

	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
SESSION 1	To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'	<p>Describe what it means to keep something confidential or secret</p> <p>Identify the difference between keeping a surprise and keeping a secret</p> <p>Talk about reasons people may give for wanting to keep something confidential or a secret</p> <p>Identify people they can talk to/go to if they are worried</p> <p>Give examples of when agreement should/should not be given</p> <p><i>NB The important rule is that we should never keep an adult's secret: only surprises that everyone will find out about in time. For example, it's fine not to tell, if Granny says 'Don't tell Mummy we've bought her some perfume for her birthday' but it's not fine, and we should tell, if a grown-up says 'you must keep this secret and never tell anyone'.</i></p>	<p>Managing risk and personal safety</p> <p>Making decisions</p> <p>Recognising distorted thinking</p>	<p>What is the difference between a secret and a surprise?</p> <p>Should we ever keep a secret?</p> <p>When should we tell?</p> <p>Will we get into trouble if we tell?</p>	<p>Stories where characters have the courage to be themselves or stand up for what they believe in; where they say 'No' or do not say no and have to deal with the consequences.</p>

<p>SESSION 2</p>	<p>To learn to recognise and manage 'dares'</p>	<p>Explain what a 'dare' is</p> <p>Describe feelings they may have about being given a 'dare' or daring someone else</p> <p>Suggest 'dares' that are ok</p> <p>Explain when 'dares' may not be ok</p> <p>Identify persuasive language</p> <p>Identify who they can go to /talk to if they are worried</p> <p><i>NB It is important that pupils have opportunities to practise/rehearse situations where they say 'No' in different ways and other 'exit' strategies – this can be done through role-play/drama activities.</i></p> <p><i>Use storybooks, role-play, puppets/drama activities</i></p> <p><i>Explore ways that people try to persuade. Explore ways of answering persuasive people.</i></p>	<p>Self-management</p> <p>Self-reflection</p> <p>Making decisions and choices</p> <p>Resilience</p> <p>Empathy</p> <p>Managing risk and personal safety</p>	<p>How do our bodies react when we feel uncertain, unsafe or worried?</p> <p>Who might try to persuade us to do something we feel uncertain about?</p> <p>What can we do when we feel under pressure to do something we feel uncertain about?</p> <p>Who can help us?</p> <p>What are we or others at risk from?</p>	<p>Stories where characters have the courage to be themselves or stand up for what they believe in; where they say 'No' or do not say no and have to deal with the consequences.</p>
<p>Session 3</p>	<p>To recognise and challenge stereotypes</p>	<p>Explain what is meant by stereotyping</p> <p>Give examples of some different kinds of stereotypes</p> <p>Explain why stereotyping can lead to problems</p> <p><i>NB Take into account the images and resources that are used and whether they are reinforcing any</i></p>	<p>Analysing and evaluating situations</p> <p>Recognise distorted thinking</p> <p>Empathy</p> <p>Communication of ideas to</p>	<p>What do people say girls like to play with?</p> <p>Do all girls like to do that?</p> <p>Just girls?</p> <p>What do people say boys like to play with?</p> <p>Do all boys like to do that?</p>	<p>Stories that challenge traditional stereotypes such as <i>The Story of Ferdinand</i> by Munro Leaf, <i>The Paper Bag Princess</i> by Robert Munsch or <i>Prince Cinders</i> by Babette Cole.</p>

		<p><i>stereotypes. For further guidance on challenging stereotypical choices and behaviours see:</i></p> <p>https://www.teachers.org.uk/files/b-0ys-things-revise-8875.pdf</p>	others	<p>Just boys?</p> <p>What jobs would we like to do when we are older?</p> <p>Why do we need to challenge stereotypes?</p>	
Session 4	To be aware of different types of relationships, including those between friends and families, civil partnerships and marriage	<p>Give examples of different types of friendships</p> <p>Give examples of different types of families (step/blended, adopted, same sex parents)</p> <p>Describe family members and their relationship to the rest of the family (brother, uncle, step-sister, half-brother, etc.)</p> <p>Explain who is important to them and why</p> <p>Talk about why they are important to these people</p> <p>Talk about ways in which relationships are made particularly special and important – marriage/civil partnerships</p>	<p>Recognising distorted thinking</p> <p>Looking at evidence</p>	<p>What are our different friendship/family networks and who is in them?</p> <p>Who are our special people and have these changed over time?</p> <p>Are everyone's networks the same?</p> <p>How do people in my networks show they are important to each other?</p> <p>How do we know we are valued?</p>	<p>Stories where characters demonstrate love and care for each other; where characters encounter loving relationships.</p> <p>Discussion aid/hook: Ad Council Love Has No Labels: https://www.youtube.com/watch?v=PnDgZuGihHs</p>
Session 5	To learn that differences and similarities between people arise from a number of factors, including	<p>Give examples of differences and similarities between peers</p> <p>Describe some of the factors in which peers can be the same/different (in the context of: music, TV programmes, stories, food, sports)</p> <p>Describe some of the factors in which</p>	<p>Empathy</p> <p>Active listening</p> <p>Affirm self and others</p>	<p>What choices can we make about how we are different or similar to our peers?</p> <p>What makes us similar or different to our peers that we have no control over?</p>	<p>Stories with characters from different types of backgrounds or which evidence different types of lifestyles.</p> <p>Books such as <i>Great Big Book of Families</i> by Mary Hoffman or <i>I'm Special, I'm Me</i> by Ann Meek</p>

	family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)	peers can be the same/different (in the context of family, culture, ethnicity, race, etc.) Talk about ways in which we are all similar/part of a human family		What makes us the same? Is everyone worth the same? Do we feel valued? How do we show that we value people?	
Session 6	To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, and towards all protected characteristic groups, including gay, lesbian, bisexual and transsexual and those suffering from disabilities and poor mental health, and how to respond to	Differentiate between teasing, hurtful behaviour and bullying Explain the consequences of these behaviours on the person being bullied, the perpetrator and others Give a simple explanation of what we mean by discrimination Identify derogatory or discriminatory language Talk about its impact on the person being bullied, family and others Identify what they can do if they witness discrimination/bullying/hurtful behaviour/discriminatory language	Self-reflection Self-management Empathy Affirm self and others	Is being angry with someone or not liking someone the same as bullying? How do we recognise bullying? How could being bullied affect someone and their special people? How could being a bully affect someone and their special people? How might the words we use make someone feel bullied? What could we do if we think bullying is happening, even if we are not sure?	Stories with the implicit theme of bullying, such as <i>This Book Belongs to Aye-Aye</i> by Richard Byrne, or explicit theme of bullying, such as <i>Is It Because</i> by Tony Ross.

	them and ask for help)				
--	------------------------	--	--	--	--