

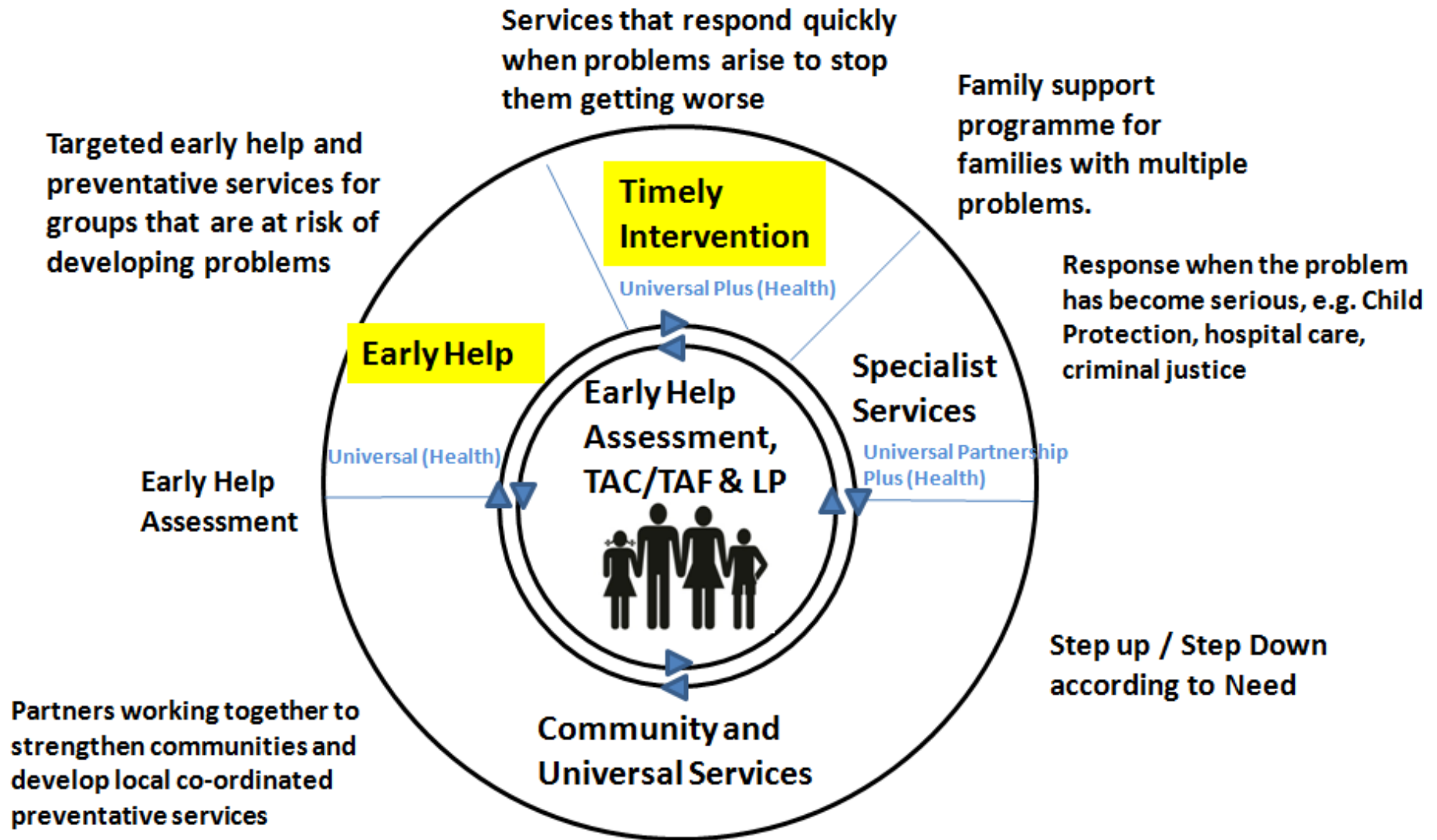
## Appendix 1: The Lifecourse Outcomes

This table sets out a summary of all the key outcomes at each of the key stages of the outline aspirational outcomes for children and young people.

Pregnancy and birth	The early years	The primary years	The secondary years	Young adulthood
be happy and positive	be happy and positive	be happy and positive, enjoying their education and community	be happy and positive, enjoying their education and community	be happy and positive in their outlook
have access to sufficient material resources	have access to sufficient material resources	have access to sufficient material resources	have access to sufficient material resources	have access to sufficient material resources
have a positive network of families, friends and communities for support	have positive and supportive relationships within the family unit	have positive, supportive relationships within the family unit, friends and with authority figures	have positive relationships and support networks with their family, friends and community	have secure, positive relationships with family, friends, and communities that support their independence
have positive affectionate bonds with their babies	able to make friends, play with others and share	able to interact in a positive way within a team	able to interact positively in team of their peers	able to interact positively in team of peers or colleagues
Page 27 have good maternal physical and mental health	have a basic understanding of authority, positive social behaviours and boundaries	have emotional sensitivity and tolerance towards the people and things around them	able to use emotional sensitivity and tolerance to display respect and responsibility towards others, themselves, and their community	have developed social responsibility, emotional sensitivity and tolerance to enable them to participate positively in opportunities
be confident in making well-informed family planning decisions	able to communicate positively and deal with frustration	be confident in themselves, engaged and able to deal with setbacks	have a positive self-image through understanding and accepting their personal strengths and weaknesses	have a positive self-image through understanding and accepting their personal strengths and weaknesses
be well informed about the benefits of breastfeeding	maintain a healthy weight through active play and healthy eating habits	maintain a healthy weight through physical activity and healthy eating habits, with a basic understanding of why this is important	continue to be physically active and maintain good healthy eating habits, in school and in their communities	make an independent decision to continue to be physically active and eat healthily as a routine part of their lives
make positive choices for the health of the unborn child, for example not smoking	receive all scheduled immunisations	receive all scheduled immunisations	receive all scheduled immunisations	continue to develop financial and money management skills
have a child-friendly, safe and secure home environment	explore, practice and extend	have good basic numeracy and literacy levels, including appropriate reading ability		continue in education, or

<p>have access to a network of professional support and services that are relevant to their needs</p> <p>have a safe labour and birth</p> <p>have babies with a healthy birth weight</p>	<p>numeracy and literacy skills</p> <p>achieve well at the Early Years Foundation Stage Profile</p> <p>be inquisitive and open to trying new things</p> <p>able to solve simple problems and consider a set of low risk decisions, with support</p> <p>live in a child-friendly, safe, secure and stimulating home environment, that supports their development</p> <p>have access to services and support that are relevant to their needs</p> <p>able to access stimulating and enjoyable leisure and cultural opportunities</p> <p>be ready for primary school</p>	<p>and basic arithmetic</p> <p>achieve well at key stage 1 to provide a good foundation for excellent key stage 2 attainment</p> <p>be inquisitive and imaginative as a complement to their academic achievement</p> <p>extend problem solving skills and take reasoned decisions about their safety, with support</p> <p>have ambition, aspirations and drive for the future</p> <p>live in a safe, secure and stable home environment, that supports their learning and development</p> <p>have access to services and support that are relevant to their needs</p> <p>able to access stimulating and enjoyable leisure and cultural opportunities</p> <p>be ready for secondary school</p>	<p>know how to handle money, budget and prioritise for necessities</p> <p>participate in education, employment and/or training that leads to the achievement of a level 3 qualification</p> <p>understand how their personal interests, strengths and learning choices relate to the world of work</p> <p>able make well informed positive life choices that promote their own safety</p> <p>have the ambition and drive to challenge themselves to succeed</p> <p>live in a safe, secure and stable home environment, that supports their development</p> <p>able to identify and access services and support that are relevant to their needs</p> <p>able to access stimulating and enjoyable leisure and cultural opportunities</p> <p>be well prepared for the transition to further or higher education, training or employment</p>	<p>secure employment or training</p> <p>have a broad set of skills that employers value</p> <p>continue to cultivate positive behaviours, make positive life choices and take considered risks</p> <p>engaged with opportunities for positive progress</p> <p>have a safe, secure and stable place to live</p> <p>able to access and navigate relevant services, independently or with advocacy if needed</p> <p>able to access stimulating and enjoyable leisure and cultural opportunities</p> <p>transition successfully to adult's services, if further support is necessary</p>
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Appendix 2: Early Help Approach Diagramme



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