


LKS2 Be Yourself			
	PSHE Association Objectives	Health Objectives	Relationships Objectives
 <b>Lesson 1: Pride</b>	<p><b>H18.</b> about everyday things that affect feelings and the importance of expressing feelings</p> <p><b>H25.</b> about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p><b>H26.</b> that for some people gender identity does not correspond with their biological sex</p> <p><b>H27.</b> to recognise their individuality and personal qualities</p> <p><b>H28.</b> to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p><b>R31.</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	<p><b>Mental Wellbeing:</b> how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p><b>Mental Wellbeing:</b> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p><b>Mental Wellbeing:</b> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p><b>Mental Wellbeing:</b> simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p>	<p><b>Caring Friendships:</b> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p><b>Respectful Relationships:</b> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p><b>Respectful Relationships:</b> practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p><b>Respectful Relationships:</b> the importance of self-respect and how this links to their own happiness</p> <p><b>Respectful Relationships:</b> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p>
<b>Lesson 2: Feelings</b>	<p><b>H17.</b> to recognise that feelings can change over time and range in intensity</p> <p><b>H18.</b> about everyday things that affect feelings and the importance of expressing feelings</p> <p><b>H19.</b> a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p><b>H23.</b> about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p><b>R13.</b> the importance of seeking support if feeling lonely or excluded</p>	<p><b>Mental Wellbeing:</b> that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p><b>Mental Wellbeing:</b> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p><b>Mental Wellbeing:</b> how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p><b>Mental Wellbeing:</b> where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p>	<p><b>Families and People Who Care for Me:</b> that families are important for children growing up because they can give love, security and stability</p> <p><b>Caring Friendships:</b> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p><b>Respectful Relationships:</b> practical steps they can take in a range of different contexts to improve or support respectful relationships</p>

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<b>Lesson 3: Express Yourself</b>	<p><b>H18.</b> about everyday things that affect feelings and the importance of expressing feelings</p> <p><b>H19.</b> a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p><b>H20.</b> strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p>	<p><b>Mental Wellbeing:</b> that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p><b>Mental Wellbeing:</b> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p><b>Mental Wellbeing:</b> how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p><b>Mental Wellbeing:</b> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p><b>Mental Wellbeing:</b> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p><b>Mental Wellbeing:</b> where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p> <p><b>Mental Wellbeing:</b> it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p>	<p><b>Caring Friendships:</b> how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p><b>Caring Friendships:</b> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p><b>Caring Friendships:</b> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p><b>Respectful Relationships:</b> practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p><b>Being Safe:</b> where to get advice, for example family, school or other sources</p>
<b>Lesson 4: Know Your Mind</b>	<p><b>R15.</b> strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p><b>R28.</b> how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p><b>R29.</b> where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p><b>Mental Wellbeing:</b> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p><b>Mental Wellbeing:</b> how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p><b>Mental Wellbeing:</b> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p>	<p><b>Caring Friendships:</b> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p><b>Caring Friendships:</b> how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p> <p><b>Respectful Relationships:</b> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p><b>Respectful Relationships:</b> practical steps they can take in a range of different contexts to improve or support respectful relationships</p>

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<b>Lesson 5: Media-Wise</b>	<p><b>L4.</b> the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p><b>L11.</b> recognise ways in which the internet and social media can be used both positively and negatively</p> <p><b>L16.</b> about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p><b>Mental Wellbeing:</b> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p><b>Mental Wellbeing:</b> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p><b>Internet Safety and Harms:</b> that for most people the internet is an integral part of life and has many benefits</p> <p><b>Internet Safety and Harms:</b> how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p><b>Internet Safety and Harms:</b> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p><b>Internet Safety and Harms:</b> how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p>	<p><b>Caring Friendships:</b> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p><b>Respectful Relationships:</b> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p><b>Respectful Relationships:</b> practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p><b>Online Relationships:</b> 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</p> <p><b>Online Relationships:</b> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p><b>Being Safe:</b> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>
<b>Lesson 6: Making It Right</b>	<p><b>H24.</b> problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><b>H28.</b> to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p><b>H29.</b> about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p><b>R30.</b> that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p><b>Mental Wellbeing:</b> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p><b>Mental Wellbeing:</b> how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p><b>Mental Wellbeing:</b> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p><b>Mental Wellbeing:</b> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p><b>Internet Safety and Harms:</b> how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p>	<p><b>Caring Friendships:</b> how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p><b>Caring Friendships:</b> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p><b>Caring Friendships:</b> that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p><b>Respectful Relationships:</b> practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p><b>Respectful Relationships:</b> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p><b>Online Relationships:</b> 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</p>