

	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
SESSION 1	To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people	<p>Give examples of topical issues concerning health and wellbeing e.g. Cut back on Sugar, 5 a day.</p> <p>Take part in discussions and debates on health and wellbeing issues that affect themselves and others (healthy eating, sleep, being active, etc.)</p> <p>Predict a range of possible consequences that might happen of inappropriate behaviour by self and others</p> <p>Give their opinions and views about how to take care of own and others' health and wellbeing</p>	<p>Making decisions</p> <p>Setting challenging goals</p> <p>Analysing and evaluating situations</p> <p>Drawing conclusions</p>	<p>What choices do we make about our everyday health and wellbeing?</p> <p>Do we always make the right choices?</p> <p>Will our choices have physical consequences – will someone get hurt?</p> <p>Will someone be held responsible for our actions – will someone get told off?</p>	Use local or national current affairs on health and wellbeing issues as a context for session delivery

<p>SESSION 2</p>	<p>To learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p>	<p>Give reasons for why rules and laws are made, why they are important and examples of how they are enforced</p> <p>Identify class/school rules that protect their social, emotional and physical safety</p> <p>Give reasons and practical examples for why different rules are needed in different situations</p>	<p>Making decisions and choices</p> <p>Team working</p> <p>Negotiation – thinking ‘win-win’</p>	<p>What are the rules?</p> <p>What could happen if we don’t follow the rules?</p> <p>Why do the rules change in different situations?</p>	<p>Teacher to choose rules and laws that have a context for the pupils, such as rules and laws relating to school life.</p>
<p>Session 3</p>	<p>To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p>	<p>Explain why rules and laws that protect themselves and others are important</p> <p>Identify that the United Nations is made up of virtually all the countries in the world</p> <p>Identify some human rights that are important to them</p>	<p>Self-reflection</p> <p>Making decisions and choices</p> <p>Empathy</p> <p>Looking at evidence</p>	<p>Why do we have human rights?</p> <p>Why are they the same for everyone?</p> <p>Why do children have special human rights?</p>	<p>A child friendly version of the Declaration of the Rights of the Child can be found at: http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf</p>

<p>Session 4</p>	<p>That universal human rights are there to protect everyone and have primacy both over national law and family and community practices</p>	<p>Explain why rules and laws that protect themselves and others are important</p> <p>Explain that human rights take precedence over other laws and practices</p> <p>Identify that sometimes people do not recognise the human rights of others</p> <p>Identify who can help and support them with their human rights in and out of school</p>	<p>Self-reflection</p> <p>Making decisions and choices</p> <p>Empathy</p> <p>Looking at evidence</p>	<p>Why do we have human rights?</p> <p>How can we ensure that our human rights are respected</p> <p>Who/what can help us when we need it, or when we think others need it?</p> <p>How can we seek this help?</p>	<p>A child friendly version of the Declaration of the Rights of the Child can be found at: http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf</p> <p>Further information on Human Rights can be found at: http://www.humanrightseducation.info/</p>
<p>Session 5</p>	<p>To know that there are some cultural practices which are against British law and universal human rights (forced marriage, domestic violence)</p>	<p>Explain that different cultures may have different practices</p> <p>Identify that the practices may be against the law and against human rights and that these always overrule those practices.</p> <p>Explain why no one should make us feel confused, anxious, frightened or scared</p> <p>Explain why we should always talk to our teacher especially if someone has told us we must not or that something bad or scary will happen if we do.</p>	<p>Self-reflection</p> <p>Making decisions and choices</p> <p>Empathy</p> <p>Looking at evidence</p>	<p>When should we tell someone about activities/practices that make us feel uncomfortable/unsafe?</p> <p>What should we do if we feel worried by something that we are told or that we see?</p> <p>Where and whom can we seek help from?</p>	<p>A child friendly version of the Declaration of the Rights of the Child can be found at: http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf</p> <p>Further information on Human Rights can be found at: http://www.humanrightseducation.info.</p>

<p>Session 6</p>	<p>To recognise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities</p>	<p>Explain what is meant by anti-social and aggressive behaviours (see additional guidance¹)</p> <p>Give examples of what these different behaviours might be</p> <p>Describe how they can respond if they experience or witness anti-social behaviours</p> <p>Identify situations where they need to take responsibility for their behaviour and actions</p> <p>Identify situations where they have a responsibility to protect other's feelings and safety, and how they should act (see additional guidance²)</p> <p>Explain the potential consequences of anti-social behaviour for self and others</p> <p>Identify how they can respond to, or challenge, anti-social/aggressive behaviours</p> <p>Give examples of who they can go to for support/help if they feel worried/unsafe or if they think someone else is feeling worried or unsafe</p> <p><i>NB The teacher may choose to set this learning within a context of</i></p>	<p>Resilience</p> <p>Resolve conflicts</p> <p>Managing risk and personal safety</p> <p>Self-reflection</p>	<p>What behaviours could be called anti-social or aggressive?</p> <p>What does it mean to be a witness to this type of behaviour?</p> <p>When could a witness make a situation better, or worse?</p> <p>What could we do if we think this type of behaviour is happening?</p>	<p>Stories where critical moments can be found and alternative endings developed; where characters have the courage to say 'No' or if they fail to say 'No' have to deal with the consequence; where characters have the courage to be themselves.</p>
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