

**Milestone**

**RSE/PSHE Key Stage 1 Cycle A**

To be on target, most Year 2 children will be at the 'expected' level.

|  | Basic:<br>(All) | Expected:<br>(Most) | Deep:<br>(Some) |
|--|-----------------|---------------------|-----------------|
| <b>LIVING IN THE WIDER WORLD: AIMING HIGH</b>  |                 |                     |                 |
| Discuss their star qualities   |                 |                     |                 |
| Identify what a positive learning attitude is  |                 |                     |                 |
| Talk about jobs they can do when they grow up  |                 |                     |                 |
| Discuss what skills and interests are needed for different jobs                          |                 |                     |                 |
| Talk about hopes they have for the future  |                 |                     |                 |
| Discuss what they are looking forward to about next year                                 |                 |                     |                 |
| Identify star qualities in others  |                 |                     |                 |
| Give examples of positive learning attitude statements                                   |                 |                     |                 |
| Identify attributes they have that would suit them to a desired job                      |                 |                     |                 |
| Challenge stereotypes  |                 |                     |                 |
| Discuss their ambitions  |                 |                     |                 |
| Identify ways next year will be different and explain why they think this                |                 |                     |                 |
| Explain why a positive learning attitude is helpful                                      |                 |                     |                 |
| Explain what steps they can take to achieve future ambitions                             |                 |                     |                 |
| Explain why stereotypes need to be challenged  |                 |                     |                 |
| Identify why routines and responsibilities might change as they go through school        |                 |                     |                 |
| <b>LIVING IN THE WIDER WORLD: MONEY MATTERS</b>  |                 |                     |                 |
| Discuss things they can buy in the shops   |                 |                     |                 |
| Talk about different sources that money can come from                                    |                 |                     |                 |
| Identify things they want  |                 |                     |                 |
| Identify things they need  |                 |                     |                 |
| Talk about ways we can keep track of what we spend                                       |                 |                     |                 |
| Discuss ways they can keep money safe  |                 |                     |                 |
| Discuss some methods of payment  |                 |                     |                 |
| Explain ways we can save money   |                 |                     |                 |
| Identify why it is important to keep money safe  |                 |                     |                 |
| Explain why it is important to keep our belongings safe                                  |                 |                     |                 |
| Discuss ways we can keep track of money we spend.  |                 |                     |                 |
| Identify what influences what we buy   |                 |                     |                 |
| Talk about prioritising what we buy, thinking about things we need before things we want |                 |                     |                 |
| Discuss advertisements and offers that try to influence what we buy                      |                 |                     |                 |



**Milestone**

**RSE/PSHE Key Stage 1 Cycle A**

|  | Basic:<br>(All) | Expected:<br>(Most) | Deep:<br>(Some) |
|--|-----------------|---------------------|-----------------|
| Discuss ways we can keep track of money we spend.  |                 |                     |                 |
| Identify what influences what we buy   |                 |                     |                 |
| Talk about prioritising what we buy, thinking about things we need before things we want |                 |                     |                 |
| Discuss advertisements and offers that try to influence what we buy                      |                 |                     |                 |
| Talk about the importance of keeping track of what we spend                              |                 |                     |                 |
| <b>HEALTH &amp; WELL-BEING: THINK POSITIVE</b>   |                 |                     |                 |
| Identify and discuss feelings and emotions, using simple terms                           |                 |                     |                 |
| Describe things that make them feel happy and unhappy.                                   |                 |                     |                 |
| Understand that they have a choice about how to react to things that happen              |                 |                     |                 |
| Talk about personal achievements and goals   |                 |                     |                 |
| Describe difficult feelings and what might cause these feelings                          |                 |                     |                 |
| Discuss things for which they are thankful   |                 |                     |                 |
| Focus on an activity, remaining calm and still   |                 |                     |                 |
| Recognise and describe positive thoughts and negative thoughts.                          |                 |                     |                 |
| Think about and discuss the consequences of decisions they make and their actions        |                 |                     |                 |
| Set goals for themselves and think about how they might achieve them                     |                 |                     |                 |
| Recognise triggers for certain emotions  |                 |                     |                 |
| Describe ways to show or give thanks for what we have                                    |                 |                     |                 |
| Describe what being mindful is   |                 |                     |                 |
| Identify unhelpful thoughts and understand that our thoughts can affect how we feel.     |                 |                     |                 |
| Develop strategies for dealing with unhelpful thoughts and not-so-good feelings.         |                 |                     |                 |
| Apply the elements of growth mindset towards learning                                    |                 |                     |                 |
| Appreciate and explain how being thankful can help make us happier                       |                 |                     |                 |
| Appreciate and explain how being mindful can help make us happier                        |                 |                     |                 |
| <b>HEALTH &amp; WELL-BEING: IT'S MY BODY</b>   |                 |                     |                 |
| Explain how much sleep they need   |                 |                     |                 |
| Discuss why exercise is good for them  |                 |                     |                 |
| Understand they can choose what happens to their bodies                                  |                 |                     |                 |



**Milestone**

**RSE/PSHE Key Stage 1 Cycle A**

|   | Basic:<br>(All) | Expected:<br>(Most) | Deep:<br>(Some) |
|---|-----------------|---------------------|-----------------|
| List healthy snacks   |                 |                     |                 |
| Know to ask a trusted adult if uncertain about whether something is safe to eat or drink;   |                 |                     |                 |
| Demonstrate hygienic ways to look after their bodies  |                 |                     |                 |
| Describe their daily bedtime routine  |                 |                     |                 |
| Explain what happens if you do not exercise regularly   |                 |                     |                 |
| Explain that other people have rights for their own body  |                 |                     |                 |
| List some foods that are good to have once a week   |                 |                     |                 |
| Identify hazard signs that mean something is dangerous  |                 |                     |                 |
| Explain what germs are and why people need to keep clean.   |                 |                     |                 |
| Explain how exercise helps us feel happy  |                 |                     |                 |
| Explain how getting enough sleep helps us to feel good  |                 |                     |                 |
| Verbalise the difference between small and serious problems   |                 |                     |                 |
| Explain that some foods are more nutritious than others   |                 |                     |                 |
| Know what is not safe to eat or drink   |                 |                     |                 |
| Explain that there are good and bad germs, and that we need to protect against the bad ones   |                 |                     |                 |
| <b>RELATIONSHIPS: TEAM</b>  |                 |                     |                 |
| Show the teams they belong to through cutting out appropriate images  |                 |                     |                 |
| Follow instructions and create a tower by applying good listening   |                 |                     |                 |
| Use key vocabulary and the Acts of Kindness Poster to think of ways to show kindness to others  |                 |                     |                 |
| Work in a group to discuss what they could do if they saw others being teased or bullied, using Chase the Cheetah to support if necessary |                 |                     |                 |
| Work as a group to sort thoughts given into helpful and not-so-helpful categories   |                 |                     |                 |
| Sort images of behaviours into good and not-so-good choices   |                 |                     |                 |
| Show the teams they belong to through pictures, name these teams and explain how it feels to be a part of the team                        |                 |                     |                 |
| Create a picture by using good listening to follow instructions   |                 |                     |                 |
| Create a chain of kindness by thinking of their own idea of a way to be kind  |                 |                     |                 |
| Draw or write ways to deal with teasing or bullying behaviour;  |                 |                     |                 |
| Sort thoughts given into helpful and not-so-helpful thought categories;   |                 |                     |                 |
| Draw a picture to show a time they made a good choice and to write what happened next   |                 |                     |                 |



**Milestone**

**RSE/PSHE Key Stage 1 Cycle A**

|   | Basic:<br>(All) | Expected:<br>(Most) | Deep:<br>(Some) |
|---|-----------------|---------------------|-----------------|
| Take part in a discussion about the feelings of being in a team   |                 |                     |                 |
| Design their own image to then describe to their partner who will use good listening skills to then draw the design |                 |                     |                 |
| Use scenario cards to discuss ways of showing kindness in difficult scenarios                                       |                 |                     |                 |
| Complete an activity sorting different behaviour into either teasing, bullying or joking behaviour                  |                 |                     |                 |
| Make posters to show helpful thoughts   |                 |                     |                 |
| Identify the consequences of making good and not-so good choices  |                 |                     |                 |
| <b>RELATIONSHIPS: BE YOURSELF</b>   |                 |                     |                 |
| Identify their own special traits and qualities   |                 |                     |                 |
| Identify and name common feelings   |                 |                     |                 |
| Select times and situations that make them feel happy   |                 |                     |                 |
| Talk about what makes them feel unhappy or cross  |                 |                     |                 |
| Explain how change and loss makes them feel   |                 |                     |                 |
| Understand the importance of sharing their thoughts and feelings  |                 |                     |                 |
| Say what makes them an individual   |                 |                     |                 |
| Identify feelings and facial expressions and body language  |                 |                     |                 |
| Talk confidently about what they like that makes them feel happy  |                 |                     |                 |
| Explain how to manage feelings of anger and sadness   |                 |                     |                 |
| Describe strategies to explain how change and loss can be dealt with positively                                     |                 |                     |                 |
| Understand the importance of sharing their thoughts and feelings respectfully                                       |                 |                     |                 |
| Discuss the importance of individuality   |                 |                     |                 |
| Identify and name a wide range of feelings  |                 |                     |                 |
| Explain why their likes make them feel happy  |                 |                     |                 |
| Help others manage any uncomfortable feelings they are experiencing   |                 |                     |                 |
| Reflect on how they can support others going through change and loss  |                 |                     |                 |
| Think about the impact of sharing their thoughts and feelings respectfully and speaking kindly to others.           |                 |                     |                 |