

	<b>LO</b>	<b>Main session (class discussion/circle time)</b>	<b>Key skills</b>	<b>Key questions</b>	<b>Resources</b>
<b>SESSION 1</b>	To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people	<p>Identify, write and talk about issues currently in the media concerning health and wellbeing</p> <p>Explain their views and listen to the views of others on issues concerning health and wellbeing</p> <p>Explain steps they can take on their own to look after their own health and wellbeing</p> <p>Explain steps they can take with help from others to look after their own health and wellbeing</p> <p>Recognise that health and wellbeing includes mental and emotional health</p>	<p>Making decisions</p> <p>Setting challenging goals</p> <p>Negotiation</p> <p>Formulating questions</p> <p>Drawing conclusions</p>	<p>What have we heard about in the news or on television that relates to keeping healthy and well?</p> <p>Do we always believe everything we hear about keeping healthy and well?</p> <p>How can we decide what to believe?</p> <p>What are we responsible for in terms of our own health and wellbeing?</p> <p>How might others help us?</p> <p>Will this be the same for our mental and emotional health?</p>	<p>Use local and national current affairs relating to health and wellbeing</p> <p>Use local NHS Health Profile Data or Local Authority Joint Strategic Needs Assessment (JSNA) available online</p>

<p><b>SESSION 2</b></p>	<p>To learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules</p>	<p>Explain why we have rules and laws to keep us safe and healthy</p> <p>Describe how we make and change rules in class and in school</p> <p>Explain why we need different rules in different situations</p> <p>Give example of how rules are made and enforced</p> <p>Describe or demonstrate steps we can take to make and change rules (class/school council, writing to ward councillor, local MP)</p>	<p>Planning and deciding</p> <p>Active listening</p>	<p>Why are there different rules for different situations?</p> <p>What could happen if we don't follow the rules?</p> <p>How can we influence the rules that are made?</p>	<p>Use local and national current affairs</p> <p>Discuss the role/work of the Youth Parliament  <a href="http://www.ukyouthparliament.org.uk/">http://www.ukyouthparliament.org.uk/</a></p> <p>Invite outside speakers to visit school – local MP or Community Police Officer</p>
<p><b>Session 3</b></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>Talk about who is responsible for ensuring children's human rights are met</p> <p>Describe their responsibility for ensuring their own and others' human rights are met</p> <p>Explain why some children's human rights might not be met</p>	<p>Self-reflection</p> <p>Making decisions and choices</p> <p>Empathy</p> <p>Looking at evidence</p>	<p>How do schools, families, communities or governments ensure that a child's human rights are met?</p> <p>What role do we have in ensuring our own and other's human rights are met?</p> <p>What could happen if a child's human rights aren't met?</p>	<p>A child friendly version of the Declaration of the Rights of the Child can be found at:  <a href="http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf">http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf</a></p>

<p><b>Session 4</b></p>	<p>To know that there are some cultural practices which are against British law and universal human rights</p> <p>NB Includes Honour based violence, forced marriage, domestic violence</p>	<p>Identify some practices which are illegal and against human rights</p> <p>Understand that they have the right to say 'no' to something that could harm their health and wellbeing or that is against their human rights.</p> <p>Understand and recognise that people who care for them may not always know what is best for them</p> <p>Show how and explain when to say 'yes', 'no' or 'don't' etc.</p> <p>Explain how to seek help and support from safe sources</p>	<p>Self-reflection</p> <p>Making decisions and choices</p> <p>Empathy</p> <p>Looking at evidence</p>	<p>Why might someone who cares for us, do something that could harm us or our human rights?</p> <p>How can we make our feelings and opinions be heard?</p> <p>How can we help someone who may be at risk?</p> <p>Where and who can we seek help from?</p>	
<p><b>Session 5</b></p>	<p>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities</p>	<p>Explain what anti-social and aggressive behaviours are</p> <p>Describe the potential social and emotional consequences of anti-social and aggressive behaviours on others</p> <p>Justify why bullying, hurtful behaviour, including when prejudice-based, (e.g. racism, homophobia, and disablist language) is always wrong</p> <p>Identify people who can offer help and support to individuals, families and groups</p> <p>Demonstrate how to ask for help for</p>	<p>Resolving conflicts</p> <p>Affirm self and others</p> <p>Planning and deciding</p>	<p>Why is it wrong to use discriminatory language?</p> <p>How can we help prevent all kinds of bullying and discrimination?</p> <p>Where or who can we go to, to get help or support?</p>	<p>Ensure that the learning is distanced by using film/TV clips etc.</p> <p>See Anti-bullying policy</p>

		self or someone else			
<b>Session 6</b>	To learn that there are different kinds of responsibilities, rights and duties at home, at school, in the community	<p>Explain the difference between a responsibility, a right and a duty</p> <p>Identify the different responsibilities, rights and duties they have in their own lives and how they uphold them</p> <p>Describe what responsibilities, rights and duties look like in local community and environment and identify who we are responsible to (older people, people with learning needs/disabilities, etc. everyone?)</p> <p>Explain how rights and responsibilities can sometimes conflict with one another</p> <p>Describe how 'doing the right thing' may put us in conflict with our friends, family or community)</p>	<p>Making decisions and choices</p> <p>Formulating questions</p> <p>Drawing conclusions</p> <p>Recalling and applying knowledge and skills</p>	<p>Does growing up mean taking on more responsibility?</p> <p>Are we responsible for others as well as ourselves? Why?</p> <p>What if our responsibilities are in conflict with our beliefs?</p> <p>Who can we go to for help or support?</p>	Access local groups/support, such as: Local Authority Safer Communities partnerships, , Age Concern