

# Me and My Relationships (Y1)

## What you have already learnt in EYFS

- You will see yourself as an individual.
- You will be able to build constructive and respectful relationships.
- You will be able to express your feelings and consider the feelings of others.
- You will be able to identify and moderate your own feelings socially and emotionally.
- You will be able to think about others perspectives.

## What you will have learnt by the end of this unit

- You will know that there are different types of relationships including families, friends and others (this includes same sex families) and how to respect those differences
- I know that family and friends should care for each other and families can give love, security and stability
- You will be able to recognise when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help
- You will know the names for the main body parts (including external genitalia) and why it is important to keep them private
- You will understand what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy both on and offline and between friends
- You will be able to name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention
- You will know what being a good friend means both on and offline and how they should make us feel happy and secure
- You will be able to play and work cooperatively
- You will be able to listen to other people and show them respect
- You will be able to share appropriately
- You will be able to recognise that my behaviour affects others both on and offline
- You will know the difference between right and wrong, fair and unfair and kind and unkind both on and offline
- You will be able to recognise there are different types of teasing both on and offline
- You will know about change and loss and the associated feelings (including moving home, losing toys, pets or friends) I know how to be nice to people both on and off line

## Skills and knowledge I may use from other subjects:

### English

- Taking turns when talking and listening to what other people are saying.  
Practise writing sentences with capital letters, full stops and finger spaces.

### Science

- To identify, name, draw and label the basic parts of the human body.

### Computing

- Staying safe online and offline and appropriate use of the internet.

## What you will have learnt by the end of Key Stage 1.

You will have a good understanding of what a positive and healthy relationship looks like both online and offline. You will be able to confidently name the people who look after you and who are part of your family and friendship group. You will be able to understand that all families are different, and know how to respect this. You will have strategies you can use to help you if you are experiencing an unhealthy relationship.

You will acquire the skills to help you to become a good friend and listener, be able to share appropriately and respect others viewpoints and opinions.

You will be able to name parts of your body, including external genitalia, and recognise the similarities and differences between most girls and boys. You will understand what the term 'privacy' means, that people have rights over their own bodies and can name the differences between good and bad touching, including among your friends.

We can experience lots of different feelings. Often, we can tell how someone is feeling from things like their facial expression and body language.

We should be able to explain how we feel and why, e.g. 'I feel \_\_\_\_\_ because \_\_\_\_\_.'

We may have different feelings in different feelings in different places, e.g. at school, at home, or in the park.

It is ok and natural to have any feeling. We can talk about our feelings to people that we trust, e.g. trusted adults – parents/teachers, or our friends.



Relationships are our connections with other people or animals. We have special people in our lives who help us and take care of us. We don't always get along with the special people in our lives, but this does not mean that we do not care about each other.

### Recipe for being a good friend

In order to be a good friend, we should always try to:

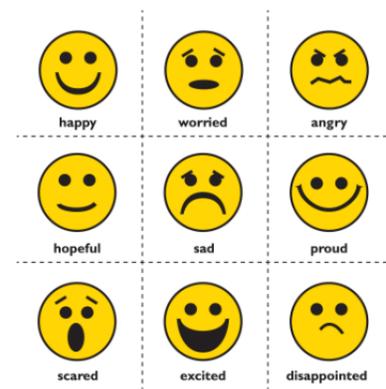
Share Take turns Be kind Listen Play together Say sorry  
Shake hands Have a hug Do nice things for each other

We should expect the same from our friends, too!

### Rules

We have rules in place to keep places and things happy and safe for everybody.

You should be able to think about rules in school or at home and understand why they are in place.



### PANTOSAURUS

P = Privates are private  
A = Always remember, your body is yours  
N = No means no  
T = Talk about secrets, S = Speak up, someone can help



We can feel things in our bodies and in our minds.

There are different ways that we can be hurt. We can hurt our bodies (e.g. scratch our knee) and we can hurt our feelings in our mind, (e.g. feel sad).



People can hurt each other's feelings, e.g. by making fun of them or leaving them out.

There are different ways that we can get help if we hurt our body (e.g. first aid room) or our feelings in our mind (e.g. trusted adults or friends.)

## Key Vocabulary

**Behaviour** – to act or react in a particular way.

**Differences** – ways in which we are not the same.

**Family** – a group of people living under one roof composed of one or two parents and their children.

**Friends** – people who have a strong liking for and trust in each other.

**Love** – a quality or feeling of strong affection for another.

**Offline** – not connected to a computer.

**Online** – relating to or connected to a computer or system such as the internet.

**Private** – something that is not shared with lots of people.

**Respect** – to avoid interfering with

**Security** – the state of feeling safe.

**Share** – to give or be given a part of something.

**Stability** – feeling secure.

**Teasing** – to annoy, pester or make fun of someone.

**Unkind** - When someone says something that is not nice, but they do this only once.

## Opportunities for teaching diversity, equality and expanding cultural capital

Opportunities to read stories to children about people who come from different backgrounds, ethnicities and cultures.

Opportunities to discuss and read stories about different types of families.

LGBTQ+ opportunities.

## Key Skills

### Personal Effectiveness

- Recognising and managing peer influence and the need for peer approval.
- Strategies for identifying and accessing appropriate help and support.
- Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect).

### Interpersonal and Social Effectiveness

- Valuing and respecting diversity.
- Using these skills and attributes to build and maintain healthy relationships.

### Managing risk and decision making

- Making decisions
- Identification, assessment and management of positive and negative risk to self and others

## Recall and Remember

1. Can you name three of your special people?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

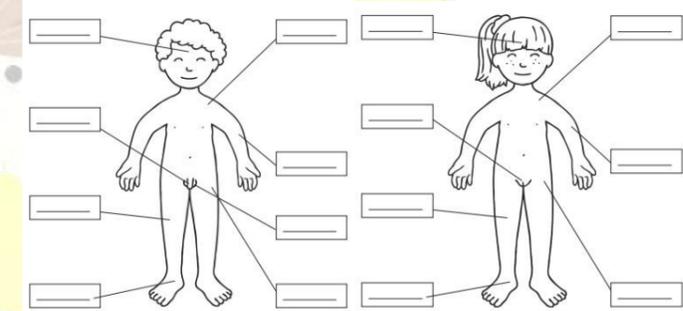
2. Write 2 sentences about your family and how they show love.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Can you label the parts of your body?



4. Write some ways in which you can fill and empty yours and other peoples buckets.

