

# Ravenshall Progression Framework – KS3&4 PSHE

## Curriculum Themes

We follow a four-year curriculum cycle. Each topic theme falls under a termly category

- Autumn – Me and My World
- Spring – The Wider World
- Summer – Action and Adventure

The curriculum theme titles are listed in the table below. Teachers use the subject framework to inform the learning intent for their individual classes in the form of medium-term plans. These frameworks ensure that there is a clear progression in skills and knowledge for each subject area.

Autumn - <b>Me and My World</b>	Spring - <b>The Wider World</b>	Summer - <b>Action and Adventure</b>
Year 1		
<i>All About Me</i>	<i>Come Fly with Me</i>	<i>Pirates</i>
Year 2		
<i>Help is at Hand</i>	<i>Going Wild</i>	<i>Time Travel</i>
Year 3		
<i>Unity in the Community</i>	<i>Global Warning</i>	<i>To Infinity and Beyond</i>
Year 4		
<i>Law and Order</i>	<i>Under the Sea</i>	<i>Superheroes</i>

There is a specific Ravenshall PSHCE Scheme of Work for the teaching of PSHCE in all Key Stages, which all classes should follow.

	Autumn 1 Health and Wellbeing	Autumn 2 Living in the Wider World	Spring 1 Relationships	Spring 2 Health and Wellbeing	Summer 1 Relationships	Summer 2 Living in the Wider World
i	<u>Drugs</u> <b>HL6-</b> Medicinal drugs <b>HL7-</b> Medicinal drugs, drugs, alcohol & tobacco	<u>Environment</u> <b>WIIL13-</b> Taking care of the environment	<u>Families, Marriage, civil relationships</u> <b>065-</b> Long term relationships and parenthood	<u>Personal Identity</u> <b>SA1-</b> Personal Strengths <b>SA2-</b> Skills for learning	<u>Puberty</u> <b>CG1-</b> Puberty	<u>Careers</u> <b>WIU4-</b> Preparing for <u>adulthood</u>
ii	<u>Managing feelings</u> <b>MF2-</b> Strong feelings <b>MF1 -</b> Self-esteem & unkind comments <b>HLS-</b> body image	<u>Human Rights - British values and Citizenship</u> <b>WIIL11 -</b> Diversity, rights and responsibilities <b>SA3-</b> Prejudice and discrimination	<u>Keeping Safe</u> <b>SSS6-</b> Public and Private <b>SSS2-</b> feeling frightened/ <u>worried</u>	<u>Healthful Lifestyle</u> <b>HU-</b> Elements of a healthy lifestyle <b>SSS1-</b> feeling <u>unwell</u>	<u>Healthy and Unhealthy relationships</u> <b>CG2-</b> Friendship <b>CG3-</b> Healthy/ Unhealthy Relationship behaviours	<u>Money</u> <b>WIIL15-</b> Managing Finances <b>SSS7-</b> Gambling
iii	<u>Keeping Healthy</u> <b>HI4-</b> Healthy Eating <b>HI3-</b> Physical activities	<u>Peer influence, substance use and</u> <b>SA4-</b> Managing Pressure	<u>Respectful Relationships</u> <b>MF3-</b> Romantic feelings and sexual attraction <b>064-</b> Intimate relationships, consent & contraception	<u>Mental Health</u> <b>HI.2-</b> Mental Wellbeing	<u>Online safety</u> <b>SSS4I--</b> Keeping safe <u>online</u> <b>WIIL12-</b> Managing online information	<u>Personal Safety</u> <b>SSS3-</b> Accidents and Risks <b>SSS5-</b> Emergency Situations

Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
<b>Self-Awareness – Personal Strengths (SA1)</b>						
<p><b>Working towards SA1.2.1/ SA2.2.1</b></p> <p><b>Learning Ideas</b></p> <ul style="list-style-type: none"> <li>- Sensory stories about things pupils like/ enjoy</li> <li>- Show and tell items that are special to pupils.</li> <li>- Looking at photographs of things pupils do outside of school and celebrate achievements</li> <li>- Staff observations of what pupils enjoy and are good at.</li> <li>- Telling pupils what they are good at and celebrating this.</li> <li>- Pictures of activities pupils to choose what they enjoy</li> <li>- Lots of work choosing activities from a choice activities from symbols/ photographs.</li> </ul>	<p><b>SA1.2.1</b> - Respond to stimuli about what we are good at and/ or enjoy.</p>	<p><b>SA1.3.1</b> - Describe what we are good at and/or enjoy.</p>	<p><b>SA1.4.1</b> - Identify some of our own personal strengths and skills (things we are really good at or can do really well).</p>	<p><b>SA1.5.1</b> - Demonstrate how to recognise and appreciate personal strengths in other people.</p>	<p><b>SA1.6.1</b> - Explain how what others say and think about us can positively and negatively affect the way we feel about ourselves.</p> <p><b>SA1.6.2</b> - Identify some simple strategies to help manage negative opinions/ comments.</p>	<p><b>SA1.7.1</b> - Describe what other people might perceive our personal strengths, talents and skills to be.</p> <p><b>SA1.7.2</b> - Explain that how we feel about ourselves (self-esteem) can be affected by what is happening in our lives.</p> <p><b>SA1.7.3</b> - Give reasons why media, including social media can affect how people feel about themselves.</p>
<b>Self-Awareness – Skills for learning (SA2)</b>						
<p><b>See above learning ideas</b></p>	<p><b>SA2.2.1</b> - Respond to stimuli about what we enjoy learning about in school.</p>	<p><b>SA2.3.1</b> - Identify some things that make us special and unique as learners.</p> <p><b>SA2.3.2</b> - Describe what we like and dislike doing as learners.</p> <p><b>SA2.3.3</b> - Describe our own learning targets or goals.</p>	<p><b>SA2.4.1</b> - Describe the particular ways we like to learn.</p> <p><b>SA2.4.2</b> - Identify the difference between a short term target and an aspirational, long term goal.</p>	<p><b>SA2.5.1</b> - Describe simple strategies we can use to help us be organised in our learning.</p> <p><b>SA2.5.2</b> - Explain how we might achieve our targets and goals (e.g. breaking longerterm goals down into several short term targets).</p>	<p><b>SA2.6.1</b> - Describe how it feels to achieve a target.</p> <p><b>SA2.6.2</b> - Demonstrate ways we can develop our strengths and skills through practice.</p> <p><b>SA2.6.3</b> - Identify some ways in which our current learning will help us in the future.</p>	<p><b>SA2.7.1</b> - Give examples of how our personal strengths, interests and skills may help us in our future lives, choices or employment.</p> <p><b>SA2.7.2</b> - Identify ways of managing emotions in relation to future employment aspirations</p>
<b>Self-Awareness – Prejudice and discrimination (SA3)</b>						

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<p><b>Working Towards SA3.2.1 Learning Ideas</b></p> <ul style="list-style-type: none"> <li>- Looking at photographs of each other and comparing.</li> <li>- Looking at different hair colours, eye colours etc.</li> <li>- Using webcam filters to look at self with different coloured hair/ eyes.</li> <li>- Making collage photographs of faces using different eye/ hair/ noses to our own.</li> <li>- Art work of self and friends using mirrors</li> <li>- Looking in mirrors and touching different facial features.</li> <li>- Talking about different skin colours and hair colours/ lengths</li> <li>- Clay faces models</li> <li>- Funny face jigsaw puzzles</li> <li>- Sensory stories/ poems</li> <li>- Measuring each other and comparing heights</li> <li>- Looking at things peers like and comparing</li> <li>- Stories about friendship.</li> </ul>	<p><b>SA3.2.1</b> - Respond to stimuli about people who are different to us in different ways.</p>	<p><b>SA3.3.1</b> - Describe what it means to treat others in a kind and fair way. <b>SA3.3.2</b> - Recognise that everyone is unique and special and no one should be treated unfairly.</p>	<p><b>SA3.4.1</b> - Recognise what prejudice means. <b>SA3.4.2</b> - Explain what it means to discriminate against someone. <b>SA3.4.3</b> - Recognise that prejudice and discrimination in any form are unacceptable.</p>	<p><b>SA3.5.1</b> - 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). <b>SA3.5.2</b> - Describe how and where to seek help if we think someone is behaving in a discriminatory way towards us or others.</p>	<p><b>SA3.6.1</b> - Explain what stereotyping means. <b>SA3.6.2</b> - Demonstrate simple constructive strategies for responding to prejudice and discrimination. <b>SA3.6.3</b> - Give reasons why we should expect to be treated with respect by others</p>	<p><b>SA3.7.1</b> - 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). <b>SA3.7.2</b> - Explain how we should show respect to others and others' beliefs, including people in the wider community.</p>

**Self-Awareness – Managing pressure (SA4)**

<p><b>Working towards SA4.2.1 Learning Ideas</b></p> <ul style="list-style-type: none"> <li>- Social stories of kind and unkind behaviours.</li> <li>- Social stories about anger and how this feels.</li> <li>- Sorting behaviours into kind and unkind/ good and bad things to do.</li> <li>- Engagement for learning rules .</li> <li>- Class rules and artwork around this</li> </ul>	<p><b>SA4.2.1</b> - Respond to stimuli which depict kindness and unkindness.</p>	<p><b>SA4.3.1</b> - Describe and give examples of what it means to be kind and unkind. <b>SA4.3.2</b> - Identify some of the ways of telling a trusted adult if someone is being unkind to us</p>	<p><b>SA4.4.1</b> - Explain what is meant by teasing, hurtful and bullying behaviour. <b>SA4.4.2</b> - Explain how we do not need to put up with someone being unkind, hurtful, abusive to, or bullying, us. <b>SA4.4.3</b> - Recognise what is meant by peer pressure and peer influence.</p>	<p><b>SA4.5.1</b> - Identify some of the ways in which pressure might be put on us by other people, including online. <b>SA4.5.2</b> - Describe ways we might challenge peer pressure. <b>SA4.5.3</b> - Identify different types of bullying (including online) and what the impact of bullying might be.</p>	<p><b>SA4.6.1</b> - Describe strategies that can be used if someone is using pressure to persuade us to do something, including online. <b>SA4.6.2</b> - Recognise the responsibilities of bystanders to report bullying and hurtful behaviour. <b>SA4.6.3</b> - Identify trusted adults/ services that can</p>	<p><b>SA4.7.1</b> - Describe how we can sometimes put ourselves under pressure to do what others are doing, or what we think others want us to do. <b>SA4.7.2</b> - Explain ways of safely responding if we experience or witness unacceptable behaviours. <b>SA4.7.3</b> - Identify reasons why we might put ourselves under pressure,</p>
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Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
<ul style="list-style-type: none"> <li>- Make a class promise to follow the rules</li> <li>- Stories about kindness</li> <li>- Play sessions encouraging kind behaviour to friends</li> <li>- Social games</li> <li>- Board games</li> </ul>				<p><b>SA4.5.4</b> - Identify strategies to help us if we are being bullied, including online.</p> <p><b>SA4.5.5</b> Describe how to recognise the difference between friendship groups and gangs; describe some of the risks of becoming part of a gang.</p>	help us if we or someone we know has been the target of unkind, hurtful, abusive or bullying behaviour, including online	and how others may apply pressure or encourage us to join a group or a gang; exit strategies and how to access appropriate support. <b>SA4.7.4</b> - Describe the risks and law relating to carrying a weapon

Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
<b>Self-Care, Support and Safety – Feeling unwell (SSS1)</b>						
<p><b>Working Towards SSS1.2.1 Learning ideas</b></p> <ul style="list-style-type: none"> <li>- Sensory stories about emergency services</li> <li>- Teaching sign and symbol communication for pain/sad.</li> <li>- Basic first aid role play using bandages and plasters to look after minor injuries.</li> <li>- Naming body parts and putting plasters on the body parts.</li> <li>- Role play emergency services and ringing 999 for help.</li> <li>- Visits to local doctors/hospitals</li> <li>- Visits from paramedics/ambulance.</li> </ul>	<p><b>SSS1.2.1</b> - Respond to stimuli about what it means to feel unwell; show awareness of how to indicate to someone that we are feeling unwell.</p>	<p><b>SSS1.3.1</b> - Describe the difference between feeling well and feeling unwell; demonstrate how to let someone know that we are feeling unwell.</p>	<p><b>SSS1.4.1</b> - Identify how we can tell if we are unwell (including possible symptoms).</p> <p><b>SSS1.4.2</b> - Describe in simple terms how germs can be spread to others.</p> <p><b>SSS1.4.3</b> - Identify whom to tell if we feel unwell.</p> <p><b>SSS1.4.4</b> - Identify useful phrases or vocabulary to use in order to let someone know that we feel unwell.</p> <p><b>SSS1.4.5</b> - Explain why it is a good idea to ask for help quickly if we feel unwell.</p>	<p><b>SSS1.5.1</b> - Identify some things we can do to take care of our physical wellbeing and our mental wellbeing.</p> <p><b>SSS1.5.2</b> - Describe simple things we can do if we are not feeling well.</p> <p><b>SSS1.5.3</b> - Demonstrate simple hygiene routines that can prevent the spread of germs (bacteria and viruses).</p> <p><b>SSS1.5.4</b> - Recognise some situations where we might need to ask someone for help with our mental wellbeing (e.g. feeling unhappy or depressed, disrupted sleep pattern, not wanting to eat/over-eating).</p> <p><b>SSS1.5.5</b> - Identify some of the terms that are used to describe when someone is emotionally/mentally unwell.</p>	<p><b>SSS1.6.1</b> - Describe how following simple routines can reduce the spread of germs (bacteria and viruses) and why this is important.</p> <p><b>SSS1.6.2</b> - Identify some of the items we might use to support personal hygiene (e.g. soap, toothpaste, flannel, sponge, shower gel, antiperspirant).</p> <p><b>SSS1.6.3</b> - Identify some ways we can take increased responsibility for looking after our physical and mental health.</p> <p><b>SSS1.6.4</b> - Explain why it is as important to tell someone we trust if we are feeling emotionally (mentally) unwell as it is when we feel physically unwell.</p>	<p><b>SSS1.7.1</b> - Identify some of the people and organisations that can provide reliable support and advice if we are physically or mentally unwell.</p> <p><b>SSS1.7.2</b> - Explain how we know we can trust these people and organisations to give us advice that will help us (e.g. GP, school nurse, NHS, Childline, Young Minds).</p> <p><b>SSS1.7.3</b> - Explain why 'self-diagnosis' from websites can be inaccurate or potentially harmful.</p> <p><b>SSS1.7.4</b> - Explain what is meant by immunisation and vaccination and why people might be immunized or vaccinated.</p> <p><b>SSS1.7.5</b> - Explain how and why to carry out self-examination as a way of checking for specific conditions (cancer), including breast and testicular self-examination</p>
<b>Self-Care, Support and Safety – Feeling frightened/worried (SSS2)</b>						

Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
<p><b>Working Towards SSS2.2.1 Learning Ideas</b></p> <ul style="list-style-type: none"> <li>- Sensory stories about fear</li> <li>- Makaton sign for fear</li> <li>- Discussions about what people are scared of like/dislike</li> <li>- Activities involving communicating like/dislike such as food tasting.</li> <li>- Sensory exploration expressing likes/ dislikes.</li> </ul> <p><b>Working Towards SSS2.2.2 Learning ideas</b></p> <ul style="list-style-type: none"> <li>- Story Massage and gaining consent</li> <li>- Animal care</li> <li>- Touching rabbits/ dog using safe touch</li> <li>- TACPAC</li> <li>- Tooth brushing</li> <li>- Hair brushing</li> <li>- Face washing</li> <li>- Games where holding hands with others</li> <li>- Story massage on peers</li> <li>- Story massage on staff</li> <li>- PANTS Rule</li> <li>- PANTASAUROUS</li> <li>- Social stories</li> <li>- Social games</li> </ul> <p><b>Working Towards SSS2.2.3 Learning ideas</b></p> <ul style="list-style-type: none"> <li>- Within other parts of the curriculum asking for help in everyday activities through sign/ symbol/ verbal.</li> <li>- Placing items in boxes and pupils are to ask staff for help to open then.</li> <li>- SALT Interventions</li> </ul>	<p><b>SSS2.2.1</b> - Respond to stimuli about feeling frightened or worried.</p> <p><b>SSS2.2.2</b> - Respond to stimuli about how to keep our bodies safe (appropriate and inappropriate contact).</p> <p><b>SSS2.2.3</b> - Respond to adult modelling about ways to indicate to others that we need help.</p>	<p><b>SSS2.3.1</b> - Explain what being frightened or worried means.</p> <p><b>SSS2.3.2</b> - Demonstrate simple ways to communicate that we are frightened or worried.</p> <p><b>SSS2.3.3</b> - Describe in simple terms what it means to take care of our bodies and keep them safe.</p>	<p><b>SSS2.4.1</b> - Demonstrate some simple strategies we can use if we are feeling frightened or worried.</p> <p><b>SSS2.4.2</b> - Identify who is responsible for keeping us safe and explain the importance of helping to keep ourselves safe.</p> <p><b>SSS2.4.3</b> - Explain what unwanted physical contact means.</p> <p><b>SSS2.4.4</b> - Explain that we should always tell someone if anyone makes us feel worried or uncomfortable, whoever they are.</p> <p><b>SSS2.4.5</b> - Demonstrate simple ways of communicating to others that we need help.</p>	<p><b>SSS2.5.1</b> - Explain why no one has a right to make us feel frightened or uncomfortable and how to recognise harassment, including online.</p> <p><b>SSS2.5.2</b> - Explain what is meant by 'personal space'.</p> <p><b>SSS2.5.3</b> - Describe ways we can safely challenge unwanted physical contact and ask for help.</p> <p><b>SSS2.5.4</b> - Explain or demonstrate strategies for communicating that we need help in different situations.</p> <p><b>SSS2.5.5</b> - Give reasons why it might be necessary to keep telling trusted adults until we or someone in trouble gets the help needed.</p>	<p><b>SSS2.6.1</b> - Describe how it might feel when someone encroaches on our personal space.</p> <p><b>SSS2.6.2</b> - Give examples of when it is or is not appropriate to be in someone else's 'personal space'.</p> <p><b>SSS2.6.3</b> - Explain how feeling frightened, worried or uncomfortable is one of the ways we know that something is wrong.</p> <p><b>SSS2.6.4</b> - Explain that some actions (e.g. assaulting someone and harassment) are crimes, and how to respond, including reporting to police.</p> <p><b>SSS2.6.5</b> - 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</p>	<p><b>SSS2.7.1</b> - Explain that someone we like may not always be trustworthy.</p> <p><b>SSS2.7.2</b> - Demonstrate what we can say or do and whom we can tell if we are concerned about our own or someone else's personal safety.</p> <p><b>SSS2.7.3</b> - Explain what we should say, do and whom to tell if we, or someone we know, fears that they will experience, or have already experienced FGM, and that it is never that person's fault</p>

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- Intensive Interaction.						
<b>Self-Care, Support and Safety – Accidents and risks (SSS3)</b>						
<b>Working Towards SSS3.2.1 Learning Ideas</b> - Social stories - Social stories about public and private and keeping self safe - NSPCC pants -NSPCC using a doll - Pantasorus - PANTS Rule - Friendships and what we do with friends - what things we do on our own. - Forest School looking at safety around fire and equipment. - Role play with safety equipment/ helmets etc	<b>SSS3.2.1</b> - Respond with curiosity to stimuli about what is meant by keeping safe	<b>SSS3.3.1</b> - Describe what is meant by personal safety. <b>SSS3.3.2</b> - Explain what is meant by something being an accident	<b>SSS3.4.1</b> - 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). <b>SSS3.4.2</b> - Identify some behaviours that might be risky.	<b>SSS3.5.1</b> - Describe some situations and behaviours in and out of school, including online, which may not be safe or may entail risk. <b>SSS3.5.2</b> - Identify trusted adults who can help us in risky situations and strategies we can use to help ourselves	<b>SSS3.6.1</b> - Identify ways of reducing risk and keeping safe in the street, on roads, during travel, in the park, on our own. <b>SSS3.6.2</b> - Explain how the inappropriate use of mobile phones can contribute to accidents (e.g. looking at phone while crossing the road)	<b>SSS3.7.1</b> - Explain why, although we cannot prevent all accidents from happening, it is still important to still take steps to reduce and manage risk. <b>SSS3.7.2</b> - Explain when and why taking a risk can be positive (e.g. trying something new).
<b>Self-Care, Support and Safety – Keeping safe online (SSS4)</b>						
<b>Working Towards SSS4.2.1</b> - Makaton - Communication boards - Using phones - Microphones - Encouraging communication - Using computers - Practicing basic ICT skills logging in/ using a mouse - Using IPADs - Through teaching showing pupils what they can and cannot access.	<b>SSS4.2.1</b> - Respond with curiosity to stimuli about different ways of keeping safe online.	<b>SSS4.3.1</b> - Describe what keeping safe online means.	<b>SSS4.4.1</b> - Explain what is meant by social media and how people use social media. <b>SSS4.4.2</b> - Recognise that not all information seen online is true. <b>SSS4.4.3</b> - Explain how other people's identity online can be different from what it actually is in real life.	<b>SSS4.5.1</b> - Describe some ways in which social media can be used in a safe and positive way. <b>SSS4.5.2</b> - Identify what we should do before we 'like', 'forward' or 'share' on social media and how this helps to keep us safe online. <b>SSS4.5.3</b> - Identify some possible risks of using social media. <b>SSS4.5.4</b> - Describe how we can respond, including getting help, if we see or	<b>SSS4.6.1</b> - Explain rules for keeping safe when using different social media platforms. <b>SSS4.6.2</b> - Identify sources of advice and support, and ways to report online concerns. <b>SSS4.6.3</b> - Identify how to make safe, reliable choices from search results.	<b>SSS4.7.1</b> - Explain how some behaviours on social media might damage friendships and relationships. <b>SSS4.7.2</b> - Explain some steps we can take to take care of our own and other people's safety and wellbeing when using social media. <b>SSS4.7.3</b> - Recognise that data about us can be collected online, and used, for example, to determine what information and

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				are sent upsetting or inappropriate online content		advertising we are shown. <b>SSS4.7.4</b> - Identify some ways in which we can recognise when we are being manipulated by online content or contact, and ways to respond. <b>SSS4.7.5</b> - 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).
Self-Care, Support and Safety – Emergency situations (SSS5)						
<b>Working Towards SSS5.2.1 Learning Ideas</b> - Makaton sign 'help' - Lots of different items and pupils must sign/ use communication board or verbally ask for help to open them. - SALT Interventions - Who helps us at school? - Who can we ring for help? - Role play ringing 999 - Sensory stories about jobs people do in school. - Start by looking photos of people who help us in the classroom can we spot them in the classroom? Then move onto wider school. - Hunts for different people round school using photographs. - Naming different people and what they do. - Matching photos of people who are the same.	<b>SSS5.2.1</b> - Respond with curiosity to stimuli about people who keep us safe at school and at home.	<b>SSS5.3.1</b> - Identify rules and procedures in school that help keep us safe.	<b>SSS5.4.1</b> - Identify some examples of school procedures that help us keep safe (e.g. fire or emergency evacuation drills, corridor rules, playground rules). <b>SSS5.4.2</b> - Explain how to report an accident in school. <b>SSS5.4.3</b> - Identify examples of what is meant by an emergency. <b>SSS5.4.4</b> - Identify sources of immediate help in an emergency (e.g. adults in school, and demonstrate how we would attract their attention).	<b>SSS5.5.1</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). <b>SSS5.5.2</b> - Identify examples of what would and would not be an emergency situation and suggest some ways to respond. <b>SSS5.5.3</b> - Identify emergency services that could help us	<b>SSS5.6.1</b> - Describe how to call 999 in the case of an emergency. <b>SSS5.6.2</b> - Demonstrate some simple first aid procedures (e.g. putting someone in the recovery position; when not to move someone; responding to nosebleeds or cuts)	<b>SSS5.7.1</b> - Describe how adults might communicate to us that something is an emergency (e.g. vocabulary that adults might use). <b>SSS5.7.2</b> - Explain why it is essential to follow instructions in an emergency situation in and outside school <b>SSS5.7.3</b> - Recognise what a defibrillator is and when one might be needed. <b>SSS5.7.4</b> - Explain what you might do, including whom to tell and what to say, in the event of an emergency when we are out without an adult.



Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
<ul style="list-style-type: none"> <li>- Matching photos of people to the correct job.</li> <li>- Asking staff to visit the class so they can see what job they do to keep us safe.</li> <li>- Talk about families and what they might do to keep us safe e.g. hold hands to cross the road.</li> </ul>						
<b>Self-Care, Support and Safety – Public and private (SSS6)</b>						
<p><b>Working Towards SSS6.2.1 Learning Ideas</b></p> <ul style="list-style-type: none"> <li>- Social stories about public and private and keeping self safe</li> <li>- NSPCC pants</li> <li>-NSPCC using a doll</li> <li>- Pantasorus</li> <li>- PANTS Rule</li> <li>- Friendships and what we do with friends</li> <li>- what things we do on our own.</li> </ul>	<p><b>SSS6.2.1</b> - Respond to stimuli about things that are public and things that are private.</p>	<p><b>SSS6.3.1</b> - Explain what is meant by private and what is meant by public.</p> <p><b>SSS6.3.2</b> - Identify some things that should be kept private, and some things that are okay to share with our special people, friends, or with everyone.</p>	<p><b>SSS6.4.1</b> - Explain that no one has the right to make us share a photo of ourselves, or give information about ourselves or others, online.</p> <p><b>SSS6.4.2</b> - Identify reasons why being asked to share a photo of ourselves might not be a safe thing to do.</p> <p><b>SSS6.4.3</b> - Explain why it is important to talk with a trusted adult before deciding whether to share a photo or personal information.</p>	<p><b>SSS6.5.1</b> - Identify aspects of our lives that we may wish to keep private, even if others choose to share these things about themselves.</p> <p><b>SSS6.5.2</b> - Identify what is appropriate and inappropriate to share online.</p> <p><b>SSS6.5.3</b> - Identify trusted adults who can help us if someone tries to pressurise us online.</p> <p><b>SSS6.5.4</b> - Explain how to manage requests to share a photo, or information about ourselves or others online, including how to report.</p>	<p><b>SSS6.6.1</b> - Describe specific ways of keeping ourselves 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).</p> <p><b>SSS6.6.2</b> - Recognise that sharing and/or viewing sexual images of anyone under 18 (including those created by anyone under 18) is against the law.</p> <p><b>SSS6.6.3</b> - Explain what could happen next (e.g. police involvement, parent/carer involvement, prosecution) and the impact on self and others</p>	<p><b>SSS6.7.1</b> - Explain that there are online 'scams' (ways that people may try to trick us online); identify what some of these ways of deceiving people might be (e.g. phishing, fake email addresses).</p> <p><b>SSS6.7.2</b> - Explain and demonstrate how to ask for help and whom to go to if we have seen something upsetting or done something online that we are now worried about or regret.</p>
<b>Self-Care, Support and Safety – Gambling (SSS7)</b>						
<p><b>If not appropriate spend longer working on money WILIS.2.1</b></p>	<p><b>SSS7.2.1</b> - Respond with curiosity to stimuli about risk and chance</p>	<p><b>SSS7.3.1</b> - Recognise simple examples of 'taking a chance'.</p>	<p><b>SSS7.4.1</b> - Explain what is meant by the term 'gambling' and identify places and ways this might take place.</p> <p><b>SSS7.4.2</b> - Identify what it means to 'win' or 'lose' in relation to gambling.</p>	<p><b>SSS7.5.1</b> - Give some reasons why people might choose to gamble.</p> <p><b>SSS7.5.2</b> - Identify the risks associated with chance-based transactions (including in-game purchases) and gambling, including online.</p>	<p><b>SSS7.6.1</b> - Describe some influences or pressures on people to gamble (e.g. advertising, friends).</p> <p><b>SSS7.6.2</b> - Identify where and from whom to get help with gambling if we are worried about ourselves or others.</p>	<p><b>SSS7.7.1</b> - Identify some strategies game apps or advertising might use to encourage online gambling and chance-based purchases (e.g. loot boxes).</p> <p><b>SSS7.7.2</b> - Explain some strategies for managing</p>

Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
						influences related to gambling.

Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
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**Managing Feelings – Self-esteem and unkind comments (MF1)**

<p><b>Working towards SA1.2.1 Learning Ideas</b></p> <ul style="list-style-type: none"> <li>- Sensory stories about things pupils think are special.</li> <li>- Show and tell items that are special to pupils.</li> <li>- Looking at photographs of things pupils do outside school which make them special.</li> <li>- Looking in mirrors and commenting on why they are special.</li> </ul>	<p><b>MF1.2.1</b> - Respond with curiosity to stimuli about all the different ways in which we are special</p>	<p><b>MF1.3.1</b> - Identify feelings associated with feeling good about ourselves.</p>	<p><b>MF1.4.1</b> - Identify things we can do which help us to feel good about ourselves.</p>	<p><b>MF1.5.1</b> - Identify things that we may say or do that could affect how we or others feel about us.</p> <p><b>MF1.5.2</b> - Identify things that others may say or do that could affect how we feel about ourselves</p>	<p><b>MF1.6.1</b> - Explain the difference between helpful/kind and unhelpful/unkind comments.</p> <p><b>MF1.6.2</b> - Demonstrate simple strategies to help manage our feelings about unhelpful/unkind comments.</p>	<p><b>MF1.7.1</b> - Demonstrate polite and assertive ways of challenging unkind comments directed at us or others.</p>
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**Managing Feelings – Strong feelings (MF2)**

<p><b>Working Towards MF1.2.1/ MF1.2.2 Learning Ideas</b></p> <ul style="list-style-type: none"> <li>- Zones of regulation</li> <li>- Emotion symbol matching</li> <li>- Listening to different types of music, happy music, sad music, angry music etc.</li> <li>- Social stories/ sensory stories</li> <li>- Matching symbols of emotions to facial expressions.</li> <li>- Looking at a range of facial expressions and sorting into happy/ sad/ angry etc.</li> <li>- Using mirrors to make different facial expressions</li> <li>- Can pupils copy facial expressions?</li> </ul>	<p><b>MF2.2.1</b> - Respond to stimuli about different feelings we might experience. Respond to stimuli about how different feelings may be expressed.</p>	<p><b>MF2.3.1</b> - Describe how we might feel, look and sound when we are happy or unhappy.</p> <p><b>MF2.3.2</b> - Identify a range of feelings, where we might feel them in our body, and how they might make us behave</p>	<p><b>MF2.4.1</b> - Recognise when others may be feeling happy or unhappy from their facial expression and body language.</p> <p><b>MF2.4.2</b> - Describe strong emotions (e.g. anger, fear, frustration, excitement, anxiety, jealousy).</p>	<p><b>MF2.5.1</b> - Give examples of when we might feel strong emotions.</p> <p><b>MF2.5.2</b> - Describe some simple strategies we can use to feel and stay happy.</p> <p><b>MF2.5.3</b> - 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</p>	<p><b>MF2.6.1</b> - Identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful.</p> <p><b>MF2.6.2</b> - 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.</p> <p><b>MF2.6.3</b> - Describe how to manage strong emotions by using simple strategies to help ourselves and others.</p>	<p><b>MF2.7.1</b> - Explain or demonstrate things we can do to help and support others when they are experiencing strong emotions.</p> <p><b>MF2.7.2</b> - Recognise signs that we or someone we know might need help to cope with strong emotions and whom to speak to.</p> <p><b>MF2.7.3</b> - Identify reliable and trustworthy sources of support for a range of relevant issues, including online (e.g. Childline, Thinkuknow.co.uk).</p>
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Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
- Story massage with emotion matching music.						

### Managing Feelings – Romantic feelings and sexual attraction (MF3)

<p><b>Working towards MF3.2.1 Learning Ideas</b></p> <ul style="list-style-type: none"> <li>- Sensory stories about things pupils think are special.</li> <li>- Show and tell items that are special to pupils.</li> <li>- Show and Tell looking at items that are special to pupils from home.</li> <li>- Sorting out likes and dislikes of foods/ toys etc</li> <li>- Visits to special areas of school. Why are they special to us?</li> <li>- Bringing in photographs of people in our families do they recognise these compared to pictures of other people?</li> <li>- Get photographs of pupils in the sensory tray can they find their friends how do they react to photographs of friends.</li> <li>- Matching photographs of students to the person.</li> </ul>	<p><b>MF3.2.1</b> - Respond with interest to stimuli about people we like or know.</p>	<p><b>MF3.3.1</b> - Identify what it means to like someone</p>	<p><b>MF3.4.1</b> - Describe the difference between 'liking' someone and 'fancying' someone.</p>	<p><b>MF3.5.1</b> - Explain how part of growing up might be to experience strong feelings about people we like or fancy.</p>	<p><b>MF3.6.1</b> - Explain that people can 'like' or 'fancy' someone of the same or different gender, race, ability or religion.</p> <p><b>MF3.6.2</b> - Demonstrate appropriate use of the vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation.</p>	<p><b>MF3.7.1</b> - Recognise that everyone of all genders and sexual orientation is unique, special and worthy of respect.</p> <p><b>MF3.7.2</b> - Identify reliable sources of advice and explain how to seek advice and help regarding gender, sexuality and intimate relationships, including managing feelings about these.</p>
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Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
<b>Changing and Growing – Puberty (CG1)</b>						
<p><b>Working Towards CG1.2.1 Learning ideas</b></p> <ul style="list-style-type: none"> <li>- Doll role play</li> </ul>	<p><b>CG1.2.1</b> - Respond with curiosity to stimuli about the ways in which we change as we get older.</p>	<p><b>CG1.3.1</b> - Identify some of the different ways we have changed as we have grown older.</p>	<p><b>CG1.4.1</b> - Describe some of the new opportunities and responsibilities we have experienced as we have grown older.</p>	<p><b>CG1.5.1</b> - Describe the specific physical and emotional changes that happen during puberty, including menstruation,</p>	<p><b>CG1.6.1</b> - Identify the functions of the reproductive organs, including how conception occurs.</p>	<p><b>CG1.7.1</b> - Evaluate how emotions may change as we get older and are no longer children.</p>

Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
<ul style="list-style-type: none"> <li>- Recognising sounds baby crying compared with other sounds.</li> <li>- Washing and dressing dolls in role play.</li> <li>- Looking at photos of babies and children and naming/ labelling body parts.</li> <li>- Bring in photographs of pupils when they were babies to now and compare/ show and tell.</li> <li>- Social stories</li> <li>- Sensory stories with photographs/ videos</li> <li>- collages of how pupils have changed as they have grown older.</li> </ul>			<p><b>CG1.4.2</b> - Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social).</p> <p><b>CG1.4.3</b> - Explain why puberty happens</p>	<p>wet dreams, skin and voice changes, body hair, mood swings.</p> <p><b>CG1.5.2</b> - Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty.</p>	<p><b>CG1.6.2</b> - Describe the different stages of reproduction, pregnancy and birth.</p>	<p><b>CG1.7.2</b> - Recognise that fertility changes over time and in response to some lifestyle factors.</p>

**Changing and Growing – Friendship (CG2)**

<p><b>Working Towards CG2.2.1 Learning Ideas</b></p> <ul style="list-style-type: none"> <li>- Social Stories</li> <li>- Sensory stories</li> <li>- Social games</li> <li>- Paired games</li> <li>-Team games</li> <li>- Discussion of friends and who people’s friends are.</li> <li>- Naming and recognising all other pupils in the class.</li> </ul>	<p><b>CG2.2.1</b> – Respond to stimuli about different kinds of friendship.</p>	<p><b>CG2.3.1</b> – Describe what having or being a friend means.</p> <p><b>CG2.3.2</b> – Identify different kinds of friendship and ways in which friendship is important.</p>	<p><b>CG2.4.1</b> – Identify occasions when we might need the support of friends.</p> <p><b>CG2.4.2</b> – Give examples of how we can show support to our friends.</p> <p><b>CG2.4.3</b> – Describe how we can let friends know that we need their help and support.</p>	<p><b>CG2.5.1</b> – Identify occasions when our friends might need our support.</p> <p><b>CG2.5.2</b> – Explain that we might disagree with someone and still be friends.</p> <p><b>CG2.5.3</b> – Demonstrate ways to manage friendship disagreements restoratively.</p> <p><b>CG2.5.4</b> – Recognise that friends do not always know what is best for each other.</p>	<p><b>CG2.6.1</b> – Describe ways in which friendships might change over time.</p> <p><b>CG2.6.2</b>- Explain that sometimes friendships may end, through choice or circumstances.</p> <p><b>CG2.6.3</b> – Demonstrate strategies for managing feelings about friendships as they change and develop.</p>	<p><b>CG2.7.1</b> – Demonstrate how we might end a friendship positively.</p> <p><b>CG2.7.2</b> – Identify reliable and appropriate sources of support for ourselves and our friends</p>
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Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7

**Changing and Growing – Healthy/unhealthy relationship behaviours (CG3)**

<p><b>Working Towards CG3.2.1 Learning Ideas</b></p> <ul style="list-style-type: none"> <li>- Social Stories</li> <li>- Sensory stories</li> <li>- Social games</li> <li>- Paired games</li> <li>- Team games</li> <li>- Discussion of friends and who people’s friends are.</li> <li>- Naming and recognising all other pupils in the class.</li> <li>- Intensive interaction</li> <li>- Play with adults encouraging positive relationships with peers and staff.</li> <li>- Kind and unkind behaviours</li> <li>- Recognising people from photographs that we know we can trust. Not strangers.</li> </ul>	<p><b>CG3.2.1</b> – Respond with curiosity to stimuli about different positive relationships we have in our lives.</p>	<p><b>CG3.3.1</b> – Identify some key features of positive friendships/ relationships, and how they can make us feel.</p> <p><b>CG3.3.2</b> - Identify times when we might feel angry or sad because of someone’s behaviour towards us.</p>	<p><b>CG3.4.1</b> – Identify our expectations of friendships/ relationships (e.g. spending time together, sharing interests).</p> <p><b>CG3.4.2</b> – Describe the positive qualities people bring to relationships (e.g. kindness, support, being able to compromise, listening, sharing feelings or worries).</p>	<p><b>CG3.5.1</b> – Explain how we expect people to behave towards us in friendships and relationships.</p> <p><b>CG3.5.2</b> – Identify the differences between positive/healthy and negative/unhealthy relationships.</p> <p><b>CG3.5.3</b> – Identify people we can talk to about relationships.</p>	<p><b>CG3.6.1</b> – Identify the aspects of relationships that we are responsible for (e.g. being respectful, honest and kind).</p> <p><b>CG3.6.2</b> – Identify positive strategies to manage inappropriate behaviour towards us.</p> <p><b>CG3.6.3</b> – 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).</p> <p><b>CG3.6.4</b> – Identify what we can do if we are worried or concerned about an unhealthy relationship</p>	<p><b>CG3.7.1</b> – Demonstrate strategies to help us negotiate and assert our rights in a relationship.</p> <p><b>CG3.7.2</b> – Explain what is meant by compromise and demonstrate some ways to compromise.</p> <p><b>CG3.7.3</b> – Explain how the media portrayal of relationships may not reflect real life but may affect our expectations.</p> <p><b>CG3.7.4</b> – Identify sources of support for us or someone we know who is experiencing abusive behaviour.</p>
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**Changing and Growing – Intimate relationships, consent and contraception (CG4)**

<p><b>Working Towards CG4.2.1 Learning Ideas</b></p>	<p><b>CG4.2.1</b> – Respond to stimuli about romantic relationships.</p>	<p><b>CG4.3.1</b> – Identify instances in or out of school when we might need to seek permission or receive consent.</p> <p><b>CG4.3.2</b> – Demonstrate how to ask for permission (get consent) before we</p>	<p><b>CG4.4.1</b> – Identify different types of intimate relationships including same-sex relationships.</p> <p><b>CG4.4.2</b> – Describe how strong emotions (including sexual attraction) might make people feel.</p>	<p><b>CG4.5.1</b> – 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</p>	<p><b>CG4.6.1</b> – Identify different levels of intimacy (physical/sexual) within relationships and their associated risks.</p> <p><b>CG4.6.2</b> - Describe ways to manage others’ expectations in relationships and our right</p>	<p><b>CG4.7.1</b> – 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.</p> <p><b>CG4.7.2</b> – Identify how saying ‘yes’ under pressure</p>
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Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
		<p>borrow or take something from someone.</p> <p><b>CG4.3.3</b> – Demonstrate ways to indicate to others that we are happy/willing or not happy/unwilling to do something (giving and not giving permission/ consent).</p> <p><b>CG4.3.4</b> – Identify the similarities and differences between friendships and romantic/ intimate relationships.</p> <p><b>CG4.3.5</b> – Identify whom we can talk to about relationships.</p>	<p><b>CG4.4.3</b> – Explain what seeking and giving/not giving consent means in relationships, that we have the right to say ‘no’ or ‘please stop’ to anything we feel uncomfortable about, and demonstrate how we might do this.</p> <p><b>CG4.4.4</b> – Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs).</p> <p><b>CG4.4.5</b> – Recognise that contraception, including condoms, can help prevent pregnancy and some STIs.</p> <p><b>CG4.4.6</b> – Explain the difference between appropriate and inappropriate relationship behaviours in public places</p>	<p>relationship, which may include sex.</p> <p><b>CG4.5.2</b> – Recognise that although it may seem (in the media etc.) that everyone is having a sexual relationship, in reality this is not the case.</p> <p><b>CG4.5.3</b> – Describe simple ways to check if consent is being given and ways of assertively giving, not giving and withdrawing consent.</p> <p><b>CG4.5.4</b> – Explain that there are laws about the legal age of consent for sexual activity.</p> <p><b>CG4.5.5</b> – Identify how others may manipulate/persuade us to do things we do not want to do or do not like.</p> <p><b>CG4.5.6</b> – Describe ways we can take care of our own sexual health and that of others (e.g. using condoms to help prevent STIs).</p> <p><b>CG4.5.7</b> - Identify where and how to obtain condoms and describe how to use them safely. Identify sources of support with relationships and sex</p>	<p>not to be pressurised to do anything we do not want to do.</p> <p><b>CG4.6.3</b> – Explain that if someone fails to respect another person’s right to not give their consent, then they are committing a serious crime.</p> <p><b>CG4.6.4</b> – Demonstrate different strategies to deal with manipulation/persuasion in relationships.</p> <p><b>CG4.6.5</b> – 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.</p> <p><b>CG4.6.6</b> – Describe some forms of contraception, their correct use and where and how they can be accessed.</p> <p><b>CG4.6.7</b> – Explain what STIs are (including HIV), how they can be tested for and why it is important that they are treated.</p> <p><b>CG4.6.8</b> – Explain how and when to access sexual health services.</p>	<p>is not consent, and is not the same as freely given, enthusiastic consent.</p> <p><b>CG4.7.3</b> – Describe how alcohol/ drugs may influence choices we or others make in relationships, including sexual activity.</p> <p><b>CG4.7.4</b> – Evaluate the advantages and disadvantages of different forms of contraception for different individuals.</p> <p><b>CG4.7.5</b> – Recognise that viewing pornography can have ongoing harms and where and how to access help if concerned.</p> <p><b>CG4.7.6</b> – Describe different reliable sources of support regarding relationships, sex and sexual health and how to access them.</p>
<b>Changing and Growing – Long term relationships and parenthood (CG5)</b>						
	<p><b>CG5.2.1</b> – Respond to stimuli about different kinds of families and different kinds of relationships in families.</p> <p><b>CG5.2.2</b> – Respond to stimuli about parenthood</p>	<p><b>CG5.3.1</b> – Give examples of different types and features of committed, long-term relationships.</p> <p><b>CG5.3.2</b> – Identify adults we know who are in a long-term relationship (e.g. married, in a civil</p>	<p><b>CG5.4.1</b> – 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.</p>	<p><b>CG5.5.1</b> – 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</p>	<p><b>CG5.6.1</b> – Identify possible reasons for assisted conception, donor conception and surrogacy.</p> <p><b>CG5.6.2</b> – Describe choices people have in the event of an unintended pregnancy.</p>	<p><b>CG5.7.1</b> – Identify some of the range of beliefs and opinions about pregnancy, adoption and termination.</p> <p><b>CG5.7.2</b> – Recognise that long-term relationships experience challenges but</p>

Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
		<p>partnership, living together, engaged).</p> <p><b>CG5.3.3</b> – Identify what being in a family means</p>	<p><b>CG5.4.2</b> – Recognise what ‘adopted’, ‘fostered’, or ‘looked after’ mean in terms of families.</p> <p><b>CG5.4.3</b> – Recognise that some relationships will end— meaning that a couple don’t go out together, or live together anymore.</p> <p><b>CG5.4.4</b> – Identify whom we can talk to if we’re worried about relationships changing/ ending.</p>	<p>responsibilities of being a parent.</p> <p><b>CG5.5.2</b> – Recognise different ways a person can become pregnant, including assisted conception, donor conception.</p> <p><b>CG5.5.3</b> – Identify possible reasons why people might choose to adopt or foster children or young people.</p> <p><b>CG5.5.4</b> – 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.</p> <p><b>CG5.5.5</b> – Identify what we can do and whom we could tell if we think someone is being forced to marry someone.</p>	<p><b>CG5.6.3</b> – Explain what abortion or termination of a pregnancy means.</p> <p><b>CG5.6.4</b> – Identify reliable, unbiased sources of support and explain how to access them.</p> <p><b>CG5.6.5</b> – Describe different ways relationships might be ended (e.g. divorce, separation, or bereavement).</p> <p><b>CG5.6.6</b> – Describe the feelings people might have if they or someone they are close to is experiencing the ending of a relationship.</p> <p><b>CG5.6.7</b> – Explain that the breakdown of a relationship between parents is not the fault of their children.</p> <p><b>CG5.6.8</b> – Explain the importance of talking to someone if worried about the ending of a relationship</p>	<p>that these can often be overcome.</p> <p><b>CG5.7.3</b> – Identify some of the changes in family circumstances that might occur following separation, divorce, illness or bereavement.</p> <p><b>CG5.7.4</b> – Explain strategies that people who are experiencing the end of a relationship might use to manage their feelings.</p> <p><b>CG5.7.5</b> – Explain how and where people who are experiencing relationship difficulties or the end of a relationship might get help and support.</p>

Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
<b>Healthy Lifestyles – Elements of a healthy lifestyle (HL1)</b>						
<p><b>Working Toward HL1.2.1 Learning ideas</b></p> <p>- Sensory/ social stories about what it means to be healthy.</p> <p>- Sensory trays finding all the elements of being healthy, eating, sleep, physical activity, tooth brushing, hair brushing, hand washing etc.</p>	<p><b>HL1.2.1</b> - Respond to stimuli showing different aspects of a healthy lifestyle</p>	<p><b>HL1.3.1</b> - Recognise what is meant by a healthy lifestyle.</p>	<p><b>HL1.4.1</b> - Identify different ways that people can live a healthy lifestyle.</p> <p><b>HL1.4.2</b> - Describe 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).</p>	<p><b>HL1.5.1</b> - Explain what a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing.</p> <p><b>HL1.5.2</b> - Describe how we may feel if we don’t get enough sleep, and strategies for maintaining good sleep patterns.</p>	<p><b>HL1.6.1</b> - Describe strategies for maintaining a healthy lifestyle, including balancing time spent on work, leisure, physical activity, online activities and sleep.</p> <p><b>HL1.6.2</b> - Explain why it is important to have enough sleep.</p>	<p><b>HL1.7.1</b> - 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).</p> <p><b>HL1.7.2</b> - Describe strategies for managing</p>

Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
- carousel activities all practicing a different element of keeping healthy.				<b>HL1.5.3</b> - Identify some simple strategies to help make positive choices about our health and wellbeing.		pressures and influences on healthy lifestyle choices.
<b>Healthy Lifestyles – Mental wellbeing (HL2)</b>						
<b>Working Towards HL2.2.1 Learning Ideas</b> -Regulation support Sullivan room. - Story massage - Sensory room -TACPAC - Yoga - Calming colouring - Personalised calm sessions - Listening to music	<b>HL2.2.1</b> - Respond to stimuli about things we like to do which make us feel calm and relaxed.	<b>HL2.3.1</b> - Identify things we can do to help ourselves when we feel worried or stressed.	<b>HL2.4.1</b> - Recognise what mental health and emotional wellbeing are. <b>HL2.4.2</b> - Suggest some simple ways to maintain our emotional wellbeing (e.g. relaxing, being with friends/family, listening to music).	<b>HL2.5.1</b> - Explain the link between physical health and mental wellbeing. <b>HL2.5.2</b> - Recognise when we need help with mental health or emotional wellbeing and whom we can speak to. <b>HL2.5.3</b> - Explain why it is important to seek help for ourselves or others if we are worried about unhealthy coping behaviours (e.g. self-harm or disordered eating).	<b>HL2.6.1</b> - Describe some healthy coping strategies that can help if we are struggling to maintain our emotional wellbeing. <b>HL2.6.2</b> - Describe how we can help friends or family who might be feeling stressed or unhappy. <b>HL2.6.3</b> - Identify things that can prevent people from seeking help with mental health issues (e.g. stigma).	<b>HL2.7.1</b> - Identify reliable sources of advice and support for mental health and emotional wellbeing. <b>HL2.7.2</b> - Identify some strategies for challenging stereotypes and stigma relating to mental health.
<b>Healthy Lifestyles – Physical activity (HL3)</b>						
<b>Working Towards HL3.2.1 Learning ideas</b> Exercise sessions - Active circuits, sensory circuits. - Visits to swimming, gym, running tracks, going on walks. - Yoga, Pilates, stretching - Short sessions of different sports tennis, football, rugby etc	<b>HL3.2.1</b> - Respond to stimuli about different kinds of physical activity and exercise.	<b>HL3.3.1</b> - Identify different kinds of physical activity and exercise.	<b>HL3.4.1</b> - Identify our favourite forms of physical activity and exercise. <b>HL3.4.2</b> - Identify some of the benefits of being physically active, and possible consequences of inactivity.	<b>HL3.5.1</b> - Describe some of the physical and mental health benefits of regular exercise.	<b>HL3.6.1</b> - Explain some of the long-term benefits of regular physical activity and exercise. <b>HL3.6.2</b> - Identify and challenge common stereotypes relating to physical activity	<b>HL3.7.1</b> - Describe the challenges that can prevent us from exercising, and suggest ways to overcome them. <b>HL3.7.2</b> - Identify ways of motivating ourselves to take exercise



Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
<b>Healthy Lifestyles – Healthy eating (HL4)</b>						
<p><b>Working Towards HL4.2.1 Learning ideas</b></p> <ul style="list-style-type: none"> <li>- Looking at/ tasting different foods and talking about what is healthy and not healthy.</li> <li>- Cooking sessions making fruit salads, smoothies etc tasting a range of different fruits.</li> <li>- Tasting and smelling different vegetables.</li> <li>- Making vegetable soups and other simple cooking ideas using vegetables.</li> <li>- Growing own fruit and vegetables</li> <li>- Role play shops</li> <li>- Activities naming and recognising different foods</li> <li>- Role play shops/ café</li> <li>- Visiting Ravens café</li> <li>- Food bingo</li> <li>- Visting local supermarket</li> <li>- Sensory stories looking at different elements of taste, sweet, salty, sour etc</li> <li>- Fruit and veg hunts</li> <li>- Fruit of the day at snack time.</li> </ul>	<p><b>HL4.2.1</b> - Respond to stimuli about different kinds of food and drinks.</p>	<p><b>HL4.3.1</b> - Identify our favourite foods and drinks.</p>	<p><b>HL4.4.1</b> - Describe our favourite foods and drinks, and give reasons for our choices.</p> <p><b>HL4.4.2</b> - Identify foods we can eat all the time which are good for us.</p> <p><b>HL4.4.3</b> - Identify foods that should only be eaten occasionally</p>	<p><b>HL4.5.1</b> - Explain what we mean by a healthy, balanced diet.</p> <p><b>HL4.5.2</b> - Explain what makes some foods better for our health than others</p>	<p><b>HL4.6.1</b> - Describe some of the long-term benefits of a healthy diet.</p> <p><b>HL4.6.2</b> - Explain some of the risks of consuming food and drinks with high sugar or caffeine content.</p>	<p><b>HL4.7.1</b> - Explain some of the influences on our food choices and strategies for managing these influences.</p>
<b>Healthy Lifestyles – Body image (HL5)</b>						
<p><b>Working Towards HL5.2.1 Learning Ideas</b></p> <ul style="list-style-type: none"> <li>- Looking at photographs of each other and comparing.</li> <li>- Whole class and school collages of how different people look.</li> <li>- Looking at famous age appropriate people pupils might recognise.</li> <li>- Looking at different hair colours, eye colours etc.</li> </ul>	<p><b>HL5.2.1</b> - Respond to stimuli showing different images of young people.</p>	<p><b>HL5.3.1</b> - Identify and describe some different images of young people in pictures, magazines, TV programmes and social media.</p>	<p><b>HL5.4.1</b> - Describe our thoughts and feelings about how different bodies are portrayed in the media.</p>	<p><b>HL5.5.1</b> - Identify some ways in which images of people may be manipulated in the media/social media and therefore not reflect reality.</p> <p><b>HL5.5.2</b> - Explain why some people might want to change the way they look. Recognise what is meant by body image.</p>	<p><b>HL5.6.1</b> - Identify some influences on young people to look a particular way, and the impact of these on emotional wellbeing.</p> <p><b>HL5.6.2</b> - Explain what is meant by self-esteem.</p> <p><b>HL5.6.3</b> - Describe some ways we can maintain self-esteem in relation to body image.</p>	<p><b>HL5.7.1</b> - Identify some of the risks associated with cosmetic/ aesthetic procedures (e.g. piercings, tattoos, tanning).</p> <p><b>HL5.7.2</b> - Explain why advertisers might use manipulated images and how recognising this might influence our responses.</p>

Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
<ul style="list-style-type: none"> <li>- Using webcam filters to look at self with different coloured hair/ eyes.</li> <li>- Making collage photographs of faces using different eye/ hair/ noses to our own.</li> <li>- Art work of self and friends using mirrors</li> <li>- Looking in mirrors and touching different facial features.</li> <li>- Talking about different skin colours and hair colours/ lengths</li> <li>- Clay faces models</li> <li>- Funny face jigsaw puzzles</li> <li>- Sensory stories/ poems</li> </ul>						

**Healthy Lifestyles – Medicinal drugs (HL6)**

<p><b>Working Towards HL6.2.1 Learning ideas</b></p> <ul style="list-style-type: none"> <li>- Sensory stories about emergency services</li> <li>- Teaching sign and symbol communication for pain/ sad.</li> <li>- Basic first aid role play using bandages and plasters to look after minor injuries.</li> <li>- Naming body parts and putting plasters on the body parts.</li> <li>- Role play emergency services and ringing 999 for help.</li> <li>- Visits to local doctors/ hospitals</li> <li>- Visits from paramedics/ ambulance</li> <li>- Visits to dentists.</li> <li>- Role play of health care professionals</li> </ul>	<p><b>HL6.2.1</b> - Respond to stimuli about different health professionals (doctors, dentists, nurses) and how they take care of us.</p>	<p><b>HL6.3.1</b> - Recognise what is meant by a 'medicine'</p>	<p><b>HL6.4.1</b> - Identify the difference between over the counter medicines and those prescribed by a doctor.</p>	<p><b>HL6.5.1</b> - Identify some examples of over the counter medicines. <b>HL6.5.2</b> - Describe how medicines, when used responsibly can help us to take care of our health (e.g. painkillers when we have a headache).</p>	<p><b>HL6.6.1</b> - Recognise the importance of taking over the counter and prescribed medicines correctly.</p>	<p><b>HL6.7.1</b> - Explain that all drugs can have risks to health, even if they are legal or have been prescribed</p>
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**Healthy Lifestyles – Medicinal drugs, Drugs, alcohol and tobacco (HL7)**

Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
<p><b>Working Towards HL7.2.1 Learning ideas</b></p> <ul style="list-style-type: none"> <li>- Sensory stories</li> <li>- Tooth brushing</li> <li>- Washing dolls</li> <li>- Hand washing activities, paint/ glitter germs to wash off</li> <li>- Hair brushing</li> <li>- Face washing</li> <li>- Sensory play, cleaning items/ animals/ hands</li> <li>- Sensory play using different sponges/ soaps/ smells to keep clean.</li> <li>- Sensory play hand washing clothes</li> <li>- Role play dentist, doctor, hairdressers</li> <li>- Staff modelling good hygiene in the daily routine.</li> </ul>	<p><b>HL7.2.1</b> - Respond to stimuli about taking care of our body</p>	<p><b>HL7.3.3.1</b>- Identify some substances people might swallow, drink or inhale that could be harmful to their health.</p> <p><b>HL7.3.2</b> - Describe what alcohol is and how alcoholic drinks are different to non-alcoholic drinks.</p>	<p><b>HL7.4.1</b> - Identify some common legal drugs (e.g. nicotine and alcohol).</p> <p><b>HL7.4.2</b> - Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist.</p> <p><b>HL7.4.3</b> - Identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use.</p> <p><b>HL7.4.4</b> - Recognise that most young people choose not to smoke/vape, drink alcohol or use drugs.</p>	<p><b>HL7.5.1</b> - Explain that there are special rules (laws) around supplying or possessing illegal substances, and why they exist.</p> <p><b>HL7.5.2</b> - Describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body.</p> <p><b>HL7.5.3</b> - Identify how misusing substances/alcohol might impact on relationships. Identify when, why and how to ask for help in relation to drugs and alcohol.</p>	<p><b>HL7.6.2</b> - Explain how drugs/alcohol can affect how people feel, influence their ability to make decisions and can contribute to causing accidents.</p> <p><b>HL7.6.2</b> - Describe how pressure to use substances can come from a variety of sources, including people we know.</p> <p><b>HL7.6.3</b> - Explain why we might put ourselves under pressure to try substances such as smoking and drinking (e.g. to fit in or not to feel left out).</p> <p><b>HL7.6.4</b> - Describe or demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs.</p>	<p><b>HL7.7.1</b> - Explain long term personal and social risks of substance misuse.</p> <p><b>HL7.7.2</b> - Describe what is meant by someone having a 'habit', or 'addiction' in terms of substance misuse.</p> <p><b>HL7.7.3</b> - Identify reliable sources of support or advice if we are worried about ourselves or someone else in relation to substance misuse.</p>

Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
<b>The World I Live In – Diversity, rights and responsibilities (WIL1)</b>						
<p><b>Working Towards WIL1.2.1- Refer to HL5.2.1 Body image</b></p> <p><b>Working Towards WIL1.2.2</b></p> <ul style="list-style-type: none"> <li>- Classroom rules</li> <li>- Engagement for learning rules</li> <li>- Can pupils demonstrate the rules what do the mean?</li> <li>- Art work based on classroom rules and promises.</li> <li>- Sensory stories</li> <li>- Social stories about rules</li> </ul>	<p><b>WIL1.2.1</b> - Respond with interest to stimuli about the ways in which people can be the same and also be different.</p> <p><b>WIL1.2.2</b> - Respond with interest to stimuli about rules and routines there are in school.</p>	<p><b>WIL1.3.1</b> - Identify some of the similarities and differences between young people of our age.</p> <p><b>WIL1.3.2</b> - Identify what is meant by having rules in school, at home and in the wider world.</p>	<p><b>WIL1.4.1</b> - Describe some of the similarities, differences and diversity among people of different race, faith and culture.</p> <p><b>WIL1.4.2</b> - Describe what is meant by rights and responsibilities.</p>	<p><b>WIL1.5.1</b> - Recognise what we all have in common, despite differences (e.g. in age, ability, sex, sexual orientation and gender identity).</p> <p><b>WIL1.5.2</b> - Identify some of the different kinds of rights and responsibilities we have in and outside school.</p>	<p><b>WIL1.6.1</b> - Explain the benefits of diversity for our friendships and our community. Identify why stereotyping is unfair.</p> <p><b>WIL1.6.2</b> - Recognise that everyone has 'human rights' and that the law protects these rights.</p> <p><b>WIL1.6.3</b> - Identify some of our rights to different opportunities in both education and work.</p>	<p><b>WIL1.7.1</b> - Explain that different cultures and faith groups have the right to practise their customs and beliefs within British law.</p> <p><b>WIL1.7.2</b> - Explain how stereotypes (e.g. based on sex, gender, race, religion, age, sexual orientation or disability) can lead to discrimination.</p> <p><b>WIL1.7.3</b> - Describe how to safely challenge stereotyping or discrimination when we witness or experience it.</p> <p><b>WIL1.7.4</b> - Identify whom we can talk to if we are</p>

Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
<ul style="list-style-type: none"> <li>- Kind and unkind behaviours</li> <li>- Ordering timetables of the day</li> <li>- Being able to recognise symbols of the school day.</li> <li>- Showing awareness through the day of routines.</li> </ul>						worried about our rights or those of other people.
<b>The World I Live In – Managing online information (WIL2)</b>						
<b>Working Towards WIL2.2.1- refer to SSS4.2.1 Online safety</b>	<b>WIL2.2.1</b> - Respond with curiosity to stimuli about online advertising.	<b>WIL2.3.1</b> - Recognise that not everything we see online is 'real' or 'true'	<b>WIL2.4.1</b> - Recognise that advertising online is targeted at individuals. <b>WIL2.4.2</b> - Recognise that not everything we see or read online is trustworthy; that some things that are written about are not real and are 'fake'	<b>WIL2.5.1</b> - Describe simple steps to take to check if something we see online is trustworthy. <b>WIL2.5.2</b> - Identify some of the techniques that advertisers might use to get our attention or persuade us to believe something is true, and what their motives might be.	<b>WIL2.6.1</b> - Explain that information from our internet use is gathered, stored and used by external organisations. <b>WIL2.6.2</b> - Identify organisations/ websites that can help us or other people with concerns about something seen or experienced online	<b>WIL2.7.1</b> - Explain the influence that fake news can have on people's opinions, attitudes to others and understanding of the world.
<b>The World I Live In – Taking care of the environment (WIL3)</b>						
<b>Working Towards WIL3.2.1 Learning Ideas</b> <ul style="list-style-type: none"> <li>- Sensory activities involving washing, dressing, keeping clean, cooking.</li> <li>- Identify pets you could have in the house, practice signing animals names.</li> </ul>	<b>WIL3.2.1</b> - Respond with curiosity to stimuli about the natural environment.	<b>WIL3.3.1</b> - Identify living things that people can care for (e.g. house plants, pets, gardens).	<b>WIL3.4.1</b> - Recognise different ways of showing compassion to other living things (e.g. wildlife, pets).	<b>WIL3.5.1</b> - Describe shared responsibilities we all have for taking care of other people, living things and the environment we live in.	<b>WIL3.6.1</b> - Explain how every day choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, waste, pollution).	<b>WIL3.7.1</b> - Identify our feelings and values in relation to climate change and the environment.

Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
<ul style="list-style-type: none"> <li>- Pupils bring in photographs from home of pets.</li> <li>- Visit from therapy dog</li> <li>- Visit from rabbits</li> <li>- Talk about how we might look after the animals, what do they need.</li> <li>- Sensory activities cleaning out the rabbit bed and feeding it.</li> <li>- Go on a visit to a local farm/ animal rescue</li> <li>- Plant some plants and learn about looking after them.</li> <li>- Visit a garden centre</li> </ul>						

**The World I Live In – Preparing for adulthood (WILI4)**

<p><b>Working Towards WILI4.2.1</b></p> <p><b>Learning Ideas</b></p> <ul style="list-style-type: none"> <li>- Talk about things you do when you are an adult, move house have a job etc.</li> <li>- Practice independent living skills. Washing clothes, drying clothes, hanging items out to dry, washing up, drying up, cleaning tables, making beds, hoovering, dusting etc.</li> <li>- Look into some jobs pupils could aspire to have gardener, café worker etc and learn about these jobs.</li> </ul> <p><b>Working Towards WILI4.2.2</b></p> <p><b>Learning ideas</b></p> <ul style="list-style-type: none"> <li>- Sensory stories about jobs people do in school.</li> </ul>	<p><b>WILI4.2.1</b> - Respond to stimuli about adult life.</p> <p><b>WILI4.2.2</b> - Respond to stimuli about the different jobs adults do in school.</p>	<p><b>WILI4.3.1</b> - Recognise different types of living arrangement, including adult care, residential care and living independently.</p> <p><b>WILI4.3.2</b> - Explain what is meant by having a 'job'.</p>	<p><b>WILI4.4.1</b> - Recognise that there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments).</p> <p><b>WILI4.4.2</b> - Recognise that there are different types of employment e.g. paid/unpaid (voluntary), full time/part time, work placements.</p> <p><b>WILI4.4.3</b> - Describe different jobs that family members, friends and people in the community may do.</p>	<p><b>WILI4.5.1</b> - Identify our aspirations for adult life (which may or may not include employment and independent living).</p> <p><b>WILI4.5.2</b> - Describe the kind of job we might like to do when we are older and what we expect it to be like.</p> <p><b>WILI4.5.3</b> - Recognise that some jobs are paid more than others and money is one factor which may influence a person's job or career choice.</p>	<p><b>WILI4.6.1</b> - Demonstrate skills for independent living (e.g. safe travel, shopping and meal preparation).</p> <p><b>WILI4.6.2</b> - Explain what strengths, skills and qualifications someone might need to do the jobs that interest us.</p> <p><b>WILI4.6.3</b> - Describe some of the things that help to keep people healthy and safe at work (that there are laws to protect people).</p> <p><b>WILI4.6.4</b> - Describe the steps to getting a job (e.g. looking for a job, writing a CV, going for an interview).</p>	<p><b>WILI4.7.1</b> - Describe some of the choices available at the end of Key Stage 4, including employment, further study, apprenticeships, work placements.</p> <p><b>WILI4.7.2</b> - Demonstrate some of the skills that can help someone to get a job (e.g. interview techniques, communication and teamworking skills).</p> <p><b>WILI4.7.3</b> - Describe how to manage our feelings in relation to living independently, and whom we can talk to if we are worried.</p> <p><b>WILI4.7.4</b> - Identify people and organisations that can provide advice and support for our future employment</p>
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Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
<ul style="list-style-type: none"> <li>- Start by looking photos of people who help us in the classroom can we spot them in the classroom? Then move onto wider school.</li> <li>- Hunts for different people round school using photographs.</li> <li>- Naming different people and what they do.</li> <li>- Matching photos of people who are the same.</li> <li>- Matching photos of people to the correct job.</li> <li>- Asking staff to visit the class so they can see what job they do.</li> </ul>						
<b>The World I Live In – Managing finances (WIL15)</b>						
<p><b>Working Towards WIL15.2.1</b> <b>Learning ideas</b></p> <ul style="list-style-type: none"> <li>- Role play using money</li> <li>- Role play shops/ café buying items</li> <li>- Visiting Ravenshall Chairty Shop</li> <li>- Visiting Ravenshall Café</li> <li>- Visits to supermarkets/ shops</li> <li>- Visit to a bank</li> <li>- Visit to a local town centre</li> </ul>	<p><b>WIL15.2.1</b> - Respond with curiosity to adult modelling of the uses of money.</p>	<p><b>WIL15.3.1</b> - Describe in simple terms what money is and how it is used. <b>WIL15.3.2</b> - Recognise that money we get from cash machines or through 'cashback' in the supermarket etc. is our money.</p>	<p><b>WIL15.4.1</b> - Describe different ways in which people might acquire money. <b>WIL15.4.2</b> - Identify some ways that money can be kept safe. <b>WIL15.4.3</b> - Explain how other people make things for us that we can't make ourselves or provide us with services that we can't do for ourselves.</p>	<p><b>WIL15.5.1</b> - Explain what is meant by earning, spending, and saving money. <b>WIL15.5.2</b> - Identify some ways in which we are encouraged to spend money, including online. <b>WIL15.5.3</b> - Describe the consequences of losing money or spending more than we have.</p>	<p><b>WIL15.6.1</b> - Explain what is meant by the terms 'afford', 'borrow' and 'lend' (in the context of money). <b>WIL15.6.2</b> - Explain the difference between essential and luxury purchases. <b>WIL15.6.3</b> - Demonstrate skills for budgeting and managing potential income (salary, personal independence payments) as we become more independent.</p>	<p><b>WIL15.7.1</b> - Explain what is meant by 'debt' and 'credit'. <b>WIL15.7.2</b> - Describe some simple examples of what is meant by 'value for money'. <b>WIL15.7.3</b> - Explain the benefits and identify different methods of saving for the future. <b>WIL15.7.4</b> - Identify what we can do if something we buy is faulty or we want to return it (our legal rights). <b>WIL15.7.5</b> - Demonstrate enterprise skills (e.g. participation in a mini enterprise project).</p>