



## UKS2 TEAM

### Lesson 1: Together Everyone Achieves More

#### PSHE Association Objectives

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

**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

**L30.** about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

#### Health Objectives

#### Relationships Objectives

**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

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

### Lesson 2: Communicate

**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

**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

**R33.** to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

**R34.** how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

**L30.** about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

**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

**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

**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
<b>Lesson 3: Compromise and Collaborate</b>	<p><b>R17.</b> that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><b>R30.</b> that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p><b>L30.</b> about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>		<p><b>Caring Friendships:</b> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p><b>Caring Friendships:</b> that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p><b>Respectful Relationships:</b> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p><b>Respectful Relationships:</b> practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p><b>Respectful Relationships:</b> the importance of self-respect and how this links to their own happiness</p> <p><b>Online Relationships:</b> that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p>
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<b>Lesson 4: Care</b>	<p><b>H23.</b> about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p><b>R10.</b> about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p><b>R13.</b> the importance of seeking support if feeling lonely or excluded</p> <p><b>R14.</b> that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p><b>L4.</b> the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>	<p><b>Mental Wellbeing:</b> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p><b>Mental Wellbeing:</b> how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p><b>Mental Wellbeing:</b> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p><b>Mental Wellbeing:</b> simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p><b>Mental Wellbeing:</b> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p>	<p><b>Families and People Who Care for Me:</b> that families are important for children growing up because they can give love, security and stability</p> <p><b>Caring Friendships:</b> how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p><b>Caring Friendships:</b> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p><b>Caring Friendships:</b> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p><b>Respectful Relationships:</b> practical steps they can take in a range of different contexts to improve or support respectful relationships</p>

		<p><b>Mental Wellbeing:</b> where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p> <p><b>Physical Health and Fitness:</b> the characteristics and mental and physical benefits of an active lifestyle</p>	<p><b>Respectful Relationships:</b> the importance of self-respect and how this links to their own happiness</p>
Resource	PSHE Association Objectives	Health Objectives	Relationships Objectives
<p><b>Lesson 5:</b> <b>Unkind Behaviour</b></p>	<p><b>R19.</b> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p><b>R20.</b> 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><b>R21.</b> about discrimination: what it means and how to challenge it</p> <p><b>R31.</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	<p><b>Mental Wellbeing:</b> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p><b>Mental Wellbeing:</b> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p><b>Mental Wellbeing:</b> where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p> <p><b>Internet Safety and Harms:</b> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p>	<p><b>Families and People Who Care for Me:</b> 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><b>Caring Friendships:</b> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p><b>Caring Friendships:</b> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p><b>Respectful Relationships:</b> practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p><b>Respectful Relationships:</b> 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><b>Respectful Relationships:</b> what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p><b>Respectful Relationships:</b> the importance of self-respect and how this links to their own happiness</p> <p><b>Online Relationships:</b> that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p><b>Online Relationships:</b> 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
<b>Lesson 6: Shared Responsibilities</b>	<p><b>L1.</b> to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p><b>L4.</b> the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p><b>L5.</b> 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><b>Respectful Relationships:</b> practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p><b>Respectful Relationships:</b> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p>