



## MILEPOST 2



# Autumn Term 1 - Self-Awareness

## **Things we are good at**

Describe ourselves — recognising that there is self and there are others.

## **Kind and unkind behaviours**

Describe what feeling angry means.

Describe what feeling upset means.

Recognise that behaviour which hurts others' bodies or feelings is wrong.

## **Playing and working together**

Demonstrate being alert and ready to listen.

Demonstrate good listening and describe how to listen to other people.

Describe times when we take turns in school.

## **People who are special to us**

Identify people who are special to us.

Give some examples of ways we might let them know they are special to us.

Recognise what is meant by 'family'.

## **Getting on with others**

Describe times when we may feel unhappy with our friends or family members.

Demonstrate positive ways we could let others know how we are feeling.

## Autumn Term 2 – The World I live in

### **Respecting differences between people**

Identify simple differences and similarities between people.

### **Jobs people do**

Identify some different jobs that people we know do.

### **Rules and laws**

Give some simple examples of things we are allowed/not allowed to do in school (rules).

### **Taking care of the environment**

Identify simple ways in which we may take care of people and/or animals.

### **Belonging to a community**

Identify some different groups that we may belong to (e.g. family, school, clubs, faith).

### **Money**

Recognise money (e.g. coins and notes) and what it is used for.

Identify items in shops that are sold for money (including online).

# Spring Term 1 – Relationships: Managing feelings

## **Identifying and expressing feelings**

Describe different kinds of feelings we may have experienced; those we like and those we don't like.

Identify things that make us feel happy.

Identify things that may make us cry/feel sad.

Identify what makes us feel upset, angry, worried, anxious, frightened.

## **Managing strong feelings**

Identify some different ways of communicating feelings and needs to others.

## Spring Term 2 – Healthy Lifestyles

### **Healthy eating**

Identify foods that we like and dislike to eat.

### **Taking care of physical health**

Demonstrate or communicate an example of taking care of our bodies (e.g. skin, hair or teeth).

Recognise the importance of simple rules for sun safety.

Recognise how we feel if we have not had enough sleep.

### **Keeping well**

Demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain.

Explain that when we are hurt or unwell we may have to go to bed, see a nurse or doctor, or go to the hospital.

Recognise that we may be given medicines to help us get better and that these will be given to us by a nurse or doctor (or by our parent/carer looking after us).

# Summer Term 1 – Self-care, Support and Safety

## **Taking care of ourselves**

Identify people who look after us and help us to take care of ourselves.

## **Keeping safe**

Describe some simple ways we can help keep ourselves physically safe in school.

## **Trust**

Identify trusted adults in school.

Recognise things we would call 'personal' and things we would call 'private'.

Recognise what keeping something secret means.

Identify someone who can help us if we are afraid or worried.

## **Keeping safe online**

Describe some ways that we use to communicate, including online.

## **Public and private**

Identify and recognise some personal belongings.

Recognise the difference between something that is private and something that is public.

Explain that we have a right to keep our bodies private.

## Summer Term 2 – Relationships: Changing and growing

### **Baby to adult**

Identify some of the differences between a baby, child and adult.

### **Changes at puberty**

Recognise correct vocabulary for some of the main body parts, including genitalia.

Recognise that bodies change as people become adults, including the onset of menstruation (when appropriate).

### **Dealing with touch**

Identify some of the ways trusted adults/family members may physically touch us as part of our daily care, during play or to show affection.

Demonstrate ways we can let people who help us know if we are not comfortable with the way we are being touched

### **Different types of relationships.**

Give examples of different types of relationships.

Identify the people who make up our family.