

# Y1

## Learning Outcomes

## SCARF lesson plans

### Me and My Relationships

Children will be able to:

- Understand that classroom rules help everyone to learn and be safe;
- Explain their classroom rules and be able to contribute to making these.

- [Why we have classroom rules](#)

Children will be able to:

- 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.)

- [Thinking about feelings](#)

Children will be able to:

- Identify a range of feelings;
- Identify how feelings might make us behave;
- Suggest strategies for someone experiencing 'not so good' feelings to manage these.

- [Our feelings](#)

Children will be able to:

- Recognise that people's bodies and feelings can be hurt;

- [Feelings and bodies](#)

## Learning Outcomes

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- Suggest ways of dealing with different kinds of hurt.

Children will be able to:

- 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.

- [Our special people balloons](#)

Children will be able to:

- Identify simple qualities of friendship;
- Suggest simple strategies for making up.

- [Good friends](#)

Children will be able to:

- Demonstrate attentive listening skills;
- Suggest simple strategies for resolving conflict situations;
- Give and receive positive feedback, and experience how this makes them feel.

- [How are you listening?](#)

## Valuing Difference

Children will be able to:

- Identify the differences and similarities between people;
- Empathise with those who are different from them;
- Begin to appreciate the positive aspects of these differences.

- [Same or different?](#)

## Learning Outcomes

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Children will be able to:

- Explain the difference between unkindness, teasing and bullying;
- Understand that bullying is usually quite rare.

- [Unkind, tease or bully?](#)

Children will be able to:

- Explain some of their school rules and how those rules help to keep everybody safe.

- [Harold's school rules](#)

Children will be able to:

- Identify some of the people who are special to them;
- Recognise and name some of the qualities that make a person special to them.

- [Who are our special people?](#)

Children will be able to:

- Recognise and explain what is fair and unfair, kind and unkind;
- Suggest ways they can show kindness to others.

- [It's not fair!](#)

## Keeping Myself Safe

Children will be able to:

- Understand that the body gets energy from food, water and air (oxygen);
- Recognise that exercise and sleep are important parts of a healthy lifestyle.

- [Healthy me](#)

## Learning Outcomes

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Children will be able to:

- Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;
- Identify simple bedtime routines that promote healthy sleep.

- [Super sleep](#)

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Children will be able to:

- Recognise emotions and physical feelings associated with feeling unsafe;
- Identify people who can help them when they feel unsafe.

- [Who can help? \(1\)](#)

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Children will be able to:

- Recognise the range of feelings that are associated with loss.

- [Harold loses Geoffrey](#)

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Children will be able to:

- Understand that medicines can sometimes make people feel better when they're ill;
- Explain simple issues of safety and responsibility about medicines and their use.

- [What could Harold do?](#)

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Children will be able to:

- 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.

- [Good or bad touches?](#)

## Learning Outcomes

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### Rights and Responsibilities

Children will be able to:

- Recognise the importance of regular hygiene routines;
- Sequence personal hygiene routines into a logical order.

- [Harold's wash and brush up](#)

Children will be able to:

- Identify what they like about the school environment;
- Recognise who cares for and looks after the school environment.

- [Around and about the school](#)

Children will be able to:

- Demonstrate responsibility in looking after something (e.g. a class pet or plant);
- Explain the importance of looking after things that belong to themselves or to others.

- [Taking care of something](#)

Children will be able to:

- Explain where people get money from;
- List some of the things that money may be spent on in a family home.

- [Harold's money](#)

Children will be able to:

- Recognise that different notes and coins have different monetary value;
- Explain the importance of keeping money safe;
- Identify safe places to keep money;

- [How should we look after our money?](#)

## Learning Outcomes

## SCARF lesson plans

- Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).

### Being My Best

Children will be able to:

- Recognise the importance of fruit and vegetables in their daily diet;
- Know that eating at least five portions of vegetables and fruit a day helps to maintain health.

- [I can eat a rainbow](#)

Children will be able to:

- Recognise that they may have different tastes in food to others;
- Select foods from the **Eatwell Guide** (formerly Eatwell Plate) in order to make a healthy lunch;
- Recognise which foods we need to eat more of and which we need to eat less of to be healthy.

- [Eat well](#)

Children will be able to:

- Understand how diseases can spread;
- Recognise and use simple strategies for preventing the spread of diseases.

- [Catch it! Bin it! Kill it!](#)

Children will be able to:

- Recognise that learning a new skill requires practice and the opportunity to fail, safely;

- [Harold learns to ride his bike](#)

## Learning Outcomes

## SCARF lesson plans

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- Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.

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Children will be able to:

- Demonstrate attentive listening skills;
- Suggest simple strategies for resolving conflict situations;
- Give and receive positive feedback, and experience how this makes them feel.

- [Pass on the praise!](#)

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Children will be able to:

- Recognise how a person's behaviour (including their own) can affect other people.

- [Harold has a bad day](#)

## Growing and Changing

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Children will be able to:

- Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);
- Understand and explain the simple bodily processes associated with them.

- [Inside my wonderful body!](#)

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Children will be able to:

- 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.

- [Taking care of a baby](#)

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Children will be able to:

- [Then and now](#)

## Learning Outcomes

## SCARF lesson plans

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- 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.

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Children will be able to:

- 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.

- [Who can help? \(2\)](#)

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Children will be able to:

- 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.

- [Surprises and secrets](#)

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Children will be able to:

- 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.

- [Keeping privates private](#)