



LKS2 VIPs

PSHE Association Objectives

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

Health Objectives

Mental Wellbeing: 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

Mental Wellbeing: isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

Relationships Objectives

Families and People Who Care for Me: that families are important for children growing up because they can give love, security and stability

Families and People Who Care for Me: the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives

Families and People Who Care for Me: that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

Families and People Who Care for Me: how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring Friendships: how important friendships are in making us feel happy and secure, and how people choose and make friends

Caring Friendships: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

Caring Friendships: that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

Caring Friendships: 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

Caring Friendships: 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

Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships

Respectful Relationships: 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

Online Relationships: 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

Lesson 1: Family and Friends

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
Lesson 2: Fabulous Friends	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p>Mental Wellbeing: 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>Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>Mental Wellbeing: 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>Caring Friendships: how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>Caring Friendships: 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>Caring Friendships: that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>Caring Friendships: 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>Caring Friendships: 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>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>Online Relationships: 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>
Lesson 3: Is This a Good Relationship?	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R15. 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>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p>	<p>Mental Wellbeing: 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>Mental Wellbeing: 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>Mental Wellbeing: 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>Families and People Who Care for Me: the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>Families and People Who Care for Me: how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> <p>Caring Friendships: how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>Caring Friendships: 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>Caring Friendships: that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>Caring Friendships: 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>Caring Friendships: 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>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>		<p>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p> <p>Respectful Relationships: the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>Being Safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Being Safe: 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</p> <p>Being Safe: that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>Being Safe: how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard</p>
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 4: Falling Out</p>	<p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>	<p>Mental Wellbeing: 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>Mental Wellbeing: 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>Caring Friendships: 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>Caring Friendships: that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>Caring Friendships: 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>Respectful Relationships: 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>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</p>
<p>Lesson 5: What Is Bullying?</p>	<p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p>	<p>Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>Mental Wellbeing: 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>Caring Friendships: that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>Caring Friendships: 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>Respectful Relationships: 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>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>Mental Wellbeing: that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>Mental Wellbeing: 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>Internet Safety and Harms: 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>Respectful Relationships: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>Respectful Relationships: what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>Online Relationships: 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>
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 6: Stand Up to Bullying</p>	<p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>Mental Wellbeing: 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>Mental Wellbeing: that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>Mental Wellbeing: 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>Internet Safety and Harms: 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>Families and People Who Care for Me: the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>Caring Friendships: 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>Caring Friendships: that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>Respectful Relationships: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>Respectful Relationships: what a stereotype is, and how stereotypes can be unfair, negative or destructive</p>