

**Milestone**

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

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

	Basic: (All)	Expected: (Most)	Deep: (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			



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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			



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	Basic: (All)	Expected: (Most)	Deep: (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			



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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.			