	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
SESSION 1	To judge what kind of physical contact is acceptable or unacceptable and how to respond	Identify situations where physical touch is acceptable/appropriate/ wanted Explain what constitutes unacceptable/inappropriate/unwanted touch or attention How do our mind and our body tell us that we're not comfortable/happy about someone else's behaviour? Assertively say 'stop…', 'please don't…', 'go away…' or 'I'll tell…' Explain what they can do/whom they can go to if they are worried Talk about strategies to use to prevent/stop unacceptable physical contact Understand that it is never their fault if someone else behaves inappropriately towards them/makes them feel uncomfortable or worried *NB Pupils should have opportunities to think about whom they trust and what they should do if someone makes them feel unsafe or does not respect their personal/body space. They should practise/rehearse strategies for saying 'no' in different ways. They should know who to turn to for help and what to do if no-one will*	Making decisions Resilience Recognise distorted thinking Managing risk and personal safety	Who are the people we trust? What should we do if someone makes us feel unsafe (even if it is someone we trust)? Whose responsibility/fault is it if we feel unhappy or uncomfortable about someone else's behaviour towards us? How can we stop unwanted touch or attention? What can we do if no-one will listen?	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: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help. Stories where characters positively demonstrate love for each other and care for one another; where characters have the courage to say 'no' or fail to say 'no' and have to deal with the consequences; where characters deal with different situations and demonstrate skills they didn't now they had

		listen to them.			
SESSION 2	To be able to work collaboratively towards shared goals	Explain what collaboration means Give examples of how they have worked collaboratively Describe the attributes needed to work collaboratively Suggest what can be done to encourage collaboration if it is lacking	Set challenging goals Communication Negotiation Planning and deciding	What skills will help us to work collaboratively? Do we all need to have the same goal? What should a good leader be able to do? How do we react when people don't agree with us?	Stories where characters work towards individual or shared goals; where they support each other or support a wider group.
Session 3	To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves	Explain what negotiation means Give examples of the attributes and skills that are needed for resolving disputes/conflict Identify or demonstrate strategies they have seen/used to help resolve disputes between friends, in class and on the playground Talk about appropriate compromise and what it means to them Give examples of compromise that occur in school/home Explain how negotiation and compromise benefit others as well as themselves NB Pupils should begin to understand the changes in relationships in their networks at home and in and out of school, and begin to manage/identify the tensions and conflicts that may	Negotiation Active listening Empathy Resolve conflicts Give constructive feedback to others	Do we have different ways of behaving in different relationships? Should we compromise? Always? What might make a conflict situation worse? What things could we say or do that are likely to make a difficult situation better?	Stories where young characters deal with family and friendship tensions and conflict; where characters are looking for more independence or are treated in more adult ways.

		arise. These could be due to wanting more independence or freedom. Team building activities where pupils can recognise and practise managing the tensions and conflicts which may arise.			
Session 4	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 to try to see, respect and if necessary constructively challenge their points of view	Respond respectfully to other people's points of view in class/that they read about Describe or demonstrate ways to make other people feel valued Describe or demonstrate different ways to raise their own concerns with others Explain why it is important to raise concerns and how this helps a relationship to be healthy and positive Describe ways to recognise and care about other people's feelings	Active listening Give constructive feedback Recognise distorted thinking Empathy Communication of ideas and views to others	How can we disagree with someone without falling out? How do we make people feel valued? Why should we raise our own concerns or speak up for ourselves?	Stories where characters are unafraid to stand up for themselves or for others and their beliefs
Session 5	To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious	Talk about what makes people the same and what makes them different Describe some of the differences and similarities that exist between members of their school community Give reasons for valuing difference in people	Empathy Communication Analysing and evaluating Independent thinking	How do other people's lifestyles differ from ours? In what ways is growing up different for them? How can we get to know and respect each other better? How can we show that we value and respect other people's	Stories which value difference such as: *Great Big Book of Families* by Mary Hoffman, *I'm Special, I'm Me* by Ann Meek

	diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)			lifestyles, places, culture, beliefs and feelings?	
Session 6	To recognise and challenge stereotypes	Identify and give examples of different types of stereotyping in the media/advertising Explain how stereotyping, such as gender stereotyping can influence aspirations and hopes Explain why stereotyping can lean to prejudice and how this can be dangerous Give examples of people who have challenged stereotyping (female sportswomen, sportspeople with disabilities, people with learning disabilities, etc.)	Affirm self and others Formulate questions Recognise distorted thinking	Who do we admire or look up to? How can we recognise stereotypes? Why should we try to challenge stereotypes?	Stories where characters challenge stereotypical attitudes towards race, gender, aspirations and ambitions Identification of stereotypical attitudes in friendships can lead to an understanding of the impact of stereotypical attitudes on pupil's relationships. Pupils could make 'contracts' with themselves to work against stereotypical attitudes.