



## East Preston Infant School

### End of Year Milestones – PHSE/RSE

What must children achieve in PHSE/RSE in order to be ready for next year?

#### **Reception:**

##### **Self-Regulation:**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- 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.

##### **Managing Self:**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- 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.

##### **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 to others' needs.

#### **Year One:**

##### **Families and people who care for me**

Pupils should be beginning to know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

##### **Caring friendships**

Pupils should be beginning to know:

- how important friendships are in making us feel happy and secure
- the characteristics of friendships



- that healthy friendships are positive and welcoming towards others, do not make others feel lonely or excluded and that most friendships have ups and downs
- how to recognise who to trust and who not to trust
- how to judge when a friendship is making them feel unhappy or uncomfortable and how to seek help or advice from others, if needed

### **Respectful relationships**

Pupils should be beginning to know:

- the importance of respecting others, even when they are very different from them.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

Pupils should be beginning to know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

### **Being safe**

Pupils should be beginning to know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy, including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to recognise and report feelings of being unsafe
- how to report concerns or abuse, the vocabulary and confidence needed to do so and where to get advice e.g. family, school and/or other sources



## **Year Two:**

### **Families and people who care for me**

Pupils should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

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