

| | LO | Main session (class discussion/circle time) | Key skills | Key questions | Resources |
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| SESSION 1 | To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, towards all protected characteristic groups (including gay, lesbian, bisexual and transsexual and those suffering from poor mental health), and how to respond to them and ask for help) | <p>Explain what we mean by ‘inclusion’</p> <p>Talk about behaviours that are inclusive and how we all benefit from this</p> <p>Describe how the school community tries to ensure everyone is included and nobody is excluded or discriminated against (including rules to ensure equality, preventing the use of prejudice based language, learning about bullying, assemblies, accessible buildings etc)</p> <p>Describe ways they can help the school community to be inclusive and avoid discrimination</p> <p>Share ideas for positive steps that can be taken to support people who have suffered discrimination, bullying or aggressive behaviours</p> <p>Identify sources of support and how to access it in school, locally, by phone or online</p> | <p>Affirm self and others</p> <p>Making decisions</p> <p>Resilience</p> <p>Recognising distorted thinking</p> | <p>What is prejudice? Discrimination? Bullying? Aggressive behaviour?</p> <p>How does a school or community benefit from being inclusive?</p> <p>How does our school make sure everyone is included and nobody is discriminated against?</p> <p>What are our individual responsibilities in this?</p> <p>How can we support people or groups of people who have suffered from these types of behaviour?</p> <p>How can the words that we use show that we are inclusive?</p> | <p>Stories where characters improve someone’s life,; where characters stand up for their beliefs, such as <i>The Boy in the Dress</i> or <i>Mr Stink</i> by David Walliams</p> |
| SESSION 2 | To understand that differences and similarities between people | <p>Talk about common traits that all people share</p> <p>Identify a wide range of ways in which</p> | <p>Empathy</p> <p>Communication</p> <p>Analysing and evaluating</p> | <p>What common traits does our school community share?</p> <p>What about the wider community?</p> | <p>Stories which value difference such as: <i>Great Big Book of Families</i> by Mary Hoffman, <i>I’m Special, I’m Me</i> by Ann Meek, <i>The Boy in the</i></p> |

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| | <p>arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> | <p>people can be different, including religious belief, ethnicity, cultural values, sexual orientation, sex, age, disability</p> <p>Identify the key elements of their own 'personal identity': what makes them who they are</p> <p>Talk about what is important to them, what shapes their beliefs and feelings</p> <p>Talk about how we can value others who are different from us</p> | <p>Independent thinking</p> | <p>What influences the different lifestyles within our communities?</p> <p>Is it different growing up in other communities?</p> <p>What influences our identity, beliefs, feelings and emotions?</p> <p>How can we show that we value and respect different lifestyles?</p> | <p><i>Dress David Walliams</i></p> |
| <p>Session 3</p> | <p>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</p> | <p>Describe feelings we experience when we feel cared about and listened to</p> <p>Demonstrate strategies that can be used to raise concerns in a positive and non-threatening manner</p> <p>Explain why we have a responsibility to care about and protect other people's feelings in order for a relationship to be healthy and positive</p> <p>Talk about different ways of constructively challenging other people's points of view</p> <p>Give reasons for how this skill can help to develop mutual respect in a relationship</p> | <p>Active listening</p> <p>Give constructive feedback</p> <p>Recognise distorted thinking</p> <p>Empathy</p> <p>Communication of ideas and views to others</p> | <p>How do people show us that they care for or love us?</p> <p>What body language and tone of voice should we use when wanting our concerns and opinions listened to without causing conflict?</p> <p>How can we disagree with someone without falling out?</p> <p>What helps us to cope when someone disagrees with us?</p> | <p>Stories where characters are unafraid to stand up for themselves or for others and their beliefs</p> |

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| <p>Session 4</p> | <p>To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage</p> <p>To know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p> <p>To know that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or</p> | <p>Describe different kinds of stable, loving relationships including marriage, civil partnerships but also those not in a marriage or civil partnership</p> <p>Explain what makes these kinds of relationships special and unique</p> <p>Identify the qualities that enable relationships to flourish</p> <p>Discuss forced marriages being illegal and to be signposted to support (Forced Marriage Unit fmu@fco.gov.uk Telephone: 020 7008 0151)</p> <p>Talk about the responsibilities of being in a loving relationship and afterwards should it end.</p> <p>Identify sources of support with relationships and related concerns, in school, locally, by phone and online and explain how to access that support</p> <p><i>NB How can we continue to show our respect for one another, even when a relationship has ended? It is important that pupils have a sense of respecting relationships, even once they are over. Being respectful of the relationship and of having 'closure' may stop someone being tempted to, or of actually sharing images or stories from past relationships.</i></p> | <p>Empathy</p> <p>Affirm self and others</p> <p>Looking at evidence</p> | <p>How do people in different relationships show their love for each other?</p> <p>How can we continue to show our respect for one another, even when a relationship has ended?</p> | <p>Stories where young characters deal with changes in their own relationships or deal with new relationships within their network between themselves or between others; where characters deal with family break-up or adolescent love, separation and loss.</p> <p>Use related news/current affairs articles for discussion; stories which challenge stereotypical attitudes to race, gender, sexuality</p> <p>Ad Council film: <i>Love Has No Labels</i></p> <p>https://www.youtube.com/watch?v=PnDgZuGlhHs</p> |
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| | others | | | | |
| Session 5 | To recognise and challenge stereotypes | <p>Describe ways in which stereotyping can be challenged by individuals and by the wider community</p> <p>Give examples of ways stereotypes have been challenged</p> <p>Describe how images can be used to either perpetuate stereotypes or challenge stereotypes</p> <p>Explain why some people may wish to promote stereotypes for their own purposes</p> <p>Explain why we should be careful when we hear people say 'us' 'them' 'those types of people' or 'label' groups of people usually using a term that is demeaning or abusive</p> <p>Talk about action they can take so that they are not accepting or reinforcing stereotypes in their own lives</p> | <p>Affirm self and others</p> <p>Formulate questions</p> <p>Recognise distorted thinking</p> | <p>How do we challenge stereotypes, at school or at home?</p> <p>How do the media, advertisements and popular culture reinforce stereotypes?</p> <p>Why might some people wish to promote stereotypes?</p> <p>How might stereotypical attitudes impact on our relationships?</p> | <p>Stories where characters challenge stereotypical attitudes towards race, gender, aspirations and ambitions.</p> |

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| <p>Session 6</p> | <p>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</p> | <p>Evaluate the different ways to resolve disputes and conflict in class, playground and home</p> <p>Demonstrate language to use to give constructive feedback to others in negotiation/compromise situations</p> <p>Describe how it feels to receive constructive feedback/support</p> <p>Identify the ways in which feedback and support can benefit self and others</p> <p>Demonstrate giving constructive feedback to others</p> | <p>Negotiation</p> <p>Active listening</p> <p>Empathy</p> <p>Resolve conflicts</p> <p>Give constructive feedback to others</p> | <p>What strategies do we use for solving disputes in different settings?</p> <p>Why are the strategies different?</p> <p>How can we give feedback or negotiate without making the situation worse?</p> <p>How does it feel when we receive constructive feedback?</p> <p>Has this feedback had any effect?</p> | <p>Stories where young characters deal with family and friendship tensions and conflict.</p> |
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