

	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
SESSION 1	To be able to judge what kind of physical contact is acceptable or unacceptable and how to respond	<p>Explain how it feels when people we are not so sure about get too close to us</p> <p>Talk about when we like someone to sit beside us, to hold our hand, to cuddle us or kiss us</p> <p>Explain how it might feel if we don't like someone doing these to us</p> <p>Understand that it is the other person's fault if they make us feel like that – not theirs</p> <p>Explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don't like.</p> <p>Explain why it is okay and important to talk to someone they trust if anyone makes them feel uncomfortable or confused.</p> <p><i>NB Pupils should be taught about the concept of 'body space' and feeling uncomfortable when people get too close. The uncomfortable</i></p>	<p>Making decisions</p> <p>Setting challenging goals</p> <p>Negotiation</p> <p>Managing risk and personal safety</p> <p>Resilience</p>	<p>How does our body/mind warn us when someone gets too close?</p> <p>How do other people react when someone gets too close?</p> <p>What should we do if someone is touching us in ways we don't like, or making us feel uncomfortable in any way?</p>	<p>See NSPCC: http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/. The underwear rule is a simple, effective technique for embedding this learning, using the acronym PANTS: <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>feeling is the brain's way of warning us. Pupils should practise/rehearse asking someone to move away and asking others for help. It is also important for pupils to have an awareness of when someone else's body language is saying that they are too close, such as when they move away or back off.</i></p> <p><i>Ensure that ground rules have been established/re-visited at the beginning of the session. Liaise with DSP where appropriate. Be familiar with school's safeguarding and child protection policies.</i></p>			
<p>SESSION 2</p>	<p>To recognise that their actions affect themselves and others</p>	<p>Explain how their actions or choices can hurt others on the outside and on the inside</p> <p>Explain steps that can be taken to restoratively solve problems where actions have impacted on others</p> <p>Talk about our shared responsibility for our own and others' wellbeing</p> <p>Identify and demonstrate behaviours that show respect for self and others</p>	<p>Self-reflection</p> <p>Making decisions and choices</p> <p>Resilience</p> <p>Self-management</p> <p>Managing risk and personal safety</p>	<p>Who is responsible for our behaviour?</p> <p>Can we try to see things from another's point of view?</p> <p>How might our actions and choices affect other people on the outside? On the inside?</p> <p>How can we show that we respect ourselves and other people?</p> <p>What steps can we take to solve problems that our actions may have caused?</p>	<p>Stories: where character's behaviour is the result of strong emotions; where character's actions affect others; where characters make amends for something they have done.</p>

<p>Session 3</p>	<p>To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p>	<p>Explain what we mean by ‘negotiation’ and ‘compromise’</p> <p>Explain what a ‘win-win’ solution is</p> <p>Demonstrate negotiating a ‘win-win’ outcome</p> <p>Give examples of when they should never compromise</p> <p>Give examples of where strategies have worked well/not worked in class/playground</p> <p>Suggest ways for adapting strategies that haven’t worked well/further developing strategies that have worked well</p> <p>Describe how feedback can benefit others/self</p> <p>Describe or demonstrate how to give someone feedback and support</p>	<p>Self-reflection Empathy Resolve conflicts Team working Negotiation</p>	<p>What can we do to calm down when we feel angry, sad or frustrated?</p> <p>How do we negotiate?</p> <p>Are there times when we shouldn’t compromise?</p> <p>What could we do differently next time?</p> <p>Would it help to try and see things from someone else’s point of view?</p>	<p>Stories where characters encounter conflict situations or quarrel with others; where these situations are solved or unresolved; storybooks from looking at things from different character’s points of view, e.g.: <i>Four Little Pigs</i> – does the wolf just want to be friends but doesn’t know how to be a good friend? <i>The Real Story of the Four Little Pigs</i> by Jon Scieszka and Lane Smith</p>
<p>Session 4</p>	<p>To recognise and challenge stereotypes</p>	<p>Describe what is meant by stereotyping and give some examples</p> <p>Identify reasons why people stereotype others</p> <p>Explain why stereotyping may be harmful or dangerous (see Additional Guidance)</p> <p>Talk about ways in which stereotyping has been/can be challenged</p> <p><i>NB Explain why stereotyping may be harmful or dangerous: It can become dangerous when an individual or a group</i></p>	<p>Analysing and evaluating situations Recognise distorted thinking Empathy Communication of ideas to others</p>	<p>What stereotypes do we regularly encounter in the media?</p> <p>Do we use any stereotypes?</p> <p>What should we do if we hear people say ‘they...’, ‘us...’, or ‘them...’?</p> <p>In which ways can we challenge stereotypes?</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>becomes a scapegoat (a person or group who is blamed for the wrongdoings, mistakes, or faults of others. For example: 'It was the teenagers who vandalised the bus shelter – teenagers are all the same').</p> <p>Take into account the images and resources that are used and whether they are reinforcing any stereotypes. For further guidance on challenging stereotypical choices and behaviours see:</p> <p>https://www.teachers.org.uk/files/boys-things-revise-8875.pdf</p>			
Session 5	<p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, and towards all minority groups (including gay, lesbian, bisexual and transsexual and those suffering from poor mental health), and how to respond to them and ask for</p>	<p>Identify kinds of teasing, hurtful and bullying behaviour</p> <p>Talk about what this behaviour looks like in offline life and on digital media</p> <p>Evaluate the impact on the target, perpetrator, family and others</p> <p>Explain why, where and how to get advice and help if they are/know someone who feels they are being bullied</p> <p>Talk about the different kinds of discrimination that exist and the use of name calling or discriminatory language</p> <p>Explain their responsibility to do something if they think someone feels they are being bullied</p> <p>Identify what they should say, do or whom they should tell if they witness discrimination/bullying/hurtful</p>	<p>Self-reflection</p> <p>Self-management</p> <p>Empathy</p> <p>Affirm self and others</p>	<p>What can we do if we witness bullying online or in person?</p> <p>Why might it sometimes be difficult to tell someone if we are being bullied or if someone else is being bullied?</p> <p>How might the words/names that people use make someone feel bullied?</p>	<p>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.</p>

	help)	behaviour/name calling			
Session 6	To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge their points of view	<p>Give reasons why it is important to care about other people's feelings</p> <p>Identify how our actions may have consequences for others</p> <p>Talk about how they have felt when their feelings have/have not been taken into consideration</p> <p>Explain why it is important to consider other people's point of view and how they are feeling</p> <p>Explain or demonstrate skills that help us to consider the point of view of others</p> <p>Explain practical steps that can be taken to include others in our groups/work co-operatively</p> <p>Demonstrate strategies to constructively challenge other peoples' points of view</p>		<p>How do we show other people that we value their feelings?</p> <p>How have we felt when our feelings have been ignored?</p> <p>What is the benefit of trying to see things from someone else's point of view?</p> <p>What if we don't agree with other people's points of view?</p>	Stories where characters are unafraid to stand up for themselves or for others and their beliefs