

	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
SESSION 1	To communicate their feelings to others, to recognise how others show feelings and how to respond	<p>Can children name a range of feelings?</p> <p>Children to give examples of feelings experienced in school and outside.</p> <p>Describe what happens inside and outside of our body when we are happy/angry/sad/worried.</p> <p>Suggest ways to recognise the feelings of others.</p> <p>Explain in simple terms how we can affect how others feel.</p> <p>NB It is best to talk about feelings in terms of being comfortable or uncomfortable, not 'good' or 'bad'. Pupils should know that it is ok to have any feeling (although it is not ok to act in any way we like because of them).</p>	<p>Active listening</p> <p>Empathy</p>	<p>How do we feel today?</p> <p>How many words do we know to describe how we're feeling?</p> <p>Does what we look like/sound like change depending on how we feel?</p> <p>How do we know how others are feeling?</p>	<p>Stories and poems about other children's lives; about the world around them</p> <p>Key words: happy, sad, scared, excited, proud</p> <p>Use of story books/traditional tales such as <i>Nothing</i> by Mick Inkpen, <i>Three Little Pigs</i></p>

<p>SESSION 2</p>	<p>To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another</p>	<p>Identify special people in their lives for example, at school, home, clubs, church, mosque etc.</p> <p>Describe what makes them special.</p> <p>Talk about how to care for special people.</p> <p>Suggest some ways they can help special people to care for them.</p>	<p>Affirm self and others</p>	<p>How are we special?</p> <p>Who are our special people?</p> <p>What do our special people do to make us happy or angry?</p> <p>What do we do to make our special people happy or angry?</p>	<p>Pupils could bring photographs or mementos from their special people (An awareness and sensitivity to pupils' family circumstances is needed)</p>
<p>Session 3</p>	<p>To recognise how their behaviour affects other people</p>	<p>Explain what we mean by 'behaviour'.</p> <p>Talk about behaviour that can be helpful/unhelpful, kind/unkind (include teasing and bullying)</p> <p>Give examples of how their behaviour can affect others in different situations, e.g. at home or at school</p>	<p>Active listening</p> <p>Empathy</p> <p>Self-management</p>	<p>What type of behaviour can make people feel happy or cross?</p> <p>What is teasing / bullying behaviour? How does it affect other people?</p>	<p>Stories where young characters learn from others; when characters' behaviour affects others, such as <i>Bob Robber</i> and <i>Dancing Jane</i> by Andrew Matthews</p>
<p>Session 4</p>	<p>To recognise what is fair and unfair, kind and unkind, what is right and wrong</p>	<p>Talk about what fair and unfair means to them.</p> <p>Give examples of kindness and unkindness in both actions and words.</p> <p>Explain what is meant by right and wrong (in terms of their own behaviour).</p> <p>Talk about acts of kindness they have performed or seen and the impact it has had on self and others.</p> <p>Reflect on the impact of kind/unkind actions.</p>	<p>Affirm self and others</p> <p>Active listening</p> <p>Self-reflection</p> <p>Resilience</p>	<p>How does it feel when we do the right thing?</p> <p>How does it feel when we do the wrong thing?</p> <p>When have we been kind to someone and how did it make them/us feel?</p>	<p>Stories where characters carry out acts of kindness or have been treated unfairly and deal with the consequences</p>

<p>Session 5</p>	<p>To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>	<p>Talk about occasions when they have hurt themselves physically (falling in the playground/spraining an ankle etc) and how they felt at the time Talk about occasions when their feelings have been hurt and how this felt at the time Recognise that both bodies and feelings can be hurt Identify people they can go to if they are feeling uncomfortable or hurt – physically or emotionally Explain how they can let these people know they are feeling uncomfortable or hurt Suggest ways they can make themselves and others feel better</p> <p>NB Use story books, role play, film clips etc. to distance the learning</p> <p>It is important that pupils know who they can go to for help, and how to keep telling them until they listen.</p>	<p>Self-reflection Resilience Resolve conflict Managing risk and personal safety</p>	<p>How does it feel when our feelings get hurt? What did it make us feel like doing? Who can we go to if we are feeling like this? How do we get them to listen to us?</p>	<p>Stories where characters share their worries and feelings with adults who listen and help them.</p>
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<p>Session 6</p>	<p>To learn the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.</p>	<p>Ensure that ground rules have been established/re-visited at the beginning of the session.</p> <ul style="list-style-type: none"> • Explain what a secret is and what it means to keep a secret • Explain what a surprise is and what it means to surprise someone • Talk about when we should not keep secrets* <p>Identify who they can go to in school if they are worried about a surprise or a secret</p> <p>Pupils should have opportunities for practising saying 'no' assertively in various ways.</p> <p>NB: *The important rule is that we should never keep an adult's secret: only surprises that everyone will find out about in time. For example, it's fine not to tell if Granny says 'Don't tell Mummy we've bought her some perfume for her birthday' but it's not fine, and we <i>should</i> tell, if a grown-up says 'you must keep this secret and never tell anyone'.</p>	<p>Active listening</p> <p>Drawing conclusions</p> <p>Managing risk and personal safety</p>	<ul style="list-style-type: none"> • Do we have to keep promises and secrets if someone says so? • When should we tell and what should we say? • Will we get into trouble if we tell? <p>How can I say 'no' to people?</p>	<p>Stories where characters grow up and go out into the world; stories about surprises.</p> <p>Liaise with DSP where appropriate.</p> <p>Be familiar with school's safeguarding and child protection policies, especially protocols in the event of disclosures</p>
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