


KS1 Be Yourself		
PSHE Association Objectives	Health Objectives	Relationships Objectives
 <p>Lesson 1: Marvellous Me</p>	<p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</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: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p>
<p>Lesson 2: Feelings</p>	<p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</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: 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: 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>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>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p> <p>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>Being Safe: where to get advice, for example family, school or other sources</p>


Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
Lesson 3: Things I Like	<p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</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: 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: 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>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: the importance of self-respect and how this links to their own happiness</p> <p>Being Safe: where to get advice, for example family, school or other sources</p>
Lesson 4: Uncomfortable Feelings	<p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>R25. how to talk about and share their opinions on things that matter to them</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: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</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>Physical Health and Fitness: the characteristics and mental and physical benefits of an active lifestyle</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>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>Being Safe: where to get advice, for example family, school or other sources</p>

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 5: Changes</p>	<p>H12. how to recognise and name different feelings</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</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: 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>Families and People Who Care for Me: that families are important for children growing up because they can give love, security and stability</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>Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>Being Safe: where to get advice, for example family, school or other sources</p>
<p>Lesson 6: Speak Up!</p>	<p>H23. to identify what they are good at, what they like and dislike</p> <p>R25. how to talk about and share their opinions on things that matter to them</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: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</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>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 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>Respectful Relationships: the conventions of courtesy and manners</p> <p>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</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: where to get advice, for example family, school or other sources</p>

LKS2 Be Yourself			
	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 1: Pride</p>	<p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>R31. 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>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: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Mental Wellbeing: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</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>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>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>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p> <p>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</p>
<p>Lesson 2: Feelings</p>	<p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p>	<p>Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health</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: 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>Families and People Who Care for Me: that families are important for children growing up because they can give love, security and stability</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>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</p>

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 3: Express Yourself</p>	<p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. 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>Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health</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: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</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: 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>Mental Wellbeing: 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>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>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>Being Safe: where to get advice, for example family, school or other sources</p>
<p>Lesson 4: Know Your Mind</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>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (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: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</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: 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>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</p>

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
Lesson 5: Media-Wise	<p>L4. 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>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L16. 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>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 judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Internet Safety and Harms: that for most people the internet is an integral part of life and has many benefits</p> <p>Internet Safety and Harms: 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>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>Internet Safety and Harms: 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>Caring Friendships: that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</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>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> <p>Online Relationships: 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>Being Safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>
Lesson 6: Making It Right	<p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/ perceived failures, including how to re-frame unhelpful thinking</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour 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: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Mental Wellbeing: that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>Internet Safety and Harms: 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>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 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: practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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</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>

UKS2 Be Yourself			
	PSHE Association Objectives	Health Objectives	Relationships Objectives
 <p>Lesson 1: You Are Unique</p>	<p>H20. 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>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</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>R31. 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>Mental Wellbeing: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p>	<p>Respectful Relationships: the importance of self-respect and how this links to their own happiness</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 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>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>Being Safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>
	<p>Lesson 2: Let It Out</p>	<p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p>	<p>Mental Health: 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 Health: 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 Health: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Mental Health: 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>

	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		
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
Lesson 3: Uncomfortable Feelings	<p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</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>Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health</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: 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>Families and People Who Care for Me: that families are important for children growing up because they can give love, security and stability</p>
Lesson 4: The Confidence Trick	<p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</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: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</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>Families and People Who Care for Me: that families are important for children growing up because they can give love, security and stability</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>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</p>

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 5: Do the Right Thing</p>	<p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</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>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including 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: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Internet Safety and Harms: where and how to report concerns and get support with issues online</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>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>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>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> <p>Being Safe: how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Being Safe: where to get advice e.g. family, school and/or other sources</p>
<p>Lesson 6: Making Amends</p>	<p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</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: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</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 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 conventions of courtesy and manners</p> <p>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p>



KS1 Digital Wellbeing

	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 1: The Internet and Me</p>	<p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</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>Internet Safety and Harms: that for most people the internet is an integral part of life and has many benefits</p> <p>Internet Safety and Harms: 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>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> <p>Online Relationships: how information and data is shared and used online</p> <p>Being Safe: where to get advice, for example family, school or other sources</p>
<p>Lesson 2: Online and Offline</p>	<p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</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: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>Internet Safety and Harms: that for most people the internet is an integral part of life and has many benefits</p> <p>Internet Safety and Harms: about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>Health and Prevention: the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p>	<p>Caring Friendships: how important friendships are in making us feel happy and secure, and how people choose and make friends</p>

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 3: Staying Safe Online</p>	<p>H28. about rules and age restrictions that keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</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>Internet Safety and Harms: that for most people the internet is an integral part of life and has many benefits</p> <p>Internet Safety and Harms: 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>Internet Safety and Harms: why social media, some computer games and online gaming, for example, are age restricted</p> <p>Internet Safety and Harms: where and how to report concerns and get support with issues online</p>	<p>Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>Online Relationships: 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>Being Safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Being Safe: how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard</p>
<p>Lesson 4: Personal Information</p>	<p>H28. about rules and age restrictions that keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>L9. that not all information seen online is true</p>	<p>Internet Safety and Harms: 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>Internet Safety and Harms: 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>Internet Safety and Harms: where and how to report concerns and get support with issues online</p>	<p>Online Relationships: that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>Online Relationships: 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>Lesson 5: Communicating Online</p>	<p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</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: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Mental Wellbeing: that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</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: 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>R15. how to respond safely to adults they don't know</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</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 for most people the internet is an integral part of life and has many benefits</p> <p>Internet Safety and Harms: 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>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>Internet Safety and Harms: where and how to report concerns and get support with issues online</p>	<p>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</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> <p>Online Relationships: 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>Being Safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Being Safe: how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</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 6: True or False?</p>	<p>L9. that not all information seen online is true</p>	<p>Internet Safety and Harms: that for most people the internet is an integral part of life and has many benefits</p> <p>Internet Safety and Harms: 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>Internet Safety and Harms: where and how to report concerns and get support with issues online</p>	<p>Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>Online Relationships: 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>Online Relationships: how information and data is shared and used online</p> <p>Being Safe: where to get advice, for example family, school or other sources</p>

LKS2 Digital Wellbeing



Lesson 1: The Digital World

PSHE Association Objectives

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

L11. recognise ways in which the internet and social media can be used both positively and negatively

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: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

Internet Safety and Harms: that for most people the internet is an integral part of life and has many benefits

Internet Safety and Harms: about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing

Internet Safety and Harms: 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

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

Relationships Objectives

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

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

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

Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

Lesson 2: Digital Kindness

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

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

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

Mental Wellbeing: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

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

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

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>R21. about discrimination: what it means and how to challenge it</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: 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>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>Internet Safety and Harms: where and how to report concerns and get support with issues online</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: 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>Online Relationships: that people sometimes behave differently online, including by pretending to be someone they are not</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> <p>Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</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: where to get advice, for example family, school or other sources</p> <p>Being Safe: how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>
<p>Resource</p>	<p>PSHE Association Objectives</p>	<p>Health Objectives</p>	<p>Relationships Objectives</p>
<p>Lesson 3: Do I Know You?</p>	<p>R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>	<p>Mental Wellbeing: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</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: 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>Internet Safety and Harms: where and how to report concerns and get support with issues online</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: 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>Online Relationships: that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>Online Relationships: 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>Being Safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Being Safe: how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</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 report concerns or abuse, and the vocabulary and confidence needed to do so</p>
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 4: Online Information</p>	<p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L16. 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>Mental Wellbeing: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Internet Safety and Harms: that for most people the internet is an integral part of life and has many benefits</p> <p>Internet Safety and Harms: 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>Internet Safety and Harms: 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>Internet Safety and Harms: where and how to report concerns and get support with issues online</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: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>Online Relationships: 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>Online Relationships: how information and data is shared and used online</p> <p>Being Safe: where to get advice, for example family, school or other sources</p>
<p>Lesson 5: Keep It Private</p>	<p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</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: 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>Internet Safety and Harms: where and how to report concerns and get support with issues online</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>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 permission-seeking and giving in relationships with friends, peers and adults</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> <p>Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>Online Relationships: 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>Online Relationships: how information and data is shared and used online</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: 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 6: My Digital Wellness</p>	<p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</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>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</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>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: 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>Internet Safety and Harms: why social media, some computer games and online gaming, for example, are age restricted</p> <p>Internet Safety and Harms: where and how to report concerns and get support with issues online</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: 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>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> <p>Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>Online Relationships: 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>Being Safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard</p>

UKS2 Digital Wellbeing



PSHE Association Objectives

Health Objectives

Relationships Objectives

Lesson 1: My Digital Life

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

L11. recognise ways in which the internet and social media can be used both positively and negatively

Mental Wellbeing: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

Internet Safety and Harms: about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing

Internet Safety and Harms: that for most people the internet is an integral part of life and has many benefits

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

Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

Lesson 2: Staying Safe, Healthy and Happy Online

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

Internet Safety and Harms: 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

Internet Safety and Harms: why social media, some computer games and online gaming, for example, are age restricted

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

Internet Safety and Harms: where and how to report concerns and get support with issues online

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: 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

Online Relationships: that people sometimes behave differently online, including by pretending to be someone they are not

Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

Online Relationships: how information and data is shared and used online

Being Safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

Being Safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard

Being Safe: where to get advice, for example family, school or other sources

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p style="text-align: center;">Lesson 3: Online Relationships</p>	<p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p>	<p>Mental Wellbeing: that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>Internet Safety and Harms: 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>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>Internet Safety and Harms: where and how to report concerns and get support with issues online</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: 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: 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>Respectful Relationships: the importance of self-respect and how this links to their own happiness</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: the importance of permission-seeking and giving in relationships with friends, peers and adults</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> <p>Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>Online Relationships: that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>Online Relationships: 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>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 respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</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> <p>Being Safe: how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Being Safe: where to get advice, for example family, school or other sources</p>
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 4: Social Media</p>	<p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<p>Mental Wellbeing: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Mental Wellbeing: that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>Internet Safety and Harms: that for most people the internet is an integral part of life and has many benefits</p> <p>Internet Safety and Harms: about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>Internet Safety and Harms: 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>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>Internet Safety and Harms: 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>Internet Safety and Harms: where and how to report concerns and get support with issues online</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: 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>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: 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>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> <p>Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>Online Relationships: 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>Online Relationships: how information and data is shared and used online</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: how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Being Safe: where to get advice, for example family, school or other sources</p>
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 5: Saying No to Online Bullying</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>Mental Wellbeing: that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>Mental Wellbeing: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</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: 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>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>Internet Safety and Harms: where and how to report concerns and get support with issues online</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 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>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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</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>Online Relationships: that people sometimes behave differently online, including by pretending to be someone they are not</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> <p>Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p>

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 6: Fake News</p>	<p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L16. 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>Mental Wellbeing: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</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 for most people the internet is an integral part of life and has many benefits</p> <p>Internet Safety and Harms: 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>Internet Safety and Harms: 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>Internet Safety and Harms: where and how to report concerns and get support with issues online</p>	<p>Online Relationships: 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>Being Safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Being Safe: how to report concerns or abuse, and the vocabulary and confidence needed to do so</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: 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>Respectful Relationships: the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>Online Relationships: 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>Online Relationships: how information and data is shared and used online</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: where to get advice, for example family, school or other sources</p>

KS1 TEAM



PSHE Association Objectives

Health Objectives

Relationships Objectives

Lesson 1:
Together Everyone
Achieves More

- R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2. to identify the people who love and care for them and what they do to help them feel cared for
- R23. to recognise the ways in which they are the same and different to others
- L4. about the different groups they belong to

Mental Wellbeing: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness

Mental Wellbeing: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

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 others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

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

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

Lesson 2:
Listening

- R22. about how to treat themselves and others with respect; how to be polite and courteous
- R24. how to listen to other people and play and work cooperatively

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

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>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>Respectful Relationships: the conventions of courtesy and manners</p> <p>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p> <p>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</p>
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 3: Being Kind</p>	<p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p>	<p>Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health</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: 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>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: 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>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>Respectful Relationships: the conventions of courtesy and manners</p> <p>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</p>

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p style="text-align: center;">Lesson 4: Bullying and Teasing</p>	<p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</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>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: 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>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>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> <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: 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>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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</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: the importance of permission-seeking and giving in relationships with friends, peers and adults</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> <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
Lesson 5: Brilliant Brains	<p>H23. to identify what they are good at, what they like and dislike</p> <p>L14. that everyone has different strengths</p>	<p>Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health</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 judge whether what they are feeling and how they are behaving is appropriate and proportionate</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>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p>
Lesson 6: Making Good Choices	<p>H23. to identify what they are good at, what they like and dislike</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R24. how to listen to other people and play and work cooperatively</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: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</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>Respectful Relationships: the conventions of courtesy and manners</p> <p>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p> <p>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</p>

LKS2 TEAM



Lesson 1:
A New Start

PSHE Association Objectives

- H18. about everyday things that affect feelings and the importance of expressing feelings
- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
- H36. strategies to manage transitions between classes and key stages

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:** 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
- Mental Wellbeing:** the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Mental Wellbeing:** simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- 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
- 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)

Relationships Objectives

- 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
- 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
- Respectful Relationships:** the importance of self-respect and how this links to their own happiness

Lesson 2:
Together Everyone
Achieves More

- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
- L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

- 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

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

			<p>Respectful Relationships: the importance of self-respect and how this links to their own happiness</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 3: Working Together</p>	<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</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>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>Respectful Relationships: the importance of self-respect and how this links to their own happiness</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>
<p>Lesson 4: Being Considerate</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>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>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 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>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p>
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 5: When Things Go Wrong</p>	<p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour 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: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</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: 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: 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>Respectful Relationships: the importance of self-respect and how this links to their own happiness</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>
<p>Lesson 6: Responsibilities</p>	<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L4. 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>L6. about the different groups that make up their community; what living in a community means</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p>Mental Wellbeing: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</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>Respectful Relationships: the conventions of courtesy and manners</p> <p>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p> <p>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</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>



UKS2 TEAM

	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 1: Together Everyone Achieves More</p>	<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</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>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p>
<p>Lesson 2: Communicate</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>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. 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>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</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>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: 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>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</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 3: Compromise and Collaborate</p>	<p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</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 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>Respectful Relationships: the importance of self-respect and how this links to their own happiness</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 4: Care</p>	<p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R13. the importance of seeking support if feeling lonely or excluded</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>L4. 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>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: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</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>Families and People Who Care for Me: that families are important for children growing up because they can give love, security and stability</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>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</p>

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 5: Unkind Behaviour</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>R31. 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>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>Physical Health and Fitness: the characteristics and mental and physical benefits of an active lifestyle</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>Respectful Relationships: the importance of self-respect and how this links to their own happiness</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: practical steps they can take in a range of different contexts to improve or support respectful relationships</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>Respectful Relationships: the importance of self-respect and how this links to their own happiness</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> <p>Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p>

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 6: Shared Responsibilities</p>	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L4. 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>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</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: 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>



KS1 VIPs

	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 1: Who Are Your VIPs?</p>	<p>H33. about the people whose job it is to help keep us safe</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</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>Families and People Who Care for Me: that families are important for children growing up because they can give love, security and stability</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: that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>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</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>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</p>
<p>Lesson 2: Families</p>	<p>H33. about the people whose job it is to help keep us safe</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</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: that families are important for children growing up because they can give love, security and stability</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: that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p>

	<p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>		<p>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</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>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</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> <p>Being Safe: how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 3: Friends</p>	<p>H14. how to recognise what others might be feeling</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>R6. about how people make friends and what makes a good friendship</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: 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: 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>Respectful Relationships: the importance of self-respect and how this links to their own happiness</p>

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
			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 4: Falling Out	<p>H23. to identify what they are good at, what they like and dislike</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</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: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</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>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 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: 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>Respectful Relationships: the importance of self-respect and how this links to their own happiness</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>Being Safe: that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p>
Lesson 5: Working Together	<p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R24. how to listen to other people and play and work cooperatively</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>

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 6: Showing You Care</p>	<p>H14. how to recognise what others might be feeling</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p>	<p>Mental Wellbeing: that mental wellbeing is a normal part of daily life, in the same way as physical health</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: 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: 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>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>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</p> <p>Families and People Who Care for Me: that families are important for children growing up because they can give love, security and stability</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: 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</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>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>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>

LKS2 VIPs



Lesson 1: Family and Friends

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

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 2: Fabulous Friends</p>	<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>
<p>Lesson 3: Is This a Good Relationship?</p>	<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>

UKS2 VIPs



Lesson 1: People We Love

PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>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</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>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>Internet Safety and Harms: 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>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>Internet Safety and Harms: where and how to report concerns and get support with issues online</p>	<p>Families and People Who Care for Me: that families are important for children growing up because they can give love, security and stability</p> <p>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</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>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: that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>Families and People who Care for Me: that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</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>Respectful Relationships: the importance of self-respect and how this links to their own happiness</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> <p>Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>Online Relationships: how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p>

Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p>Lesson 2: Think Before You Act</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>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour 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: how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</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>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>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> <p>Respectful Relationships: practical steps they can take in a range of different contexts to improve or support respectful relationships</p>
<p>Lesson 3: It’s OK to Disagree</p>	<p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</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 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>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</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 4: You Decide</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>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including 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>Internet Safety and Harms: where and how to report concerns and get support with issues online</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 self-respect and how this links to their own happiness</p> <p>Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</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> <p>Being Safe: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>
<p>Lesson 5: Secrets</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>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>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>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: 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 self-respect and how this links to their own happiness</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: 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 style="text-align: center;">Lesson 6: False Friends</p>	<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>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>R26. about seeking and giving permission (consent) in different situations</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: that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</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>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>Caring Friendship: 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 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>