



PSHE/Relationships and Health Education: Year 1

ME AND MY RELATIONSHIPS	LEARNING OUTCOMES
Why we have classroom rules	• Understand that classroom rules help everyone to learn and stay safe; • Identify ways to show kindness, politeness and respect to others • Suggest some classroom rules and describe how they help people in the classroom.
How are you listening?	• Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel.
Thinking about feelings	• Recognise how others might be feeling by reading body language and facial expressions; • Explain how emotions can cause physical reactions in the body (e.g. butterflies in the tummy); • Identify people who can help them with their feelings.
Our feelings	• Identify a range of feelings; • Identify how feelings might make us behave: • Suggest ways to help when someone has uncomfortable feeling
Feelings and bodies	• Recognise that people's bodies and feelings can be hurt; • Suggest ways to help when someone feels hurt, either in their body or their feelings • Identify safe adults they can ask for help
Good friends	• Identify simple qualities of friendship; • Suggest simple strategies for making up. • Identify adults who can help if a friendship is making them feel worried or upset.

VALUING DIFFERENCES	LEARNING OUTCOMES
Same or different?	• Recognise what makes them unique and special • Identify the differences and similarities between people; • Empathise with those who are different from them; • Begin to appreciate the positive aspects of these differences.
Unkindness, teasing or bullying?	• Explain what friendship is and what makes a good friend • Explain the difference between unkindness, teasing and bullying; • Recognise that bullying can happen online and how this might look • Recognise the importance of telling a safe adult if someone is being unkind to them or others
Harold's school rules	• Explain what rules are; • Identify some of the school rules and describe how these rules help to keep everybody safe; • Assess which school rules should be kept, changed or removed; • Suggest rules that encourage safety, kindness and respect.
It's not fair!	• Recognise that people are the same in some ways and different in others • Recognise and explain what is fair and unfair, kind and unkind; • Recognise that repeated unkind behaviour is called bullying • Suggest ways they can show kindness to others.
Who are our special people?	• Identify some of the people who are special to them; • Recognise and name some of the qualities that make a person special to them. • Explain why it is good to have special people in their lives • Suggest ways to help and care for our special people
Our special people balloons	• Recognise they belong to various groups and communities such as their family • Recognise that families can be different and that all families are special • Identify special people in their lives and describe ways that these people care for, support and help them

KEEPING SAFE	LEARNING OUTCOMES
Super sleep	• Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify what they can do at bedtime that help them to relax and sleep better • Identify how screen use can make us feel and learn how to make healthy and sensible choices
Who can help?	• Notice and name a range of feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe. • Recognise how kind behaviour can help others feel happy and safe • Recognise the importance of telling someone if something about their family makes them unhappy or worried
Good or bad touches?	• Recognise that their body belongs to them (PANTS rules) • Explain that they have the right to say “no” and permission should be asked for • Identify when they feel worried, upset or unsafe and know that it is important to tell someone • Identify a safe adult who can help them if they need support
Sharing pictures	• Recognise the importance of keeping some information private online • Name a safe adult they can talk to and ask for help • Recognise that sometimes people may behave differently online, including pretending to be someone they are not • Describe the role of the internet in everyday life
What could Harold do?	• Recognise that medicines can help us stay healthy and feel better when we are ill • Identify things at home, including medicines, that could be harmful if not used safely • Recognise that things we put in or on our bodies can affect how we feel
Harold loses Geoffrey	• Notice and name a range of feelings that are associated with loss • Identify and name feelings they may have when they find something they thought was lost • Recognise how the whole body can show feelings and emotions

RIGHTS AND RESPECT	LEARNING OUTCOMES
Harold has a bad day	• Understand they can make a difference • Identify ways to care for their home, school and special people • Understand how they can make an impact on the natural world • Recognise similarities and differences between themselves and others • Develop skills for building relationships with friends
Around and about the school	• Recognise who cares for and looks after the school environment. • Explain what makes them unique and identify ways they are similar to and different from others • Recognise their own likes, dislikes and needs and understand that other people may have different preferences and needs • Follow basic safety rules in different situations and think about why they are important for keeping people safe
Taking care of something	• Recognise what makes them unique and identify ways they are similar to and different from others • Demonstrate different ways of showing politeness and respect • Explain why rules are important and follow basic safety rules in different situations
Harold's money	• Explain what money is, where it comes from and how it is used • Identify different ways to keep money safe, including saving money in an account • Describe different ways to play for things and explain how money can be saved or spent • Describe the difference between needs and wants and recognise that people make different choices about spending and saving money
How should we look after our money?	• Identify what money is, how people get money and what it is used for • Describe ways to look after money, including keeping it in an account • Explain that money can be saved or spent, and that people make different choices about saving or spending • Explain the difference between needs and wants and recognise that people cannot always have everything they want

Basic first aid	• Identify when someone might need first aid and who can help in an emergency • Describe simple first aid actions that can help keep people safe • Know how to help safely in an emergency
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BEING MY BEST	LEARNING OUTCOMES
I can eat a rainbow	• Recognise the importance of fruit and vegetables in their daily diet; • Explain that different foods do different jobs • Appreciate the importance of eating a healthy balanced diet
Eat well	• 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.
Harold's wash and brush up	• Recognise the importance of regular hygiene routines • Sequence personal hygiene routines into a logical order • Explain why sleep and good bedtime routines are important
Catch it! Bin it! Kill it!	• Explain how germs can spread and cause some illnesses • Identify hygiene practices that help prevent the spread of germs and disease • Describe and demonstrate effective handwashing and coughing/sneezing routines
Harold learns to ride his bike	• Talk about how practice and resilience can help us learn new things • Identify feelings they may have when learning something new • Recognise the importance of celebrating achievements
Pass on the praise!	• Identify ways they can support and encourage other people • Recognise how support and encouragement can affect our feelings • Work together and help others as part of a team.

GROWING AND CHANGING	LEARNING OUTCOMES
Healthy me	• Explain that the body gets energy from food, water and air (oxygen); • Recognise that exercise and sleep are important parts of a healthy lifestyle; • Explore how screen use can make us feel and learn how to make healthy and informed choices.
Then and now	• 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; • Recognise that adults who help us might be our safe adults, and that these may be adults at home in our family or at school.
Taking care of a baby	• Explain how parents, carers and other family members can help to care for babies; • Describe some of the tasks required to look after a baby; • Explain how to meet the basic needs of a baby; • Recognise that some parts of the body are private, and that babies need help with keeping these parts clean.
Who can help?	• Explain the difference between teasing and bullying; • Recognise that bullying can happen online; • 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	• Notice and name a range of feelings in themselves and others; • Explain the difference between a secret and a nice surprise, and the importance of not keeping secrets (only happy surprises); • Explain the PANTS rule, and recognise that everyone's body belongs to them; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
Keeping privates private	• Describe how people's needs change when growing from young to old; • 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.

