

Relationships - Be Yourself

PSHE and Citizenship | LKS2 | Planning Overview

About the Topic

This unit is inspired by the idea that it is important to have confidence to be yourself. It aims to enable children to identify their strengths and achievements as well as help them to recognise different emotions they experience. In this unit, children will also explore how to express their thoughts and feelings respectfully and how to be assertive when in uncomfortable situations. The children will also have an opportunity to explore the influence of the media in how we view ourselves and analyse the reality of these messages. The unit ends with the children exploring how to make things right when we make mistakes, both in person or online, and the importance of learning from these.



Home Learning

Achievements: In this home learning activity, children reflect on their achievements outside of school. They are asked to draw a picture of something they have achieved which they are proud of.

Making It Right: In this home learning activity, children look at the mistakes they have made and document how they have made these right. They are encouraged to see mistakes as an important part of their learning journey.



Wider Learning:

Why not arrange a 'Be Yourself' day focusing on celebrating the differences within the class?

Assessment Statements

All children should be able to...

- list some of their achievements and say why they are proud of them;
- identify facial expressions associated with different feelings;
- describe some strategies that they could use to help them cope with uncomfortable feelings;
- suggest assertive solutions to scenarios;
- explain that the messages they receive from the media about how they should look, think and behave are not always realistic;
- suggest ways to make things right after a mistake has been made;
- explain that mistakes help them to learn and grow.

Most children will be able to...

- identify their own strengths;
- explain that how they are feeling on the inside can affect their facial expressions and body language;
- identify and begin to implement strategies to help them cope with uncomfortable feelings;
- begin to demonstrate appropriately assertive behaviour;
- analyse messages given by the media about how they should look, think and behave;
- demonstrate how they are going to make things right after mistakes have been made;
- explain what they have learnt and how they have grown from mistakes they have made.

Some children will be able to...

- discuss how they could use their strengths and achievements to set aspirational goals;
- support others with their internal feelings according to their facial expressions and body language;
- suggest strategies to others to help them cope with any uncomfortable feelings they may be experiencing;
- identify if behaviour is aggressive, passive or assertive;
- discuss the impact on others of making amends after a mistake has been made.

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

1. Pride

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

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H26. that for some people gender identity does not correspond with their biological sex

H27. to recognise their individuality and personal qualities

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

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 say the things about myself that I am proud of.



2. Feelings

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;

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

R13. the importance of seeking support if feeling lonely or excluded

I can identify the feelings I have and describe how different emotions feel.

- Digital camera
- Paints
- A3 paper



3. Express Yourself

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;

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

I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important.



4. Know Your Mind

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 know how to be assertive.



5. Media-Wise

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

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

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

I can explore messages given by the media and decide if they are helpful or harmful.



6. Making It Right

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

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

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

I can identify different strategies I can use if I make a mistake.

