

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

LKS2 Be Yourself			
	Twinkl Life Objective	Relationships Objectives	Health Objectives
Lesson 1: Pride	I can say the things about myself that I am proud of.	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. 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.	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 judge whether what they are feeling and how they are behaving is appropriate and proportionate.
Lesson 2: Feelings	I can identify the feelings I have and describe how different emotions feel.	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.	General Wellbeing: The importance of promoting general wellbeing and physical health. 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: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. General Wellbeing: Where and how to seek support (including recognising the triggers for seeking support), including who 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).
Lesson 3: Express Yourself	I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important.	Caring Friendships: How important friendships are in making us feel happy and secure, and how people choose and make friends. 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.	General Wellbeing: The importance of promoting general wellbeing and physical health.

		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. 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. General Wellbeing: Where and how to seek support (including recognising the triggers for seeking support), including who 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). General Wellbeing: That it is common to experience mental health problems, and early support can help.
Resource	Twinkl Life Objective	Relationships Objectives	Health Objectives
Lesson 4: Know Your Mind	I know how to be assertive.	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: 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: 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.	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 judge whether what they are feeling and how they are behaving is appropriate and proportionate.
Lesson 5: Media-Wise	I can explore messages given by the media and decide if they are helpful or harmful.	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: 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 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 judge whether what they are feeling and how they are behaving is appropriate and proportionate.

		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. 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.	Wellbeing Online: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. Wellbeing Online: How to understand the information they find online, including from search engines, and know how information is selected and targeted.
Resource	Twinkl Life Objective	Relationships Objectives	Health Objectives
Lesson 6: Making It Right	I can identify different strategies I can use if I make a mistake.	Caring Friendships: How important friendships are in making us feel happy and secure, and how people choose and make friends. 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. 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.	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 judge whether what they are feeling and how they are behaving is appropriate and proportionate. 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. Wellbeing Online: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.