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

|  |  |
| --- | --- |
| **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. |
| 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 |

|  |  |
| --- | --- |
| **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. |
| My special people | * Identify people who are special to them; * Explain some of the ways those people are special to them. |

|  |  |
| --- | --- |
| **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. |
| 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. |
| 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. |

|  |  |
| --- | --- |
| **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. |
| 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. |

|  |  |
| --- | --- |
| **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. |
| 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. |
| 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. |
| 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. |