

	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
<b>SESSION 1</b>	To communicate their feelings to others, to recognise how others show feelings and how to respond	<p>Can you name a wide range of feelings?</p> <p>Explain how we can manage feelings in a positive way.</p> <p>Give examples of ways to communicate feelings under headings helpful/not helpful.</p> <p>Describe different ways that others show feelings.</p> <p>Identify different good and not so good ways to respond to others' feelings</p> <p>Talk about the importance of seeing things from the viewpoint of others</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 can we describe the intensity of our feelings, for example feeling scared could mean we're feeling slightly nervous or we're terrified?</p> <p>How do we show/tell people how we are feeling?</p> <p>How do others show their feelings?</p> <p>How can we try to see things from someone else's point of view?</p>	<p>Use of story books/traditional tales such as <i>Great Big Book of Feelings</i> by Mary Hoffman, <i>Three Little Pigs</i></p> <p>Use of puppets, role-play, film clips</p>

<p><b>SESSION</b> <b>2</b></p>	<p>To recognise how their behaviour affects other people</p>	<p>Identify things that affect their behaviour in a positive way (parent/carer coming to watch me in assembly).</p> <p>Identify things that affect their behaviour in not so good ways (tiredness, sadness).</p> <p>Give examples of ways they have been affected by the behaviour of others under headings helpful/not helpful) .</p> <p>Describe or demonstrate simple strategies we can use to help us manage our own behaviour: count to 10, write/draw about it, tell an adult.</p> <p>Describe or demonstrate ways to be sensitive to the needs of others.</p> <p><i>NB Reinforce the importance of pupils understanding that we can be affected by others' behaviour on the 'outside' (I got punched on the arm and got a bruise) and affected on the 'inside' (I am now scared to go out onto the playground).</i></p>	<p>Active listening</p> <p>Empathy</p> <p>Self-management</p>	<p>What makes us feel good about ourselves?</p> <p>How do we behave when we feel good?</p> <p>What makes us feel not so good about ourselves?</p> <p>How do we behave when we feel not so good?</p> <p>How does other people's behaviour affect us?</p> <p>How does our behaviour affect other people?</p>	<p>Stories about characters who encountered problems and solved them; who found someone to tell and help – link to Power of Reading text.</p> <p>Refer back to this lesson regularly.</p>
<p><b>Session 3</b></p>	<p>To identify their special people (family, friends and carers), what makes them special and how special people should care for one</p>	<p>Explain what we mean by our 'special people'.</p> <p>Talk about how special people can help us.</p> <p>Describe the various groups and communities that their special people belong to.</p> <p>Talk about the importance of special people in their lives</p>	<p>Affirm self and others</p>	<ul style="list-style-type: none"> <li>• What things do our special people help us with?</li> <li>• What do we help them with?</li> </ul> <p>What do we say and do to let our special people know that they are special to us?</p>	<p>Stories about young characters growing up within a family or amongst special people, such as <i>Grace and Family</i> by Mary Hoffman.</p> <p>Children to bring in photos/mementoes of their special people.</p>

		<p>Explain the different kinds of ways people care for each other</p> <p><i>NB 'Special people' refers to people important in the pupil's life, for example, at school, home, clubs, church, mosque etc.</i></p>			
<b>Session 4</b>	<p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p>	<p>Describe or demonstrate how to listen to others and give reasons for why it is important to listen.</p> <p>Give examples of, or demonstrate, how to play cooperatively.</p> <p>Give examples of, or demonstrate, how to work cooperatively.</p> <p>Talk about or demonstrate strategies they can use to resolve simple arguments at playtimes .</p> <p>Talk about or demonstrate strategies they can use to resolve disagreements with others on their table.</p> <p>Identify links with classroom rules/playground rules.</p>	<p>Active listening</p> <p>Empathy</p> <p>Awareness of own needs</p> <p>Perception of how peers show feelings</p>	<p>How can people tell that we are listening to them?</p> <p>Do people always see things the same way?</p> <p>What helps a group to work cooperatively?</p> <p>How can we stop our feelings overwhelming us and affecting our behaviour?</p>	<p>Stories where relationships with friends or siblings encounter arguments or problems; where characters solve problems.</p>
<b>Session 5</b>	<p>To be able to offer and receive constructive support and feedback to and from others</p>	<p>Explain what is meant by offering support and feedback that is helpful to others.</p> <p>Demonstrate different ways to offer support in class time and on the playground.</p> <p>Describe occasions when they have</p>	<p>Active listening</p> <p>Empathy</p> <p>Awareness of own needs</p> <p>Perception of how peers</p>	<p>When we receive support or feedback in class, how does it make us feel?</p> <p>How has support or feedback helped us?</p> <p>When or why might we not want feedback or support?</p>	<p>Stories where characters have supported each other or worked together to achieve a goal or overcome a problems</p>

		<p>been offered/given support and feedback in class time and what effect it had.</p> <p>Suggest good and not so good ways to let others know when we don't want support or feedback.</p> <p>Describe or demonstrate ways we can be sensitive to the feelings of others.</p>	show feelings		
<b>Session 6</b>	To be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond	<p>Recognise how our bodies behave when different people come close to us</p> <p>Talk about what is appropriate /inappropriate touch between friends/family members/ people we don't know</p> <p>Explain that they have a choice about being touched and the right to say 'no' if they don't feel comfortable</p> <p>Identify whom to tell if they are worried about inappropriate touch and demonstrate how to tell them</p> <p>Explain and demonstrate ways of saying no assertively to inappropriate touch – children to practise saying 'no' and 'I'll tell'.</p> <p>Go through Underwear Rule – see resources.</p>	<p>Managing risk and personal safety</p> <p>Making decisions and choices</p> <p>Resilience</p> <p>Self-management</p>	<p>How do our bodies react when our special people touch us?</p> <p>How do our bodies react when we don't want to be touched?</p> <p>How else can we say 'no' to being touched?</p>	<p><a href="http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a>. The underwear rule is a simple, effective technique for embedding this learning, using the acronym PANTS:</p> <p><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.</p>

		<p><i>NB Ensure that ground rules have been established/re-visited at the beginning of the session. Questions box or Ask-It Basket to be available.</i></p> <p><i>Liaise with Child Protection office where appropriate. Be familiar with school's safeguarding and child protection policies and disclosure protocols</i></p> <p><i>Use storybooks, role-play etc. to distance the learning.</i></p>			
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