

This resource shows where the **RSHE** objectives are covered within Twinkl Life's PSHE and Citizenship scheme of work.

UKS2 VIPs		
Twinkl Life Objective	Relationships Objective	Health Objective
 Lesson 1: People We Love I can explain how VIPs who love and care for each other should treat each other.	Families and People Who Care for Me: That families are important for children growing up safe and happy because they can provide love, security and stability. Families and People Who Care for Me: The characteristics of safe and happy family life, such as 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 the families of other children, 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. Families and People Who Care for Me: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. Families and People Who Care for Me: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 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: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful, Kind Relationships: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. Respectful, Kind Relationships: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	General Wellbeing: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. Wellbeing Online: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. Wellbeing Online: Where and how to report concerns and get support with issues online.

		Respectful, Kind Relationships: Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. Respectful, Kind Relationships: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. Online Safety and Awareness: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	
Resource	Twinkl Life Objective	Relationships Objective	Health Objective
Lesson 2: Think Before You Act	I can identify different ways to calm down when I am feeling angry or upset.	Caring Friendships: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. Respectful, Kind Relationships: Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	General Wellbeing: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. General Wellbeing: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. General Wellbeing: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. General Wellbeing: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
Lesson 3: It's OK to Disagree	I understand that people have different opinions that should be respected.	Caring Friendships: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 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. Respectful, Kind Relationships: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. Respectful, Kind Relationships: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	General Wellbeing: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. Wellbeing Online: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.

		Respectful, Kind Relationships: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. Respectful, Kind Relationships: Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	
Resource	Twinkl Life Objective	Relationships Objective	Health Objective
Lesson 4: You Decide	I can identify negative influences on my behaviour and suggest ways that I can resist these influences.	Caring Friendships: How to manage conflict, and that resorting to violence is never right. Caring Friendships: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful, Kind Relationships: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. Respectful, Kind Relationships: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. Respectful, Kind Relationships: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Being Safe: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. Being Safe: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. Being Safe: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. Being Safe: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	Wellbeing Online: Where and how to report concerns and get support with issues online.

Lesson 5: Secrets	I can explain when it is right to keep a secret, when it is not and who to talk to about this.	Families and People Who Care for Me: The characteristics of safe and happy family life, such as 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: 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 to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful, Kind Relationships: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Being Safe: The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Being Safe: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. Being Safe: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. Being Safe: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	
Lesson 6: False Friends	I can recognise healthy and unhealthy relationships.	Families and People Who Care for Me: The characteristics of safe and happy family life, such as 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: 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: That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. Caring Friendships: How to manage conflict, and that resorting to violence is never right. Caring Friendships: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Caring Friendships: How important friendships are in making us feel happy and secure, and how people choose and make friends.	General Wellbeing: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.

Resource	Twinkl Life Objective	Relationships Objective	Health Objective
		Caring Friendships: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. Respectful, Kind Relationships: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. Respectful, Kind Relationships: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. Respectful, Kind Relationships: Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. Respectful, Kind Relationships: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. Being Safe: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. Being Safe: The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Being Safe: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	