

## PSHE Milestones – Through school overview

Year Group	EYFS	1	2	3	4	5	6
<b>Autumn 1 Being me in my world</b>	Know how it feels to belong. Start to recognise and manage my feelings. Enjoy working with others. Start to understand rights and responsibilities.	Understand your rights and responsibilities in class. Know that I belong in class. Recognise that choices have consequences and how I feel when I experience consequences. Feel proud of achievements.	Understand my rights and responsibilities as a member of my class. Recognise the choices I make have consequences. Recognise when I feel worried and know who to ask for help. Help make my class a safe, fair and happy place.	Recognise my worth and identify positive things about myself and my achievements. Set personal goals. Understand that my actions affect myself and others Know how to make someone else feel valued. Recognise how it feels to be happy, sad or scared and recognise these emotions in others.	Know my attitudes and actions make a difference to the class team. Know who is in my school community, the roles they play, and how I fit in. Understand how democracy works through school council. Understand that my actions affect myself and others. community, Know how good it feels to be included in a group and how it feels to be excluded. Try to make people feel values and welcomed. Take a role in a group and contribute.	Face new challenges positively and set goals. Understand rights and responsibilities as a citizen of my country and a member of my school. Make choices about my own behaviour because I understand rewards and consequences. Understand how democracy and having a voice benefits the school community. Empathise with people in this country whose lives are different to my own.	Identify my goals; understand my fears and worries about the future and how to express them. Know that there are universal rights for all children but for many these rights are not met. Understand that my actions affect others locally and globally. Understand that all actions have consequences Understanding how democracy and having a voice benefits the school community. Understand my wants & needs and compare these with children in other communities.
<b>Autumn 2 Celebrating differences</b>	Understand everyone is good at different things. Understand that being different makes us all special. Know we are all different but the same in some ways. Tell you why I think my home is special to me. Tell you how to be a kind friend. Know which words to use to stand up for myself when someone says or does something unkind.	Identify similarities and differences between people in my class. Know what bullying is. Understand how being bullied might feel. Know who I can talk to if I am worried about bullying. Know how to make new friends	Start to understand that people sometimes make assumptions about boys and girls (stereotypes). Understand that bullying is sometimes about differences. Recognise what is right and wrong and how to look after myself. Understand that it is okay to be different from others and still be friends. Tell you some ways I am different from my friends. Understand some ways boys and girls are similar and some ways they are different and feel good about this. Understand why we shouldn't judge people if they are different.	Understand that everyone's family is different. Understand that conflicts happen among family. Know what it means to be a witness to bullying and that witnesses' actions can make the situation better or worse. Recognise that some words are used hurtfully and try hard not to use these words. Talk about a time my words affected someone's feelings and what the consequences were. Give and receive compliments and know how this feels.	Understand that sometimes we make assumptions based on what people look like and what influences me to make these assumptions. Know that sometimes bullying is hard to spot and what to do if I think it might be happening. Explain why eye witnesses sometimes join in with bullying. Identify what is special about me and value the ways I am unique. Tell you a time when my first impression of someone changed when I got to know them. Try to accept people for who they are. Question why I think what I do about other people.	Understand that cultural differences can sometimes cause conflict. Understand what racism is. Understand how rumour spreading and name calling can be bullying behaviours. Explain the difference between direct and indirect bullying. Compare my life with people in the developing world. Understand a different culture from my own. Be aware of my own culture. Respect my own and other's cultures. Aware of my own attitude towards people from different races. Know some ways to encourage children who use bullying behaviour to make	Understand there are different perceptions of 'normal'. Empathise with people who are different and understand how it could affect their life. Be aware of my attitude to people who are different. Explain some ways a person/group can have power over another. Know some reasons why people use bullying behaviours. Give examples of people with disabilities who lead amazing lives. Explain ways difference can be a source of conflict and a cause for celebration and show empathy with people in either situation

			Understand that differences make us special and unique. Know how to get help if I am being bullied.		Know how it might feel to be a witness and a target of bullying. Like and respect the unique features of my physical appearance.	other choices and how to support children who are being bullied. Appreciate the value of happiness regardless of material wealth.	Appreciate people for who they are.
<b>Spring 1 Dreams and Goals</b>	Understand that if I persevere I can tackle challenges. Tell you about a time I didn't give up and achieved my goal. Set a goal and work towards it. Use kind words to encourage people. Understand the link between what I learn now and the job I might like to do when I am older. Say how I feel when I achieve a goal and know what it means to feel proud.	Set goals and work out how to achieve them. Know how to work well with a partner Identify any possible obstacles to me achieving my goals. Understand how it feels to succeed.	Choose a realistic goal and think about how I can achieve it. Persevere even when I find things difficult. Recognise who I work well with and who it is more difficult for me to work with. Work well in a group. Tell you some ways I work well in my group. Tell you how I felt about working in a group. Explain how being part of a successful group feels.	Talk about a person who has faced difficulties and succeeded. Identify a dream/ambition. Enjoy facing new challenges Recognise obstacles which may hinder my achievement and take steps to overcome them. Respect and admire people who overcome obstacles. Imagine how I will feel when I achieve my dream/ambition. Break down a goal into steps.	Talk about my hopes and dreams Understand that sometimes homes and dreams do not come true and that this can hurt. Know how to plan and set a new goal even if I have been disappointed. Know how disappointment feels and identify when I have felt that way. Know how to cope with disappointment and how to help others cope with theirs. Enjoy being part of a group challenge.	I understand that I will need money to achieve some of my dreams. Know about a range of jobs carried out by people I know and explore how much people earn in different jobs. Identify a job I would like to do when I'm older and what motivates me to achieve it. Describe dreams and goals of young people in a culture different to mine. Understand that communication with someone in a different culture means we can learn from each other. Appreciate the opportunities learning and education gives me. Appreciate similarities and differences between my aspirations and those of young people from other cultures.	Know my learning strengths and set realistic but challenging goals for myself. Work out the learning steps I need to take to reach my goal and how to motivate myself to work on these. Identify problems in the world that concern me. Work with other people to help make the world a better place. Know that some people in my class like or admire me and can accept their praise. Give praise and compliments to others. Recognise the emotions I feel when I consider people in the world who are suffering or living in difficult situations.
<b>Spring 2 Healthy Me</b>	Understand that I need to exercise to keep my body healthy. Understand how moving and resting are good for my body. Know which foods are healthy and not so healthy and can make healthy eating choices. Know how to help myself go to sleep and understand why sleep is good for me. Wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. Know what a stranger is and	Understand the difference between being healthy and unhealthy. Know how to make healthy lifestyle choices. Know how to keep myself clean and how germs cause disease. Know that all household products including medicines can be harmful if not used properly. Understand that medicines can help me feel better when I am poorly. Know how to keep safe when crossing the road.	Know what I need to do to keep my body healthy and understand food groups. Show or tell you what relaxed means and somethings that make me relaxed. Understand how medicines work in my body and how important it is to use them safely. Motivated to make healthy lifestyle choices. Have a healthy relationship with food. Feel positive about caring for my body.	Understand how exercise affects my body and know why my heart and lungs are important <i>organs</i> . Know the amount of calories, fat, and sugar I put into my body will affect my health. Tell you my knowledge and attitude towards drugs. Identify things, people and places that I need to keep safe from. Identify when something feels safe or unsafe. Understand how important it is to take care of my body. Set myself fitness challenges. Express how being anxious	Recognise how different friendship groups are formed and how I fit into them and the friends I value most. Understand there are people who take on the roles of leaders or followers and know the role I take. Understand facts about smoking and its effects on health and some of the reasons people start smoking. Understand facts about alcohol and its effects on health particularly the liver and some of the reasons people drink alcohol.	Know the health risks of smoking and tell you how tobacco affects the lungs, liver and heart. Know some of the risks of misusing alcohol including anti-social behaviour and how it affects the liver and heart. Know and can put into practice basic emergency aid procedures (incl recover position). Know how to help in emergency situations. Understand how the media, social media & celebrity culture promote certain body types.	Take responsibility for my health and make choices that benefit my health and wellbeing. Motivated to care for my physical and emotional health. Know about different types of drugs and their uses and effects on the liver and heart. Understand that some people can be exploited and made to do things against the law. Know why some people join gangs and the risks involved. Suggest strategies someone could use to avoid being

	how to stay safe if a stranger approaches me.			or scared feels. Respect my body.	Have a clear picture of what I believe is right and wrong. Identify feelings of anxiety and fear associated with peer pressure.	Describe the different roles food can play in people's lives. Can explain how people can develop eating problems (disorders) relating to body image pressures. Reflect on my own body image, respect and value my body.	pressurised. Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. Recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. Know how to help myself feel emotionally healthy and can recognise when I need help with this.
<b>Summer 1 Relationships</b>	Identify some of the jobs I do in my family and how I feel I belong. Know how to make friends and stop myself feeling lonely. Think of ways to solve problems and stay friends. Start to understand the impact of unkind words. Know how to be a good friend.	Identify members of my family and understand that there are different types of family. Identify what being a good friend means to me. Know appropriate ways of physical contact to greet my friends and which ways I prefer. Know who in my school community can help me Recognise my qualities as a person and friend. Explain why I appreciate someone who is special to me.	Identify the different members of my family; understand my relationship with each of them. Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not and know which physical contact I like. Identify some of the things that cause conflict in my friendships. Understand when it is okay to keep a secret and when it is not. Express my appreciation for people. Accept differences in families. Understand how it feels to trust someone.	Identify the roles and responsibilities of each member of my family and reflect on expectations of males and females. Identify and put into practice some of the skills of friendship. Know and use strategies for keeping myself safe online. Explain how some actions of people around the world help/influence my life. Understand how my needs/rights are shared by children around the world. Know how to negotiate in conflict. Know who to ask for help if I am worried about anything online. Empathise with children whose lives are different to mine and learn from them.	Recognise situations which can cause jealousy in a relationship. Identify feelings associated with jealousy. Identify someone I love and can express why they are special to me. Tell you about someone I know that I no longer see. Know how people might feel when they lose someone or something they love. Recognise how friendships change. Know how to stand up for myself and how to negotiate and compromise. Understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older. Know how to show love and appreciation.	Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. Understand that belonging to an online community can have a positive and negative consequence. Understand that there are rights and responsibilities in an online community and social network and when playing a game online. Recognise when I am spending too much time using devices. Explain how to stay safe when using technology to communicate with my friends. Know how to keep building my own self esteem. Recognise when an online community feels unsafe or uncomfortable. Resist pressure to use technology in ways that could be risky.	Know that it is important to take care of my mental health. Understand that people can get problems with their mental health and that it is nothing to be ashamed of. Know how to take care of my mental health. Understand that there are different stages of grief and that there are different types of loss that cause people to grieve. Recognise when I am feeling those emotions and have strategies to manage them. Recognise when people are trying to gain power or control. Judge whether something online is safe and helpful for me. Use technology positively and safely to communicate with my friends and family.
<b>Summer 2 Changing Me</b>	I can name parts of the body. Tell you somethings I can and foods I can eat to be healthy. Understand that we all grow from babies to adults. Talk about my worries/things I am looking forward to about Y1.	Start to understand the lifecycles of animals and humans. Explain somethings about me that have changed and some things that have stayed the same. Tell you how I have changed since I was a baby. Identify the parts of the	Recognise cycles of life in nature. Tell you about the process of growing older. Recognise how my body has changed since I was a baby. Recognise physical differences between boys and girls and use appropriate names for body parts.	Understand that in animals and humans lots of changes happen between conception and growing up. Understand how babies grow and develop in the mothers uterus. Understand what a baby needs to live and grow. Understand how boys and	Understand that some of my personal characteristics have come from birth parents and that this happens because I am made from joining an egg and sperm. Correctly label internal and external body parts of male and female bodies that are	Aware of my own self-image and how my body image fits into this. Explain how bodies change during puberty and the importance of looking after yourself physically and emotionally. Understand that sexual intercourse can lead to	Aware of my own self-image and how my body image fits into that. Know how to develop my own self-esteem. Explain how girls and boys bodies change during puberty and understand the importance of looking after yourself physically and

	Share my memories of the best bits of reception.	body that make boys different to girls.	Understand there are different types of touch and tell you which I like and don't like Understand that are changes that are outside my control and recognise my feelings about this. Say what I like and don't like about being a boy/girl.	girls bodies change on the inside during growing and why these changes are important. Recognise stereotypical ideas I might have about parenting and family roles. Express how I feel when I see babies or baby animals. Express how I might feel if I had a new baby in my family.	necessary for making baby. Describe how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation is a part of this. Understand that having a baby is a personal choice. Have strategies to help me cope with the physical and emotional changes I will experience during puberty.	conception and that is how babies are made. Understand that sometimes people need IVF to help them have a baby. Identify what I'm looking forward to about becoming a teenager and the responsibilities it brings (age of consent) Express how I feel about the changes I will experience during puberty.	emotionally. Express how I feel about the changes that will happen to me during puberty. Describe how a baby develops from conception through the nine months of pregnancy and how it is born. Understand how being physically attracted to someone changes the nature of the relationships and what that might mean about having a boyfriend/girlfriend. Express how I feel about my self-image and know how to challenge negative body talk. Identify what I am looking forward to and what worries me about the transition to secondary school.
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