

# PSHE Progression Milestones



PSHE Education

(Developed from National Framework DfEE 2000)

Emotional Literacy/Social Skills

(Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)

Key Concepts	Pre-Milestone 1 (EYFS)	Milestone 1 (Year 1 & 2)	Milestone 2 (Year 3 & 4)	Milestone 3 (Year 5 & 6)
Being Me in My World	<p><b>ELG – Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Form positive attachments to adults and friendships with peers.</li> </ul> <p><b>DM – Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> </ul>	<p>Understand the rights and responsibilities as a member of my class/school and recognise the choices they make (and the consequences)</p> <p>Recognise a range of feelings Know that they are special and that they belong</p> <p>Listen to other people and contribute ideas</p> <p>Identify some of their hopes and fears</p> <p>Work cooperatively and help make my class a safe and fair place</p>	<p>Understand that actions affect themselves and others and that they care about other</p> <p>Understand why rules are needed and how they relate to rights and responsibilities</p> <p>I value myself and know how to make someone else feel welcome and valued</p> <p>Recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions</p> <p>Understand who is in the school community, the roles they play and how they fit in</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Take on a role in a group and contribute to the overall outcome</p> <p>Understand how rewards and consequences motivate people's behaviour</p>	<p>Understand my rights and responsibilities as a British citizen</p> <p>Understand how democracy and having a voice benefits the school community and know how to participate in this</p> <p>Make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>Empathise with people in this country whose lives are different to my own</p> <p>Contribute to the group and understand how we can function best as a whole</p> <p>Identify goals for this year, understand my fears and worries about the future and know how to express them</p> <p>Understand that my actions affect other people locally and globally</p> <p>Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p> <p>Contribute to the group and understand how we can function best as a whole</p>
Celebrating Differences	<p><b>ELG – Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>Work and play cooperatively and take turns with others.</li> </ul> <p><b>DM – Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of challenge.</li> <li>Think about the perspectives of others.</li> </ul>	<p>Talk about one thing that makes me different from my friends</p> <p>Understand these differences make us all special and unique</p> <p>Identify some ways in which my friend is different from me</p> <p>Tell you why I value this difference about him/her</p>	<p>Tell you about a time when words affect someone's feelings and what the consequences are</p> <p>Give and receive compliments and know how this feels</p> <p>Tell you a time when a first impression of someone changed as you get to know them</p> <p>Explain why it is good to accept people for who they are</p>	<p>Explain the differences between direct and indirect types of bullying</p> <p>Know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p> <p>Explain ways in which difference can be a source of conflict or a cause for celebration</p> <p>Show empathy with people in either situation</p>

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<b>Dreams and Goals</b>	<p><b>ELG – Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul> <p><b>DM – Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of challenge.</li> </ul>	<p>Tell you how they felt when they succeeded in a new challenge and how they celebrated it Know how to store the feelings of success in their internal treasure chest</p> <p>Explain some of the ways they worked cooperatively in a group to create the end product Express how it felt to be working as part of a group</p>	<p>Evaluate their own learning process and identify how it can be better next time Confident in sharing success with others and know how to store feelings of success in their internal treasure chest</p> <p>Know how to make a new plan and set new goals even if they have been disappointed Know what it means to be resilient and to have a positive attitude</p>	<p>Describe the dreams and goals of a young person in a culture different from mine Reflect on how these relate to my own</p> <p>Describe some ways in which they can work with other people to help make the world a better place Identify why they are motivated to do this</p>
<b>Healthy Me</b>	<p><b>ELG – Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>DM – Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Manage their own needs – personal hygiene</li> <li>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</li> </ul>	<p>Tell you why they think their body is amazing and can identify some ways to keep it safe and healthy Recognise how being healthy helps me to feel happy</p> <p>Make some healthy snacks and explain why they are good for their body Express how it feels to share healthy food with friends</p>	<p>Identify things, people and places that they need to keep safe from, and tell you about some strategies for keeping themselves safe including who to go to for help Express how being anxious or scared feels</p> <p>Recognise when people are putting them under pressure and can explain ways to resist this when they want to Identify feelings of anxiety and fear associated with peer pressure</p>	<p>Describe the different roles food can play in people's lives and explain how people can develop eating problems (disorders) relating to body image pressures Respect and value their body</p> <p>Evaluate when alcohol is being used responsibly, antisocially or being misused Tell you how I feel about using alcohol when I am older and my reasons for this</p>

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Relationships	<p>ELG – Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul> <p>DM – Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> </ul>	<p>Tell you why they appreciate someone who is special to them and express how they feel about them</p> <p>Identify some of the things that cause conflict between themselves and their friends</p> <p>Demonstrate how to use the positive problem solving technique to resolve conflicts with friends</p>	<p>Explain how some of the actions and work of people around the world help and influence their life and show an awareness of how this could affect their choices</p> <p>Explain different points of view on an animal rights issue and express own opinion and feelings on this</p>	<p>Explain how to stay safe when using technology to communicate with friends</p> <p>Recognise and resist pressures to use technology in ways that may be risky or cause harm to themselves or others</p> <p>Recognise when people are trying to gain power or control</p> <p>Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</p>
Changing Me	<p>ELG – Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul> <p>DM – Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> <li>• Identify and moderate their own feelings socially and emotionally.</li> </ul>	<p>Identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</p> <p>Respect their body and understand which parts are private</p> <p>Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of their body are private</p> <p>Tell you what I like/don't like about being a boy/girl</p>	<p>Identify how boys' and girls' bodies change on the inside during the growing up process and tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>Recognise how they feel about these changes happening to themselves and know how to cope with these feelings</p> <p>Identify what they are looking forward to when they are in Year 5</p> <p>Reflect on the changes they would like to make when they are in Year 5 and describe how to go about this</p>	<p>Describe how boys' and girls' bodies change during puberty</p> <p>Express how they feel about the changes that will happen during puberty</p> <p>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>Recognise how they feel when they reflect on the development and birth of a baby</p>