

| | LO | Main session (class discussion/circle time) | Key skills | Key questions | Resources |
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| SESSION 1 | To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) | Describe or demonstrate how to listen to other people Talk about or demonstrate the signs that show we are being listened to Give reasons for listening to others Describe what it feels like to be listened to/not listened to Suggest things we can do to help get on with other people in class and on the playground | Active listening Empathy Awareness of own needs Perception of how peers show feelings | Who are our friends? What do they do to make us happy? What do they do to make us angry/sad? What do we do to make our friends happy/angry/sad? How does it feel to be ignored? | Stories where there is some form of conflict between two characters which is resolved to a happy conclusion. |
| SESSION 2 | To offer constructive support and feedback to others | Explain what it means to offer support and feedback to others in lessons Give examples of how they might offer this kind of support Talk about how it feels when others offer constructive support Give examples of constructive support they have given or seen in class time and on the playground | Active listening Empathy Awareness of own needs Perception of how peers show feelings | Who gives us support and encouragement at home or at school How does it make us feel when others encourage or support us? When have we given others encouragement or support? | Carry out team-building games or teach through school's outdoor learning |
| Session 3 | To judge what kind of physical | Talk about or demonstrate what is appropriate touch between | Managing risk and personal | How does it feel in our bodies when someone who makes us | NSPCC: http://www.nspcc.org.uk/preventing-abuse/keeping-children- |

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| | <p>contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> | <p>friends/family/people we don't know</p> <p>Explain what is inappropriate touch between friends/family/people we don't know</p> <p>Explore how it feels when people we are not sure about come close to us</p> <p>Talk about how it feels when people try to touch us in ways we do not like or that make us uncomfortable</p> <p>Identify who they can go to if they are worried in school/home</p> <p>Demonstrate what they can say if they are worried and need to tell someone</p> <p>NB It is important that pupils begin to understand that no one has the right to make them feel uncomfortable. If they feel uncomfortable about something or confused about something they should tell their teacher or a trusted adult.</p> <p>Ensure that ground rules have been established/re-visited at the beginning of the session.</p> | <p>safety</p> <p>Making decisions and choices</p> <p>Resilience</p> <p>Self-management</p> | <p>feel safe and happy touches or cuddles us?</p> <p>How do we feel in our bodies if someone we are not sure about comes close or tries to touch us?</p> <p>Who should we tell if we feel uncomfortable, worried or confused?</p> | <p>safe/underwear-rule/. The underwear rule is a simple, effective technique for embedding this learning, using the acronym PANTS: <u>P</u>rivates are private; <u>A</u>lways remember your body belongs to you; <u>N</u>o means no; <u>T</u>alk about secrets that upset you; <u>S</u>peak up, someone can help. Stories where characters recognise and cope with dangers (such as a fear of dogs); where characters need help and are able to find it.</p> <p>Questions box or Ask-It Basket to be available.</p> |
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| <p>Session 4</p> | <p>To learn that there are different types of teasing and bullying, that these are wrong and unacceptable</p> | <p>Explain in simple terms what it means to be unkind, to tease and what it means to bully</p> <p>Recognise the difference between teasing and bullying</p> <p>Talk about feelings that people may have when they are being teased/bullied</p> <p>Understand that it is never acceptable to bully or behave hurtfully</p> <p>Explain whom to go to, what to say/how to tell if they are being teased or bullied</p> <p>Explain whom to go to, what to say/how to tell if someone they know is being teased or bullied or they witness any hurtful behaviour</p> <p>Talk about the rules in school if they experience or see teasing, bullying or any hurtful behaviour</p> | <p>Empathy</p> <p>Affirm self and others</p> <p>Managing risk and personal safety</p> <p>Managing decisions and choices</p> | <p>Which ways we are different/the same as our friends?</p> <p>What does being a good friend look like?</p> <p>What is teasing? Bullying?</p> <p>How might our feelings affect how we behave towards other people?</p> <p>How might bullying or teasing affect our feelings and behaviour</p> <p>What should we do if someone tries to make us bully or tease someone else?</p> <p>What should we do if we are being teased or bullied, or see someone else being teased or bullied?</p> <p>Who can help us in and out of school?</p> <p>How can we get their attention?</p> | <p>Stories where characters need help and are able to find it.</p> <p>School's Anti bullying policy</p> |
| <p>Session 5</p> | <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole</p> | <p>Take turns when giving opinions and views</p> <p>Talk about things that matter to them</p> <p>Listen attentively to the opinions and views of others</p> | <p>Active listening</p> <p>Using constructive feedback</p> <p>Communication of ideas and views</p> | <p>Why should we let others know of our views and opinions?</p> <p>Why is it important to listen to the views of others?</p> <p>What if those views are different to ours?</p> | <p>Stories where young characters take advice from each other/work as a team/help someone to achieve something/agree to differ.</p> |

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| | class | | Affirm self and others | | |
| Session 6 | To identify and respect the differences and similarities between people | <p>Explain what is meant by difference and similarity/ being different and being similar</p> <p>Describe basic differences and similarities between class members (physical appearance, family)</p> <p>Talk about how everyone is equal but different</p> | <p>Active listening</p> <p>Empathy</p> <p>Communication of ideas and views</p> <p>Affirm self and others</p> | <p>How are we similar to others?</p> <p>How are we different to others?</p> <p>What are our gifts and talents?</p> <p>In which ways are we all equal?</p> | <p>Storybooks such as <i>Elmer</i> series by David McGee, <i>This is Our House</i> by Michael Rosen</p> |