

	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
SESSION 1	To learn how to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help	<p>Explain what teasing and bullying are and give examples of each</p> <p>Talk about how joking and teasing differ from bullying</p> <p>Explain why bullying is wrong and unacceptable</p> <p>Identify feelings that people have if they are being teased or bullied</p> <p>Talk about reasons why children might bully</p> <p>Describe their responsibility and demonstrate some simple strategies they can use if they experience or witness teasing, hurtful behaviour or bullying</p> <p>Explain how they can be supportive of children who have been or feel they have been teased/bullied</p> <p>Suggest ways that individuals or the whole class can stand up for people who are being teased/bullied</p> <p>Explain what the class/school procedures are if someone is being</p>	<p>Empathy</p> <p>Affirm self and others</p> <p>Managing risk and personal safety</p> <p>Managing decisions and choices</p>	<p>Who are we?</p> <p>What makes us special?</p> <p>What are we proud of about ourselves/ community to which we belong?</p> <p>What are joking, teasing and bullying?</p> <p>How might each of these make people feel?</p> <p>How might people’s feelings affect their behaviour?</p> <p>How can we support someone who might have been bullied?</p> <p>What can we do if we see someone being bullied?</p> <p>Should we help someone if they say they don’t want our help?</p> <p>Why do some people do things that they know are wrong?</p>	Share school’s Anti bullying policy

		<p>teased/bullied</p> <p>Identify people in school/at home whom they can talk to if they are worried about teasing/bullying</p> <p><i>NB Pupils should begin to know that joking, teasing or bullying about appearance, gender, race, religion, sexual identify or orientation is unacceptable</i></p>			
<p>SESSION 2</p>	<p>To learn to recognise what is fair and unfair, kind and unkind, what is right and wrong</p>	<p>Describe what fair and unfair means in the context of decisions they/others have made</p> <p>Talk about acts of kindness they have performed or witnessed</p> <p>Describe the impact of kind/unkind actions (see Additional Guidance)</p> <p>Give examples of what is right and wrong (in the context of situations they have seen)</p> <p>Explain that we have choices when we make decisions, based on what we think is right or wrong</p> <p><i>NB Impact of kind/unkind actions: it is important to include both the physical (I helped them look for their lost front door key) and the emotional (they stopped feeling panicky and were relieved that they</i></p>	<p>Affirm self and others</p> <p>Active listening</p> <p>Self-reflection</p> <p>Resilience</p>	<p>How do our bodies react when we feel that we have been treated unfairly?</p> <p>How do we feel when someone does or says something kind/unkind to us?</p>	<p>Stories where characters have been treated fairly or unfairly; where characters display acts of kindness.</p>

		<i>could get indoors) impact of kind and unkind actions.</i>			
Session 3	To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class	<p>Take part in a simple debate about topical issues</p> <p>Share opinions and views with a partner</p> <p>Give reasons for their opinions and views</p> <p>Listen attentively to the opinions and views of a partner</p> <p>Contribute ideas to class discussions</p>	<p>Active listening</p> <p>Using constructive feedback</p> <p>Communication of ideas and views</p> <p>Affirm self and others</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>	Use First News for debate ideas on current affairs
Session 4	To learn to identify and respect the differences and similarities between people	<p>Describe with confidence some of the ways in which they are similar/different to other class members</p> <p>Identify the groups they belong to and understand their purpose</p> <p>Identify different things that contribute to their identity including membership of different groups</p> <p>Describe ways of showing respect to people who are different/similar to them</p>	<p>Active listening</p> <p>Empathy</p>	<p>Who are we?</p> <p>What makes us who we are?</p> <p>How are we all the same?</p> <p>In what ways are we different?</p>	Storybooks: <i>Elmer</i> series by David McGee, <i>This is Our House</i> by Michael Rosen
Session 5 and 6		Presentation on Healthy Relationships using what they have learnt this year			