St Cuthbert's CE Primary School
PSHE Milestones and End Points

Early Learning Goals
ELG: Self-Regulation Show an understanding of their feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, be able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, respond appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. Explain the reasons for rules, know right from wrong, and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively, and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.

	Milestone 1	Milestone 2	End Points
Me and My Relationships	• Recognise that people have different ways of displaying feelings and respond to these appropriately. • Recognise the quality of a healthy friendship.	• Learn characteristics of assertive • Work collaboratively and resolve conflict • Identify healthy and unhealthy relationships • Recognise their emotional needs.	• Recognise and practice strategies to help resolves friendship difficulties. • Consider types of touch as safe or unsafe. • Name assertive behaviours and understand how behaviour can be influenced by group dynamics.
	Outcomes I understand we have different ways to express our feelings. I can express my feelings in a safe, controlled way. I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. I can tell someone how they are making me feel. I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.	Outcomes I can be assertive to keep myself happy, healthy and safe. I can use strategies to resolve arguments or disagreements. I can reflect on my behaviour, attitudes and qualities. I am aware of the warning signs that a relationship could be unhealthy or unsafe. I can manage my emotional needs and any risks to them. I can respond to emotions according to the situation and person.	Outcomes I can work through challenges I have with my friends with respect, assertiveness and understanding. I can give examples of negotiation and compromise. I can use these skills in practical situations. I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch. I can use assertive behaviours to keep myself safe from peer influence or pressure. I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.

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Valuing Differences	• Identify similarities and differences • Discuss how behaviour affects others	• Discuss the benefits of diverse society, and how discrimination affects others. • Consider the consequences of behaviour.	• Understand prejudice, stereotypes and discrimination. • Know that everyone is unique
	Outcomes I can be respectful of those who are different to me. I can describe how someone can change someone's feelings. I can tell you why it is important to show good listening to people who think differently to me. I can name and suggest strategies to someone who feels left out. I can be kind and use kind words to my friends.	Outcomes I can give examples of different faiths and cultures and positive things about having these differences. I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. I can empathise with people who have been, and currently are, subjected to injustice, including through racism. I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.) I can reflect on how individual/group actions can impact on others in a positive or negative way.	Outcomes I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. I can show respect to others by using verbal and non-verbal communication. I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. I can describe how empathy can help people to be more tolerant and understanding of those who are different from them. I can recognise how the media can reinforce gender stereotypes and begin to challenge this.
Keeping Myself safe	• Identify safe and unsafe situations • Identify safe and unsafe secrets • Identify inappropriate touch	• Identify danger, risk and what influences people to take risks. • How to minimise our risks including health and online.	• Explore safety in the online world. • Understand legal and illegal drugs • Discuss emotional needs and conflicting emotions.
	Outcomes I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely. I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe. I can say what I do and don't like and who to ask for help. I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.	Outcomes I can suggest what someone should do when faced with a risky situation. I can protect my personal information online. I can recognise disrespectful behaviour online. I can identify the risks in a specific situation (including emotional risks). I can discuss social norms relating to cigarettes and what may influence a person's decision to not smoke. I can support someone who is being bullied.	Outcomes I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means. I can give examples of how to safely share images online. I can explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not. I can suggest positive ways to meet my emotional needs and how this impacts my behaviour. I can begin to make decisions independently and responsibly.

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Rights and Responsibilities	• Co-operate with others and care for their wider environment • Self-regulate their emotions	• Understand the importance of saving money • Discuss their current responsibilities and those they may have in the future.	• Methods of saving money and looking after the environments. • Understand democracy
	Outcomes I can make choices that help me play and work well with others. I can use some strategies when I feel upset or angry. I can ask for help from a trusted adult. I can name some ways I can look after my environment. I can make choices with money.	Outcomes I can develop ideas and opinions based on a current issue. I can present these with a group. I can identify how the responsibilities of others impact me and my community. I can give examples of barriers that can stop others following their responsibilities. I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me. I can suggest ways to spend and save money responsibly. I can explain some things about finance and money. I can name a person who deals with money in my community.	Outcomes I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means. I can discuss the reasons why people post online and the positive and negative effects relating to social media. I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers. I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment. I can suggest ways that I can help my environment. I can give examples of why we need a democratic society and how laws keep us safe.
Being My Best	• Understand growing and keeping hygienic • Discuss how to keep our body healthy	• Describe in greater depth keeping healthy including what benefits/damages our bodies. • Identify skills and qualities to be their best	• Discuss how to manage well-being. • Discuss aspirations and the challenges they may face. • Understand risks/risk taking and the consequences of this
	Outcomes I can choose a healthy snack and activity. I can keep trying. I can listen to my friends and take turns.	Outcomes I can explain what happens when I learn something new. I can explain how setting a goal or goals will help me to achieve what I want to be able to do. I can explain how hand hygiene stops viruses and germs from spreading. I can give examples of what I can do and give to my body to stay healthy. I can name different parts of my body that are inside me and help to turn food into energy.	Outcomes I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing. I can set goals so that I can achieve an aspiration. I can tell you how I can overcome problems and challenges on the way to achieving my goals. I can identify risk factors in a given situation I can assess the level of risk and explain how a risk can be reduced.

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Growing and Changing	• Discuss loss and how to support someone • Name the private parts of the body and know we keep them private.	• Identity responses to change • Understanding what happens during puberty	• Name emotional responses to change in our body and the environment. • Discuss body image including what we see online.
	Outcomes I can give support to a friend. I can describe feelings of loss and suggest what someone can do if a friend moves away. I can describe the stages of growth I have been through and what I look forward to in my future. I can name the human private parts that are used to make a baby. I can talk about keeping private parts private.	Outcomes I can begin to manage challenging emotions by building my resilience. I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict. I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe. I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need. I can give examples of feelings and emotions people have at times of change.	Outcomes I can name some of the feelings and emotions people have during change. I can give examples of how someone could cope with or get support during puberty. I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image. I can explain how to stay safe when sharing images and information online. I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.

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