

Year 1

Living in the Wider World

Learning Objective	Learning Outcomes
<u>LO1/2: Group and class rules and why they are important</u>	<ul style="list-style-type: none">• give reasons for why it is a shared responsibility to contribute to the classroom and school life• identify the different contributions that pupils make and how this affects the classroom• explain how class/group rules help them to learn and make the classroom a safe place• construct and agree classroom rules together• give reasons for the rules that have been agreed• identify what can happen if class/group rules are not followed
<u>LO3: Respecting the needs of ourselves and others</u>	<ul style="list-style-type: none">• explain that people (and animals) need to be looked after and cared for• identify some of the needs of all living things (including themselves and/or pets/animals)• describe some ways of looking after themselves and others• explain why need to be able to take turns and share things and places; return things that are borrowed• identify who to tell if they are worried that needs are not being met
<u>LO3: Respecting the needs of ourselves and others</u>	<ul style="list-style-type: none">• identify that needs all living things have rights or needs (e.g. pets or animals)• identify some needs (rights) of pupils in the classroom• describe some of the different responsibilities to support the needs of others• describe how it feels when everyone works cooperatively - how it feels to have your needs met by your group/class (helped with work, sharing equipment, listening to others)• explain what happens if our responsibilities are not carried out• identify who to talk to if responsibilities are not being carried out and rights are not being met
<u>LO4: Groups and communities that we belong to</u>	<ul style="list-style-type: none">• identify the range of groups they belong to (friends, class, year group, faith)• explain their own and others roles within the groups• describe how it feels to be a member of a group and what they do• describe the different rights and responsibilities they have in the groups they belong to• explain how group members make sure everyone feels included
<u>LO10: about the people who work in their community and how to get their help, including in an emergency</u>	<ul style="list-style-type: none">• name a range of different jobs that people in the local community do• describe the work they do and how it helps others• identify who could help them in different places• explain what they could do to attract attention or to ask for help in different situations• identify that 999 is an emergency number and can be dialled to get help in an emergency

Health Education

Learning Objective	Learning Outcomes
<u>LOH1: some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food, dental health)</u>	<ul style="list-style-type: none"> • identify some ways of taking care of themselves on a daily basis • list favourite foods and say which ones are important to keep them healthy and which ones need to be eaten in moderation • describe how physical activity and sleep helps their bodies to grow and them to feel well • describe how they can take care of their dental health
<u>LOH2: making healthy choices</u>	<ul style="list-style-type: none"> • describe what they like and what they dislike • recognise what a choice is • identify some choices they can make to help improve how they feel • recognise choices have consequences, and that these may be good or not so good
<u>LOH4: different kinds of feelings and simple strategies to manage them</u>	<ul style="list-style-type: none"> • name feelings they have had, both good and not so good • explain what makes them feel good and what makes them feel not so good • identify where in their bodies they have these feelings • demonstrate how our faces and bodies show these feelings to others • identify some ways to feel better if feeling not so good
<u>LOH11: household products, including medicines, can be harmful if not used correctly</u>	<ul style="list-style-type: none"> • identify what goes on to and into people's bodies and how this can make people feel • recognise that household products (including medicines) can be harmful if not used correctly • describe ways of keeping safe around household products (including medicines) • identify people we can trust to tell us to put things onto and into our bodies
<u>LOH12: rules for keeping safe (sun safety)</u>	<ul style="list-style-type: none"> • understand how to have fun in the sun safely • understand that the sun can be harmful and how this can affect their body (sunburn, heatstroke) • Understand different ways to keep safe in the sun • recognise that the sun can be harmful in a range of places, not just on holiday
<u>LOH13/14/15: how to ask for help if we are worried about something</u>	<ul style="list-style-type: none"> • identify the people who look after them in school and outside of school (immediate family or wider family networks) • explain what they can do if they feel nervous about something being safe or unsafe (including saying 'no', 'I'll ask', 'I'll tell') • identify whom they can go to if they are worried about something • demonstrate ways they can attract the attention of people who care for them and make sure they are listened to recognise that it is very important to tell someone if they are worried about something
<u>LOR1: recognising how other people are feeling and sharing our own feelings with others</u>	<ul style="list-style-type: none"> • give examples of feelings • demonstrate how faces and bodies show different feelings • use simple descriptions to describe how they, or others are feeling • recognise it is important to share feelings and give examples of appropriate ways of doing so • suggest ways they can make themselves and others feel better • recognise that we can affect how others feel

Relationships Education

Learning Objective	Learning Outcomes
<u>LOR9: special people in our lives</u>	<ul style="list-style-type: none"> • identify special people in their lives • describe what makes them special • describe ways people care for each other • suggest some ways they can help special people to care for them
<u>LOR2/4/12: different types of behaviour and how this can make others feel</u>	<ul style="list-style-type: none"> • give examples of when something was fair or unfair and say why • give examples of acts of kindness • reflect on the impact of kind/unkind actions • explain what is meant by right and wrong (in terms of their own behaviour) • recognise how someone's behaviour can affect others in different situations, at home or at school • identify what they can do if they (or others) experience unhelpful behaviour • recognise the importance of telling someone (when to do this and who to tell)
<u>LOR3: the importance of not keeping secrets that make us feel uncomfortable, anxious or afraid</u>	<ul style="list-style-type: none"> • explain what a secret is and what it means to keep a secret • explain what a surprise is and what it means to surprise someone • recognise that no one should ask someone to keep a secret or surprise that will be hurtful to themselves or someone else • identify who they can go to in school if they are worried about a surprise or a secret
<u>LOR6/7: listening to others and playing cooperatively</u>	<ul style="list-style-type: none"> • describe what it feels like to be listened to/not listened to • describe or demonstrate how to listen to other people • suggest things we can do to help get on with other people in class and on the playground • demonstrate how to play cooperatively with others • describe how it feels when others offer kind and helpful support • give examples of when they might offer this kind of support
<u>LOR10: appropriate and inappropriate touch</u>	<ul style="list-style-type: none"> • identify different types of touch (cuddles, kisses, punches, pokes, tugs, strokes) • describe how it feels when people try to touch us in ways we do not like or that make us uncomfortable • recognise they have a choice about being touched and the right to say 'no' and tell someone if they don't feel comfortable
<u>LOL8: everybody is unique</u>	<ul style="list-style-type: none"> • explain (in simple terms) that being 'unique' means that there is only one of something, and not one thing exactly the same exists anywhere in the world • recognise that this means every single person is special and valuable just as they are • recognise they are unique – there is no-one exactly like them • identify things they think are unique or special about themselves