

Relationships Education – KS1

Scarf Units	Year 1	Year 2
<p>Me and My Relationships</p> <p>(DfE category: Families and people who care for me; Respectful Relationships; Caring Friendships)</p>	<p>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.)</p> <p>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.</p> <p>Feelings and Bodies Recognise that people's bodies and feelings can be hurt. Suggest ways of dealing with different kinds of hurt.</p> <p>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.</p> <p>Good Friends Identify simple qualities of friendship. Suggest simple strategies for making up.</p>	<p>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.</p> <p>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.</p> <p>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.</p>

<p>Valuing Difference</p> <p>(DfE category: Respectful relationships)</p>	<p>Same or Different</p> <p>Identify the differences and similarities between people. Empathise with those who are different from them. Begin to appreciate the positive aspects of these differences.</p> <p>Who are our special people?</p> <p>Identify some of the people who are special to them. Recognise and name some of the qualities that make a person special to them.</p>	<p>What makes us who we are?</p> <p>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.</p> <p>How do we make others feel?</p> <p>Recognise and explain how a person's behaviour can affect other people.</p> <p>My special people</p> <p>Identify people who are special to them. Explain some of the ways those people are special to them.</p>
<p>Keeping Myself Safe</p> <p>(DfE category: Being Safe; Respectful relationships; Online relationships)</p>	<p>Who Can Help?</p> <p>Recognise emotions and physical feelings associated with feeling unsafe. Identify people who can help them when they feel unsafe.</p> <p>Harold loses Geoffrey</p> <p>Recognise the range of feelings that are associated with loss.</p> <p>Good or bad touches</p> <p>Understand and learn the PANTS rules. 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</p>	<p>How safe would you feel?</p> <p>Identify situations in which they would feel safe or unsafe. Suggest actions for dealing with unsafe situations including who they could ask for help.</p> <p>What should Harold say?</p> <p>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.</p> <p>I don't like that!</p> <p>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.</p> <p>Fun or not?</p> <p>Recognise that some touches are not fun and can hurt or be upsetting. Know that they can ask someone to stop touching them.</p>

		<p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>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.</p> <p>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.</p>
<p>Rights and responsibilities</p> <p>(DfE category: Being safe)</p>		<p>Feeling safe Identify special people in the school and community who can help to keep them safe. Know how to ask for help.</p>
<p>Growing and changing</p> <p>(DfE category: Respectful relationships; Online relationships; Being safe.)</p>	<p>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.</p> <p>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.</p> <p>Surprises and secrets</p>	<p>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.</p> <p>My body, your body Identify which parts of the human body are private. Understand that humans mostly have the same body parts but that they can look different from person to person.</p> <p>Respecting privacy Explain what privacy means.</p>

	<p>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.</p> <p>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.</p>	<p>Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information.</p>
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