

Relationships - VIPs

PSHE and Citizenship | LKS2 | Planning Overview

About the Topic

This unit, entitled VIPs (Very Important Persons), will focus on relationships we have with our VIPs. It will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these.

Health and Safety (including food allergies) – Ensure children are safe when using scissors. Ensure Internet safety when using websites, games and activities.



Home Learning

Family Falling Out: In this activity, children will look at times they have fallen out with family members and plan a positive resolution in case this happens again.

Friends Outside School: In this activity, children will think about the friends they have outside of school and will sort them according to their closeness.



Wider Learning:

Draw on the lessons within this unit beyond the classroom, for example, on the playground, on school trips and at whole school events. This will ensure the children have the behaviours reinforced in different environments.

Assessment Statements

All children should be able to...

- with support, discuss how the impact of our attitudes affects us when trying to make new friendships;
- with support, plan out how they will be an anonymous friend over the week;
- use a support sheet to discuss the dares within a story;
- use a support sheet to create a role play about positive resolution techniques;
- create a poster with ideas to help someone who is being bullied, with a support sheet of ideas.

Most children will be able to...

- discuss how our attitudes impact new friendships being made;
- create a plan for being an anonymous friend over the course of a week;
- reflect on the different characters in the dares story and discuss the different outcomes for each character;
- work together to create a role play about positive resolution techniques;
- create a poster with ideas to help someone who is being bullied.

Some children will be able to...

- discuss the need to have a variety of friends with differing personalities;
- discuss being supportive and loyal in a healthy friendship and what to do in an unhealthy friendship;
- discuss how the dares story could be resolved;
- discuss times when applying positive resolution techniques could be tricky and discuss how this could be overcome;
- create a storyline to address why a bully might have started bullying.

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

1. Family and Friends

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

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

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

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

I can explain the importance of respecting my VIPs.



2. Fabulous Friends

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

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

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

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

I can explain how to make and keep fabulous friends.

- A hat
- Colouring pencils



3. Is This a Good Relationship?

- Sticky notes

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

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

R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

I can identify my own support network.



4. Falling Out

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

I can demonstrate strategies for resolving conflicts.



5. What Is Bullying?

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. 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

R21. about discrimination: what it means and how to challenge it

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

I can identify what bullying is.



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

6. Stand up to Bullying

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R20. 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

R21. about discrimination: what it means and how to challenge it

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

I know what to do if someone is being bullied.

- Colouring pens



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