



# PSED at Newfield

## Skills Framework

# The PSED skills framework has six areas



# Pathfinders Skills

## Self Awareness

(Me, who I am, my likes, dislikes, strengths and interests)

### **Getting on with others/playing and working together**

Pupils will show responses to being in shared social opportunities with different pupils/staff in school.

Engage with others through gestures or gaze.

Begin interacting with others

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

Begin to identify people who are special to them by responding appropriately to pictures of familiar people and attempting to find pictures of familiar people from a choice.

### **Things we are good at/personal strengths/likes/dislikes**

Explore likes and dislikes by appropriately using toys and interacting with activities available to them.

Respond to praise from a member of staff for something they have achieved

Accept help with tasks that are challenging

### **Skills for learning/managing pressure**

Explore likes and dislikes by appropriately using toys and interacting with activities available to them

Participate in supported activities which require them to be kind e.g. sharing

### **Kind and unkind behaviours/Prejudice and discrimination**

Respond to staff modelling different emotions (happiness/anger/sadness etc.)

Begin interacting with others

# Pathfinders Skills

## Self Care, Support and Safety

(Looking after myself and keeping safe; aspects of Relationships and Sex Education.)

### **Taking care of ourselves**

Develop their own body awareness, learning how to use a variety of familiar resources to fulfil their needs with physical support; washing hands, tooth brushing, sitting on the toilet where possible.

Grow in independence by navigating their way around the classroom- objects of reference

Accept support to make transitions

Use engagement to achieve a goal using gestures (e.g. pointing to a cup to suggest that they would like a drink)

### **Keeping safe/trust**

Identify familiar/trusted members of staff who help us by engaging with them to achieve a goal

Begin to accept support to keep safe in school (holding hands when walking, keeping away from hot items, sharp tools, walking not running)

### **Keeping safe online**

Explore communication devices with curiosity and show an awareness of what they are for e.g. toy phones, tablets, computers, letters in a post box

### **Public and Private**

Explore and engage with toys that belong to them

Begin interacting with others in shared activities

# Pathfinders Skills

## Self Care, Support and Safety

(Looking after myself and keeping safe; aspects of Relationships and Sex Education.)

<b>Feeling Unwell</b>
Develop their own body awareness, learning how to use a variety of familiar resources to fulfil their needs with physical support; washing hands, tooth brushing, sitting on the toilet where possible.
Accept support when feeling unwell
<b>Feeling frightened/worried</b>
Identify familiar/trusted members of staff who help us by engaging with them
Respond to staff modelling different emotions (happiness/anger/sadness etc.)
<b>Accidents and Risks</b>
Show some awareness of risks
Accept help from staff to avoid accidents (e.g. when climbing/dealing with hot food)
<b>Emergency Situations</b>
Accept support from staff to follow rules and procedures that keep them safe
Interact with familiar staff, gaining their attention when they require help

# Pathfinders Skills

## Managing Feelings

(Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)

### **Identifying and expressing feelings/managing strong feelings**

Pupils will build relationships with special adults/peers in groups and use individual ways to express this.

Express/show a range of emotions

Being to accept being calmed and comforted by a trusted adult (co-regulation)

### **Romantic feelings/sexual attraction KS3 and 4**

Pupils will build relationships with special adults/peers in groups and use individual ways to express this.

Express/show a range of emotions

### **Self esteem and unkind comments KS3 and 4**

Engage with activities that make them feel happy

# Pathfinders Skills

## Changing and growing

(How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)

<b>Baby to adult</b>
Explore and identify props and join in with adult led activities linked to the learning.
<b>Changes at puberty</b>
Copy an adult model to point to different body parts
<b>Different types of relationships/friendships</b>
Identify or recognise pictures of family members from a small choice.
Identify or recognise pictures of class staff/peers from a small choice.
Begin interacting with others
<b>Dealing with touch</b>
Begin to make choices using symbols or gestures during adult led dance massage/massage activities (e.g. hands, head, feet)
<b>Intimate Relationships, Consent and Contraception KS3 and 4</b>
Participate in supported activities which require them to share, learning about the concept of consent.
<b>Healthy and unhealthy relationship behaviour KS3 and 4</b>
Positively interact with others
<b>Long-term relationships/parenthood KS3 and 4</b>
Explore and identify props and join in with adult led tasks linked to families and partnership

# Pathfinders Skills

## Healthy Lifestyles

(Being and keeping healthy, physically and mentally)

<b>Eating healthy</b>
Begin to accept tasting new, healthy foods and drinks
Show a preference for foods
<b>Taking care of physical health</b>
Participate in regular physical activities with support
Accept to staff support to complete safe care routines (washing hands/brushing teeth etc)
<b>Keeping well</b>
Accept staff support to assist when they have hurt themselves
Begin to indicate where it hurts when they are poorly or have hurt themselves
<b>Mental wellbeing KS3 and 4</b>
Participate in activities that make them feel calm and relaxed
Show a preference for calming activities, beginning to make choices, using chosen communication method

# Pathfinders Skills

## The World I Live In (Living confidently in the wider world)

### **Respecting the Differences Between People KS1 and 2**

Identify family members and friends

Identify and match pictures of staff

Identify pictures of themselves

### **Rules and Laws**

Begin to navigate their way around the classroom, following objects of reference and social cues.

Sit appropriately for meal times.

### **Diversity, Rights and Responsibilities KS3 and 4**

Identify family members and friends

Identify and match pictures of staff

Identify pictures of themselves

Begin to navigate their way around the classroom, following objects of reference and social cues.

Sit appropriately for meal times.

### **Jobs People Do**

Explore props linked to jobs, dress up and explore role play activities

Follow a staff model to complete a simple job

# Pathfinders Skills

## The World I Live In (Living confidently in the wider world)

### **Taking Care of the Environment**

Explore props linked to looking after people and interact in supported role play.

Explore props linked to looking after pets/animals and interact in supported role play.

Help to put away toys and equipment after use, keeping the environment clean and tidy.

Join in with tasks that take care of living things with support (plants/gardens/animals)

### **Preparing for adulthood KS3 and 4**

Accept support with toileting needs when out in the community

Accept support with dressing and undressing when out swimming or participating in sport in the community

Accept holding hands/linking when walking/crossing roads in the community

Accept holding hands/linking when using public transport.

### **Belonging to a community**

Participate in visits around the local area, enjoying exploring and engaging in activities in new places with support.

Take part in activities in the school community with support (clubs, leisure times etc.)

### **Managing finances/money**

Engage in role play activities linked to transaction/money

Use money in shops with staff support

# Band 1

## Self Awareness

(Me, who I am, my likes, dislikes, strengths and interests)

### **Getting on with others/playing and working together/people who are special to us**

Identify family members and friends

Build trusting relationships with staff

Share space and participate in shared activities

Select an activity and accept staff support to play appropriately

Begin to play with other children with staff support, waiting to take turns appropriately

Engage in supported turn taking games with peers

Use toys appropriately following a staff model

Recognise that someone is feeling angry/happy/sad when asked, using speech, symbols or sign

Recognise members of their family/people who are special to them by pointing to them in a picture

Suggest how someone may be feeling when sharing a story about or looking at photos of family and friends using chosen communication method

### **Kind and unkind behaviours/ Prejudice and discrimination**

Recognise that someone is feeling angry/happy/sad when asked, using speech, symbols or sign

Suggest how someone may be feeling when sharing a story about or looking at photos of family and friends using chosen communication method

### **Who I am, things we are good at/personal strengths/likes/dislikes**

Express preferences by making choices using a preferred communication method

Accept trying new activities

Identify themselves from others, attempting to describe ourselves

Respond positively to feedback when they have achieved something.

Ask for help (with support) with activities that they find difficult using symbols, speech or gestures.

### **Skills for learning/managing pressure KS3 and 4**

Identify some activities in class which they enjoy using chosen communication method

Begin to express which lessons they like and dislike by using chosen communication method and a guide from staff

Engage in activities which are kind e.g. sharing

# Band 1

## Self Care Support and Safety

(Looking after myself and keeping safe; aspects of Relationships and Sex Education.)

### **Taking care of ourselves**

Use the toilet with support, following a visual routine.

Wash hands with support, following a visual routine

Brush teeth with support by allowing a member of staff to assist

Dressing or undressing with support, following a visual routine

Grow in independence by navigating their way around the classroom with photos on their timetable.

Eat meal using cutlery, following a verbal cue

### **Keeping safe**

Ask for help to complete a task, with support from a staff member

Ask for help with support

Identify people who look after us

Accept help to keep safe in school (holding hands when walking, keeping away from hot items, sharp tools, walking not running)

### **Trust**

Identify trusted adults in school

### **Keeping safe online**

Identify some of the ways that we communicate with each other (including online) using chosen communication method.

Demonstrate simple ways of communicating our choices to others using chosen communication method to make requests to staff for motivating objects

### **Keeping safe online KS3 and 4**

Begin to explore what 'keeping safe online' means with staff support

### **Public and Private**

Identify and recognise some personal belongings

Follow instructions to keep some activities private e.g. closing door when getting changed or using the toilet

# Band 1

## Self Care Support and Safety

(Looking after myself and keeping safe; aspects of Relationships and Sex Education.)

<b>Feeling Unwell</b>
Wash hands with support, following a visual routine
Brush teeth with support by allowing a member of staff to assist
Ask for help with support in preparation for asking for help when unwell
<b>Feeling frightened/worried</b>
Ask for help from a trusted adult with support
Begin to identify when others are feeling frightened/worried
<b>Accidents and Risks</b>
Begin to identify some things that are unsafe
Ask for help with support with tasks that are risky to avoid an accident
<b>Emergency Situations</b>
Begin to follow rules and procedures in school that help keep them safe.
Ask for help from a trusted adult with support.

# Band 1

## Managing Feelings

(Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)

### **Identifying and expressing feelings/managing strong feelings**

Make requests for physical activities using preferred communication method

Recognise a range of emotions

Explore emotions through play and stories.

Accept being calmed and comforted by a trusted adult (co-regulation)

### **Romantic feelings/sexual attraction KS3 and 4**

Show that they like someone by choosing who to play with using chosen communication method.

### **Self esteem and unkind comments KS3 and 4**

Recognise a range of emotions

Engage with activities that make them happy, modelling language used by staff

# Band 1

## Changing and growing

(How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)

### **Baby to adult**

Match pictures of the human life cycle to begin to understand how we change over time.

Match photo to a picture/symbol to show different stages of the human lifecycle

### **Changes at puberty**

Begin to understand the correct vocabulary for some of the main body parts, including genitalia using preferred communication method.

### **Different types of relationships/friendships**

Clearly identify family members and friends/staff/peers from a choice

Identify the people who make up their family

Begin to play with other children with staff support, waiting to take turns appropriately

### **Dealing with touch**

Make choice during massage activities using chosen communication method e.g. lotion, oil, body parts

Communicate finished when they do not want to participate by using chosen communication method with support.

### **Intimate Relationships, Consent and Contraception KS3 and 4**

Share space and participate in shared activities, giving consent for a peer to share a toy/game.

Make a request from a peer with staff support, using chosen communication method.

### **Healthy and Unhealthy relationship behaviour KS3 and 4**

Begin to play with other children with staff support, waiting to take turns appropriately

### **Long-term relationships/parenthood KS3 and 4**

Identify images of families and use chosen method to communicate this.

Identify images representing marriage/partnership etc and use chosen method to communicate this.

# Band 1

## Healthy Lifestyles

(Being and keeping healthy, physically and mentally)

### **Eating healthy**

Choose healthy snacks and meals using preferred communication method

Express their likes/dislikes about foods using chosen communication methods

Identify their favourite food and drinks.

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

Make requests for physical activities using preferred communication method

Become more independent in self care routines (e.g. brushing hair, teeth, washing hands)

Attempt to put on their own sun cream

Identify when they feel tired using chosen communication method.

### **Keeping well**

Accept being calmed, helped and comforted when in pain or hurt

Begin to recognise and express when they are hurt or feeling unwell using chosen communication method

### **Mental wellbeing KS3 and 4**

Make choices between calming activities using chosen communication method

Accept support to participate effectively in a range of calming activities

# Band 1

# The World I Live In

(Living confidently in the wider world)

## **Respecting the Differences Between People KS1 and 2**

Begin to identify simple differences and similarities between people e.g. sorting by gender, hair colour etc. with support

## **Rules and Laws**

Follow a timetable, attending the correct activity at the correct time

Act appropriately during group times, leisure times and meal times.

## **Diversity, Rights and Responsibilities KS3 and 4**

Begin to identify simple differences and similarities between people e.g. sorting by gender, hair colour etc. with support

Follow a timetable, attending the correct activity at the correct time

Act appropriately during group times, leisure times and meal times.

## **Jobs People Do**

Match props to job roles e.g. Doctor's kit to a doctor, fire extinguisher to fireman

Participate in role play activities linked to job roles

Begin to identify some different jobs that people we know do.

## **Managing Online Information KS3 and 4**

Begin to explore what 'real' or 'true' information means with staff support

## **Taking Care of the Environment**

Participate in role play linked to looking after people.

Participate in role play linked to looking after animals.

Complete a class job with staff support, keeping the environment clean and tidy.

Participate in activities that look after living things

# Band 1

## The World I Live In (Living confidently in the wider world)

### **Preparing for adulthood**

Follow a visual sequence with more independence when out in the community

Use the toilet with support, following a visual routine when in the community

Get dressed for sporting activities with support, following a visual routine

Be a safe pedestrian by learning about and being responsible when using the roads with support

Be a safe pedestrian by acting responsibly on transport with support.

### **Belonging to a community**

Follow instructions to look after local community venue e.g. putting litter in the bin

Take part in activities within the school community

### **Managing finances/money**

Recognise money- sorting coins into different criteria

Take part in transactions in role play

Buy items in shops or cafes, following an instruction from a staff member

# Band 2

## Self Awareness

(Me, who I am, my likes, dislikes, strengths and interests)

### **Playing and working together**

Understand who's turn is next

Take their turn appropriately

Play with increasing confidence independently, using toys appropriately.

Make play choices during structured sessions using preferred communication method (symbols, speech, sign)

Make play choices during leisure times using preferred communication method.

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

Understand what is meant by family, identifying members of their families and naming them.

Begin to suggest what we could do to let their family know they are special to them.

### **Getting on with others**

Identify things that may make them feel unhappy with their friends or family.

Begin to suggest ways that we could show how we are feeling.

### **Kind and unkind behaviours/ Prejudice and discrimination**

Recognise when someone is feeling sad/angry/happy and suggest why, with staff support

Begin to describe what makes people feel upset/angry.

Begin to recognise that hurting others is wrong

Understand and begin to identify some examples of what it means to be kind and unkind.

Begin to identify some of the ways of telling a trusted adult if someone is being unkind to them.

# Band 2

## Self Awareness

(Me, who I am, my likes, dislikes, strengths and interests)

### **Who I am, things we are good at/personal strengths/likes/dislikes**

Express likes and dislikes using preferred communication method

Comment on characteristics of themselves

Make spontaneous requests for motivating items using preferred communication method by travelling to a member of staff

Begin to identify things they are good at and things that they require help with, by asking for help using symbols, speech or gesture

### **Skills for learning/managing pressure KS3 and 4**

Explore their surroundings with confidence

Develop a sense of responsibility and membership of a community by following visual/ verbal instructions to complete class jobs

Identify some things that make them special and unique as learners.

Express what they like and dislike doing as learners using chosen communication method

# Band 2

## Self Care Support and Safety

(Looking after myself and keeping safe; aspects of Relationships and Sex Education.)

### **Taking care of ourselves**

Use the toilet independently when taken or is when it is on their timetable.

Wash hands independently by following a visual or verbal prompt.

Brush teeth independently by following a visual or verbal prompt.

Grow in independence by navigating their way around the classroom with symbols on their timetable

Select tools required to complete a task, making appropriate requests for them.

### **Keeping safe**

Ask for help using preferred communication method following a non verbal prompt

Begin to understand how to keep safe at school (avoiding things that are hot/busy roads)

### **Trust**

Begin to understand personal and private responding to a prompt (e.g. shutting door when using toilet/adjusting clothing before coming out of the toilet)

### **Keeping safe online**

Demonstrate simple ways of communicating our choices to others using chosen communication method to make requests to staff and peers for motivating objects.

Give examples of how people might use technology to communicate with others by identifying different communication tools from pictures/objects

Identify some risks of communicating online with support from staff.

Identify familiar people from a choice of photos.

### **Keeping safe online KS3 and 4**

Identify ways of keeping safe online using chosen communication method.

### **Public and Private**

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

Begin to understand and explain that they have a right to keep their bodies private.

# Band 2

## Self Care Support and Safety

(Looking after myself and keeping safe; aspects of Relationships and Sex Education.)

<b>Feeling Unwell</b>
Wash hands independently by following a visual or verbal prompt.
Ask for help using preferred communication method following a non verbal prompt in preparation for asking for help when unwell
Begin to point to a body part to identify 'where hurts'
<b>Feeling frightened/worried</b>
Begin to understand what being frightened or worried means.
Demonstrate simple, appropriate ways to communicate that they are frightened or worried.
Ask for help from a trusted adult using chosen communication method
<b>Accidents and Risks</b>
Understand and describe what is meant by personal safety.
Understand and explain what is meant by something being an accident.
Ask for help with an activity that is risky
<b>Emergency Situations</b>
Identify and understand rules and procedures in school that help keep them safe.
Ask for help from a trusted adult

# Band 2

## Managing Feelings

(Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)

### **Identifying and expressing feelings/managing strong feelings**

Begin to understand their own emotions

Talk about their own feelings using 'sad', 'happy', 'angry', 'worried' etc. and explore what may make them feel this way

Manage emotions effectively by accepting support to problem-solve and accept boundaries

Find ways to calm themselves with guidance (walk, bounce, quiet room etc)

Explore new calming activities

Explore ways of communicating how they feel to a trusted adult.

### **Romantic feelings/sexual attraction KS3 and 4**

Understand and identify what it means to like someone

### **Self esteem and unkind comments**

Begin to understand their own emotions by identifying how they are feeling when engaging with an activity that makes them feel good

# Band 2

## Changing and growing

(How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)

<b>Baby to adult</b>
Identify some of the differences between a baby, child and adult. (physical differences, way we move, things we eat)
<b>Changes at puberty</b>
Learn and use the correct vocabulary for some of the main body parts, including genitalia using preferred communication method.
Recognise that bodies change as people become adults, including the onset of menstruation (when appropriate).
<b>Different types of relationships/friendships</b>
Identify different types of family
Recognise others' families in school may be different from their family.
Describe what having or being a friend means.
Identify different kinds of friendship and ways in which friendship is important.
<b>Dealing with touch</b>
Make multiple choices during massage activities using chosen communication method e.g. lotion, oil, body parts
Communicate finished when they do not want to participate by using chosen communication method.
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.
<b>Intimate Relationships, Consent and Contraception KS3 and 4</b>
Demonstrate how to ask for permission (get consent) before they borrow or take something from someone.
Demonstrate ways to indicate to others that they are happy/willing or not happy/unwilling to do something (giving and not giving permission/ consent).
Identify the similarities and differences between friendships and romantic/ intimate relationships with support from staff.
Identify whom they can talk to about relationships (trusted adults).

# Band 2

## Changing and growing

(How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)

### **Healthy and Unhealthy relationship behaviour KS3 and 4**

Describe what having or being a friend means.

Identify different kinds of friendship and ways in which friendship is important.

Identify some key features of positive friendships/ relationships, and begin to explain how they can make them feel

Identify times when they might feel angry or sad because of someone's behaviour towards them

### **Long-term relationships/parenthood KS3 and 4**

Identify what being a family means

Identify and give some examples of different types of long term relationships

Identify adults they know who are in a long term relationship (e.g. married, in a civil partnership, living together, engaged).

# Band 2

## Healthy Lifestyles (Being and keeping healthy, physically and mentally)

### **Eating healthy**

Identify some examples of healthy foods.

Identify some examples of foods that should only be eaten once in a while (unhealthy).

Make healthy food choices

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

Recognise physical activities and participate appropriately

Identified preferred physical activities

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

Recognise the importance of simple rules for sun safety.

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

Recognise what is meant by a 'healthy lifestyle'

# Band 2

## Healthy Lifestyles

(Being and keeping healthy, physically and mentally)

### **Keeping well**

Demonstrate how to tell someone that they are feeling ill, uncomfortable, or are in pain using chosen communication method

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

Recognise that they may be given medicines to help them get better and that these will be given to them by a trusted adult (nurse, doctor, parent/carer looking after them).

### **Mental Wellbeing KS3 and 4**

Learn about and begin to identify things they can do to help themselves when they feel worried or stressed.

Learn about and identify things that others can do when they are feeling worried or stressed.

### **Drugs, alcohol, tobacco, medicinal drugs KS3 and 4**

Begin to understand what is meant by a medicine

Recognise that they may be given medicines to help them get better and that these will be given to them by a trusted adult (nurse, doctor, parent/carer looking after them).

# Band 2

# The World I Live In

(Living confidently in the wider world)

## **Respecting the Differences Between People KS1 and 2**

Clearly identify simple differences between people

Clearly identify simple similarities between people

Begin to identify things that all people have in common.

## **Rules and Laws**

Give some simple examples of some simple school rules

Give some examples of some simple home rules

Confidently follow a visual timetable

## **Diversity, Rights and Responsibilities KS3 and 4**

Clearly identify simple differences between people

Clearly identify simple similarities between people

Begin to identify things that all people have in common.

Identify what is meant by having rules in school, at home and in the wider world.

## **Jobs People Do**

Identify some different jobs that people we know do.

Identify some of the jobs that people in school do.

Diversity, Rights and Responsibilities KS3 and 4

## **Managing Online Information KS3 and 4**

Recognise that not everything they see online is 'real' or 'true'.

# Band 2

# The World I Live In

(Living confidently in the wider world)

## **Taking Care of the Environment**

Identify simple ways in which they may take care of animals.

Identify simple ways in which they may take care of people.

Follow a one word level instruction to complete a class job, keeping the environment clean and tidy.

Identify living things that people can care for (e.g. house plants, pets, gardens)

## **Preparing for adulthood**

Show more confidence in new social situations-by beginning to make requests in the community

Begin to make requests for the toilet in the community with support, using independently once taken.

Dress or undress for sports and swimming following a non verbal prompt

Cross roads using pedestrian crossing and non verbal prompts.

Use public transport with non verbal prompts.

Recognise different types of living arrangement, including adult care, residential care and living independently.

Explain what is meant by having a 'job'.

# Band 2

# The World I Live In

(Living confidently in the wider world)

## **Belonging to a community**

Independently clear away litter, keeping the environment clean and tidy

Develop a sense of responsibility and membership of the school community by following visual/ verbal instructions to complete class jobs

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

## **Managing finances/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).

Exchange money for items in shops/cafes with minimal support

Describe in simple terms what money is and how it is used.

Recognise that money they get from cash machines or through 'cashback' in the supermarket etc. is their money.

# Band 3 Self Awareness

(Me, who I am, my likes, dislikes, strengths and interests)

## **Playing and working together**

Choose peers to play a turn taking game with using preferred communication method

Make requests from a peer

Respond to requests from a peer

Respond to bids of interaction from unfamiliar staff

Interact with unfamiliar members of staff by making requests

Recognise when someone is feeling angry/sad/happy and why they are feeling this way.

Describe what makes people feel angry/upset and how we can prevent this

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

Describe what makes their family, friends, teachers, carers special to them using preferred method of communication.

Identify the people who make up their family

## **Getting on with others**

Attempt to describe reasons why people may fall out.

Demonstrate some ways of 'making up' after a falling out.

## **Kind/unkind behaviours**

Describe what feeling angry means.

Describe what feeling upset means.

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

Describe what it means to treat others in a kind and fair way.

## **Prejudice and discrimination**

Recognise that everyone is unique and special and no one should be treated unfairly.

# Band 3

## Self Awareness

(Me, who I am, my likes, dislikes, strengths and interests)

### **Who am I, things we are good at/personal strengths/likes/dislikes**

Develop self-assurance- making spontaneous requests in a range of scenarios

Describe what makes them happy using chosen communication method.

Develop appropriate ways of being assertive, expressing preferences and needs using preferred communication method.

Answer questions and make comments about the differences between themselves and others (e.g. skin colour, types of hair)

Answer questions and make comments about the differences between themselves and others (gender)

Answer questions and make comments about the differences between themselves and others (special needs and disabilities)

Identify things they are good at and activities that they need support with by asking for help.

### **Skills for learning/managing pressure KS3 and 4**

See themselves as a valuable individual- responding to praise and rewards in a range of scenarios

Understand, identify and describe the particular ways they like to learn.

Identify some short term and long term goals with staff support.

Understand, explain and give examples of what it means to be kind and unkind.

Identify some of the ways of telling a trusted adult if someone is being unkind to them.

# Band 3 Self Care Support and Safety

(Looking after myself and keeping safe; aspects of Relationships and Sex Education.)

## **Taking care of ourselves**

Ask for and use the toilet independently

Wash hands independently when it is shown on their timetable or when verbally asked to do so.

Brush teeth independently when it is shown on their timetable or when verbally asked to do so.

Grow in independence by navigating their way around the classroom with words/small symbols on their timetable

Getting dressed or undressed independently

Eat meals independently, using cutlery

Make an independent transition to collect tools required to complete a task

Use selected tools to complete a task appropriately

## **Keeping safe**

Ask for help independently in a range of scenarios

Identify trusted adults to ask for help from

Suggest reasons why we might need help

Suggest why it is important to keep safe and what may happen if we are not safe.

Demonstrate how to ask for help or attract someone's attention if something happens that makes us feel sad, worried or frightened

## **Trust**

Identify the difference between a 'surprise' and a 'secret'.

Begin to identify how they feel when they trust someone.

## **Keeping safe online**

Identify some risks of communicating online.

Learn about simple ways of keeping safe online, such as using passwords and create a password with support

Identify trusted/familiar people from photos or names.

## **Keeping safe online KS3 and 4**

Understand what is meant by 'social media' and identify social media platforms

Recognise that not all information seen online is true.

Understand and explain how other people's identities online can be different from what it actually is in real life (photos, ages ect.)

## **Public and Private**

Identify ways they take care of their personal belongings.

Identify places that are public and places that are private.

Identify some of the places/times/situations which they or others would expect to be 'private'.

## **Public and Private KS3 and 4**

Understand and attempt to explain that no one has the right to make them share a photo of themselves, or give information about themselves or others, online.

Identify reasons why being asked to share a photo of themselves might not be a safe thing to do.

Understand and attempt to explain why it is important to talk with a trusted adult before deciding whether to share a photo or personal information.

# Band 3

## Self Care Support and Safety

(Looking after myself and keeping safe; aspects of Relationships and Sex Education.)

### **Feeling Unwell**

Wash hands independently when it is shown on their timetable or when verbally asked to do so.

Ask for help independently, pointing to the correct body part when asked 'where hurts?'

Describe the difference between feeling well and feeling unwell; demonstrate how to let someone know that we are feeling unwell.

### **Feeling frightened/worried**

Demonstrate some simple strategies they can use if they are feeling frightened or worried.

Identify who is responsible for keeping them safe and explain the importance of helping to keep themselves safe.

Explain what unwanted physical contact means.

Explain that they should always tell someone if anyone makes them feel worried or uncomfortable, whoever they are.

Demonstrate simple ways of communicating to others that they need help.

### **Accidents and Risks**

Explain what is meant by the terms risky (something that could go wrong/have harmful consequences) and dangerous (something that will always hurt us, e.g. fire).

Identify some behaviours that might be risky.

### **Emergency Situations**

Identify some examples of school procedures that help them keep safe (e.g. fire or emergency evacuation drills, corridor rules, playground rules).

Explain how to report an accident in school.

Identify examples of what is meant by an emergency.

Identify sources of immediate help in an emergency (e.g. adults in school, and demonstrate how we would attract their attention).

### **Gambling**

Recognise simple examples of 'taking a chance'.

# Band 3

## Managing Feelings

(Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)

### **Identifying and expressing feelings/managing strong feelings**

Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".

Describe strong emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy).

Talk with others to solve conflicts

Respond to an adults suggestion to regulate e.g. walk or outside or ear defenders or quiet room

Describe some good (comfortable) and not so good (uncomfortable) feelings; describe how they might make their body feel.

### **Romantic feelings/sexual attraction KS3 and 4**

Understand and describe the difference between 'liking' someone and 'fancying' someone.

### **Self esteem and unkind comments**

Identify feelings associated with feeling good about ourselves.

Identify things we can do which help us to feel good about ourselves.

# Band 3

## Changing and growing

(How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)

### **Baby to adult**

Identify what a baby, child or adult needs to survive and recognise the differences.

### **Changes at puberty**

Identify and describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate).

Identify trusted adults whom we can talk to about growing and changing.

### **Different types of relationships/friendships**

Identify some of the ways in which they may be cared for by their families, friends and other adults who care for them

Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship

Identify occasions when they might need the support of friends.

Give examples of how they can show support to their friends.

Describe how we can let friends know that we need their help and support

### **Healthy and Unhealthy relationship behaviour KS3 and 4**

Identify their expectations of friendships/ relationships (e.g. spending time together, sharing interests).

Describe the positive qualities people bring to relationships (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries).

### **Long-term relationships/parenthood KS3 and 4**

Explain that marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other.

Recognise what 'adopted', 'fostered', or 'looked after' mean in terms of families.

Recognise that some relationships will end— meaning that a couple don't go out together, or live together any more.

Identify whom they can talk to if they're worried about relationships changing/ ending

# Band 3

## Changing and growing

(How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)

### **Dealing with touch**

Explain that their body belongs to them and that they have a right to feel safe.

Recognise the need to respect other people's bodies and to ask for permission before we touch them.

Explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it).

Identify occasions when it might be okay for someone to make them feel uncomfortable (injections, cleaning cuts or grazes); that these might be when they are unwell, injured or need medical treatment.

### **Intimate Relationships, Consent and Contraception KS3 and 4**

Identify different types of intimate relationships including same-sex relationships

Describe how strong emotions (including sexual attraction) might make people feel.

Explain what seeking and giving/not giving consent means in relationships, that they have the right to say 'no' or 'please stop' to anything they feel uncomfortable about, and demonstrate how they might do this.

Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs).

Recognise that contraception, including condoms, can help prevent pregnancy and some STIs.

Explain the difference between appropriate and inappropriate relationship behaviours in public places

# Band 3

## Healthy Lifestyles (Being and keeping healthy, physically and mentally)

### **Eating healthy**

Follow instructions to make healthy snacks

Understand different food groups and where each food belongs

Explain why some foods are healthier than others.

Explain why we might need to eat foods we might not like very much.

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

Understand why regular physical activity is important

Identify the physical activities they like doing; describe how they might make them feel (physically and emotionally).

Describe some simple ways of staying safe in the sun.

Recognise that sleeping well is one way they can stay healthy.

Identify how to take care of dental health (e.g. how to brush teeth correctly/ use floss, food and drink that support dental health and why regular check ups at the dentist are important).

Describe or demonstrate simple hygiene routines.

### **Body Image KS3 and 4??**

Identify and describe some different images of young people in pictures, magazines, TV programmes and social media.

Describe our thoughts and feelings about how different bodies are portrayed in the media

# Band 3

## Healthy Lifestyles

(Being and keeping healthy, physically and mentally)

### **Keeping well**

Explain what it means to be hurt, unwell, uncomfortable or in pain.

Identify medication that can help people to keep well; give examples of when this might be used.

Identify the difference between things that go on our body (creams, lotions) and things that go in our bodies (injections, tablets, liquid medicine).

Identify some substances or chemicals around the home that we should never taste or swallow; and where we might come across them

### **Mental wellbeing KS3 and 4**

Recognise what mental health and emotional wellbeing are.

Suggest some simple ways to maintain their emotional wellbeing and the emotional wellbeing of others (e.g. relaxing, being with friends/family, listening to music).

### **Drugs, alcohol, tobacco, medicinal drugs KS 3 and 4**

Recognise what is meant by a 'medicine'.

Identify some substances people might swallow, drink or inhale that could be harmful to their health.

Describe what alcohol is and how alcoholic drinks are different to nonalcoholic drinks.

# Band 3

## The World I Live In

(Living confidently in the wider world)

### **Respecting the Differences Between People KS1 and 2**

Answer questions and make comments about the differences between themselves and others (e.g. skin colour, types of hair)

Answer questions and make comments about the differences between themselves and others (gender)

Answer questions and make comments about the differences between themselves and others (special needs and disabilities)

Describe things that all people have in common.

Identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010).

### **Rules and Laws**

Explain how classroom rules help them

Explain how home rules help them

### **Diversity, Rights and Responsibilities KS3 and 4**

Describe some of the similarities, differences and diversity among people of different race, faith and culture.

Describe what is meant by rights and responsibilities

### **Jobs People Do**

Describe a range of jobs that people might have and the qualities they might need to do them.

Identify a job we might like to do in the future.

### **Managing Online Information KS3 and 4**

Recognise that advertising online is targeted at individuals.

Recognise that not everything we see or read online is trustworthy; that some things that are written about are not real and are 'fake'.

# Band 3

## The World I Live In

(Living confidently in the wider world)

### **Preparing for adulthood**

Manage own toileting needs in the community

Get dressed and undressed independently when swimming or doing sports in the community

Use a towel to dry themselves independently when swimming

Cross the roads using a pedestrian crossing independently.

Attempt to use public transport independently, asking for help if needed.

Recognise that there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments).

Recognise that there are different types of employment e.g. paid/ unpaid (voluntary), full time/part time, work placements.

Describe different jobs that family members, friends and people in the community may do.

# Band 3

## The World I Live In

(Living confidently in the wider world)

### **Taking Care of the Environment**

Give reasons why it is important to take care of animals and all living things

Give reasons why it is important to take care of people.

Follow two word level instructions to complete a class job, keeping the school environment clean.

Recognise different ways of showing compassion to other living things (e.g. wildlife, pets).

### **Belonging to a community**

Show more confidence in new social situations- making requests in the community (toilet, food items etc.)

Describe things they do in the groups they belong to.

### **Managing finances/money**

Identify places or situations where money is used to pay for things (e.g. shops, cafés, on the bus/ train).

Recognise some different ways to pay for things (e.g. coins, notes, bankcards, online, phone payment).

Explain some different ways of keeping money safe.

Independently buy items in shops/cafes

Describe different ways in which people might acquire money

# Band 4

## Self Awareness

(Me, who I am, my likes, dislikes, strengths and interests)

### **Playing and working together**

Show more confidence in new social situations

Share activities with peers, building relationships

Think about the perspectives of others by exploring their likes and dislikes

Play with one or more other children, suggesting play ideas and games

Identify reasons why it may be upsetting for others if they don't wait for our turn.

Demonstrate working collaboratively towards shared goals

Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

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

Identify different types of family.

Identify who to tell if something in their family life makes them unhappy or worried

Identify some of the qualities their special people/friends may have.

Describe positive feelings they may have when they spend time with friends and family.

### **Getting on with others**

Attempt to explain how other people may feel differently to them about the same situation and attempt to give examples.

Describe what it means to 'fall out' with friends or family

Identify what might make someone feel that they are in an unhappy or unhealthy friendship or relationship.

Identify how to treat themselves and others with respect.

Attempt to explain why it is important to listen to others' point of view

Demonstrate active listening; demonstrate simple ways of resolving disagreements.

# Band 4

## Self Awareness

(Me, who I am, my likes, dislikes, strengths and interests)

### **Kind and unkind behaviours**

Identify when people are being kind or unkind — either to them or to others.

Give examples of how their feelings can be hurt

Describe how this may make them feel angry, worried or upset.

### **Prejudice and discrimination**

Recognise what prejudice means.

Explain what it means to discriminate against someone.

Recognise that prejudice and discrimination in any form are unacceptable.

Identify some examples of different forms of prejudice and discrimination we may have seen/heard about (e.g. based on religion, gender, age, race, disability, sexual orientation)

Describe how and where to seek help if we think someone is behaving in a discriminatory way towards us or others.

### **Who I am, things we are good at/personal strengths/likes/dislikes**

Notice and ask questions about the differences between themselves and others by answering questions and making comments about skin colour, types of hair

Notice and ask questions about the differences between themselves and others by answering questions and making comments about gender

Notice and ask questions about the differences between themselves and others by answering questions and making comments about special needs and disabilities

Describe and demonstrate things they can do well and identify areas where they need help to develop.

Identify hopes and wishes for their future

Explain how they may achieve their hopes and aspirations for the future.

Demonstrate how to recognise and appreciate personal strengths in other people.

# Band 4

## Self Awareness

(Me, who I am, my likes, dislikes, strengths and interests)

### **Skills for learning/managing pressure KS3 and 4**

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Increasingly follow rules, understanding why they are important.

Remember rules without needing an adult to remind them

Describe simple strategies they can use to help them to be organised in their learning.

Understand and explain how they might achieve their targets and goals (e.g. breaking longer term goals down into several short term targets).

Explain what is meant by teasing, hurtful and bullying behaviour.

Explain how they do not need to put up with someone being unkind, hurtful, abusive to, or bullying, them.

Recognise what is meant by peer pressure and peer influence.

Identify some of the ways in which pressure might be put on them by other people, including online.

Describe ways they might challenge peer pressure.

Identify different types of bullying (including online) and what the impact of bullying might be.

Identify strategies to help them if they are being bullied, including online.

Describe how to recognise the difference between friendship groups and gangs; describe some of the risks of becoming part of a gang.

# Band 4

## Self Care Support and Safety

(Looking after myself and keeping safe; aspects of Relationships and Sex Education.)

### Taking care of ourselves

Know about and name the different factors that support their overall health and well being (physical activity, healthy eating, toothbrushing, washing, limited screen time, enough sleep)

Understand and explain why it is important to brush teeth

Understand and explain why it is important to wash regularly

Find ways of managing transitions

Communicate needs effectively (e.g. I want the toilet/ I want a tissue/ I want a break)

Identify things they can do by themselves to look after themselves and stay healthy and things they need adult help with

Identify some simple ways they can help to keep themselves well.

Identify simple ways some germs/illnesses may be spread.

### Keeping safe

Demonstrate ways of making it clear to others when they need help.

Describe some simple rules for keeping safe near water, railways, roads and fire.

Name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened)

Identify trusted adults who can help them if they don't feel safe (e.g. worried, scared, frightened)

### Trust

Recognise that people do not have to keep secrets; that it is important to tell or show someone if they are worried, afraid or sad

Recognise that they do not have to trust someone just because they say they should.

Recognise that no adult should ever ask them to keep a secret but that sometimes they don't tell others about a nice surprise that they will find out about eventually, so as not to spoil the surprise

### Keeping safe online

Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet.

Understand that there may be people online who do not have their best interests at heart.

Identify things that they should never share online without checking with a trusted adult first.

### Keeping safe online KS3 and 4

Describe some ways in which social media can be used in a safe and positive way.

Identify what they should do before they 'like', 'forward' or 'share' on social media and how this helps to keep them safe online.

Identify some possible risks of using social media.

Describe how they can respond, including getting help, if they see or are sent upsetting or inappropriate online content.

# Band 4

## Self Care Support and Safety

(Looking after myself and keeping safe; aspects of Relationships and Sex Education.)

### **Public and Private**

Demonstrate how to ask to borrow or use something that belongs to someone else, using chosen communication method.

Explain what is/is not appropriate to do in a public place; give reasons why this is the case (include masturbation if appropriate).

### **Public and Private KS3 and 4**

Identify aspects of their lives that they may wish to keep private, even if others choose to share these things about themselves.

Identify what is appropriate and inappropriate to share online.

Identify trusted adults who can help them if someone tries to pressurise them online.

Explain how to manage requests to share a photo, or information about themselves or others online, including how to report.

# Band 4

## Self Care Support and Safety

(Looking after myself and keeping safe; aspects of Relationships and Sex Education.)

### **Feeling Unwell**

Identify how they can tell if they are unwell (including possible symptoms).

Describe in simple terms how germs can be spread to others- demonstrating simple hygiene routines that can prevent the spread of germs (bacteria and viruses).

Identify whom to tell if they feel unwell.

Identify useful phrases or vocabulary to use in order to let someone know that they feel unwell.

Explain why it is a good idea to ask for help quickly if they feel unwell.

Identify some things they can do to take care of their physical wellbeing and their mental wellbeing.

Describe simple things they can do if they are not feeling well.

Recognise some situations where they might need to ask someone for help with their mental wellbeing (e.g. feeling unhappy or depressed, disrupted sleep pattern, not wanting to eat/over-eating).

Identify some of the terms that are used to describe when someone is emotionally/mentally unwell.

### **Feeling frightened/worried**

Explain why no one has a right to make them feel frightened or uncomfortable and how to recognise harassment, including online.

Explain what is meant by 'personal space'.

Describe ways they can safely challenge unwanted physical contact and ask for help.

Explain or demonstrate strategies for communicating that they need help in different situations.

Give reasons why it might be necessary to keep telling trusted adults until they or someone in trouble gets the help needed

# Band 4

## Self Care Support and Safety

(Looking after myself and keeping safe; aspects of Relationships and Sex Education.)

<b>Accidents and Risks</b>
Describe some situations and behaviours in and out of school, including online, which may not be safe or may entail risk.
Identify trusted adults who can help them in risky situations and strategies they can use to help themselves.
<b>Emergency Situations</b>
Explain actions that we all have to undertake in school to keep safe (e.g. lining up, keeping quiet, and why these are essential).
Identify examples of what would and would not be an emergency situation and suggest some ways to respond.
Identify emergency services that could help them.
<b>Gambling</b>
Attempt to explain what is meant by the term 'gambling' and identify places and ways this might take place.
Attempt to identify what it means to 'win' or 'lose' in relation to gambling.
Give some reasons why people might choose to gamble.
Identify the risks associated with chance-based transactions (including in-game purchases) and gambling, including online.

# Band 4

## Managing Feelings

(Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)

### **Identifying and expressing feelings/managing strong feelings**

Understand gradually how others might be feeling

Express their feelings and consider the feelings of others

Identify and moderate their own feelings socially and emotionally.

Understand what helps them to regulate and make choices using preferred communication method (self regulation)

Be able to practice self re-assurance

Persevere in the face of challenge

Explain why no-one has the right to make them feel unhappy, afraid, worried, and sad or make them do things they do not want to.

### **Strong Feelings KS3 and 4**

Give examples of when we might feel strong emotions.

Identify how we can help others who may be feeling unhappy.

Identify whom to ask or tell if we are feeling unhappy and/or need help

### **Romantic feelings/sexual attraction KS3 and 4**

Explain how part of growing up might be to experience strong feelings about people they like or fancy

### **Self esteem and unkind comments**

Identify things that they may say or do that could affect how they or others feel about them.

Identify things that others may say or do that could affect how they feel about themselves.

# Band 4

## Changing and growing

(How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)

<b>Baby to Adult</b>
Describe some of the things they can do now that they couldn't do when they were younger.
Identify stages of the human life cycle
<b>Changes at Puberty</b>
Describe some of the physical changes that occur as they grow up (e.g. body shape, height, menstruation).
<b>Different Types of Relationships/Friendships</b>
Recognise that two people in a long term relationship might live together or be married (or in a civil partnership); that getting married must always be a choice both people make together.
Recognise that two people who love and care for one another may or may not have children.
Identify some of the roles and responsibilities of parents and carers.
Identify occasions when their friends might need their support
Explain that they might disagree with someone and still be friends.
Demonstrate ways to manage friendship disagreements restoratively.
Recognise that friends do not always know what is best for each other

# Band 4

## Changing and growing

(How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)

### **Healthy and Unhealthy relationship behaviour KS3 and 4**

Explain how they expect people to behave towards them in friendships and relationships.

Identify the differences between positive/healthy and negative/unhealthy relationships.

Identify people they can talk to about relationships.

### **Long-term relationships/parenthood KS3 and 4**

Identify what the differences might be between feeling ready for a relationship, feeling ready for a sexual relationship and being ready to be a parent

Identify some of the responsibilities of being a parent.

Recognise different ways a person can become pregnant, including assisted conception, donor conception.

Identify possible reasons why people might choose to adopt or foster children or young people.

Explain that no-one can be forced to marry someone; that this is always wrong; that the person trying to force someone to marry is committing a very serious crime no matter who they are or what they say.

Identify what they can do and whom they could tell if they think someone is being forced to marry someone.

# Band 4

## Changing and growing

(How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)

### **Dealing With Touch**

Describe different types of physical contact; explain how to differentiate between acceptable and unacceptable, comfortable and uncomfortable necessary and unnecessary physical contact.

Describe or demonstrate how to respond to unwanted physical contact; how to let someone know they don't like it or want it.

Identify trusted adults they can tell.

### **Intimate Relationships, Consent and Contraception KS3 and 4**

Define what intimacy means.

Identify readiness (emotional, physical and social) for a relationship that may include sex.

Identify expectations we may have of being in a romantic/intimate/physical relationship, which may include sex

Recognise that although it may seem (in the media etc.) that everyone is having a sexual relationship, in reality this is not the case.

Describe simple ways to check if consent is being given and ways of assertively giving, not giving and withdrawing consent.

Explain that there are laws about the legal age of consent for sexual activity.

Identify how others may manipulate/persuade them to do things they do not want to do or do not like

Describe ways they can take care of their own sexual health and that of others (e.g. using condoms to help prevent STIs).

Identify where and how to obtain condoms and describe how to use them safely.

Identify sources of support with relationships and sex.

# Band 4

# Healthy Lifestyles

(Being and keeping healthy, physically and mentally)

## **Eating healthy**

Express why it is important to have a balanced diet

Give examples of occasions when they can make choices about the foods that they like to eat.

Explain what can help them choose what to eat.

Recognise that some people may not be able to eat certain foods because they will make them ill (allergies).

Describe some of the long term benefits of a healthy diet.

Explain some of the risks of consuming food and drinks with high sugar or caffeine content.

## **Taking care of physical health**

Explain why regular physical activity is important

Describe some of the physical and mental health benefits of regular exercise.

Describe some of the different ways to be physically healthy.

Explain how the physical activities they enjoy doing help to keep them healthy.

Describe simple routines for going to bed/going to sleep.

Explain what a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing.

Give reasons why it is important to take care of personal hygiene.

Describe how they may feel if they don't get enough sleep, and strategies for maintaining good sleep patterns.

Identify some simple strategies to help make positive choices about their health and wellbeing

## **Body Image KS3 and 4?**

Identify some ways in which images of people may be manipulated in the media/social media and therefore not reflect reality.

Explain why some people might want to change the way they look.

Recognise what is meant by body image.

# Band 4

## Healthy Lifestyles

(Being and keeping healthy, physically and mentally)

### **Keeping well**

Identify some symptoms they may experience when they are not feeling well.

Explain the decisions they (or an adult who takes care of them) might make about how to keep them well.

Recognise that people sometimes need to take medicines in different forms, including tablets, injections, inhalers.

Explain why it is important not to touch, taste or take medicines without a trusted adult being with them.

Explain why they should never take someone else's medication.

### **Mental Wellbeing KS3 and 4**

Explain the link between physical health and mental wellbeing.

Recognise when they need help with mental health or emotional wellbeing and whom they can speak to.

Explain why it is important to seek help for themselves or others if they are worried about unhealthy coping behaviours (e.g. self-harm or disordered eating)

### **Drugs, alcohol, tobacco, medicinal drugs KS3 and 4**

Identify the difference between over the counter medicines and those prescribed by a doctor

Identify some examples of over the counter medicines.

Describe how medicines, when used responsibly can help us to take care of our health (e.g. painkillers when we have a headache).

Identify some common legal drugs (e.g. nicotine and alcohol).

Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist.

Identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use.

Recognise that most young people choose not to smoke/vape, drink alcohol or use drugs.

Explain that there are special rules (laws) around supplying or possessing illegal substances, and why they exist.

Describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body.

Identify how misusing substances/alcohol might impact on relationships.

Identify when, why and how to ask for help in relation to drugs and alcohol.

# Band 4

# The World I Live In

(Living confidently in the wider world)

## **Respecting the Differences Between People KS1 and 2**

Notice and ask questions about the differences between themselves and others by answering questions and making comments about skin colour, types of hair

Notice and ask questions about the differences between themselves and others by answering questions and making comments about gender

Notice and ask questions about the differences between themselves and others by answering questions and making comments about special needs and disabilities

Recognise that people who share one characteristic (e.g. race, religion, gender or disability) are all different and unique.

Explain that we should never make assumptions about people because they belong to a particular group or share a particular characteristic.

## **Rules and Laws**

Identify particular rules in school that help to keep them safe and how they do this.

## **Diversity, Rights and Responsibilities KS3 and 4**

Recognise what we all have in common, despite differences (e.g. in age, ability, sex, sexual orientation and gender identity).

Identify some of the different kinds of rights and responsibilities they have in and outside school.

## **Jobs People Do**

Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); explain how the community is helped through the work they do.

## **Managing Online Information KS3 and 4**

Describe simple steps to take to check if something we see online is trustworthy.

Identify some of the techniques that advertisers might use to get their attention or persuade them to believe something is true, and what their motives might be.

# Band 4

# The World I Live In

(Living confidently in the wider world)

## **Taking Care of the Environment**

Describe their own home and explain how they and family members may take care of it.

Explain how we can take care of our school environment

Follow instructions to complete a range of jobs to take care of our school environment

Describe shared responsibilities we all have for taking care of other people, living things and the environment we live in

## **Preparing for adulthood**

Self-regulate emotions outside of school setting

Use public transport independently (using the bus station, buying a ticket, getting off at the correct stop)

Walk and cross roads independently when out in the community.

Identify their aspirations for adult life (which may or may not include employment and independent living).

Describe the kind of job they might like to do when they are older and what they expect it to be like.

Recognise that some jobs are paid more than others and money is one factor which may influence a person's job or career choice.

# Band 4

## The World I Live In

(Living confidently in the wider world)

### **Belonging to a community**

Describe how being part of a group makes them feel.

Identify specific things they take part in as a member of these groups.

### **Managing finances/money**

Identify where they may get money from and for what reasons (e.g. presents from relatives or pocket money from a family member).

Identify things they (or adults we know) might spend money on, such as food, clothes and things they need to help them to live.

Identify why some ways of keeping money safe might be better than others

Explain what is meant by earning, spending, and saving money.

Identify some ways in which they are encouraged to spend money, including online.

Describe the consequences of losing money or spending more than they have

# Band 5

## Self Awareness

(Me, who I am, my likes, dislikes, strengths and interests)

### **Playing and working together**

Describe what they can do (including whom to tell) if they witness or experience hurtful behaviour or bullying

Explain why listening and respecting others' points of view helps them to get on with others

Identify and demonstrate ways of improving their own practice when working in a team.

Offer constructive feedback to support others working in our team.

Explain why 'turn-taking' can help everyone to feel included

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

Explain that if people they like do unkind things to them or their friends they do not have to tolerate it.

Identify ways in which they can get help if people have been unkind to them or their friends.

Describe ways in which families can be different

### **Getting on with others**

Explain that their feelings about other people can change and that this is okay.

Identify kind ways of letting people know their feelings towards them have changed.

Identify what they can say, do or whom they can tell if they are worried or unhappy in a friendship or relationship.

# Band 5

## Self Awareness

(Me, who I am, my likes, dislikes, strengths and interests)

### **Kind and unkind behaviours**

Identify what teasing means and how people who are teased might feel.

Give reasons why teasing or name-calling is not acceptable.

Identify what they can do if others are excluding them or being unkind

Explain what is meant by hurtful behaviour and bullying (including verbal, physical and emotional, e.g. omission/exclusion).

Recognise that this can happen online.

Describe and/or demonstrate what they can say or do if they or someone else is being bullied.

Explain that all bullying is abusive and some can be prejudice-based (e.g. because of someone's skin colour, religion, the way they look, their disability or their family setting).

Recognise that this is unacceptable behaviour and that a trusted adult needs to be told about it.

Identify different positive responses they can take towards unkind behaviour and bullying.

Identify trusted adults to tell if they think they or someone else is being unkind to them or we think they are being bullied.

### **Prejudice and discrimination**

Explain what stereotyping means.

Demonstrate simple constructive strategies for responding to prejudice and discrimination

Give reasons why they should expect to be treated with respect by others.

Recognise that stereotypes based on religion, gender, age, race, disability or sexual orientation, can cause harm (e.g. how they might normalise non-consensual behaviour or encourage prejudice

Explain how they should show respect to others and others' beliefs, including people in the wider community

# Band 5

## Self Awareness

(Me, who I am, my likes, dislikes, strengths and interests)

### **Who I am, things we are good at/personal strengths/likes/dislikes**

Identify things they can do for themselves to help them develop their strengths and those areas where they need help from others

Identify own hopes/ aspirations; explain in simple terms how they might achieve them.

Explain how what others say and think about them can positively and negatively affect the way they feel about themselves.

Identify some simple strategies to help manage negative opinions/ comments

Describe what other people might perceive their personal strengths, talents and skills to be.

Explain that how they feel about themselves (self esteem) can be affected by what is happening in their lives.

Give reasons why media, including social media can affect how people feel about themselves.

### **Skills for learning/managing pressure KS3 and 4**

Describe how it feels to achieve a target.

Demonstrate ways they can develop their strengths and skills through practice.

Identify some ways in which their current learning will help them in the future.

Give examples of how their personal strengths, interests and skills may help them in their future lives, choices or employment.

Identify ways of managing emotions in relation to future employment aspirations.

Describe strategies that can be used if someone is using pressure to persuade them to do something, including online.

Recognise the responsibilities of bystanders to report bullying and hurtful behaviour.

Identify trusted adults/ services that can help us if we or someone we know has been the target of unkind, hurtful, abusive or bullying behaviour, including online.

Describe how they can sometimes put themselves under pressure to do what others are doing, or what they think others want them to do.

Explain ways of safely responding if they experience or witness unacceptable behaviours.

Identify reasons why they might put themselves under pressure, and how others may apply pressure or encourage them to join a group or a gang; exit strategies and how to access appropriate support.

Describe the risks and law relating to carrying a weapon.

# Band 5

## Self Care Support and Safety

(Looking after myself and keeping safe; aspects of Relationships and Sex Education.)

### **Taking care of ourselves**

Describe different ways they keep themselves healthy and well.

Explain or demonstrate what they and others can do to prevent the spread of germs and why this is important.

### **Keeping safe**

Evaluate ways of keeping safe in a variety of relevant situations and identify possible risks and hazards.

Describe some simple strategies for keeping physically safe in situations when they might feel afraid.

Recognise when a situation is an emergency and explain or demonstrate how to get help, including how to call 999.

### **Trust**

Explain that they should not keep any secret that makes them feel uncomfortable, afraid, worried or anxious, no matter who asks them.

Explain when and why to ask an adult for help if they're asked to share information or keep a secret

Describe 'degrees of trust' — those people they can trust with less important things, and those they can trust with their most important things (e.g. possessions, information about them or their feelings).

Explain that if they don't feel sure about sharing information or feel pressured, they don't have to.

Give examples of how others may put them under pressure to do something.

Explain what a 'dare' is and what people might say or do if they are 'daring' them.

Identify some basic strategies for saying 'no' to pressure or dares.

Identify whom to tell in different situations and what they could say.

Give examples of when they might take back their trust if they feel someone no longer deserves it.

Describe how they might feel if someone has dared them to do something.

Explain or demonstrate strategies to resist pressure to behave in inappropriate ways.

Demonstrate what they can say and do and where to get help if they have been pressurised, or seen someone else being pressurised, to do something risky.

# Band 5

## Self Care Support and Safety

(Looking after myself and keeping safe; aspects of Relationships and Sex Education.)

### Keeping safe online

Explain how other people's identity online can be different to what it actually is in real life.

Explain how to respond if you're not sure if someone online is who they say they are.

Identify some benefits of balancing time on electronic devices with other activities

Demonstrate practical strategies for keeping safe when using specific digital devices and platforms.

Explain how what we post online might affect ourselves or others

Describe strategies to help us stop and think about the possible consequences for ourselves or others before we post something online

Identify basic rules for using social media, including age restrictions and why they exist.

Identify whom we can talk to, or report concerns to, if someone asks us for, or sends us, an image or information that makes us feel uncomfortable.

### Keeping safe online KS3 and 4

Explain rules for keeping safe when using different social media platforms.

Identify sources of advice and support, and ways to report online concerns.

Identify how to make safe, reliable choices from search results

Explain how some behaviours on social media might damage friendships and relationships.

Explain some steps they can take to take care of their own and other people's safety and wellbeing when using social media.

Recognise that data about them can be collected online, and used, for example, to determine what information and advertising they are shown.

Identify some ways in which they can recognise when they are being manipulated by online content or contact, and ways to respond. Describe or demonstrate help-seeking strategies to support online safety (e.g. knowing how to block people on social media, using the CEOP report button).

Identify some ways in which they can recognise when they are being manipulated by online content or contact, and ways to respond.

Describe or demonstrate help-seeking strategies to support online safety (e.g. knowing how to block people on social media, using the CEOP report button).

# Band 5

## Self Care Support and Safety

(Looking after myself and keeping safe; aspects of Relationships and Sex Education.)

### Public and Private

Describe how we might feel if our personal belongings are lost or damaged.

Demonstrate how to tell a trusted adult if someone damages, or they have lost, their personal belongings.

Explain the importance of respecting others' belongings, privacy and feelings.

Identify practical strategies to ensure their privacy and that of others.

Demonstrate ways to give and not give permission when asked to lend belongings.

Explain why they must respect the rights of others who may refuse to lend something to them; explain why this does not mean they do not like them.

Explain what they can do/ say or whom they can tell if someone does not respect their privacy, or shares something with them that makes them feel uncomfortable.

Explain why they should tell a trusted adult even if someone has told them not to.

### Public and Private KS3 and 4

Describe specific ways of keeping themselves safe online (e.g. secure passwords, never giving out personal details or passwords, not lending our mobile phone, covering our computer's camera when not in use).

Recognise that sharing and/or viewing sexual images of anyone under 18 (including those created by anyone under 18) is against the law.

Explain what could happen next (e.g. police involvement, parent/carer involvement, prosecution) and the impact on self and others

Explain that there are online 'scams' (ways that people may try to trick them online); identify what some of these ways of deceiving people might be (e.g. phishing, fake email addresses).

Explain and demonstrate how to ask for help and whom to go to if they have seen something upsetting or done something online that they are now worried about or regret.

# Band 5

## Self Care Support and Safety

(Looking after myself and keeping safe; aspects of Relationships and Sex Education.)

### Feeling Unwell

Describe how following simple routines can reduce the spread of germs (bacteria and viruses) and why this is important

Identify some of the items they might use to support personal hygiene (e.g. soap, toothpaste, flannel, sponge, shower gel, antiperspirant).

Identify some ways they can take increased responsibility for looking after their physical and mental health.

Explain why it is as important to tell someone they trust if they are feeling emotionally (mentally) unwell as it is when they feel physically unwell.

Identify some of the people and organisations that can provide reliable support and advice if they are physically or mentally unwell.

Explain how they know they can trust these people and organisations to give them advice that will help them (e.g. GP, school nurse, NHS, Childline, Young Minds).

Explain why 'self-diagnosis' from websites can be inaccurate or potentially harmful.

Explain what is meant by immunisation and vaccination and why people might be immunized or vaccinated.

Explain how and why to carry out self-examination as a way of checking for specific conditions (cancer), including breast and testicular self examination.

### Feeling frightened/worried

Describe how it might feel when someone encroaches on their personal space.

Give examples of when it is or is not appropriate to be in someone else's 'personal space'.

Explain how feeling frightened, worried or uncomfortable is one of the ways they know that something is wrong.

Explain that some actions (e.g. assaulting someone and harassment) are crimes, and how to respond, including reporting to police.

Explain that removing or injuring female genitalia for non-medical reasons (Female Genital Mutilation/FGM) is wrong and illegal, even if adults think it is necessary.

Explain that someone they like may not always be trustworthy.

Demonstrate what they can say or do and whom they can tell if they are concerned about their own or someone else's personal safety.

Explain what they should say, do and whom to tell if they, or someone they know, fears that they will experience, or have already experienced FGM, and that it is never that person's fault.

# Band 5

## Self Care Support and Safety

(Looking after myself and keeping safe; aspects of Relationships and Sex Education.)

### Accidents and Risks

Identify ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on their own.

Explain how the inappropriate use of mobile phones can contribute to accidents (e.g. looking at phone while crossing the road).

Explain why, although we cannot prevent all accidents from happening, it is still important to still take steps to reduce and manage risk.

Explain when and why taking a risk can be positive (e.g. trying something new).

### Emergency Situations

Describe how to call 999 in the case of an emergency.

Demonstrate some simple first aid procedures (e.g. putting someone in the recovery position; when not to move someone; responding to nosebleeds or cuts).

Describe how adults might communicate to them that something is an emergency (e.g. vocabulary that adults might use).

Explain why it is essential to follow instructions in an emergency situation in and outside school.

Recognise what a defibrillator is and when one might be needed.

Explain what they might do, including whom to tell and what to say, in the event of an emergency when they are out without an adult.

### Gambling

Describe some influences or pressures on people to gamble (e.g. advertising, friends)

Identify where and from whom to get help with gambling if they are worried about themselves or others.

Identify some strategies game apps or advertising might use to encourage online gambling and chance-based purchases (e.g. loot boxes).

Explain some strategies for managing influences related to gambling.

# Band 5

## Managing Feelings

(Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)

### Identifying and expressing feelings/managing strong feelings

Demonstrate vocabulary/ communication skills for expressing the intensity of a feeling.

Explain that everyone experiences a range of feelings at different times (e.g. feeling happy, excited, sad, angry, fearful, surprised, nervous).

Give simple reasons why it is important that others know how they are feeling.

Describe some simple ways they can help others to feel better if they are feeling sad or upset.

Explain how rest and spending time doing things they enjoy can help to make them feel happy.

Explain that when they get upset, angry or frustrated their actions can affect others as well as themselves.

Describe or demonstrate how to respond appropriately to others' feelings.

### Strong Feelings KS3 and 4

Identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful.

Describe how when we feel strong emotions we might feel like doing something we wouldn't usually do; how this could affect ourselves or other people.

Describe how to manage strong emotions by using simple strategies to help ourselves and others

Explain or demonstrate things we can do to help and support others when they are experiencing strong emotions.

Recognise signs that we or someone we know might need help to cope with strong emotions and whom to speak to.

Identify reliable and trustworthy sources of support for a range of relevant issues, including online (e.g. Childline, Thinkuknow.co.uk).

# Band 5

## Managing Feelings

(Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)

### **Romantic feelings/sexual attraction KS3 and 4**

Explain that people can 'like' or 'fancy' someone of the same or different gender, race, ability or religion.

Demonstrate appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation

Recognise that everyone of all genders and sexual orientation is unique, special and worthy of respect.

Identify reliable sources of advice and explain how to seek advice and help regarding gender, sexuality and intimate relationships, including managing feelings about these.

### **Self esteem and unkind comments**

Explain the difference between helpful/kind and unhelpful/unkind comments.

Demonstrate simple strategies to help manage their feelings about unhelpful/unkind comments.

# Band 5

## Changing and growing

(How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)

### **Baby to adult**

Explain how the needs of babies, children, adults and older people differ.

### **Changes at puberty**

Describe what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes.

Use correct vocabulary to name male and female reproductive organs.

Recognise that during and after puberty, some people enjoy masturbating, and this should be done in private

### **Different types of relationships/friendships**

Explain the features of a healthy and positive friendship or family relationship.

Identify whom to tell if something in our family life makes us unhappy or worried.

Recognise that relationships, including marriage and civil partnership, can be between people of any gender

Describe ways in which friendships might change over time.

Explain that sometimes friendships may end, through choice or circumstances.

Demonstrate strategies for managing feelings about friendships as they change and develop.

Demonstrate how they might end a friendship positively.

Identify reliable and appropriate sources of support for themselves and their friends

# Band 5

## Changing and growing

(How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)

### **Healthy and unhealthy relationship behaviour KS3 and 4**

Identify the aspects of relationships that they are responsible for (e.g. being respectful, honest and kind).

Identify positive strategies to manage inappropriate behaviour towards them.

Recognise that some types of behaviour within relationships are against the law (e.g. hitting/ hurting someone, telling someone what to do all the time, not allowing someone to make choices).

Identify what they can do if they are worried or concerned about an unhealthy relationship

Demonstrate strategies to help them negotiate and assert their rights in a relationship.

Explain what is meant by compromise and demonstrate some ways to compromise.

Explain how the media portrayal of relationships may not reflect real life but may affect their expectations.

Identify sources of support for them or someone they know who is experiencing abusive behaviour.

### **Long-term relationships/parenthood KS3 and 4**

Identify possible reasons for assisted conception, donor conception and surrogacy.

Describe choices people have in the event of an unintended pregnancy.

Explain what abortion or termination of a pregnancy means.

Identify reliable, unbiased sources of support and explain how to access them.

Describe different ways relationships might be ended (e.g. divorce, separation, or bereavement).

Describe the feelings people might have if they or someone they are close to is experiencing the ending of a relationship.

Explain that the breakdown of a relationship between parents is not the fault of their children.

Explain the importance of talking to someone if worried about the ending of a relationship.

# Changing and growing

(How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)

## Band 5

### **Dealing with touch**

Explain that they have the right to protect their bodies from Inappropriate/ unwanted touching

Explain how they can respect other people's right to protect their bodies from inappropriate/ unwanted touching.

Explain when and whom to tell if they are worried, and the importance of persisting in telling until they feel comfortable and safe.

Explain that their bodies should be looked after and that female genital mutilation (FGM) (removing or injuring female genitalia for non-medical reasons) is wrong and illegal, even if some adults think it is necessary.

Identify someone they could safely go to for help if they are worried about themselves or someone else.

### **Intimate relationships, Consent and Contraception KS3 and 4**

Identify different levels of intimacy (physical/sexual) within relationships and their associated risks.

Describe ways to manage others' expectations in relationships and their right not to be pressurised to do anything they do not want to do.

Explain that if someone fails to respect another person's right to not give their consent, then they are committing a serious crime.

Demonstrate different strategies to deal with manipulation/persuasion in relationships.

Recognise that the portrayal of sex in the media and social media (including pornography) is an unrealistic representation of sexual behaviour and can affect people's expectations of relationships and sex

Describe some forms of contraception, their correct use and where and how they can be accessed.

Explain what STIs are (including HIV), how they can be tested for and why it is important that they are treated. Explain how and when to access sexual health services.

Explain that consent must be sought and freely given before any sexual activity and how to tell if someone is giving or not giving their consent.

Identify how saying 'yes' under pressure is not consent, and is not the same as freely given, CG4 enthusiastic consent.

Describe how alcohol/ drugs may influence choices they or others make in relationships, including sexual activity.

Evaluate the advantages and disadvantages of different forms of contraception for different individuals.

Recognise that viewing pornography can have ongoing harms and where and how to access help if concerned.

Describe different reliable sources of support regarding relationships, sex and sexual health and how to access them.

# Band 5

# Healthy Lifestyles

(Being and keeping healthy, physically and mentally)

## **Eating healthy**

Describe which foods they should only eat occasionally and explain why eating too much of them could harm their health.

Identify some influences on their food choices, and when these might be positive or negative.

## **Taking care of physical health**

Describe what might happen if they don't take care of their personal hygiene.

Explain some of the benefits of balancing exercise, food and rest.

Identify what might happen to their bodies if they don't protect them from overexposure to the sun.

Explain why it is important to take care of their bodies both now and in the future.

Explain some things that can stop them sleeping well, and suggest ways to manage these.

Recognise how spending excessive time on electronic devices can affect sleep, mental and physical wellbeing.

Describe strategies for maintaining a healthy lifestyle, including balancing time spent on work, leisure, physical activity, online activities and sleep.

Explain why it is important to have enough sleep

Describe what might affect choices we make about our health, e.g. healthy eating (advertising), physical activity (playing on the computer, restrictions due to health conditions) sleep (worries, stress, social media).

Identify ways of motivating ourselves to take exercise

Describe strategies for managing pressures and influences on healthy lifestyle choices.

## **Body Image KS 3 and 4**

Identify some influences on young people to look a particular way, and the impact of these on emotional wellbeing.

Explain what is meant by self-esteem.

Describe some ways we can maintain self-esteem in relation to body image.

Identify some of the risks associated with cosmetic/ aesthetic procedures (e.g. piercings, tattoos, tanning).

Explain why advertisers might use manipulated images and how recognising this might influence their responses

# Band 5

## Healthy Lifestyles

(Being and keeping healthy, physically and mentally)

### **Keeping well/mental wellbeing**

Recognise and give examples of the difference between someone who can give them medicines/ drugs (e.g. doctors, nurses, pharmacists) and someone who cannot (e.g. our friends).

Describe that sometimes they may be given an injection by a doctor or nurse to help to prevent them from catching a disease (vaccination).

Explain why they should not accept medicines/ drugs from anyone (unless a responsible/ qualified person has given it to them for us, e.g. their parents/carers/trusted adults).

Describe how smoking and drinking alcohol can affect people's health.

Identify whom we can talk to if we are worried about health.

Give reasons why there are rules about what they can and should not put inside their bodies; and explain what these are.

Identify some possible side effects of substances that are not meant for children to consume (e.g. alcohol).

Explain that no-one should ever make them, or try and persuade them to drink alcohol, smoke, taste or swallow anything they are not sure is safe or that is against their wishes, and that they have a right to say no.

Identify simple strategies they can use if they are offered a cigarette, alcohol or other type of substance.

### **Mental wellbeing**

Describe some healthy coping strategies that can help if they are struggling to maintain their emotional wellbeing.

Describe how they can help friends or family who might be feeling stressed or unhappy.

Identify things that can prevent people from seeking help with mental health issues (e.g. stigma)

Identify reliable sources of advice and support for mental health and emotional wellbeing.

Identify some strategies for challenging stereotypes and stigma relating to mental health.

# Band 5

## Healthy Lifestyles

(Being and keeping healthy, physically and mentally)

### **Drugs, alcohol, tobacco, medicinal drugs KS3 and 4**

Recognise the importance of taking over the counter and prescribed medicines correctly

Explain that all drugs can have risks to health, even if they are legal or have been prescribed.

Explain how drugs/alcohol can affect how people feel, influence their ability to make decisions and can contribute to causing accidents.

Describe how pressure to use substances can come from a variety of sources, including people they know.

Explain why they might put themselves under pressure to try substances such as smoking and drinking (e.g. to fit in or not to feel left out).

Describe or demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs.

Explain long term personal and social risks of substance misuse

Describe what is meant by someone having a 'habit', or 'addiction' in terms of substance misuse.

Identify reliable sources of support or advice if they are worried about themselves or someone else in relation to substance misuse.

# Band 5

# The World I Live In

(Living confidently in the wider world)

## **Respecting the Differences Between People KS1 and 2**

Identify possible reasons for why some people might be rude or unkind towards others because they are 'different' (prejudiced) and treat them unfairly because of it (discriminate).

Give reasons why it is always unacceptable to be rude or unkind towards other people; identify whom they could talk to if they experienced or observed this

Recognise that they may sometimes hear or read something (including online) that is rude and unkind about other people and explain ways they can safely respond, including how to report it.

Explain why they should not 'like' or 'forward' such comments online; identify whom they could talk to about them

## **Rules and Laws**

Explain how rules and laws help them to live and work with other people outside of school.

Identify what might happen if we did not have rules and laws or if people ignored them.

## **Diversity, Rights and Responsibilities KS3 and 4**

Explain the benefits of diversity for their friendships and their community.

Identify why stereotyping is unfair.

Recognise that everyone has 'human rights' and that the law protects these rights.

Identify some of their rights to different opportunities in both education and work

Explain that different cultures and faith groups have the right to practise their customs and beliefs within British law.

Explain how stereotypes (e.g. based on sex, gender, race, religion, age, sexual orientation or disability) can lead to discrimination.

Describe how to safely challenge stereotyping or discrimination when they witness or experience it.

Identify whom they can talk to if they are worried about their rights or those of other people.

## **Jobs People Do**

Explain why we should not call emergency services for a joke or a dare; describe the possible impact this might have on ourselves or others.

Recognise how strengths, qualities and things we learn in school might link to possible future jobs.

# Band 5

## The World I Live In

(Living confidently in the wider world)

### **Managing Online Information KS3 and 4**

Explain that information from their internet use is gathered, stored and used by external organisations.

Identify organisations/ websites that can help them or other people with concerns about something seen or experienced online.

Explain the influence that fake news can have on people's opinions, attitudes to others and understanding of the world.

### **Taking Care of the Environment**

Explain the importance of routines in taking care of people or pets.

Explain what might happen if the wider environment is not taken care of (e.g. litter, graffiti, vandalism, pollution).

Explain how every day choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, waste, pollution).

Identify their feelings and values in relation to climate change and the environment.

### **Belonging to a community**

Describe what it means to be part of a community.

Identify different groups that make up our community.

Suggest ways we can help people to feel welcome in the different groups and communities we belong to.

# Band 5

## The World I Live In

(Living confidently in the wider world)

### **Managing finances/money**

Identify what is meant by a 'need' and a 'want' in relation to spending money.

Give some simple examples of what might be a 'need' and a 'want'.

Explain what it means to save money and why they might do it.

Explain what is meant by the term 'afford' (in the context of money).

Identify possible consequences of losing money on themselves or others; who to go to or how to seek help if this happens to them

### **Managing Finances KS3 and 4**

Explain what is meant by the terms 'afford', 'borrow' and 'lend' (in the context of money).

Explain the difference between essential and luxury purchases.

Demonstrate *skills* for budgeting and managing potential income (salary, personal independence payments) as they become more independent.

Explain what is meant by 'debt' and 'credit'.

Describe some simple examples of what is meant by 'value for money'.

Explain the benefits and identify different methods of saving for the future.

Identify what they can do if something they buy is faulty or they want to return it (their legal rights).

Demonstrate enterprise skills (e.g. participation in a mini enterprise project).

# Band 5

## The World I Live In

(Living confidently in the wider world)

### **Preparing for adulthood KS3 and 4**

Demonstrate skills for independent living (e.g. safe travel, shopping and meal preparation).).

Explain what strengths, skills and qualifications someone might need to do the jobs that interest them.

Describe some of the things that help to keep people healthy and safe at work (that there are laws to protect people).

Describe the steps to getting a job (e.g. looking for a job, writing a CV, going for an interview)

Describe some of the choices available at the end of Key Stage 4/5, including employment, further study, apprenticeships, work placements.

Demonstrate some of the skills that can help someone to get a job (e.g. interview techniques, communication and teamworking skills).

Describe how to manage their feelings in relation to living independently, and whom they can talk to if they are worried.

Identify people and organisations that can provide advice and support for their future employment.