**RSHE Learning Outcomes – Year 1 and 2:**

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| **Theme – Me and My Relationships** |
| **Lesson Title** | **Learning Outcome**  |
| Thinking about feelings | * 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 | * 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 | * Recognise that people's bodies and feelings can be hurt;
* Suggest ways of dealing with different kinds of hurt.
 |
| Our special people balloons | * 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 | * Identify simple qualities of friendship;
* Suggest simple strategies for making up
 |
| How are you feeling today? | * Use a range of words to describe feelings;
* Recognise that people have different ways of expressing their feelings;
* Identify helpful ways of responding to other's feelings.
 |
| Being a good friend | * Recognise that friendship is a special kind of relationship;
* Identify some of the ways that good friends care for each other.
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| Let's all be happy! | * Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);
* Explain where someone could get help if they were being upset by someone else’s behaviour
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| **Theme – Valuing Differences** |
| **Lesson Title** | **Learning Outcome**  |
| Same or different? | * Identify the differences and similarities between people;
* Empathise with those who are different from them;
* Begin to appreciate the positive aspects of these differences.
 |
| 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.
 |
| What makes us who we are? | * Identify some of the physical and non-physical differences and similarities between people;

Know and use words and phrases that show respect for other people.  |
| How do we make others feel? | * Recognise and explain how a person's behaviour can affect other people.
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| My special people | * Identify people who are special to them;
* Explain some of the ways those people are special to them.
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| **Theme – Keeping Myself Safe** |
| **Lesson Title** | **Learning Outcome**  |
| Who can help? (1) | * Recognise emotions and physical feelings associated with feeling unsafe;
* Identify people who can help them when they feel unsafe.
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| Harold loses Geoffrey | * Recognise the range of feelings that are associated with loss.
 |
| Good or bad touches? | * 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.
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| Sharing pictures | * The importance of permission-seeking and giving in relationships with friends, peers and adults.
* That people sometimes behave differently online, including by pretending to be someone they are not.
* That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
* 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.
* What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
* About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
* How to ask for advice or help for themselves or others, and to keep trying until they are heard.
 |
| How safe would you feel? | * Identify situations in which they would feel safe or unsafe;
* Suggest actions for dealing with unsafe situations including who they could ask for help.
 |
| What should Harold say? | * Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
 |
| I don't like that! | * Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;
* Identify the types of touch they like and do not like;
* Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
 |
| Fun or not? | * Recognise that some touches are not fun and can hurt or be upsetting;
* Know that they can ask someone to stop touching them;
* Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
 |
| Should I tell? | * Identify safe secrets (including surprises) and unsafe secrets;
* Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.
 |
| Some secrets should never be kept | * Identify how inappropriate touch can make someone feel;
* Understand that there are unsafe secrets and secrets that are nice surprises;
* Explain that if someone is being touched in a way that they don’t like they have to tell someone in their safety network so they can help it stop.
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| **Theme – Rights and Responsibilities** |
| **Lesson Title** | **Learning Outcome**  |
| Feeling safe | * Identify special people in the school and community who can help to keep them safe;
* Know how to ask for help.
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| Playing games | * That people sometimes behave differently online, including by pretending to be someone they are not.
* That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
* 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.
* What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
* About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
* How to ask for advice or help for themselves or others, and to keep trying until they are heard.
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| **Theme – Growing and Changing** |
| **Lesson Title** | **Learning Outcome**  |
| Taking care of a baby | * 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 | * 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? (2) | * 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.
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| Keeping privates private | * 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.
 |
| Surprises and secrets | * 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.
 |
| Haven't you grown! | * Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);
* Understand and describe some of the things that people are capable of at these different stages.
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| Respecting privacy | * Explain what privacy means;
* Know that you are not allowed to touch someone’s private belongings without their permission;
* Give examples of different types of private information.
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| My body, your body (Year 2 only) | * Identify which parts of the human body are private;
* Explain that a person's genitals help them to make babies when they are grown up;
* Understand that humans mostly have the same body parts but that they can look different from person to person.
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