



PSHE/Relationships and Health Education: Year 1

ME AND MY RELATIONSHIPS	LEARNING OUTCOMES
Why we have classroom rules	<ul style="list-style-type: none"> • Understand that classroom rules help everyone to learn and be safe; • Explain their classroom rules and be able to contribute to making these.
Thinking about feelings	<ul style="list-style-type: none"> • Recognise how others might be feeling by reading body language/facial expressions; • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)
Our feelings	<ul style="list-style-type: none"> • Identify a range of feelings; • Identify how feelings might make us behave; • Suggest strategies for someone experiencing 'not so good' feelings to manage these.
Feelings and bodies	<ul style="list-style-type: none"> • Recognise that people's bodies and feelings can be hurt; • Suggest ways of dealing with different kinds of hurt.
Our special people balloons	<ul style="list-style-type: none"> • Recognise that they belong to various groups and communities such as their family; • Explain how these people help us and we can also help them to help us.
Good friends	<ul style="list-style-type: none"> • Identify simple qualities of friendship; • Suggest simple strategies for making up.
How are you listening?	<ul style="list-style-type: none"> • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel.
VALUING DIFFERENCES	LEARNING OUTCOMES
Same or different?	<ul style="list-style-type: none"> • Identify the differences and similarities between people; • Empathise with those who are different from them; • Begin to appreciate the positive aspects of these differences.
Unkind, tease or bully?	<ul style="list-style-type: none"> • Explain the difference between unkindness, teasing and bullying; • Understand that bullying is usually quite rare.
Harold's school rules	<ul style="list-style-type: none"> • Explain some of their school rules and how those rules help to keep everybody safe.
Who are our special people?	<ul style="list-style-type: none"> • Identify some of the people who are special to them; • Recognise and name some of the qualities that make a person special to them.
It's not fair!	<ul style="list-style-type: none"> • Recognise and explain what is fair and unfair, kind and unkind; • Suggest ways they can show kindness to others.

KEEPING MYSELF SAFE	LEARNING OUTCOMES
Healthy me	<ul style="list-style-type: none"> •Understand that the body gets energy from food, water and air (oxygen); •Recognise that exercise and sleep are important parts of a healthy lifestyle.
Super sleep	<ul style="list-style-type: none"> •Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; •Identify simple bedtime routines that promote healthy sleep.
Who can help?	<ul style="list-style-type: none"> •Recognise emotions and physical feelings associated with feeling unsafe; •Identify people who can help them when they feel unsafe.
Harold loses Geoffrey	<ul style="list-style-type: none"> •Recognise the range of feelings that are associated with loss.
What could Harold do?	<ul style="list-style-type: none"> •Understand that medicines can sometimes make people feel better when they're ill; •Explain simple issues of safety and responsibility about medicines and their use.
Good or bad touches?	<ul style="list-style-type: none"> •Understand and learn the PANTS rules; •Name and know which parts should be private; •Explain the difference between appropriate and inappropriate touch; •Understand that they have the right to say "no" to unwanted touch; •Start thinking about who they trust and who they can ask for help.
Sharing pictures	<ul style="list-style-type: none"> •Start thinking about how to stay safe online, including safety around sharing images; •Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.
RIGHTS AND RESPONSIBILITIES	LEARNING OUTCOMES
Harold's wash and brush up	<ul style="list-style-type: none"> •Recognise the importance of regular hygiene routines; •Sequence personal hygiene routines into a logical order.
Around and about the school	<ul style="list-style-type: none"> •Identify what they like about the school environment; •Recognise who cares for and looks after the school environment.
Taking care of something	<ul style="list-style-type: none"> •Demonstrate responsibility in looking after something (e.g. a class pet or plant); •Explain the importance of looking after things that belong to themselves or to others.
Harold's money	<ul style="list-style-type: none"> •Explain where people get money from; •List some of the things that money may be spent on in a family home.
How should we look after our money?	<ul style="list-style-type: none"> •Recognise that different notes and coins have different monetary value; •Explain the importance of keeping money safe; •Identify safe places to keep money; •Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).
Basic first aid	<ul style="list-style-type: none"> •See link to external resources for further information.
BEING MY BEST	LEARNING OUTCOMES
I can eat a rainbow	<ul style="list-style-type: none"> •Recognise the importance of fruit and vegetables in their daily diet; •Know that eating at least five portions of vegetables and fruit a day helps to maintain health.
Eat well	<ul style="list-style-type: none"> •Recognise that they may have different tastes in food to others; •Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; •Recognise which foods we need to eat more of and which we need to eat less of to be

	healthy.
Catch it! Bin it! Kill it!	<ul style="list-style-type: none"> •Understand how diseases can spread; •Recognise and use simple strategies for preventing the spread of diseases.
Harold learns to ride his bike	<ul style="list-style-type: none"> •Recognise that learning a new skill requires practice and the opportunity to fail, safely; •Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.
Pass on the praise!	<ul style="list-style-type: none"> •Demonstrate attentive listening skills; •Suggest simple strategies for resolving conflict situations; •Give and receive positive feedback, and experience how this makes them feel.
Harold has a bad day	<ul style="list-style-type: none"> •Recognise how a person's behaviour (including their own) can affect other people.
GROWING AND CHANGING	LEARNING OUTCOMES
Inside my wonderful body!	<ul style="list-style-type: none"> •Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); •Understand and explain the simple bodily processes associated with them.
Taking care of a baby	<ul style="list-style-type: none"> •Understand some of the tasks required to look after a baby; •Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.
Then and now	<ul style="list-style-type: none"> •Identify things they could do as a baby, a toddler and can do now; •Identify the people who help/helped them at those different stages.
Who can help?	<ul style="list-style-type: none"> •Explain the difference between teasing and bullying; •Give examples of what they can do if they experience or witness bullying; •Say who they could get help from in a bullying situation.
Surprises and secrets	<ul style="list-style-type: none"> •Explain the difference between a secret and a nice surprise; •Identify situations as being secrets or surprises; •Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
Keeping privates private	<ul style="list-style-type: none"> •Identify parts of the body that are private; •Describe ways in which private parts can be kept private; •Identify people they can talk to about their private parts.