

	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
SESSION 1	To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals	<p>Recognise their worth by identifying positive things about themselves</p> <p>Reflect on their achievements</p> <p>Identify their mistakes, make amends and set personal goals</p> <p>Talk about what they admire in other people</p> <p>Describe steps they can take to improve</p> <p>Talk about aspirations for the end of term/school year and be able to describe how they will know if they have achieved them?</p>	<p>Active listening</p> <p>Give constructive feedback to others</p> <p>Setting challenging goals for self</p>	<p>What makes us feel good about ourselves?</p> <p>How do our special people show us we are special</p> <p>What have we achieved that we are most proud of?</p> <p>How does it feel when we do something difficult?</p> <p>How does it feel when we make a mistake?</p> <p>What can we do to make amends?</p> <p>What would we like to achieve by the end of year 3?</p>	<p>Stories where characters accomplish or achieve something or where characters get better at something.</p> <p>Growth mind set/fixed mind set statements and display (Twinkl)</p>
SESSION 2	About change, including transitions, loss, separation, divorce and bereavement	<p>Talk about changes they or their family may have experienced</p> <p>Identify some of the factors that affect how they feel about change</p> <p>Reflect on how others may be feeling about change or loss</p> <p>Talk about their feelings of loss and grief</p> <p>NB The Class teacher will need to choose the context to demonstrate the learning outcome, i.e. losing a pet,</p>	<p>Affirming self and others</p> <p>Empathy</p> <p>Active listening</p> <p>Self-reflection</p>	<p>How do we feel when we lose things and don't find them again?</p> <p>How do we feel when we lose or are separated from people?</p> <p>Who can help us?</p> <p>How can we help ourselves?</p>	<p>Stories where characters lose and find things, or lose and learn to live with the loss of the object.</p> <p><i>Stories about death need to be chosen with great care. The story should be chosen as a piece of children's literature rather than be a story specifically written for the issue, such as I'll Always Love You by Hans Wilhelm or Badger's Parting Gifts b Susan Varly.</i></p>

		moving house, loss of family member. Some pupils may not wish to share their experiences or may be content to listen to the thoughts and opinions of their peers.			
Session 3	To understand school rules about health and safety and why they are important, basic emergency aid procedures, where and how to get help	<p>Identify school rules about health and safety</p> <p>Give reasons for having school rules about health and safety</p> <p>Explain what an emergency is and give examples</p> <p>Talk about what could happen if health and safety rules are not followed</p> <p>Explain where and how to get help if they feel a situation is unsafe</p> <p>Demonstrate how to ask for help</p> <p><i>NB Remind pupils that they are beginning to take more responsibility for themselves as they grow up and that keeping themselves and other people safe is an important part of being a good citizen.</i></p>	<p>Managing pressure and stress</p> <p>Essential Skills</p> <p>Managing risk and personal safety</p> <p>Communicating ideas and views to others</p>	<p>Who is responsible for us at school?</p> <p>What are our responsibilities for keeping safe at school?</p> <p>Why are there rules at school and why do we need to adhere to them?</p> <p>How can we reduce the risk?</p> <p>What should we do if we feel unsafe or uncertain at school?</p> <p>Where do we get help from?</p>	<p>Stories where characters get lost and found or are helped to find a safe way home; where characters have adventures on their own or in groups; where less confident characters take on a leadership role or 'save the day'.</p> <p>Useful resources to help to talk about emergency situations - British Red Cross website. http://www.redcross.org.uk/~media/BritishRedCross/Documents/What%20we%20do/Teaching%20resources/Lesson%20plans/Venn%20diagram%20emergency%20sort.pdf photos of emergency situations</p>

<p>Session 4</p>	<p>about people who are responsible for helping them stay healthy and safe and ways that they can help these people</p>	<p>Identify people who help them</p> <p>Give examples of how they are helped to stay healthy and stay safe</p> <p>Talk about the responsibility they have to the people who help them</p> <p>Describe ways they can be of help to these people</p> <p><i>NB This lesson provides a good opportunity to reinforce our interdependence on each other and the social obligations/responsibilities we have as members of a community.</i></p>	<p>Self-reflection</p> <p>Team working</p> <p>Communication of ideas and views to others</p>	<p>Who is responsible for keeping us safe at school, at home and outdoors?</p> <p>How do these people help us to keep safe?</p> <p>What does being responsible for ourselves mean?</p> <p>How can we help them to keep us safe?</p>	<p>Invite other adults who work in the school to talk to the class about how their job entails keeping everyone safe, i.e. Senior Midday-Supervisor, Teaching assistant, governor, etc.</p>
<p>Session 5 and 6</p>	<p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p>	<p>Describe ways they can ask for help for themselves or others</p> <p>Identify people they can ask for help for themselves or others</p> <p>Explain the importance of continuing to ask for help until people listen</p> <p>Talk about ways to resist pressure</p> <p>Give examples of situations when they might be put under pressure to do something they are not happy about</p> <p>Recognise that pressure to do something they are unsure about can come from others</p> <p>Recognise that pressure to do something they are unsure about can come from themselves and/or the need for approval</p> <p><i>NB Recognise that pressure to do</i></p>	<p>Recognise need for peer approval</p> <p>Resilience</p> <p>Affirming self and others</p>	<p>Who is responsible for us?</p> <p>What can we do to make their job easier?</p> <p>Do we know the rules and risks?</p> <p>Where/who might pressure to do something dangerous or frightening come from?</p> <p>Are we sometimes under pressure to do something we feel uncertain about?</p> <p>What would we do if something dangerous or frightening happened?</p> <p>How do we say 'no' to something that we are not happy about doing?</p> <p>Do we have to do something that we think may be dangerous or risky?</p> <p>Who can help us and how do we get</p>	<p>Stories where characters get lost and found, or are helped to find a safe way home; where less confident characters 'save the day'.</p>

		<p><i>something they are unsure about can come from themselves and/or the need for approval: an example of this is that the pupils may think they ought to do something they may feel unsure about, as it will make others like them.</i></p> <p><i>Examples of this could be doing a 'dare' or joining in – 'we're going out, come with us', 'we're all doing it' or 'something has been broken and we're not going to tell'.</i></p>		them to listen?	
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