

	<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>Research topical issues that concern health and wellbeing e.g. stress*</p> <p>Summarise their findings, including identifying the problems arising from the issue</p> <p>Generate ideas for how this issue and the related problems may be addressed</p> <p>Prepare presentations for relevant professionals (e.g. health professionals, head teacher) on how their recommendations could be carried out to improve health and wellbeing</p> <p>NB It is important not to ask pupils to research topics such as body image, eating disorders or self-harm as they may come across websites that promote unhealthy behaviours.</p>	<p>Making decisions</p> <p>Setting challenging goals</p> <p>Negotiation</p> <p>Formulating questions</p> <p>Drawing conclusions</p>	<p>What topical issues are impacting on young people’s health and wellbeing?</p> <p>What strategies do we know that may be of benefit?</p> <p>Who/what could help us in our research?</p> <p>Where can we find information we can trust about this topic</p> <p>How can we decide which sources to trust?</p> <p>Who may be able to use our suggestions to improve health and wellbeing?</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>Give examples of rules and laws that protect us and keep us safe</p> <p>Identify who helps to uphold rules and laws in our local community/wider community</p> <p>Explain how the democratic process works in Britain (voting system, political parties, Parliament)</p> <p>Explain the role of the Prime Minister and the cabinet in policy and decision making</p> <p>Explain how things can be changed democratically at a national level</p>	<p>Planning and deciding</p> <p>Active listening</p>	<p>Why do we need rules in society?</p> <p>What if we don't agree with the rules, do we have to follow them?</p> <p>Who makes the rules for society?</p> <p>What can we do to influence or change this rules?</p>	<p>Use local and national current affairs</p> <p>Discuss the role/work of the Youth Parliament</p> <p><a href="http://www.ukyouthparliament.org.uk/">http://www.ukyouthparliament.org.uk/</a></p> <p>Opportunities for outside speakers to visit school – local MP or Community Police Officer</p>
<p><b>Session 3</b></p>	<p>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities</p>	<p>Talk about the social and emotional impact of anti-social behaviours within school community/local community</p> <p>Explain or demonstrate steps they can take to be an active citizen in their school/local community</p> <p>Identify the impact on emotional health of aggressive behaviours in class/groups/wider community</p> <p>Identify people who can offer help and support to individuals and families</p> <p>Describe or demonstrate steps that can help to defuse other people's aggressive behaviour /manage own</p>	<p>Resolving conflicts</p> <p>Affirm self and others</p> <p>Planning and deciding</p>	<p>What anti-social behaviours negatively impact on our school and local communities?</p> <p>How could we encourage someone who is using bullying, anti-social or discriminatory behaviour to make other choices?</p> <p>If a situation is beyond our control, to whom or where can we go for help?</p> <p>How do we feel about being active citizens?</p>	<p>Anti-Bullying week resources – available on the system</p> <p>Contact support groups such as Child Line, NSPCC etc. for resources/guidance</p>

		<p>anger and other strong emotions</p> <p>Identify when managing other people's behaviour is beyond their ability and where and who to go to for help.</p>			
<b>Session 4</b>	<p>To learn that there are different kinds of responsibilities, rights and duties at home, at school, in the community</p>	<p>Explain how responsibilities, rights and duties are part of our lives now and how they will change in the future</p> <p>Identify causes of environmental problems</p> <p>Explain how environmental problems impact on different communities</p> <p>Suggest ways that children and adults can contribute to solutions</p> <p>Identify organisations that help and support communities to take care of their environments (urban and rural) and evaluate how they do this</p>	<p>Making decisions and choices</p> <p>Formulating questions</p> <p>Drawing conclusions</p> <p>Recalling and applying knowledge and skills</p>	<p>As we grow up, are we becoming more responsible for our feelings and what happens to us?</p> <p>Do we have a duty to be responsible, active citizen?</p> <p>If so, who will this benefit and when?</p> <p>Is there any more we could/should do?</p>	<p>Focus on home, school and the local community.</p> <p>Access local groups/support, such as: Local Authority Safer Communities partnerships, , Age Concern</p>
<b>Session 5</b>	<p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions</p>	<p>Talk about why resolution of conflict is a skill that needs to be practised</p> <p>Explain steps they can take to help them see others' points of view (hot seating, stepping into someone else's shoes)</p> <p>Explain when they need to make</p>	<p>Negotiating</p> <p>Resolving conflicts</p> <p>Self-reflection</p> <p>Empathy</p>	<p>What can we say or do to make a potential conflict situation better?</p> <p>Can we recognise things that may make a conflict situation worse?</p> <p>Can we use our skills to peacefully help others to solve conflict?</p>	<p>Stories where characters resolve conflict, see things from another point of view and respect other's opinions</p>

	and explaining choices	<p>decisions and explain choices in order to resolve differences</p> <p>Identify or demonstrate ways of maintaining positive relationships (forgiveness, mutual respect, listening, accepting differences)</p>			
<b>Session 6</b>	To appreciate the range of national, regional, religious and ethnic identities in the UK	<p>Talk about common values that different religious and ethnic groups share</p> <p>Evaluate the wide range of influences that have shaped their own heritage and that of others</p> <p>Give examples of contributions that different groups have made to British society</p> <p>Reflect on their own identity, values and beliefs (religious or otherwise) that inform their perspective on life</p>	<p>Self-reflection</p> <p>Analysing and evaluating situations</p> <p>Use and apply data</p> <p>Drawing conclusions</p> <p>Looking at evidence</p>	<p>What might it be like to go and live in a new or strange place?</p> <p>What makes us who we are?</p> <p>What do we mean by values and beliefs?</p> <p>How can we get to know and respect each other better?</p> <p>How can we work together to make our communities better?</p>	<p>Stories from other cultures</p> <p>Local community groups</p>