

Relationships - Be Yourself

PSHE and Citizenship | UKS2 | Planning Overview

About the Topic

This unit is inspired by the idea that we are all individuals and that it is important to 'be yourself'. It aims to encourage the children to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality. In this unit, children focus on the importance of recognising situations where they need to make positive choices in order to do the right thing. They also explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. The unit will also look at how to be confident and how to manage uncomfortable feelings. The unit ends by helping the children to investigate how to make things right when they make a mistake.



Home Learning

Making Amends: In this home learning activity, children can think about mistakes that could be made outside school and the ways in which they could make amends.

Voicing My Opinion: In this home learning activity, children look at the times when they have had a different opinion to people around them and reflect on how they voiced this differing opinion and the impact of this.



Wider Learning:

Arrange a 'Be Yourself' day, focusing on being confident and celebrating the children's individuality.

Assessment Statements

All children should be able to...

- discuss scenarios where children are torn between 'fitting in' and being true to themselves;
- explain how to communicate their feelings in different situations;
- discuss different ways to manage uncomfortable feelings;
- discuss which situations would make people fight or flee and why;
- create resolutions to different tricky situations;
- identify the feelings involved in making a mistake and understand how to make amends.

Most children will be able to...

- complete scenarios by advising on how to communicate feelings in different situations;
- identify strategies we can use to manage uncomfortable feelings;
- discuss different fight or flight situations;
- discuss the impact of making amends when a mistake has been made.

Some children will be able to...

- discuss how to deal with being unique in difficult situations;
- discuss the different strategies for communicating feelings and identify which ones they feel most comfortable with;
- discuss which strategy would work best in each situation and why;
- discuss different ways to manage big emotions;
- discuss which strategy would work best for different situations where people experience uncomfortable emotions;
- share all they have learnt with others in school.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

1. You are Unique

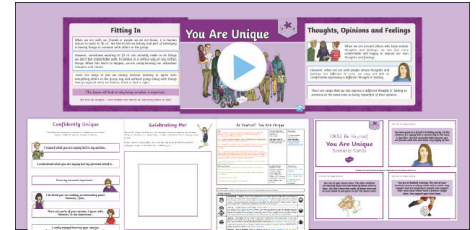
H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

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

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

I can explain why everyone is unique and understand why this should be celebrated and respected.



2. Let It Out!

H18. about everyday things that affect feelings and the importance of expressing feelings

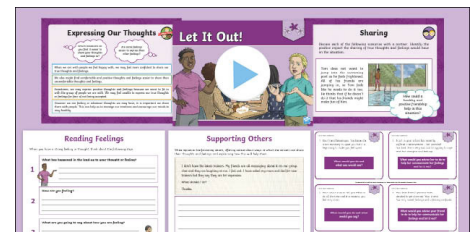
H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

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

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

I can explain why I should share my own thoughts and feelings and I know how to do this.



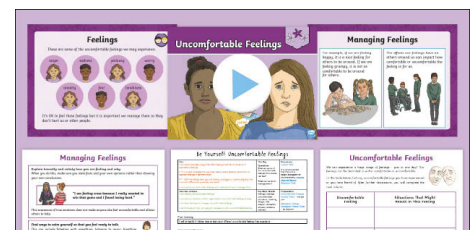
3. Uncomfortable Feelings

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;

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

I can explore uncomfortable feelings and understand how to manage them.



4. The Confidence Trick

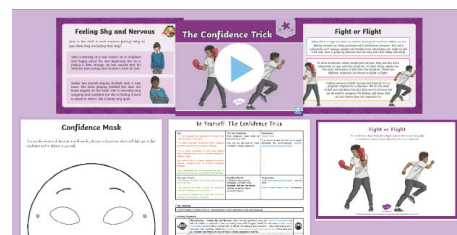
H17. to recognise that feelings can change over time and range in intensity

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;

H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

I can understand why we sometimes feel shy or nervous and know how to manage these feelings.



5. Do the Right Thing

H3. about choices that support a healthy lifestyle, and recognise what might influence these

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

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

I can identify when I might have to make different choices from those around me.



6. Making Amends

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

I can explore how it feels to make a mistake and describe how I can make amends.

