organise own time
48. Explore the four main lures strangers may use:
49. A general lure – simple request, "Come with me."
50. An assistance lure – request for help, "Can you help me carry these bags to my car?" "Can you help me find my puppy?"
51. 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."
52. 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

9. To recognise when themselves or others feel lonely and what to do
10. Invites others to join in who appear lonely or isolated
11. Understand the effect on a young carer and how they can seek help and support
12. To respect and cooperate with others
13. To develop an understanding of healthy and unhealthy relationships within families, friendships and online
14. To know who to go to for help if any kind of abuse has happened
15. To explore whether a situation could be classed as 'Hazing' e.g.
16. Would I feel comfortable if parents were watching?
17. Would I get into trouble if a teacher saw me
18. Am I being asked to keep this a secret?

19. Is this causing me emotional or physical distress?
20. To understand that people who are married should respect and care for each other

LIVING IN THE WIDER WORLD

21. To name some safe and unsafe situations
22. To name some rights and responsibilities that they are entitled to
23. Awareness of right and wrong
24. Responds to unfamiliar people in social situations
25. Actively listen, understand, and respond to show understanding of what another has said
26. Is more confident communicating with unfamiliar people
27. Is more confident in new social situations.
28. Know about different types of jobs
29. To demonstrate an understanding of basic road safety
30. To explore the reasons for having rules in our community
31. To explore people who can help us within the community for example, police, firefighters, doctors etc.
32. 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

11. Recognise some safe and unsafe situations, giving an explanation

12. 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
13. Understand that their actions have consequences and be able to anticipate the results of them
14. Understands qualities that make a good friend
15. Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
16. To begin to develop an awareness and understanding of the importance of trust
17. 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.
18. To develop an understanding of the terms mutual support, trust, respect and equality in relationships
19. Develops an understanding that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
20. To know and understand what adoption is and the impacts on young people and families
21. To know what private fostering means and the impacts this has on families and young people
22. Begin to explore conflict/resolution
23. 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)
24. 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)
25. To understand that taking inappropriate photos of others is not allowed (including up skirting)
26. To examine different types of family units (including single parents, step-parents, foster parents, same-sex parents)
27. 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
28. To know what is meant by the term grooming – the dangers and who is at risk
29. To begin to explore how sexual violence and sexual harassment can happen between peers
30. To know who to go to for support if you or someone you know is experiencing 'Hazing'

LIVING IN THE WIDER WORLD

31. To know & understand that there are different types of crime and this affects people in different ways
32. Initiates conversations, attends to, and takes account of what others say respectfully
33. To identify positive and negative online posts
34. Explains own knowledge and understanding and asks questions to others
35. Recognise that they have rights and responsibilities as an individual and to be able to discuss why
36. Beginning to understand different skills needed in the workplace
37. To carry out a wider range of jobs/responsibilities around school to help others

38. To explore the roles of a wider range of people who help us within society
39. To explore how rules in society help to keep us safe
40. Travel outside of school safely with adult supervision
41. To demonstrate an understanding of road safety
42. Engage in vocational activities including the handling of money and socialising with others
43. Understands that there are different ways to pay for things and choices people have about this
44. Recognises risks associated with money (lost, stolen) and ways of keeping money safe
45. 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)
46. Understand the importance of using mobile phones responsibly
47. 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 health & 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

13. To recognise an unhealthy relationship and know what to do
14. To develop strategies to avoid conflict through active listening
15. To begin to explore the use of negotiation within relationships
16. Recognises if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed
17. To explore how one person in a marriage can be controlling and that this isn't right
18. Begin to understand that different people have different opinions
19. To listen to views of a wide variety of people and respect their views
20. To recognise the importance for rules and regulations such as age limits for movies
21. Understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired
22. To identify peer pressure scenarios and negative outcomes from negative peer pressure
23. To identify appropriate actions in different types of relationship
24. To examine the concept of consent
25. To identify the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
26. To begin to develop an awareness and understanding of the importance of trust
27. To identify different types of grooming and where to get support
28. To identify what teenage relationship abuse is and understand causes and effects
29. To understand the effect peer on peer abuse can have on others and know who to go to for support
30. To understand a change in a friend's behaviour could indicate peer on peer abuse
31. To know who to go to for support if someone is experiencing peer on peer abuse
32. 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

33. To understand that there are consequences to committing crimes including criminal records & prison
34. Follows steps to achieve personal goals with increased independence
35. To recognise personal skills and qualities required to engage in activities e.g. working as part of a team / enterprise at school
36. To begin to recognise personal areas for development and apply these to activities e.g. working as part of a team / enterprise at school
37. To be able to work alongside others to plan and be involved in a voluntary activity
38. To carry out jobs and responsibilities around school independently to help others
39. To understand that money can buy goods and services and is earned through work

	<ul style="list-style-type: none"> 40. To know the consequences of breaking rules within society 41. To begin participate in travel training as part of a programme with support 42. To recognise personal achievement in life and work 43. To begin to explore 'next step' options available such as further training, apprenticeships, other vocational and academic opportunities and progression routes 44. To know and understand why attendance at school is important and what this could mean in the future
<p>Journey to Milestone 17</p>	<p>Learn about respecting their bodies and those of others. Recognising how responsibilities and relationships change as people grow and develop</p> <p>MENTAL HEALTH & WELLBEING</p> <ul style="list-style-type: none"> 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 <p>RELATIONSHIPS EDUCATION</p> <ul style="list-style-type: none"> 7. To resolve conflicts with minimal adult support 8. 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 9. Support others in need and provide advice 10. To be able to manage a set-back/perceived failure 11. Know where they can find appropriate help and support services 12. Understand that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong 13. To begin to explore domestic abuse and its consequences

14. Understand the age of consent for all sexual orientations and that most young people do not have sex before they are 16
15. Understand what sexting is and recognise what is an appropriate and inappropriate message/image as well as negative outcomes
16. To explain how rules in social media and movies can protect people
17. To describe peer pressure and be aware of the potential issues and influences from negative peer groups; such as alcohol
18. To understand different types of attraction (emotionally, romantically and sexually); that gender identity and sexual orientation are different.
19. To recognise discrimination and how to challenge it
20. To understand the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)
21. To describe similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
22. To develop skills to support younger peers when in positions of influence
23. To recognise the importance of trust in relationships and the behaviours that can undermine or build trust
24. To explore the different roles in gangs and what it means to be a gang member
25. To begin to understand what county lines means and misconceptions for young people

LIVING IN THE WIDER WORLD

26. To know that having a criminal record could have a negative impact on you pursuing work opportunities
27. Plan a simple budget to manage own money
28. To explore the differences between different faiths
29. Begin to travel independently as part of a training programme e.g. meeting a trusted adult at the bus stop
30. To set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills
31. To explore different work roles and career pathways, including clarifying own aspirations
32. 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
33. To develop an understanding of stereotypes in the workplace and that a person's career aspirations should not be limited by them
34. 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.
35. To undertake internal or external work related learning opportunities to familiarise selves with the world of work
36. To know and understand the importance of attendance at work, placements, meetings and how to manage this

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

4. To evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs
5. 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
6. Understands what conflict is and how to manage conflict in a non-confrontational manner
7. 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)
8. Have the skills and confidence to stand up for their beliefs and choices
9. Use simple rules for dealing with strangers and resisting pressure when they feel uncomfortable or at risk
10. Recognises emotions associated with the changing nature of relationships with peers and within families, including as a result of divorce or bereavement
11. 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
12. Explore the issues around gender and sexual orientation including sexism, homophobia, bi-phobia and transphobia
13. 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
14. To examine a variety of different views from different sections of society
15. To begin to explore how sexual violence and sexual harassment can happen between peers
16. 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?
17. To understand the impact county lines has on self and others and the implications and consequences

LIVING IN THE WIDER WORLD

	<ol style="list-style-type: none"> 18. 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 19. To begin to manage their own finances 20. To understand that people with different faiths maybe favoured for or discriminated against due to their beliefs 21. To recognise how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability 22. Can identify skills and attributes that employers value 23. To know that criminal records should be declared when applying for jobs 24. Can identify and apply safe use of digital devices when out and about 25. To know what is meant by the terms extremist and radicalisation
<p>Milestone 19</p>	<p>MENTAL HEALTH & WELLBEING</p> <ol style="list-style-type: none"> 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 <p>RELATIONSHIPS EDUCATION</p> <ol style="list-style-type: none"> 4. To know what it means to be a good parent 5. Able to resolve conflict independently 6. To recognise when a relationship is abusive and strategies to manage this 7. To recognise that faith based violence exists and the effects of this with ways to manage it 8. Understand practical steps they can take in a range of different contexts to improve or support respectful relationships 9. Understand the age of consent for all sexual orientations and that most young people do not have sex before they are 16 10. Make decisions independently and know how to resist pressure e.g. to become involved in bullying, sexual activity or smoking 11. 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 12. To know and understand what is meant by gender based violence and why this occurs 13. Understand the impact of self-esteem and self-confidence on personal relationships 14. Demonstrate a growing understanding of own sexual identity and feel confident and comfortable with it 15. To understand that up skirting is a form of sexual harassment and is never acceptable 16. 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

17. Understanding correspondence / bills
18. To travel independently
19. Practice skills needed in an interview
20. Undertake internal or external work experience placements to familiarise selves with the world of work
21. 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
22. The factors which contribute to young people becoming involved in serious organised crime, including cybercrime
23. 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

3. To understand that being a parent is a responsibility and the different difficult decisions that have to be made and why
4. To develop the skills and strategies to respond to exploitation, bullying, harassment and control in relationships
5. To describe the characteristics of psychological, physical, sexual, financial and emotional abuse within marriage and/or relationships
6. Know what makes a healthy (sexual) relationship and readiness for a sexual relationship
7. Make informed choices about aspects of their lifestyle which would promote wellbeing and healthy relationships including delaying or stopping sexual intercourse

8. 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
9. To know that everyone has the choice to delay sex, or to enjoy intimacy without sex
10. Understanding consent and best interest including the law relating to sexual consent
11. To know about the purpose, importance and different forms of contraception; how and where to access contraception and advice
12. Know how to use a condom correctly
13. To explore the pathways available in the event of an unintended pregnancy and understand the importance of getting advice and support quickly
14. Know and understand different methods of contraception including emergency contraception and where to access them
15. To know that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)
16. To know about specific STIs, their treatment and how to reduce the risk of transmission
17. 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
18. To know what is meant by the term FGM & that this is a criminal offence

LIVING IN THE WIDER WORLD

19. Arranging potential independent / supported living options
20. Demonstrates an understanding of how to manage financial contracts including mobile phone devices and renting items and accommodations; how to identify appropriate advice
21. To identify and evidence their strengths and skills when applying for future roles and responsibilities; to produce a concise curriculum vitae.
22. Understand the importance of professional conduct and how it can be demonstrated in different workplaces including following health and safety protocols.
23. To know how to report or access help for themselves or others in relation to extremism and radicalisation
24. 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

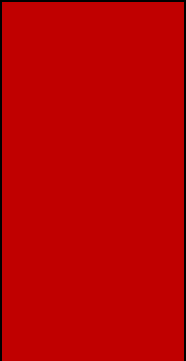
4. Understands the link between mental health and physical health; can identify misconceptions and challenge prejudice and discriminatory language/behaviour in relation to mental health

RELATIONSHIPS EDUCATION

5. To know legal rights, responsibilities and protections provided by the Equality Act 2010 and that everyone is unique and equal
6. To use different strategies to challenge all forms of prejudice and discrimination
7. 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)
8. To understand the emotional, physical, social and legal consequences of failing to respect other's right not to give or to withdraw consent
9. To understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours
10. To evaluate how the media portrays relationships and the potential impact of this on people's expectations of relationships
11. To know the role of pleasure in intimate relationships and understand that intimate activities should be pleasurable; including orgasms
12. To know and understand the law relating to abuse in relationships, including coercive control and online harassment
13. 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
14. 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
15. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support
16. 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
17. To know about specific STIs, their treatment and how to reduce the risk of transmission
18. To know how to respond if someone has, or may have, an STI (including ways to access sexual health services)
19. 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

20. 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
21. Can effectively challenge online content that adversely affects their personal or professional reputation
22. Planning other living arrangements

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23. Accessing adult social care post 18
 24. Actively planning for future living arrangements with family, LA etc
 25. Understand the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities
 26. Understand the importance of workplace confidentiality and security including cyber-security and data protection.
 27. To understand the importance and benefits of being a lifelong learner
 28. 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.