

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

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

## Relationships Education

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