

Unit Context



In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contains teaching which directly addresses the requirements for:

Relationships Education:

Caring Friendships (CF)

- that healthy friendships are positive and welcoming towards others, and do not make

others feel lonely or excluded.

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

Respectful Relationships (RR)

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

Online Relationships (OR)

- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

Health Education:

Mental Wellbeing (MW)

- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

Internet Safety and Harms (ISH)

- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

The content of this unit is consistent with the **DFE Guidance Preventing and Tackling Bullying 2017**. Bullying is a complex issue and requires providing children with learning opportunities that will enhance their self esteem and sense of personal identity, enable them to understand and manage their emotions and support them in forming and sustaining positive relationships. There is also a focus on developing children's appreciation for difference and diversity. The Equality Act (2010) places a duty on public authorities, including schools, to eliminate discrimination and harassment, to advance equality of opportunity and to foster good relations between people from different backgrounds. The Cambridgeshire document **Equally Safe** provides guidance on responding to prejudice related incidents. The duty to actively promote fundamental **British Values**, which include individual liberty, acceptance of people's beliefs and identifying and combatting discrimination, is also a theme which runs through this unit. Activities in this unit will support schools in meeting these requirements.

Work in this unit will be supported by relevant school policies such as Equality, Inclusion, Behaviour Management, and Safeguarding and Child Protection. The unit complements and can be taught in conjunction with the SEAL theme 'Say No to Bullying'.

This unit of work is designed to be used flexibly. Some schools allocate a half term within their long term plan for teaching the Anti-Bullying units of work, others teach the content during a collapsed timetable week to coincide with Anti-Bullying week in November. As with all of the units, there is no expectation that all the activities will be taught. Teachers have the flexibility to select those activities that they think will best suit their classes' learning needs in order to deliver the learning objectives bearing in mind their prior learning.

Unit Description

This unit will develop children's understanding of the key characteristics of bullying and enable them to develop, explore and apply definitions of

Learning Expectations

At the end of this unit most pupils will:

- understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying
- be starting to understand that sometimes people are bullied because they may be different in some way from others
- be able to describe how it feels to be bullied or see someone else being bullied
- be starting to demonstrate simple ways of responding to bullying including by being assertive
- be able to demonstrate how to be kind to children who are being bullied
- be able to identify places where bullying may occur at school and be starting to suggest simple strategies to help the school feel a safer place where bullying is less likely to occur.

Some pupils will not have made so much progress and will:

- be beginning to understand that bullying is deliberately hurtful behaviour and why bullying happens
- need support to be able to describe how it may feel to be bullied or see someone else being bullied
- also need support to understand simple ways of responding to bullying and how to be kind to children who are being bullied
- be starting to identify safe and unsafe places where bullying may occur at school.

Some pupils will have progressed further and will:

- be able to give a range of examples of different forms of bullying including simple forms of cyberbullying
- understand that sometimes people are bullied because of issues relating to their identity
- be able to describe the feelings of those involved in bullying including those who bully others
- be able to confidently describe and demonstrate a number of assertiveness techniques when responding to bullying and will be starting to show that they can support others.

bullying to a range of situations including cyberbullying. They will explore reasons why bullying happens, developing their understanding of prejudice driven bullying and begin to explore the negative role that stereotyping plays in prejudice driven bullying. They will consider the feelings of children who are bullied, those that witness bullying and those who bully others. They will also examine the long term impact that bullying often has on people's mental wellbeing. They will explore how the behaviour and response of bystanders can improve or worsen a situation. They will consider strategies for keeping themselves safe from bullying and for befriending and supporting children who have been bullied. This unit will also provide an opportunity for children to consider where bullying may occur in their school and in the local community and to develop strategies to ensure that the school is a safe place where positive relationships are fostered.

Notes for Staff

Most definitions of bullying have 4 aspects in common: it is hurtful behaviour; it is deliberately carried out; it is usually repeated over time; and involves an imbalance of power, which makes it hard for those being bullied to defend themselves. The DfE encourages all schools to involve their whole school community in developing a definition of bullying that is owned and understood by the children, staff, governors and parents/carers.

Staff should be aware that often when schools start to address the issue of bullying in their school proactively, there is an initial and temporary increase in the numbers of reported incidents. This is due to the raising of awareness and understanding of bullying and does not mean that there has been a sudden increase in the number of incidents of bullying.

Terminology used in this unit includes: 'person who is bullied' or 'target of bullying' (rather than 'victim'); 'person doing the bullying or using bullying behaviour' (rather than 'bully') and 'witnesses' or 'bystanders'. These terms are used to avoid the labelling of people and the implication that they are unable to change their behaviour. It also helps to support an understanding that people do not have fixed characteristics that cause them to become a 'bully' or a 'victim'. Whether a person becomes the target of bullying or engages in bullying behaviour is usually determined by an individual's circumstance and situation.

Children need to understand that bullying behaviour is always wrong and that no-one deserves to be bullied. When delivering this unit of work, it is advisable to reflect on the ground rules, which you have negotiated with the children, that will enable all children to participate fully with security and confidence.

As the activities in this unit include sharing aspects of personal identity, and exploring similarities and differences, it is important to have shared class ground rules in place and to review and reinforce them before and during this work. These need to include areas such as listening, being kind, and caring for each other. These rules should include not mentioning or naming individual children when discussing examples of bullying. Children should

be given the freedom of choice and the permission to 'pass' in activities such as Circle Time. See [TG Ground Rules](#) for further guidance on developing a safe learning environment in this context.

Activities for Recording Assessment

In the statutory requirements the DfE state that "Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.... Teaching should be assessed and assessments used to identify where pupils need extra support or intervention." The self-assessment materials provided for this unit are an effective way of pupils assessing their own confidence in a range of skills, both at the beginning of the unit of work and at the end, thus demonstrating progress. You may also wish to use the unit assessments, which enable you to assess individual children against the learning expectations for this unit. Both these assessment tools can be found [here](#).

'A' at the end of an activity indicates an opportunity for recording assessment.

Activity 2.3 - Listen to the children's questions and their opinions about the scenarios to assess their understanding of what constitutes bullying.

Activity 9.2 - Use the children's response to this Draw and Write to assess their understanding of strategies they can take to respond to bullying.

Out of School Learning

Ask the children to talk about bullying with their parents/carers and share the stories about bullying that you have read together in the classroom. Ask the children to describe to their parents/carers the strategies they would use to protect themselves if they were being bullied and how they would seek help.

Ask the children to make a make a poster or leaflet with their parents/carers which shows how their parents/carers could help them if they were being bullied *e.g. listening to them and talking about the problem, visiting the school to seek help from the class teacher, helping them to find new friends and interests*.

Sensitive Issues



Sensitive issues to be aware of are marked in the Points to Note column with this symbol.

Bullying can be a particularly sensitive subject for children

and staff. Before delivering this unit of work it is important to ensure that you are aware of any current personal issues for children including children who may have experienced being bullied in the past or those who may have been witnesses or perpetrators of bullying.

As 'being different' is sometimes used as a reason for bullying someone, it is important to be sensitive to the individual differences between the children in the class. Vulnerable groups may include children from different racial and cultural backgrounds, children who follow a faith or certain beliefs, children living in same sex parent/carer households and children with additional needs and disabilities. When undertaking this work, children may share strong opinions, some of which may come from home, regarding issues raised in areas such as race, culture, religion, sexual orientation and gender identity. Children may give prejudiced or offensive views about these topics because that is what they have heard from adults. They might not understand that their views are racist/homophobic/biphobic/transphobic or otherwise prejudiced and there will be opportunities to explore why these views are not acceptable. When responding to such views staff should respond to the behaviour rather than labelling the perpetrator. (See [Equally Safe](#) for further guidance). It is important to support children to recognise the views of others and to help them understand that lifestyle choices, views and attitudes will differ among people, but that prejudice, racism and intolerance are always unacceptable.

Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this Unit are referred to in the **Points to Note** column as appropriate.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded from the [PDP website](#).

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

For example:

For information about using the Draw and Write technique see [TG Classroom Strategies](#).

A full list of resources is included at the end of this guide.


Linked Units

BB 1/2 Beginning and Belonging **FF 1/2** Family and Friends
DC 1/2 Diversity and Communities **ME 1/2** My Emotions
DL 1/2 Digital Lifestyles




Contents

Section A - Friendships and Falling Out	4
1. To understand that teasing, unkindness and falling out might happen in friendships. (CF)	
Section B - Defining Bullying	6
2. To begin to describe bullying and recognise examples of physical, verbal and some indirect forms of bullying. (RR)	
Section C - Causes and Types of Bullying	7
3. To begin to understand some reasons that people bully others and why it is unacceptable. (RR)	
4. To begin to understand that bullying may happen when people do not respect others who may seem different. (RR)	
Section D - How Bullying May Affect Us	9
5. To understand how people who are bullied may feel. (MW)	
6. To understand how it may feel to see someone else being bullied. (MW)	
7. To understand how someone who bullies may feel. (MW)	
Section E - Responding to Bullying	11
8. To identify some people in and out of school who they can talk to about friendship difficulties and bullying. (RR)	
9. To develop simple strategies for preventing bullying by being assertive. (RR)	
Section F - Supporting Others	13
10. To understand simple ways to help someone who is being bullied. (RR)	
Section G - Creating Safer Environments	14
11. To identify ways that the school prevents bullying. (RR)	
12. To identify ways that the school promotes a caring ethos, encouraging positive and safe relationships. (CF)	
Section H - Processing the Learning	16
13. To understand what I have learnt and be able to share it with others.	



Section A - Friendships and Falling Out

Framework question/s	Why might people fall out with their friends? (CF)
Learning Objective	1. To be able to understand that teasing, unkindness and falling out might happen in friendships. (CF)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> recognise some reasons why friends may fall out suggest some ways they could try to resolve a falling out.
Teaching Activities	Points to Note
<p>1.1 Share a story which features a friendship falling out such as Sorry! (by Norbert Landa). Discuss how Rabbit and Bear felt when they both stormed off after their falling out. Explain that in friendships there will sometimes be fallings out but very often these fallings out can be sorted out and the friendship can continue. Ask the children how Rabbit and Bear manage to sort out their problem - in the story both characters are willing to say sorry. Acknowledge that it is not always easy to say sorry to someone. In the story Bear and Rabbit had both had some time apart so had calmed down. Remind the children that it can be helpful to have a bit of time to calm down before trying to fix a falling out. If you have previously introduced the children to calming strategies they can adopt then it may be helpful to recap on these here.</p>	<ul style="list-style-type: none"> Alternative texts can be used, but ensure they depict a 'falling out' rather than a bullying situation.  Children may wish to share their own experiences of falling out and/or strategies that they have used to resolve fallings out. It may be helpful to revisit the class ground rules at this point so that children are reminded that if they want to talk about situations that have happened to them they should not name the other children who were involved. If you don't have a copy of Sorry! search on YouTube for a reading. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate popups/ comments when using facilities like YouTube. (To avoid pop ups and comments, view the YouTube link through viewpure.com or safeshare.tv, or embed the YouTube video into another presentation tool e.g. <i>PowerPoint</i>.) For information about Ground Rules see TG Ground Rules.
<p>1.2 In a Circle Time session ask the children to complete the following sentence stem: "<i>When I want to feel calmer it helps me to...</i>" Ideas for calming down could include: <i>breathing in and out deeply 5 times, counting backwards from 10, practising five star breathing (where you trace the fingers of your hand as you take 5 deep breaths), walking away to have some time alone etc.</i> You may wish to invite the children to practise some of these techniques. Refer back to Sorry! from 1.1 and make the link that both Bear and Rabbit walked away and had some time alone to feel calm before they were ready to apologise to each other.</p>	<ul style="list-style-type: none"> For information about Circle Time see TG Circle Time. This links to work in unit ME 1/2 My Emotions about calming and relaxing, and how to manage our emotions and behaviours.
<p>1.3 Explain that sometimes sorting out a falling out is a bit more complicated than just saying sorry. Sometimes we need to be able to explain to our friend how we are feeling and what we think went wrong, then we can try and work out a way forward together.</p> <p>Share with the children the Peaceful Problem Solving process. The first stage is to be ready to work things out together by recognising our own feelings and feeling calm. The second stage is to take it in turns to talk about how they felt and what went wrong. Encourage the children to use 'I' language for example, "When I was left out of the game I felt sad" rather than "You made me feel sad when you stopped me from joining in the game." During this second stage it is important to take turns so that everyone has the chance to say how they felt and it is important to listen to each other. Once everyone has had the chance to give their point of view, they should then see if together they can come up with something to try, then they can go and try out their idea and see if it helps.</p> <p>Model the process by carrying out a role play, with another adult in the room if possible so the children can see this in action.</p>	<ul style="list-style-type: none"> This will be more effective if the children are already able to name and identify a range of feelings. If this is not the case, some pre-teaching may be helpful. You could share with the class a book such as The Great Big Book of Feelings, then ask children to come up with some synonyms for feeling words for a classroom display. It is important not to give the children the impression that some feelings are 'good' and others are 'bad.' This links to work in ME 1/2 My Emotions where identifying emotions is covered, as well as the idea of 'comfortable' and 'uncomfortable' feelings, the strength of these feelings, and how we might manage them. For a poster about Peaceful Problem Solving see SEAL General.


Section A - Friendships and Falling Out continued

Framework question/s	Why might people fall out with their friends? (CF)
Learning Objective	1. To be able to understand that teasing, unkindness and falling out might happen in friendships. (CF)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> recognise some reasons why friends may fall out suggest some ways I can try to resolve a falling out.
Teaching Activities	Points to Note
<p>1.4 The children should now be given the opportunity to practise using the Peaceful Problem solving techniques introduced in activity 1.3.</p> <p>Pair the children up. Give them a series of scenarios and ask them to try out this technique by taking on the role of the children with these friendship dilemmas. (These scenarios can be tailored to reflect the class context). You may wish to clarify with the children how the two characters might be feeling before the children try the role play activity.</p> <p>Remind them of the steps of Peaceful Problem Solving: <i>recognise the feelings, take turns to say how they feel with 'I' language, see if they can agree on something to try.</i></p> <p>1: Amelia and John are friends. It is lunchtime and Amelia wants to play pirates but John wants to play cats and kittens. They argue about it and neither one will give way so they both go off on their own.</p> <p>2: Tasha and Leigh are friends and usually play together at morning play, but today Tasha wants to join in with a group of children who are playing football and Leigh feels left out.</p> <p>3: Raj and Gareth have swapped some collector cards, but now Gareth wants to swap back and Raj doesn't want to. They have had an argument about it.</p> <p>4: Freya has asked the new child in the class to join in a game at playtime and Freya's friend Benji feels jealous so says he doesn't want to join in the game.</p> <p>You may wish to select some children's role plays to share with the group and point out when they have followed the Peaceful Problem Solving process <i>e.g. using 'I' language, naming the feelings, taking turns, listening to each other etc.</i></p> <p>Ask the children to share some of the ideas they came up with that the children from the scenarios could try out. If appropriate, make reference to any school systems you have in place to support them with friendship difficulties, <i>e.g. peer mediators, lunchtime play leaders etc.</i> Remind the children if they are ever feeling upset, worried or unsafe they can talk to an adult from their Network of Support. This is developed further in Section E - Responding to Bullying.</p>	<ul style="list-style-type: none"> For information about Role Play see TG Drama Strategies.  Networks of Support are introduced in BB 1/2 Beginning and Belonging and PS 1/2 Personal Safety. For more information about Networks of Support see TG Personal Safety.
<p>1.5 As a class discuss how 'phones, tablets, computers and other types technology are used to enable people to communicate with each other. Explain to the children that people may use technology to say or do something unkind to someone.</p> <p>Use the resource Digiduck's Big Decision http://www.childnet.com/resources/digiducks-big-decision to explore what Digiduck learns about the responsibilities he has to be kind to his friends online.</p> <p>Ask the children what they would do if they were upset about something that happened when they were online. Encourage the children to recognise that if they are online and something worries or upsets them, they can talk to a trusted adult from their Network of Support. This is developed further in Section E - responding to bullying.</p>	<ul style="list-style-type: none">  This activity requires sensitivity as there may be children within the group who have felt unsafe or worried about something that they have seen online.  Networks of Support are introduced in BB 1/2 Beginning and Belonging and PS 1/2 Personal Safety. For more information about Networks of Support see TG Personal Safety.
<p>1.6 In a Circle Time session ask the children to complete the following sentence stems: <i>'If you fall out with a friend it might help to...'</i></p>	<ul style="list-style-type: none"> For information about Circle Time see TG Circle Time.


Section B - Defining Bullying

Framework question/s	Can I describe what bullying is? (RR)
Learning Objective	2. To begin to describe bullying and recognise examples of physical, verbal and some indirect forms of bullying. (RR)
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • recognise that bullying behaviour is deliberately unkind and is usually repeated • understand that bullying can involve physically hurting someone, saying unkind things or leaving someone out • recognise that bullying can also happen online.
Teaching Activities	Points to Note
<p>2.1 In Circle Time, discuss why it is important to be kind to others. Use the sentence stem: <i>“One way to be kind to others is...”</i> to explore acts of kindness.</p> <p>Explain to the children that you are going to share a story and you would like them to listen out for examples of kind and unkind behaviour. Read This Book Belongs to Aye Aye. Examples of kind behaviour from the story include: <i>when Aye Aye helps carry books, helps his friends put on their aprons and fill their water bottles</i>. Examples of unkind behaviour from the story are: <i>when the twin rabbits say unkind things - telling Aye Aye he is too funny looking to be in a picture book, being rough as they push past Aye Aye and not sharing as they take all the paints and sports equipment</i>.</p>	<ul style="list-style-type: none"> • If you don't have a copy of This Book Belongs to Aye Aye search on YouTube for a reading. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate popups/comments when using facilities like YouTube. (To avoid pop ups and comments, view the YouTube link through viewpure.com or safeshare.tv, or embed the YouTube video into another presentation tool e.g. PowerPoint.) • For information on Circle Time see TG Circle Time.
<p>2.2. Move on to discuss the ways in which people may behave towards others that are not kind. Read a traditional tale in which a character is bullied, for example the Ugly Duckling or Cinderella. Ask the children to consider how the characters in the story may be feeling. Record their thoughts and ideas and introduce the word 'bullying'. Explain that bullying is deliberately hurtful behaviour that usually happens repeatedly. It can be physical, verbal or indirect such as leaving people out and giving nasty looks. Bullying can also take place online for example sending unkind messages and this is called cyberbullying.</p>	<ul style="list-style-type: none"> • Alternative texts can be used, but ensure the story depicts deliberate unkindness which is repeated. •  Key characteristics of bullying can be found in the introduction to the unit. With this age group it may be helpful to focus on understanding the difference between upsetting someone accidentally vs. deliberately and a one off incident of unkind behaviour vs. repeated unkind behaviour. •  It is important to emphasise that nobody deserves to be bullied and that if people do become the target of bullying it is not their fault.
<p>2.3. In Circle Time, introduce a puppet Sammy and explain that Sammy thinks that some children in her/his class may be being bullied at school but she/he is not sure. Read the scenarios to the children and encourage the children to ask relevant questions to find out whether or not this hurtful behaviour is bullying. A</p>	<ul style="list-style-type: none"> • See Resource 1 - Bullying Scenarios - Bullying/Not Bullying. • For information on using Puppets see TG Using Resources. • For information on Circle Time see TG Circle Time. • Use the children's responses to these activities to develop a definition of bullying for your class. This could be shared with the school council and used to develop a children's definition for the school. The definition can be incorporated in a class Anti-Bullying Charter and the school's Anti-Bullying Policy. • Sammy has been chosen as a non gender specific name. If you have a child named Sammy in the group, consider using an alternative non gender specific name.




Section C - Causes and Types of Bullying

Framework question/s	Do I understand some of the reasons people bully others? (RR)
Learning Objective	3. To begin to understand some reasons that people bully others and why it is unacceptable. (RR)
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • recognise that bullying behaviour is deliberately unkind and is usually repeated • understand that bullying can involve physically hurting someone, saying unkind things or leaving someone out • recognise that bullying can also happen online.
Teaching Activities	Points to Note
<p>3.1 In Circle Time, introduce the children to a puppet, Sammy and explain that Sammy has seen and heard some bullying behaviour at her/his school. Explain that Sammy knows that it is wrong to bully others but she /he wants to understand why some of the children may be involved in bullying.</p> <p>Use Resource 2 to explore some of the reasons why some children may get involved in bullying behaviours. Read the scenarios to the children and ask the children to give some suggestions about why the unkind behaviour may be happening. The children could be invited to explain to Sammy some of the reasons why children sometimes get involved in bullying behaviours. The scenarios can be tailored to reflect the interests of the class.</p>	<ul style="list-style-type: none"> • See Resource 2 - Bullying Scenarios - Why Does Bullying Happen? • For information on using Puppets see TG Using Resources. • For information on Circle Time see TG Circle Time. •  See TG Bullying Background Info for further information about factors which may increase the vulnerability of children demonstrating bullying behaviours or being the target of bullying behaviours. • It is important to emphasise that nobody deserves to be bullied and that if people do become the target of bullying it is not their fault. Avoid using labels such as 'the bully' as this implies that such behaviour is fixed. Instead refer to bullying behaviours. • Be sensitive to those children in the class who may have been affected by bullying previously. • Sammy has been chosen as a non gender specific name. If you have a child named Sammy in the group, consider using an alternative name.
<p>3.2 Share the story Tyrannosaurus Drip. In this story, Tyrannosaurus Drip is treated unkindly by his family members for being different, for example he doesn't want to eat the same foods as them. Use this story as a springboard for discussion into the idea that sometimes people are treated unkindly or are bullied by others because they are seen to be different in some way. They may have something different about their appearance, they may have different hobbies or interests, they may have a family group that is different from others. Remind the children that we are all unique, and all of us have similarities and differences with each other. Explain that it is never acceptable to treat someone unkindly or bully them because they are different from us in some way. This story provides the opportunity to recap on the different forms of bullying as Tyrannosaurus Drip is called names such as weedy (verbal bullying) and is excluded from going hunting with them (indirect bullying).</p>	<ul style="list-style-type: none"> • If you don't have a copy of Tyrannosaurus Drip search on YouTube for a reading. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate popups/comments when using facilities like YouTube. (To avoid pop ups and comments, view the YouTube link through viewpure.com or safeshare.tv, or embed the YouTube video into another presentation tool e.g. <i>PowerPoint</i>.)
<p>3.3 Play a game of 'Change Places.' Start with the children sitting in a circle. Call out, for instance, "<i>Change places if you like pasta</i>". All the children to whom it applies stand up and walk to change places across the circle. Either the last one to sit down, or a volunteer, calls out the next idea. After the children have played a couple of rounds of this game ask the children if they noticed a similarity or a difference between themselves and a classmate. This could be explored as a Circle Time round using the sentence stems "<i>One similarity/difference between me and x was...</i>" Use these activities to reinforce the learning that there will be similarities and differences between each of us, and the fact that each of us is unique is something to be celebrated and not a reason for leaving someone out.</p>	<ul style="list-style-type: none"> • Further work on this can be found in DC 1/2 Diversity and Communities, FF 1/2 Family and Friends. • A range of fiction books can be used to celebrate diversity, promote acceptance, demonstrate the importance of respecting difference and encourage being true to yourself, including Good Little Wolf, Sharing a Shell, Rabbityness, Perfectly Norman, Giraffes Can't Dance, Small Florence and Odd Dog Out.


Section C - Causes and Types of Bullying continued


Framework question/s	Why is bullying never acceptable or respectful? (RR)
Learning Objective	4. To begin to understand that bullying may happen when people do not respect others who may seem different. (RR)
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • give some examples of how I can show respect to others • understand that it is unfair to treat other people unkindly because they are different from me.
Teaching Activities	Points to Note
<p>4.1 In a Circle Time session, ask the children if they can explain what is meant by the term 'respect'. Can they suggest ways in which they show respect to others at school or at home? Can they think of ways people sometimes behave that are not respectful?</p> <p>Share the book I Don't Care! Learning About Respect with the class. This book considers what respect means, how people may show respect and what may happen if we show a lack of respect to others. Explore these ideas further with a Circle Time round using the sentence stem "<i>Someone I respect is x because...</i>" and "<i>One way I show respect is by...</i>"</p>	<ul style="list-style-type: none"> • If you don't have a copy of I Don't Care! Learning About Respect search on YouTube for a reading. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate popups/comments when using facilities like YouTube. (To avoid pop ups and comments, view the YouTube link through viewpure.com or safeshare.tv, or embed the YouTube video into another presentation tool e.g. PowerPoint.)
<p>4.2 Share the story We're All Wonders with the class. Ask the children how the boy in the story might feel when people stare, point and talk about him behind his back. Encourage the children to understand that the boy is being bullied because other people think he is different, because he looks different. Explain to the children that everybody is different in some way and that it is wrong to bully a person because they may be different from you. Explain also that we have things that are similar about us. One thing that we all have in common is the fact that we are different from each other, we are all unique, or as it says in the story "We are all wonders." Do a Circle of Feelings to consider how the boy in the story and Daisy might feel.</p> <p>At the end of the story it says "...just maybe people can change the way they see: Choose kind." Ask the children to suggest some things they could do to help someone who may be feeling left out to feel included. This could be carried out as a Circle Time round using the sentence stem "<i>I can help someone feel included by...</i>"</p>	<ul style="list-style-type: none"> • See notes above if you don't have a copy of We're All Wonders. • For information on creating a Circle of Feelings see TG Classroom Strategies. • Learning within these activities can be support by units of work on DC 1/2 Diversity and Communities, FF 1/2 Family and Friends. •  Prejudice driven bullying can lead to the use of hurtful words and language that is focused around a stereotypical view point and where perceived and actual differences are not respected. Children may give prejudiced or offensive views about these topics because that is what they have heard from adults. They might not understand that their views are racist/homophobic/biphobic/transphobic or otherwise prejudiced. When responding to such views staff should respond to the behaviour rather than labelling the perpetrator. (See Equally Safe for further guidance.) It is important to support children to recognise the views of others and to help them understand that lifestyle choices, views and attitudes will differ among people, but that prejudice, intolerance and racism are always unacceptable.

Section D - How Bullying May Affect Us



Framework question/s	How might people feel if they are being bullied? (MW)
Learning Objective	5. To be able to understand how people who are bullied may feel. (MW)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> suggest how it may feel to be bullied.
Teaching Activities	Points to Note
<p>5.1 Share the story of Lucy and the Bully. Remind the children that being deliberately unkind repeatedly is bullying, and Tommy is unkind to Lucy five or six times at the start of the story. You may wish to ask the children to recall the unkind things that happened.</p> <p>Return to the opening double page spread of the story, where some animals crowded around on one table admiring Lucy's drawings whilst Tommy sits alone. Look closely at the illustrations and talk with the children about how the facial expressions and body language of the characters give us some clues as to how they are feeling. Select some children to freeze frame this scene. Encourage them to think about the body language and facial expressions of the characters at this point in the story. Then through Thought Tracking explore how Lucy might be feeling and how Tommy might be feeling. Ask the children in pairs to create a Freeze Frame from another part of the story. Show their freeze frames to the class. Can the other children work out which part of the story they are freeze framing? Use the thought tracking technique to explore how Lucy is feeling, inviting suggestions from other class members.</p>	<ul style="list-style-type: none">  Show particular sensitivity towards children who have experienced bullying in the delivery of this objective. <ul style="list-style-type: none"> If you don't have a copy of Lucy and the Bully search on YouTube for a reading. Teachers should ensure that they watch all clips before sharing them with the class and take precautions to avoid inappropriate popups/comments when using facilities like YouTube. (To avoid pop ups and comments, view the YouTube link through viewpure.com or safeshare.tv, or embed the YouTube video into another presentation tool e.g. <i>PowerPoint</i>.) Alternative texts can be used that enable the children the explore how a character who has experienced bullying may feel.  As is outlined in the notes at the start of the unit, it is important that staff do not label children as a bully, but instead talk about bullying behaviours, otherwise the implication is that this behaviour is fixed. For this reason, it may be beneficial to refer to the story as a book about Lucy and Tommy, therefore avoiding the labelling of Tommy as "the bully". For information on Freeze Framing and Thought Tracking see TG Drama Strategies.
<p>5.2 Carry out a Circle of Feelings with being bullied in the centre of the circle. Once all the children have had the opportunity to contribute, discuss how people may experience a range of feelings if they are experiencing bullying, for example; <i>sadness, anger, fear</i>. You may wish to refer back to the experiences and feelings of the characters the children have met in the unit of work so far here, such as Lucy, (from Lucy and the Bully) the boy from We're All Wonders and Tyrannosaurus Drip.</p> <p>If the children have recently learnt about Early Warning Signs (PS 1/2 Personal Safety) you may wish to recap on this learning now. If they have yet to carry out this learning, it may be worth introducing the children to Early Warnings Signs here. These are the physical feelings in our bodies that can tell us we are not feeling safe, such as: <i>butterflies in our tummy, feeling sick, wobbly legs, racing heart, headache etc</i>. Explain to the children that this is our body giving us clues that we are not feeling safe. If someone is being bullied, they may experience some of these Early Warning Signs. Explain to the children that if they ever experience their Early Warning Signs, they can talk with a trusted adult from their Network of Support.</p> <p>Refer back to Lucy and the Bully. At first Lucy doesn't want to tell her mother about what is happening with Tommy and she doesn't want her mother to tell Miss Goosey, perhaps because she is feeling worried about what would happen if she did tell an adult about it. Reassure the children that sometimes people do feel like that if they are being bullied, but telling a trusted adult can mean that they get help. Remind the children that they all have a right to feel safe wherever they are, and it is never their fault if they are being teased, treated unkindly or bullied.</p>	<ul style="list-style-type: none">  Early Warning Signs are introduced in PS 1/2 Personal Safety. For more information about Early Warning Signs see TG Personal Safety. <ul style="list-style-type: none"> Networks of Support are introduced in BB 1/2 Beginning and Belonging and PS 1/2 Personal Safety. For more information about Networks of Support see TG Personal Safety. For information on creating a Circle of Feelings see TG Classroom Strategies.

Section D - How Bullying May Affect Us continued



Learning Objective	6. To be able to understand how it may feel to see someone else being bullied. (MW)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> suggest how it may feel to see someone being bullied.
Teaching Activities	Points to Note
<p>6.1 Refer back to the double page spread from Lucy and the Bully where the children are coming out of school with their models, and Tommy is waiting for Lucy. Explain that we have thought about Lucy's feelings in the story, but now we are going to think about how the other children in the class might be feeling when they see Lucy being treated unkindly. Put the children in small groups and ask them to create a freeze frame of the scene, with one child as Tommy preparing to stamp on Lucy's model, one child as Lucy and some other children as some of their classmates. Encourage the children to show with their body language and their facial expressions how they may be feeling when they see Tommy prepare to stamp on Lucy's model. Suggestions could include: <i>angry because they don't like to see someone being unkind, upset because they know Lucy was proud of her model, frightened that Tommy might be unkind to them etc.</i> Each group can then show their freeze frame. Can any of the other children work out the feelings the freeze framers are showing by looking at their facial expressions and body language? Use thought tracking to explore the feelings the children creating the freeze frame were showing.</p> <p>It is likely that different children chose to represent different feelings. Explore this further by discussing with the children how different people will experience different feelings if they see someone else being bullied or if they see unkind behaviour which may or may not be bullying. It might be upsetting or frightening to see this, even if the bullying behaviour is not aimed at you. Refer back to their Early Warning Signs from the previous activity and remind them that they can always speak with a trusted adult if they see someone being bullied. You might want to refer to key adults in school such as lunchtime supervisors or play leaders who are available to support children at your school.</p>	<ul style="list-style-type: none">  As with the previous section, show particular sensitivity towards children who have experienced bullying, including witnessing bullying, in the delivery of this objective. Early Warning Signs are introduced in PS 1/2 Personal Safety. Networks of Support are introduced in BB 1/2 Beginning and Belonging and PS 1/2 Personal Safety. For more information about Early Warning Signs and Networks of Support see TG Personal Safety. For information on Freeze Framing and Thought Tracking see TG Drama Strategies.

Learning Objective	7. To be able to understand how someone who bullies may feel. (MW)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> suggest how someone who bullies others may feel.
Teaching Activities	Points to Note
<p>7.1 Explain to the class that we have so far thought about how Lucy and her classmates were feeling, but now we are going to think about how Tommy might have been feeling and why he might have treated Lucy unkindly. Remind the children that we all do things at times that are not kind. If we are feeling tired, sad or angry for example, it can be harder to make the best choices.</p> <p>Ask the children to be thinking about how Tommy might have been feeling as you re-read the story of Lucy and the Bully. Pause at appropriate moments and ask the children to suggest how Tommy is feeling at different stages of the story. From this you can draw out that he may have damaged her art work because he was jealous that Lucy was receiving so much praise and attention. Observe that Tommy is often alone in the illustrations, and suggest that he may have been unkind because he was feeling left out or sad. Do the children think Tommy had stopped to think about how Lucy might have felt when he spoiled her things?</p> <p>Discuss with the children the things that Lucy did at the end of the story that helped Tommy to feel better about himself, for example <i>praising his drawing, playing with him</i>. Remind the children that they have given lots of examples in the earlier activities about ways to treat others with kindness and to include people who may be feeling left out. If we can all show kindness to others we can play our part in helping reduce bullying. Note that Tommy apologised to Lucy for his behaviour and she offered her forgiveness. Link back to activity 1.1 and the importance of saying sorry when we have been unkind.</p>	<ul style="list-style-type: none">  As with the previous section, show particular sensitivity towards children who have experienced bullying, including those who display bullying behaviours, in the delivery of this objective.


Section E - Responding to Bullying

Framework question/s	Who can I talk to if I have worries about friendship difficulties or bullying? (RR)
Learning Objective	8. To be able to identify some people in and out of school who they can talk to about friendship difficulties and bullying. (RR)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> name the trusted adults in my Network of Support who I can talk with if I am being bullied.
Teaching Activities	Points to Note
<p>8.1 In Circle Time, talk to the children about the importance of telling someone if they are worried about someone being unkind to them or bullying them. If the children have recently produced their Network of Support, revisit these networks. The children may wish to review and amend their Network.</p> <p>If children have not recently produced a Network of Support, talk them through the process <i>i.e. adding one adult from home on the thumb, and 4 other adults from different aspects of their life on each of the other fingers e.g. an adult from school, an adult from after school club, an adult in their family who they don't live with, a neighbour</i>. If a child does not have an adult at home they would choose to include on their Network of Support this should be left blank. Palm pals can also be added on the palm - these are things like a pet, a teddy, their God, an imaginary friend, who may provide some comfort to talk to, but would not replace talking to an adult.</p> <p>Then model the process by completing a Network of Support for a fictional character that all of the children in the class know. When choosing your fictional character, it is important to select a book which features a reasonably large cast of adult characters.</p> <p>One example from a book could be Alfie (from the series of picturebooks by Shirley Hughes). From home, Alfie could pick <i>Mum or Dad</i>. As a family member he does not live with, he could pick <i>Grandma, Great Grandma Hilary or Great Uncle Will</i>. Other adults he might select include a friend's parent (<i>e.g. Bernard's Mum</i>), an adult from his nursery school and an adult he lives near (<i>Mr MacNally, Mrs MacNally, the Santos family</i>). Of the Alfie series, the book Alfie's Christmas introduces a large number of the adult characters, so may be a good option. It does not introduce Bernard's Mum, but she features in Alfie Gives a Hand. Alfie's friendship with his neighbours the MacNally's is also explored in more detail in Alfie and the Birthday Surprise and An Evening at Alfie's.</p> <p>One example from the television could be Peppa Pig. From home, Peppa could pick <i>Mummy Pig or Daddy Pig</i>. As a family member she does not live with, she could pick <i>Granny or Grandpa Pig</i>. As her school adult she could pick <i>Madame Gazelle</i>. Other adults she knows out of school could include a friend's parent, (<i>e.g. Miss Rabbit</i>) or someone from the community (<i>e.g. Grandpa Dog</i>).</p>	<ul style="list-style-type: none"> Networks of Support are introduced in BB 1/2 Beginning and Belonging and PS 1/2 Personal Safety. For more information about Networks of Support see TG Personal Safety and Personal Safety PowerPoint-Slide 6-10.  It is important that when they complete their own Network of Support, the children are given choice about which adults to place on their network and that teachers/teaching assistants do not try to engineer this by making suggestions <i>e.g. why not put Mum on the thumb, or your class teacher on that finger</i>. There may be reasons we are not aware of as to why a child is making these decisions. The specifics of which fictional character is chosen is less important, it is a chance for children to practise this skill in a one-step removed way before applying it to themselves. SEAL Say No to Bullying Year 1/2 (Blue). See the short story Sean and Lisa which explores the importance of telling someone if you are being bullied or you see someone else being bullied. Learning about what to do if you are being bullied or see someone else being bullied should complement the school's approach on reporting and responding to bullying.
<p>8.2 Then ask the children to complete their own Network of Support (or review it if they have recently created it in another unit of work). Acknowledge that some people may not feel they want to put anyone they live with on their thumb, and that is ok. These networks should not be sent home, left in trays where they could be seen by family members or displayed publicly. Children should be able to access their Networks of Support. It is also important that this is not seen as a stand-alone activity, but is something that is revisited regularly, with the children encouraged to review who is on their network periodically. This review is particularly important in advance of periods of change <i>e.g. in relation to transitions in to new year groups/schools</i>.</p>	<ul style="list-style-type: none">  It is recommended that the teacher collects and reviews the children's networks in order to identify if there are children who have not placed anyone from home on their network. If this activity generates any safeguarding concerns, it is important this information is shared with the school's Designated Safeguarding Lead. See Resource 3 My Network of Support and Personal Safety PowerPoint, slide 11.



Section E - Responding to Bullying continued

Framework question/s	How can I be assertive? (RR)
Learning Objective	9. To be able to develop simple strategies for preventing bullying by being assertive. (RR)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> have some ideas of how I can respond if someone is being unkind to me or bullying me online or offline.
Teaching Activities	Points to Note
<p>9.1 Read the story, That Rabbit Belongs to Emily Brown and discuss how Emily uses assertive behaviour to stop the Queen taking her rabbit from her. Explain to the children that saying that you want something to stop in a confident voice is a good way of dealing with bullying. Another word for speaking up confidently in this way is being assertive.</p> <p>Explain that sometimes when people are using bullying behaviours, they want to see that their behaviour is upsetting the other person. If we are able to respond assertively, by speaking up to them with confidence, they may stop demonstrating these behaviours towards us. Whereas if we are passive and immediately do as they demand, even when we don't want to, this can lead them to continue with this sort of behaviour. Equally, if we get very angry or upset, they can feel like they have got the sort of reaction they wanted, and may then continue with this sort of behaviour.</p> <p>As the teacher, role play being one of the children in the class. Explain that you have been sitting quietly in the playground with a toy from the playground shed. Ask another adult to pretend to come along in the playground and demand your toy. Play the scene three times. In the first scene role play looking nervous and reluctantly give your toy away. In the second scene, role play confidently saying No, it is my toy. I am still using it so you cannot have it yet. In the third scene, role play becoming very aggressive and upset and distressed. After each scene discuss with the children the different ways in which you used your voice and body language. Invite them to discuss the impact your behaviour had on the person who was demanding the toy.</p> <p>Ask the children to practise an assertive response that they could use if someone demanded or tried to take from them something they were playing with. Encourage the children to use their own words and to think about their voice and body language. You may wish to invite some children to share their responses.</p>	<ul style="list-style-type: none"> Learning within these activities can be supported by units of work on MSR 1/2 Managing Safety and Risk and PS 1/2 Personal Safety. For information on Role Play see TG Drama Strategies.  Explain to the children that it can be difficult to be assertive when you feel frightened or threatened. Remind them that everyone has the right to feel safe and it is never their fault if they are bullied. Discuss with the children whether or not there are occasions when it would be better to be passive and give the person who is bullying them what they want <i>e.g. handing over a toy</i>. For example, if they are afraid that they might get hurt, it might be better to comply with the demands of the person who is bullying, and then report what has happened to a trusted adult. Remind the children that if they ever experience their Early Warning Signs, feel upset, worried or unsafe, they can talk with an adult they trust from their Network of Support. It is good practice for the adults to indicate when they are 'in role' by perhaps putting on a scarf so it is clear to the children when they are 'pretending'.
<p>9.2 Provide each child with a piece of paper and ask them to draw and write what they would do if someone was always being unkind to them on purpose <i>e.g. calling them names, not allowing them to play with their friends</i>.</p> <p>Encourage the children to also consider ways in which they might respond if they were treated unkindly online. At this point you may wish to watch Jessie and Friends Episode 1 'Watching Videos', the first short video in a three video series aimed at KS1 children produced by NCA CEOP (National Crime Agency, Child Exploitation and Online Protection). In this episode, Jessie watches a video online which she feels worried about. There is opportunity to reiterate learning about Early Warning Signs, as she gets a funny feeling in her tummy. You may also wish to review Networks of Support, as Jessie talks to someone from her Network of Support - her Dad - when she feels worried. This clip also features in PS 1/2 Personal Safety.</p> <p>Ask the children to share their drawings with a partner. Share the drawings as a class and decide on a number of effective strategies to be included in a Class Charter on stopping bullying. A</p>	<ul style="list-style-type: none"> For information on Draw and Write see TG Classroom Strategies.  This activity requires sensitivity as there may be children within the group who have felt unsafe or worried about something that they have seen online. <ul style="list-style-type: none"> Visit www.thinkuknow.co.uk, then select age 4-7, or search for 'Jessie and Friends'.

Section F - Supporting Others

Framework question/s	Do I know what to do if I think someone is being bullied? (RR)
Learning Objective	10. To be able to understand simple ways to help someone who is being bullied. (RR)
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> suggest some ways in which I could help someone who is being bullied.
Teaching Activities	Points to Note
<p>10.1 Share the story Leave Me Alone with the class. This book provides a chance to reiterate the learning point that for those who experience bullying, it can lead to feelings of unhappiness that can last a long time. Discuss the role that the other characters played in standing together and supporting the boy by telling the giant to "leave him alone." Ask the children if they have any other suggestions of things they could do to help if they saw someone being bullied. Ideas may include: <i>telling the person who is bullying to stop in an assertive voice, finding a teacher or another grown up to help, telling an adult at home and asking for their help, asking the person who is being bullied to play with you.</i> Collect these suggestions on slips of paper on the whiteboard for the children to refer to again in Activity 10.2. Collect the children's ideas and add them to a Class Charter on stopping bullying. You might want to refer to key adults in school such as lunchtime supervisors or play leaders who are available to support children at your school.</p>	<ul style="list-style-type: none">  Discuss with the children whether or not there would ever be a situation where it would be too difficult and unsafe to intervene, for example they may be afraid of getting physically hurt. If they don't feel comfortable intervening or it feels unsafe, it might be better to involve an adult. Remind them that if they witness bullying, or experience bullying themselves, or if they feel unsafe or worried they can always speak to a trusted adult, such as someone from their Network of Support.
<p>10.2 In Circle Time, introduce a puppet, Sammy and explain that Sammy has seen some children in her / his class being bullied. Explain that Sammy would like to help these children but she does not know what to do to help. Look again at the children's suggestions from activity 10.1. Read a selection of scenarios to the children and ask them to suggest what Sammy could do to help the children in these situations. They could select an idea from those suggested in activity 10.1, or they may have new suggestions. Provide opportunities for the children to explore some of these scenarios through role play and practise using some of the strategies to help others who are experiencing bullying.</p>	<ul style="list-style-type: none"> See Resource 1 - Bullying Scenarios - Bullying/Not Bullying. For information on using Puppets see TG Using Resources. For information on Circle Time see TG Circle Time. Links can be made with learning in the PS1/2 Personal Safety and MSR1/2 Managing Safety and Risk units of work. Sammy has been chosen as a non gender specific name. If you have a child named Sammy in the group, consider using an alternative non gender specific name.

Section G - Creating Safer Environments

Framework question/s	What does my school do to stop bullying? (RR)
Learning Objective	11. To be able to identify ways that school prevents bullying. (RR)
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> identify which parts of school feel safe and unsafe to me suggest some ways in which people can be helped to feel safer at school.
Teaching Activities	Points to Note
<p>11.1 Revisit the idea that we all have the right to feel safe, including during their time at school and that this activity will help them to show you if there are any areas of school where they do not feel safe. Give each child a print out of a series of photographs showing different areas of school, such as their classroom, different parts of the playground, the dinner hall, the toilets, the cloakroom. Ask them to use smiley face or sad face symbols, or red/green colour coding to show whether they feel safe and unsafe in those parts of school.</p> <p>It is really important that this activity is followed up, so that meaningful discussion can be had with the children about areas of the school where they feel unsafe.</p>	<ul style="list-style-type: none"> This activity also features in PS 1/2 Personal Safety. If this unit has recently been taught, then this could be a recap session where the teacher reminds the children of those areas of school which children had identified as places they feel unsafe.  This activity requires sensitivity as if a child finds an area of school unsafe, this may be distressing. <ul style="list-style-type: none"> Older children could collate this information from other classes, if all year groups were covering personal safety simultaneously, as there is a strand about feeling safe in school in the materials for each year group unit. This could be a topic for discussion in your school council.
<p>11.2 It will probably be more effective if the teacher collates the children's responses so that during a later lesson they can display the photos of the school with the areas identified as areas of the school where not all children feel safe. Ask the class if they think that these unsafe parts of school are places where either they have seen bullying happen or may worry that bullying could happen. In small groups, ask the children to discuss how someone could be helped to feel safer in the identified areas of the school <i>e.g. dinner hall/toilets/parts of playground</i>.</p> <p>Ask the groups to share their ideas and form a class list of strategies. Decide which ideas could be managed by the class themselves and which ideas may need to be developed by a wider school forum such as the school council. It is important that where practicable, the children's suggestions are shared with senior leaders and followed up to improve their perceptions of feeling safe in school.</p>	<ul style="list-style-type: none">  'One-step removed' is a useful strategy to adopt when encouraging the children to think about personal safety as it creates some distance between themselves and the given scenario <i>i.e. how could someone feel safer even if they are using the school laptop/ipad; rather than how could you feel safer using the school laptop/ipad</i>. Children's suggestions on improving perceptions of safety at the school and developing an anti bullying ethos and environment could form part of a whole school project. Forums such as the class and school council will play an important part in gathering all pupils' views and deciding on a plan of action to address children's concerns.

Section G - Creating Safer Environments continued

Framework question/s	How do people help me to build positive and safe relationships? (CF)	
Learning Objective	12. To be able to identify ways that school promotes a caring ethos, encouraging positive and safe relationships. (CF)	
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> suggest some ways in which people can be helped to feel safer at school. 	
Teaching Activities		Points to Note
12. 1 Using the children's ideas on what makes a safer school where bullying is less likely to occur, ask small groups of children to draw and label maps or pictures of a healthy happy school where all children feel safe from bullying and positive relationships and friendships are made. Ask the groups to share their designs and talk about all the positive features in their imaginary school.		<ul style="list-style-type: none"> For information on Draw and Write see TG Classroom Strategies. Involve the children in developing an Anti-Bullying Charter for the classroom/school. The charter could include the class / school definition of bullying; what to do if you are being bullied; what to do if you see bullying happening; how to support someone who is being bullied and what to do if you think you are involved in bullying others. For further guidance see TG Peer Support.

Section H - Processing the Learning

Framework question/s		
Learning Objective	13. To be able to understand what I have learnt and be able to share it with others.	
Possible Success Criteria	To be able to: <ul style="list-style-type: none">• share something that I have learnt.	
Teaching Activities		Points to Note
13.1 In Circle Time, ask the children to talk in pairs about what they have learnt about bullying. Using the sentence stem, <i>'Something I have learnt is...'</i> invite the children to share what they have learnt with the rest of the class.		<ul style="list-style-type: none">• For information on Circle Time see TG Circle Time.

Resources to Support this Unit

The following resources are included in the Unit AB 1/2 Resource Pack linked to this Unit:

1. Bullying Scenarios - Bullying/Not Bullying
2. Bullying Scenarios - Why Does Bullying Happen?
3. My Network of Support

These resources are directly referenced within this unit

Sorry! Norbert Landa and Tim Warnes

The Great Big Book of Feelings Mary Hoffman and Ros Asquith

This Book Belongs to Aye Aye Richard Byrne

The Ugly Duckling Traditional Tale

Cinderella Traditional Tale

Tyrannosaurus Drip Julia Donaldson and David Roberts

Good Little Wolf Nadia Shireen

Sharing a Shell Julia Donaldson and Lydia Monks

Rabbityness Jo Empson

Perfectly Norman Tom Percival

Giraffes Can't Dance Giles Andreae and Guy Parker-Rees

Small Florence Claire Alexander

Odd Dog Out Rob Biddulph

I Don't Care! Learning About Respect Brian Moses and Mike Gordon

We're All Wonders RJ Palacio

Lucy and the Bully Claire Alexander

Alfie's Christmas Shirley Hughes

Alfie Gives a Hand Shirley Hughes

Alfie and the Birthday Surprise Shirley Hughes

An Evening at Alfie's Shirley Hughes

That Rabbit Belongs to Emily Brown Cressida Cowell and Neal Layton

Leave Me Alone Kes Grey and Lee Wildish

SEAL Photo pack

SEAL: Say No to Bullying - Year 1 /2 (Blue)

SEAL Peaceful Problem Solving

Sources of Information and Support

The Anti Bullying Alliance www.anti-bullyingalliance.org.uk

An alliance of over 60 organisations which aims to provide children with safe environments where they are free from bullying. The ABA coordinates the annual National Anti Bullying Week and its website includes teaching resources and ideas for assemblies.

Kidscape www.kidscape.org.uk

A charity which provides individuals and schools with the practical tools and resources necessary to keep children safe from harm including bullying. Kidscape operates a telephone helpline for the parents/carers of bullied children.

Cambridgeshire PSHE Service Anti Bullying Toolkit

This resource supports schools in reviewing and developing their anti bullying policy and practice. It includes a comprehensive policy framework, and a bank of consultative activities to enable the whole school community to participate in its development. It also includes other resources to support this process. Refer to Toolkits tab on PD Planner www.pshecambridgeshire.org.uk/website

Cambridgeshire ICT Service www.theictservice.org.uk

The E-learning team provides a wide range of curriculum advice on all aspects of ICT, including the use of a learning platform and guidance on e-safety. Email: info@theictservice.org.uk

Family Lives www.parentlineplus.org.uk

A charity which provides support including advice on bullying to anyone parenting a child. The charity provides a free helpline on 0800 800 2222.

ChildLine www.childline.org.uk

A free, confidential helpline for children and young people. Trained volunteers are on hand to provide advice and support by 'phone and online, 24 hours a day. Children and young people can call ChildLine on 0800 1111.

The Cambridgeshire Conflict Resolution and Peer Mediation Programme

This programme includes units of work on conflict resolution and guidance on how to set up a Peer Mediation programme in school, including training materials for staff and children. Further information is available from the PSHE Service Email: pshe@cambridgeshire.gov.uk

SexYOUality www.syacams.org

This Cambridgeshire charity supports schools to challenge homophobia, promote equality and tackle homophobic bullying. The service can provide workshops for pupils and training for staff. SexYOUality will work with individual schools in the planning and delivery of services.

Similar organisations operate nationally.

Stonewall www.stonewall.org.uk

The lesbian, gay and bisexual charity which provides guidance for preventing and responding to homophobia and homophobic bullying.

Childnet International www.childnet-int.org

A children's internet charity providing resources for schools, children and young people and their families

Clicker SMART adventure www.childnet.com

Designed by Childnet International for primary school staff to help them understand and teach important E-Safety issues including cyberbullying.

Digizen www.digizen.org

An internet safety website including resources on cyberbullying.

Think U know www.thinkuknow.co.uk

Information from the Child Exploitation and Online Protection Centre on how to stay safe online.

Bullying UK www.bullying.co.uk

An award winning charity. Practical help on all aspects of cyberbullying for schools, children and young people and parents/carers.

Life Education Centres (LEC) www.coramlifeeducation.org.uk

Programmes to support and enhance Drug and Health Education in primary schools. This work is predominantly delivered through a visit from the LEC classroom with trained educators. Cambridgeshire and Peterborough – contact Cambridgeshire PSHE Service – 01480 376256.

Links between unit AB 1/2 and LEC Programmes:

The Year 1 LEC programme looks at a bullying situation involving name calling.

The Year 2 LEC programme looks at a bullying situation concerning someone being left out.

The Year 1 and Years 2 programmes both ask children to consider why the bullying happened, how people might feel and how to support them.

Cambridgeshire Primary Personal Development Programme

Myself and My Relationships AB 1/2 Anti-Bullying

Contents

Resource 1 - Bullying Scenarios- Bullying/Not Bullying	1
Resource 2 - Bullying Scenarios- Why Does Bullying Happen?	3
Resource 3 - My Network of Support	4

Click on the title of the resource you require.

Resource 1 - Bullying Scenarios - Bullying/Not Bullying

Eric is feeling sad and doesn't want to play with his friends today.

Jade plays on a website where she can take care of a pet pony. Somebody at school asks her for her username and password and when she logs on to the site a few days later to care for her pony she finds her pony's stable has been messed up and there are things missing.

Josie always tries to take Ben's ball away from him at playtime. Josie threatens to kick Ben if he doesn't give her the ball.

Joshua, Amy and Louise are friends. Sometimes Joshua and Amy won't let Louise play with them. They run off and call her a baby.

Asif uses a website that lets him send messages to his friends. One day he receives a message from a friend that says "Go away, we don't like you."

Olivia always snatches pens away from people when they are trying to do their work.

A new girl called Samina has joined the school. At playtime she asks some children if she can join in with their game and they don't let her.

Jamila feels like the other children in her class give her unkind looks and leave her out of things because of the colour of her skin.

Resource 1 - Bullying Scenarios - Bullying/Not Bullying

Paul and Frankie had an argument and afterwards Paul was crying.

Tyrone breaks Camilla's toy car by accident.

Alicia likes to build things out of duplo and lego. Now some of the girls in her class won't play with her because they say she plays with boys' things.

Kim keeps laughing at Sophie because she lives with her two mums.

Jamie recently went to hospital for an operation and for now he is only able to eat certain foods. The children in his class keep teasing him about it.

Leon and Dominic are friends but Leon is always teasing Dominic about his freckles and hair colour and Dominic is feeling upset about it.

Every time Eddie walks past Priya's chair, she tries to trip him up.

Emily always sticks her tongue out at Hassan and won't let him join in with any games.

Resource 2-Bullying Scenarios-Why Does Bullying Happen?

Ronnie is sad because his rabbit has died. He will not talk to any of his friends at school. Holly is in Ronnie's class. Every playtime Ronnie keeps making nasty faces at Holly and kicking her.

Why might the bullying be happening?

Anna's friends have started to say that Anna can't play with them. Anna walks around the playground alone. Sometimes, she sticks her tongue out at other children in the classroom.

Why might the bullying be happening?

Jacinta's Nana bought her a new dress, a new bag and some sunglasses for the summer. Milly saw the dress and liked it. She asked her Mum if she could have one but her Mum said 'No, because you already have a new summer dress'. When Milly went to school, she told her friends not to talk to Jacinta and to leave Jacinta out of their games.

Why might the bullying be happening?

Alfred likes to be the leader and always wants to be in charge when he is playing with his friends, Simon and Joshua. Usually Simon and Joshua let Alfred choose the games. When Simon says he does not want to play Alfred's game, Alfred always gets really cross and pushes Simon over.

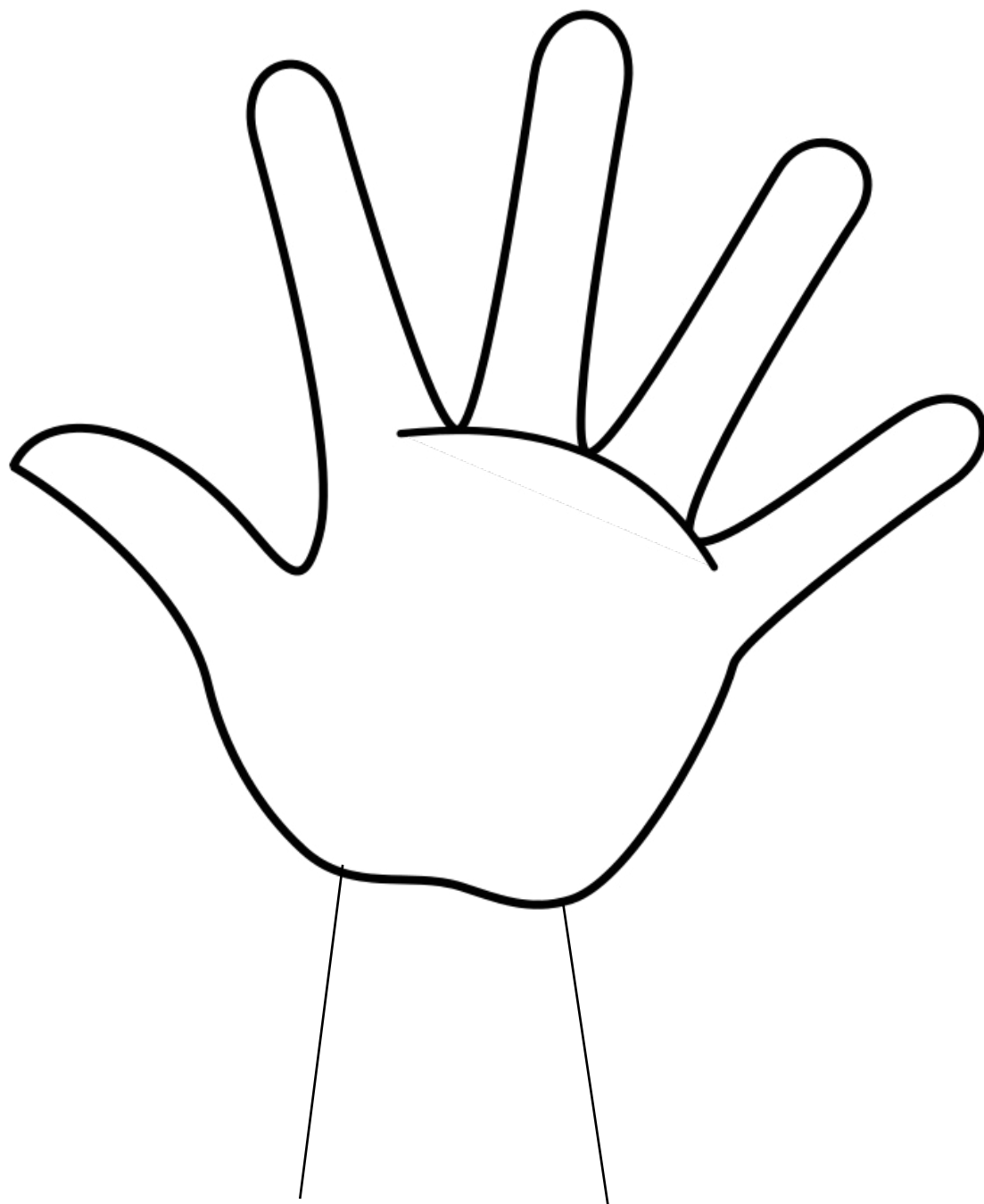
Why might the bullying be happening?

Benoit has just moved to a new school. He can already speak French and Dutch and is now learning to speak English as well. The other children in his class laugh when tries to speak to them and say they can't understand.

Why might the bullying be happening?

Resource 3 - My Network of Support

Which adults are in your network?



Cambridgeshire Primary Personal Development Programme • Monitoring Coverage

Class:

Teacher:

Myself and My Relationships AB 1/2 Anti Bullying	R	A	G	Notes
Section A - Friendships and Falling Out				
1. To understand that teasing, unkindness and falling out might happen in friendships. (CF)				
Section B - Defining Bullying				
2. To begin to describe bullying and recognise examples of physical, verbal and some indirect forms of bullying. (RR)				
Section C - Causes and Types of Bullying				
3. To begin to understand some reasons that people bully others and why it is unacceptable. (MW)				
4. To begin to understand that bullying may happen when people do not respect others who may seem different. (RR)				
Section D - How Bullying Can Affect Us				
5. To understand how people who are bullied may feel. (MW)				
6. To understand how it may feel to see someone else being bullied. (MW)				
7. To understand how someone who bullies may feel. (MW)				
Section E - Responding to Bullying				
8. To identify some people in and out of school who they can talk to about friendship difficulties and bullying. (RR)				
9. To develop simple strategies for preventing bullying by being assertive. (RR)				
Section F - Supporting Others				
10. To understand simple ways to help someone who is being bullied. (RR)				
Section G - Creating Safer Environments				
11. To identify ways that the school prevents bullying. (RR)				
12. To identify ways that the school promotes a caring ethos, encouraging positive and safe relationships. (CF)				