



## PSHE End of Year Milestones

|                                     | Year 1  | Year 2   | Year 3  | Year 4  | Year 5  | Year 6   |
|-------------------------------------|---|--|---|---|---|--|
| Autumn 2<br>Celebrating Differences | They can talk about one thing that makes them different from my friends and understand these differences make them all special and unique.                                  | They can identify some ways in which their friend is different from them and tell you why they value this difference about him/her.  | They can tell you about a time when their words affected someone's feelings and what the consequences were. They can give and receive compliments and know how this feels.  | They can tell you a time when their first impression of someone changed as they got to know them. They can explain why it is good to accept people for who they are.                                | They can explain the differences between direct and indirect types of bullying. They know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied. | They can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation.   |
| Spring 1<br>Dreams and Goals        | They can tell you how they felt when they succeeded in a new challenge and how they celebrated it and know how to store the feelings of success in internal treasure chest. | They can explain some of the ways they worked cooperatively in a group to create the end product. They can express how it felt to be working as part of a group.   | They can evaluate their own learning process and identify how it can be better next time. They are confident in sharing their success with others and know how to store their feelings of success in their internal treasure chest. | They know how to make a new plan and set new goals even if they have been disappointed. They know what it means to be resilient and to have a positive attitude.                                    | They can describe the dreams and goals of a young person in a culture different from their own and can reflect on how these relate to their own.  | They can describe some ways in which they can work with other people to help make the world a better place. They can identify why they are motivated to do this.   |
| Spring 2<br>Healthy Me              | They can tell you why they think their body is amazing and can identify some ways to keep it safe and healthy and can recognise how being healthy helps them to feel happy. | They can make some healthy snacks and explain why they are good for their body. They can express how it feels to share healthy food with their friends.  | They can identify things, people and places that they need to keep safe from, and can tell you some strategies for keeping themselves safe including who to go to for help. They can express how being anxious or scared feels.     | They can recognise when people are putting them under pressure and can explain ways to resist this when they want to. They can identify feelings of anxiety and fear associated with peer pressure. | They can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. They respect and value their body.                       | They can evaluate when alcohol is being used responsibly, anti-socially or being misused. They can tell you how they feel about using alcohol when they are older and their reasons for this.                      |
| Summer 1<br>Relationships           | They can tell you why they appreciate someone who is special to them and express how they feel about them.  | They can identify some of the things that cause conflict between them and their friends. They can demonstrate how to use the positive problem solving technique to resolve conflicts with their friends. | They can explain how some of the actions and work of people around the world help and influence their life and can show an awareness of how this could affect their choices.  | They can explain different points of view on an animal rights issue and express their own opinion and feelings on this.   | They can explain how to stay safe when using technology to communicate with their friends. They can recognise and resist pressures to use technology in ways that may be risky or cause harm to themselves or others.               | They can recognise when people are trying to gain power or control. They can demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control. |

**Summer 2  
Changing Me**

They can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles and vagina. They respect their body and understand which parts are private.

They can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of their body are private. They can tell you what they like/don't like about being a boy/girl.

They can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. They recognise how they feel about these changes happening to themselves and know how to cope with these feelings.

They can identify what they are looking forward to when they are in Year 5. They can reflect on the changes they would like to make when they are in Year 5 and can describe how to go about this.

They can describe how boys' and girls' bodies change during puberty. They can express how they feel about the changes that will happen to themselves during puberty.

They can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and recognise how they feel when they reflect on the development and birth of a baby.