

## PHSE Milestones

Concept: Health & Wellbeing EYFS ELGs
Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
See themselves as a valuable individual.
Express their feelings
Show resilience and perseverance in the face of challenge.
Identify and moderate their own feelings socially and emotionally.
Manage their own needs.

Concept: Health & Wellbeing KS1
Can explain what keeps them healthy
Can make simple choices about their health and wellbeing.
Can recognise what they like and dislike
Can set themselves simple goals.
Can express some of their positive qualities/strengths.
Can name and identify a range of feelings.
Can develop simple strategies to manage some feelings.
Can explain ways of keeping clean.
Can use skills developed to help prevent diseases spreading.
Can explain some changes that
Can name main parts of the body including external genitalia.
Can talk about the harmful aspects of some household products/medicines.
Can explain different ways that family and friends should care for one another.
Can identify that they do not need to keep secrets and explain why.
Can recognise what is meant by privacy for themselves and others.
Can explain different ways that family and friends should care for one another.

Concept: Health & Wellbeing KS2
Can identify what affects their physical and mental health.
Can understand what a balanced diet includes.
Can recognise what might influence our choices to have a 'balanced lifestyle.'
Can identify how images in the media don't always reflect reality.
Can identify their strengths and suggest areas for improvement.
Can name and identify a range of feelings.
Can use strategies to help manage their emotions.
Can identify positive ways to face new challenges such as transition.
Can recognise, predict and manage risks in different situations.

Can explain how their actions have consequences for themselves and others.
Can identify safety rules and where to get help.
Can identify substances/drugs that are legal/illegal and identify the risks.
Can identify physical/emotional changes during puberty.
Can explain what human reproduction is.
Can understand what appropriate and inappropriate touch/contact means and identify strategies required.
Can describe hazards that may exist in their environment and describe strategies to keep them safe.
Can describe strategies for keeping safe and being responsible.

Concept: Relationships EYFS ELGs
Build constructive and respectful relationships.
Express their feelings and consider the feelings of others.
Think about the perspectives of others.

Concept: Relationships KS1
Can communicate their feelings to others.
Can recognise that their behaviour can affect other people.
Can recognise the difference between secrets and nice surprises.
Can recognise what is fair and unfair.
Can begin to share their views and opinions.
Can actively listen to other people and to instructions.
Can work cooperatively with others.
Can identify the differences and similarities between people.
Can identify what makes them special.
Can recognise what kind of physical contact is acceptable/ unacceptable and how to respond appropriately.
Can recognise people's bodies and feelings can be hurt.
Can be kind to others.
Can recognise different types of bullying and why it is wrong.
Can identify who to go to if they need help with their worries.

Concept: Relationships KS2
Can communicate their feelings to others.
Can identify skills to maintain and form good relationships.
Can identify the difference between a healthy and an unhealthy relationship.
Can recognise different types of relationships.
Can understand that their actions affect themselves and others.

Can identify what kind of physical contact is acceptable/unacceptable and how to respond appropriately.
Can recognise the risks associated with 'keeping a secret.'
Can work collaboratively and co-operatively.
Can demonstrate that they can be kind and respectful to others.
Can listen to others' points of view and respond appropriately.
Can identify strategies to resolve conflicts.
Can explain the factors that arise to make people similar and different and explain why everyone is still 'equal.'
Can identify the consequences of teasing, bullying and discrimination.
Can recognise and identify how to manage 'dares.'
Can identify how to recognise and challenge stereotypes.
Can recognise bullying in all its forms.
Can understand that forcing anyone to marry is a crime.

Concept: Living in the Wider World EYFS ELGs
Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene

Concept: Living in the Wider World KS1
Can demonstrate how we can care for one other.
Can contribute to the life of the classroom and school.
Can follow classroom and school rules.
Can demonstrate how to be responsible.
Can explain which groups they belong to, such as family and school.
Can explain how we can care for animals.
Can identify ways to respect our local environment.
Can identify where money comes from and what influences how we spend it.
Can express why they are unique.
Can explain ways in which we are the same as all other people.
Can identify what to do in an emergency.

Concept: Living in the Wider World KS2
Can take part in a debate or topical issue and confidently share their point of view.
Can explain why rules and laws are needed in different situations.
Can identify that people have basic human rights and they are there to protect everyone.
Can identify the consequences of aggressive and harmful behaviours.

Can explain strategies for getting support for themselves or others at risk.
Can identify the different rights and responsibilities at school, home and community and the skills they need.
Can identify and demonstrate strategies to resolve differences.
Can demonstrate respect and show tolerance towards people different from themselves.
Can identify groups to which they belong.
Can understand what being part of a community means and the local and national groups that support them.
Can appreciate the range of identities in the UK.
Can describe some of the different beliefs and values in society.
Can explain how to be a critical consumer.
Can suggest ways of protecting their environment and improving their community.
Can demonstrate their enterprise skills