

Milestone

RSE/PSHE Upper Key Stage 2 Cycle A

To be on target, most Year 6 children will be at the 'expected' level.

	Basic: (All)	Expected: (Most)	Deep: (Some)
LIVING IN THE WIDER WORLD: AIMING HIGH			
Discuss their personal achievements and skills			
Discuss different learning styles			
Identify what a helpful learning attitude is			
Talk about the range of jobs that people do			
Understand what a stereotype is			
Talk about skills employers look for in employees			
Work with others in team			
Discuss the skills everyone needs to succeed			
Identify skills and attributes that are useful in many roles			
Identify their preferred learning style			
Identify potential barriers to success			
Identify opportunities that might be available to them in the future			
Identify and challenge stereotypes			
Explain different routes into future education and work			
Discuss goals they could set towards their ambitions			
Understand the different roles within teams			
Discuss the challenges many people face and how some people overcome these			
Understand how to use the knowledge of their learning style to further their learning			
Discuss the impact a growth mindset can have on achieving their goals			
Understand that our goals can change and explain this might happen			
Appreciate the importance of seizing opportunities			
Explain the impact of stereotypes and why they need to be challenged			
Consider ways in which their interests and skills match a future job interest and how to develop these further			
Apply core skills when working within a team			
Identify limitations to achieving goals and discuss how challenges can be overcome			
LIVING IN THE WIDER WORLD: MONEY MATTERS			
Talk about what financial risks			
Discuss ways to advertisers try to influence us			
Identify what it means to be a 'critical consumer'			
Describe what 'value for money means'			
Talk about ethical spending			
Describe some examples of fair trade			
Explain why people might borrow money			
Talk about what 'tax' is			



Milestone

RSE/PSHE Upper Key Stage 2 Cycle A

	Basic: (All)	Expected: (Most)	Deep: (Some)
Discuss reasons people take financial risks			
Discuss why advertisers try to influence us			
Talk about how to be a 'critical consumer'			
Identify how we can compare the value for money of different products			
Discuss what is meant by ethical spending			
Explain the benefits of fair trade			
Discuss some consequences of debt			
Discuss how we can make a budget			
Consider why people borrow money and get in to debt			
Explain what tax is and the ways we pay it			
Identify ways people can avoid financial risk			
Talk about some ways we can ensure we know the actual cost behind advertised products			
Discuss the benefits of ethical spending			
Explain why fair trade is important			
Discuss the advantages of working to a budget			
Explain some problems and consequences of borrowing money with regard to interest charged			
Discuss some consequences of debt on people's emotional wellbeing			
Discuss the importance of paying tax as a contribution to society			
HEALTH & WELLBEING: THINK POSITIVE			
Talk about their thoughts, feelings and behaviours			
Identify unhelpful and helpful thoughts			
Suggest outcomes linked to certain thoughts, feelings and actions			
Discuss ways in which positive thinking can be beneficial			
Identify and discuss uncomfortable emotions			
Identify common choices we have to make in life			
Use basic mindfulness techniques, when guided			
Describe what makes a good learner			
Describe how their thoughts, feelings and behaviours influence each other			
Explain the range and intensity of their feelings to others			
Name some strategies to deal with unhelpful thoughts			
Know how to make informed choices			
Appreciate how making good choices can make us happy			
Understand how mindfulness techniques can be used in their everyday lives			
Describe the difference between a growth mindset and a fixed mindset			



Milestone

RSE/PSHE Upper Key Stage 2 Cycle A

	Basic: (All)	Expected: (Most)	Deep: (Some)
Identify strategies for facing a challenge			
Discuss the impact negative thoughts can have on ourselves and others			
Generate their own positive affirmations			
Confidently employ strategies for coping with unhelpful thoughts and uncomfortable emotions			
Predict the consequences linked to certain choices			
Recognise when different mindfulness techniques might be useful			
Independently employ mindfulness techniques			
Independently use a range of strategies to overcome difficulties or face challenges			
HEALTH & WELLBEING: IT'S MY BODY			
Understand that they can choose what happens to their own bodies			
Know where and how to get help if they are worried			
Understand the importance of sleep, exercise and healthy eating			
Identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies			
Identify positive aspects about themselves			
Discuss the choices related to health that they make each day			
Identify choices that will benefit their health and provide a 'balanced lifestyle'			
Identify ways to protect their bodies from ill health			
Define consent and autonomy			
Explain the importance of vaccinations and immunisations			
Identify the implications of not getting enough sleep			
Understand why they need to change some of their habits and routines as they get older			
Identify where the pressure to try harmful substances might come from			
Understand that many images seen in the media are artificially enhanced			
Identify some factors that influence the choices they make about their bodies			
Understand that the choices they make about their bodies have consequences			
Understand that different people have different boundaries			
Identify the best bedtime routine for themselves			
Use meditation at bedtime to aid a peaceful sleep			
Challenge stereotypical notions of the 'perfect body'			



Milestone

RSE/PSHE Upper Key Stage 2 Cycle A

	Basic: (All)	Expected: (Most)	Deep: (Some)
Understand the impact that the media (including social media) has on the choices they make about their bodies and about their health and wellbeing.			
RELATIONSHIPS: TEAM			
Understand what successful teamwork skills are			
Express opinions respectfully			
Explain what collaborative working is			
Discuss what a compromise is			
Discuss different types of unkind behaviour			
Identify ways of showing care to others in their team			
List shared responsibilities within the class team			
Demonstrate successful teamwork skills			
Disagree respectfully			
Reflect on their own collaborative working skills			
Making compromises			
Explain different effects of unkind behaviour			
Demonstrate ways to care for others within the team			
Discuss ways to care for others within their team			
Discuss the importance and consequences of carrying out shared responsibilities within the class team			
Discuss how the attributes of a good team can ensure that less helpful behaviours within the team can be prevented			
Take part in a debate entitled, 'Should we always say what we think?'			
Take part in a debate entitled, 'Should people always work collaboratively?'			
Create posters to show examples of times the care cards could be used.			
Suggest different strategies for building networks to support others through times of unkind behaviours			
Explain why each shared responsibility is required for the team to work at its best			
RELATIONSHIPS: BE YOURSELF			
Discuss scenarios where children are torn between 'fitting in' and being true to themselves			
Explain how to communicate their feelings in different situations			
Create a role play to show different ways to manage uncomfortable feelings			
Discuss which situations would make people fight or flee and why			
Create resolutions to different tricky situations			
Identify the feelings involved in making a mistake and understand how to make amends			



Milestone

RSE/PSHE Upper Key Stage 2 Cycle A

	Basic: (All)	Expected: (Most)	Deep: (Some)
Complete scenarios by advising on how to communicate feelings in different situations			
Work in groups to create a role play to show different ways to manage uncomfortable feelings			
Discuss different flight or fight situations			
Discuss the impact of making amends when a mistake has been made			
Discuss how to deal with being unique in difficult situations			
Discuss the different strategies for communicating feelings and identify which ones they feel most comfortable with			
Discuss which strategy would work best in each situation and why			
Create a role play to show either the fight or flight reaction being applied in a situation			
Create a role play to show different strategies to cope with tricky situations			
Share all they have learnt with others in school			