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 flexiby. 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 class's 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 bullying to a range of situations including cyberbullying. They will explore reasons why bullying happens, developing their understanding of prejudice

Learning Expectations

At the end of this unit most pupils will:

• be able to describe the key characteristics and forms of bullying

• be able to talk about personal reasons why someone may engage in bullying

• be beginning to identify and describe specific types of prejudice driven bullying

• be able to describe the different roles of those involved in a bullying situation

• be able to describe how peer pressure affects a situation, and demonstrate simple strategies to intervene in a bullying situation and defend a person who is being bullied

• be able to describe confidently and demonstrate a number of assertiveness techniques

• be beginning to identify places where bullying may take place in the community.

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

• be able to describe the different forms of bullying but will need support to describe the key characteristics of bullying

• need support to describe the nature of specific types of identity based or prejudice driven bullying

• need support to use more advanced assertiveness techniques

• be starting to describe the different roles of those involved in a bullying situation

• need support to understand how peer pressure can affect a bullying situation and how to use simple strategies to intervene and defend a person who is being bullied.

Some pupils will have progressed further and will:

• be able to identify the imbalance of power in a bullying situation

• be starting to understand the role of stereotyping in identity based / prejudice driven bullying

• be able to suggest simple strategies to make the local community a safer place where bullying is less likely to occur.

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 2.1 Listen to the children's questions and their opinions about the scenarios to assess their understanding of what constitutes bullying. Alternatively, record the scenarios on cards and ask the children to post them into a Bullying or Not Bullying box. (See key characteristics of bullying in Notes for Staff).

Activity 8.1. Use the children's responses to this Draw and Write activity to assess their understanding of how it may feel to be bullied.

Activity 8.2. Use the children's responses to this creative arts activity to assess their understanding of the damaging effects of bullying on a person's mental wellbeing.

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, 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 5/6 Beginning and Belonging   **FF 5/6** Family and Friends

DC 5/6 Diversity and Communities   **ME 5/6** My Emotions

DL 5/6 Digital Lifestyles

Contents

Section A - Friendship and Falling Out

Framework question/s	Can I explain the difference between friendship difficulties and bullying? (CF)
Learning Objective	1. To be able to correctly distinguish between friendship difficulties and bullying. (CF)
Possible Success Criteria	To be able to: • recognise some reasons why friends may fall out and suggest some ways I can try to resolve a falling out • explain the difference between bullying and falling out.

Teaching Activities	Points to Note
1.1 Share the story **The Girls** with the class. (This picture books has scope to be used to explore a range of themes associated with friendship, including the celebration of difference within friendships and the power of friendships to endure through times of change). Return to the page which includes the following: *'But the girls had kind hearts. They knew how to say sorry and learned something from every falling out.'* Discuss with them how falling out is a normal part of friendships and how within healthy friendships, relationships can be rebuilt and even strengthened after a falling out. Ask the children to discuss in pairs or small groups what sort of things friends might fall out about, and how they might try to fix or resolve a falling out with a friend. Take some feedback from the class about their suggestions. At this point, the teacher may wish to give a carefully considered example of the time when they fell out with someone and learnt something from that situation. The children should then return to their pair/small group to consider the question *"What might we learn from a falling out?"* Again take some feedback from the class.	• Alternative texts can be used, but ensure they enable the exploration of 'falling out' within a healthy friendship rather than depict a bullying situation. • Children may wish to share their own experiences of falling our and/or strategies that they have used to resolve out 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 **The Girls** 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*.) • The same author and illustrator have also produced **The Boys** which could be shared as an alternative text. • For information about Ground Rules see TG Ground Rules.
1.2 In a Circle Time session ask the children to complete the following sentence stem: *"If someone falls out with a friend it might help to..."* Ideas could include: *taking some time to calm down, apologising, trying to find a compromise by suggesting a different game to play, finding another friend to play with for a while.* *"One thing you might learn from a falling out is..."* Ideas could include: *understanding the other person's point of view better, understanding the impact of your own behaviour on someone else, a renewed appreciation of the value of that friendship, a willingness to try something new.*	• For information about Circle Time see TG Circle TIme.

Section A - Friendship and Falling Out continued

Framework question/s	Can I explain the difference between friendship difficulties and bullying? (CF)
Learning Objective	**1. To be able to correctly distinguish between friendship difficulties and bullying. (CF)**
Possible Success Criteria	To be able to: • recognise some reasons why friends may fall out and suggest some ways I can try to resolve a falling out • explain the difference between bullying and falling out.

Teaching Activities	Points to Note
1.3 Revisit the page spread in the book **The Girls** which includes the text *'But the girls had kind hearts. They knew how to say sorry and learned something from every falling out.'* Acknowledge that whilst being prepared to say sorry can help repair a friendship, now that they are older they will better understand that resolving a falling out can be more complicated than just saying sorry. Sometimes we need to be able to explain to our friend how were are feeling and what we think went wrong, then we can try and work out a way forward together. 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. 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. Then give the children the opportunity to practise using the Peaceful Problem solving techniques. Ask them to create a role play which shows two children using this process to try to solve a friendship dilemma, such as a disagreement about which game to play at playtime. Select some children's role plays to share with the group and ask the others to look out for examples of when they have followed the Peaceful Problem Solving process e.g: *using 'I' language, naming the feelings, taking turns, listening etc.* If appropriate, make reference to any school systems you have in place to support them with friendship difficulties, *e.g. peer mediators, lunchtime play leaders etc.* 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.	• The Peaceful Problem Solving process is also taught in **AB 3/4 Anti-Bulling.** • Also, see Section A of **AB 1/2 Anti Bullying** for suggestions about calming techniques that you may wish to try out with the children, particularly if some struggle with emotional regulation. • This also links with work in **ME5/6 My Emotions**. • For a poster about Peaceful Problem Solving see SEAL General. • Networks of Support are introduced in **BB 5/6 Beginning and Belonging** and **PS 5/6 Personal Safety** For more information about Networks of Support see TG Personal Safety.
1.4 Show a piece of film, show pictures or read an extract from a book, poem or song which describes bullying. Ask the children to consider what they think is happening and how the people in the story may be feeling. In pairs or small groups, ask the children to discuss what makes the behaviour bullying as opposed to other forms of unkind behaviour. From their responses ask each group to write a sentence which describes their views on what bullying is. Ask each group to read their sentences to the class and draw out the key characteristics of bullying and the different forms of bullying including cyberbullying.	• See Resource 1 Poem -'Trouble', which explores the nature of bullying. • For a selection of photos see ND SEAL Photocards in SEAL General. • 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. • Most definitions of bullying usually 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. When recording children's views on bullying it may help to group their ideas in relation to these key characteristics. You can also record their views under the headings Physical, Verbal, Indirect and Cyberbullying as different forms of bullying.

Section A - Friendship and Falling Out continued

Framework question/s	Can I explain the difference between friendship difficulties and bullying? (CF)
Learning Objective	1. To be able to correctly distinguish between friendship difficulties and bullying. (CF)
Possible Success Criteria	To be able to: • recognise some reasons why friends may fall out and suggest some ways I can try to resolve a falling out • explain the difference between bullying and falling out.

Teaching Activities	Points to Note
1.5 In small groups, ask the children to sort scenarios into three categories: Bullying, Not Bullying or Unsure. Afterwards ask the groups to look at each others' responses. As a class, focus on the scenarios that have been grouped under Unsure and discuss why it was difficult to make a decision about these scenarios. Look at the scenarios grouped under the other two headings and ask the children to explain some of the factors that they took into consideration as they were making their decision. Use these factors to create a list of the key characteristics of bullying. Invite the children to finish the sentence stem: *"I think bullying is..."* and use their views to develop a definition of bullying for the 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.	• See Resource 2 - Bullying Scenarios - Bullying/Not Bullying. • If you are aware of specific scenarios being very similar to the experiences of a child/children in the class, consider substituting a different scenario that creates more distance. • 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.

Section B - Defining Bullying

Framework question/s	Can I define the characteristics and different forms of bullying? (RR)
Learning Objective	2. To be able to define the key characteristics of verbal, physical, indirect and cyber forms of bullying. (RR)
Possible Success Criteria	To be able to: • recognise that bullying behaviour is deliberately unkind and is usually repeated • recognise the characterstics of physical, verbal and indirect bullying and cyberbullying.

Teaching Activities	Points to Note
2.1 In pairs, ask the children to write their own scenarios involving bullying. Explain that the different scenarios should describe different forms of bullying. Ask each of the groups to read their scenarios to the class and invite the other children to sort the scenarios under headings describing the different forms of bullying *i.e. Physical, Verbal, Indirect and Cyberbullying*. Ask the children if they can think of any other examples of bullying in relation to these headings and add them to the lists. **A**	• Be sensitive to those children in the class who may have been affected by bullying previously.
2.2 Explain to the children that there is an imaginary line running down the middle of the classroom and that one end means Agree, the other end means Disagree. The middle of the line means Not Sure. Ask the children to consider statements comparing different forms of bullying such as the following: • Pushing someone over is worse than spreading rumours about them. • Talking about someone behind their back is more damaging than saying something unkind to them on purpose. • It is OK not to invite your friend to your party and leave them out of activities you do together with other friends. • It is OK to pass on a rumour because you are only telling one person and you have told them not to tell anyone else so it will not go any further. Once the children have made their decision about the statement, invite them to stand on the line to show their opinion. When the children have moved to a position ask for some volunteers to explain their decision. Use the children's feedback to make a list of reasons why these types of bullying behaviour can be damaging and hurtful to others.	• For information on Continuum Lines see TG Classroom Strategies. • 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. • An effective way of demonstrating the effects of spreading rumours is as follows: Take a bowl of water and drop a droplet of paint or ink into it. Encourage the children to notice how the tiny ink droplet has grown and spread through the water. Invite the children to draw similarities between what has happened to the ink droplet and what happens when we pass on a rumour i.e. the rumour grows, changes and spreads. • If the school has taken part in the Health Related Behaviour Survey, (see Sources of Information and Support) you may want to use this activity to explore the data concerning the children's experience of bullying including how often they have experienced the various forms of bullying.

Section B - Defining Bullying continued

Framework question/s	What do all types of bullying have in common? (RR)
Learning Objective	3. To understand the common elements of all types of bullying and those that differ. (RR)
Possible Success Criteria	To be able to: • recognise that bullying behaviour is deliberately unkind and is usually repeated • understand that those who display bullying behaviour often use their power over others.

Teaching Activities	Points to Note
3.1 As a class, introduce the children to a number of statements about bullying recorded on A3 paper. Place these statements on the floor as islands. Invite the children to find an island and stand next to it. Ask them to discuss how much they agree or disagree with the statement on their island. When instructed, the children should move to a new island to meet new people and discuss a new statement. As a class examine each island statement in turn and make a list of the key points arising from the children's discussions.	• For information about Ground Rules see TG Ground Rules. • See Resource 3 - Bullying Statements. • 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 • You may wish to use the children's responses to this activity to add to the definition of bullying for your class developed in activity 1.5. 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.
3.2 Revisit the Bullying/Not Bullying card sort activity from activity 1.5. Ask the children to look again at those cards which they had categorised as examples of bullying behaviour. What did scenarios have in common? What differences do they notice? Draw out from these discussions, that whilst the form of bullying may be different *(i.e. physical, verbal, indirect or cyberbullying)* the factors which make the behaviour bullying, as opposed to other types of unkind behaviour is that the behaviour is deliberately unkind, is usually repeated and often occurs when someone or a group of people want to have power over another person or group of people. This power imbalance usually makes it difficult for the person being targeted by the bullying to defend themselves.	• See Resource 2 - Bullying Scenarios - Bullying/Not Bullying. • Avoid using labels such as 'the bully' as this implies that such behaviour is fixed. Instead refer to bullying behaviours.

Section B - Defining Bullying continued

Learning Objective	4. To understand how people who bully may use power imbalance, manipulation and exclusion within groups. (RR)
Possible Success Criteria	To be able to: • understand that those who display bullying behaviour often use their power over others • recognise the impact indirect bullying, such as excluding others, may have.

Teaching Activities	Points to Note
4.1 Share chapters **Ordinary** and **Why I Didn't Go To School** from **Part One: August** of **Wonder**. In these chapters we learn that August does not look like other children and that he hasn't attended school before as he has spent a lot of time in and out of hospital due to having surgeries. Then share chapter **Jack Will, Jullian and Charlotte; The Grand Tour** and **The Peformance Space** from **Part One: August** of **Wonder**. In these chapters, three children are asked to give August a tour of the school before he starts attending. Ask the children to consider the way in which Julian's treatment of August is unkind. Examples from this extract include when Julian cuts in front of August forcing August to stumble backwards and August *'could tell from the way he looked at me that he wasn't really sorry at all.'* Julian also smirks at August when he doesn't know what is meant by the term 'homeroom,' and he asks August *'What's the deal with your face?'* There is an opportunity to consolidate the children's understanding of the different forms of bullying with this discussion. Then ask the children to discuss in small groups how Julian is using his power over August in this part of the story. Suggestions might include: *Julian has power in this situation as he is in the role as the expert 'tour guide' whereas August has not been to Beecher Prep before; Julian has been selected by the school Principal Mr Tushman for the role of the tour guide because Mr Tushman believes him to be a 'nice kid' and this status with the school staff gives Julian additional power; August is unfamiliar with the terms the other children use (e.g. homeroom) and Julian uses August's lack of knowledge as a reason to laugh at him; August is aware that he looks different from other children and Julian uses this in his unkind treatment of August (staring, asking uncomfortable questions about August's appearance); Julian uses Jack Will and Charlotte as an audience.*	• If the children are already familiar with the picture book **We're All Wonders** (which is referenced in **AB 1/2 Anti-Bullying**), you can explain that this novel is about the same character. • Extracts from **Wonder** are referred to in a number of the teaching activities within **AB 5/6 Anti-Bullying.** It would be a fantastic novel to share in full with an upper key stage 2 class during class reading 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.
4.2 Select some of the scenarios from Resource 2 to look at in greater detail. Read a scenario aloud and discuss what the misuse of power looks like in each situation. Ask the children to identify the person who is displaying the bullying behaviour and how they have obtained power over the person that they are bullying *e.g. excluding someone so that they feel isolated or physically threatening someone so that they are frightened.* When exploring the different ways in which people can have power over others, encourage the children to consider psychological as well as the more obvious physical methods. A person may have power because they are simply older or bigger than another person. However, power can equally be obtained through psychological means such as alienating or excluding someone, speaking to them in a certain tone of voice or using an audience to cause someone embarrassment.	• See Resource 2 - Bullying Scenarios - Bullying/Not Bullying. • Avoid using labels such as 'the bully' as this implies that such behaviour is fixed. Instead refer to bullying behaviours. • See Year 5 Pre- assembly work in SEAL Say No to Bullying Year 5-6 (Green) for further scenarios which depict ways that people can have power over others.
4.3 In small groups provide the children with a selection of scenarios that depict indirect bullying. Ask the children to consider how the individual who is being indirectly bullied may be feeling about the situation. Ask the children to suggest some actions that could be taken by all those involved to stop the bullying from happening. Reiterate that indirect forms of bullying can be as hurtful as more direct forms of bullying and can have a lasting impact on how people feel about themselves.	• See Resource 4 - Bullying Scenarios - Indirect Bullying. • If you are aware of specific scenarios being very similar to the experiences of a child/children in the class, consider omitting that scenario to create more distance.
4.4 Share chapters **September** to **Apples** from **Part One: August** of **Wonder**. Ask the children to consider how August is affected by the indirect actions of some of the other children, *e.g. taking the long way round to avoid bumping into him in the hall, turning down a party invitation.* Invite the children to reflect on the meaning of Mr Brown's October Precept - 'Your Deeds Are Your Monuments.' In Circle Time, invite the children to complete the sentence stem *"I would like to be remembered for..."*	• For information about Circle Time see TG Circle TIme. • Alternatively share the chapter **Choose Kind** from **Part One: August** of **Wonder** and use the Circle Time round to explore acts of kindness with the sentence stem *"One way to choose kindness is ..."*

Section C - Causes and Types of Bullying

Framework question/s	Might different groups experience bullying in different ways? (MW)
Learning Objective	5. To explore whether different groups of people might perpetrate or encounter some forms of bullying more than others. (MW)
Possible Success Criteria	To be able to: • explore some stereotypical views about how different people experience bullying • explain why it is important not to make assumptions about who will be affected by bullying.

Teaching Activities	Points to Note
5.1 Invite the children to work in pairs. Ask some pairs of children to draw an imaginary person who has been bullying others. Ask them to write a simple profile describing what kind of person this imaginary person is, including a little bit about their life. Also, ask the children to provide reasons why they may be bullying others and describe what the imaginary person is thinking and feeling. Ask other pairs of children to complete the same activity but draw and write about an imaginary person who has experienced being bullied. The profile should include reasons why this person may have become the target of bullying. As a class share the drawings and descriptions and look for common views and opinions on how we view people who bully others and people who are vulnerable to being bullied. Children may suggest, for example, that people may display bullying behaviours due to low self esteem, difficulties with social skills or being unable to manage their emotions. They may suggest that people may become targets of bullying if they are different or perceived to be different from others in some way or if they lack assertiveness skills. Take this opportunity to challenge the children's preconceptions of the type of person who engages in bullying or becomes a target of bullying. Explore the meaning of the word 'stereotype' and discuss why stereotyping people in this way is unhelpful *e.g. the real victims or perpetrators of bullying may go unnoticed, people may not feel that being bullied applies to them and therefore do not seek the help that they need.* Reflect on the fact that any of us is capable of being drawn into bullying behaviours and any of us may become the target of bullying. It is therefore important that we continue to reflect on our own behaviour choices and how they may affect the feelings of others, and equally that we have a range of ideas about what we could do to get help if we experience bullying or witness someone else being bullied.	• For information on Draw and Write see TG Classroom Strategies. • Be sensitive to those children in the class who may have been affected by bullying previously. • A stereotype is a pre-conceived and oversimplified idea of the characteristics which typify a person. When we stereotype people we pigeon hole, label or tag them with set characteristics. • Recognising stereotypes and prejudice is also taught in **DC 5/6 Diversity and Communities.** • See TG Background Bullying Info. for further information about factors which may increase the vulnerability of children demonstrating bullying behaviours or being the target of bullying behaviours. • You may wish to share **Why I Changed My Mind** from **Part Four: Jack** of **Wonder** as a way to further explore how even those who are normally 'nice enough' can be drawn into unkind behaviour or bullying.
5.2 In Circle Time, provide the children with statements such as the following: • Children who are shy and withdrawn are always bullied; • People who bully others are always very confident; • Boys bully others physically, whereas girls use leave others out and make unkind comments; • Children who can sometimes be a bit aggressive always bully other children. Ask the children to consider how much they agree or disagree with the statements. Revisit the meaning of the word 'stereotype' introduced in activity 5.1 and ask the children to suggest how this word is connected with the the statements regarding children who become targets of bullying, those that engage in bullying and the ways in which different people may experience bullying. Finish by reading the story, **Willy and Hugh** and ask the children to consider and discuss what stereotypes are being challenged in the story including those regarding bullying and how we often misjudge people when we base our judgement on appearances alone.	• For more information see TG Circle Time. • There are links between this activity and learning about stereotyping within unit **DC 5/6 Diversity and Communities.** • If you don't have a copy of **Willy and Hugh** 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*.)

Section C - Causes and Types of Bullying continued

Framework question/s	How does prejudice sometimes lead people to bully others? (CF)
Learning Objective	6. To understand more about forms of prejudice-based bullying. (CF)
Possible Success Criteria	To be able to: • recognise that difference is positive and describe some of the benefits diversity brings • explain why it is important to value and respect people's similarities and differences • explain the role of stereotyping in prejudice driven bullying.

Teaching Activities	Points to Note
6.1 At the beginning of the day explain that you have chosen some children who will be going out to morning break time, five minutes earlier than the other children. Using a criteria such as hair colour, identify the children you have selected *e.g. the children who have dark coloured hair*. Do not tell the children why you have chosen them. At a later time in the day, gather the children together for a Circle Time session. Ask the children who had not been given an extended break time how they have been feeling and record their responses. Ask the children who have had an extended break time how they have been feeling and record their responses. Finally ask if there are any children who had been given extra break and did not enjoy this time and ask them to explain why they felt this way. Finally, explain to the children that the extra break was given out to children with dark coloured hair only. Invite the children to discuss whether they think this was a fair or unfair way of choosing children who could have extra break. Present the children with the following statement: *Children with light coloured hair should not have extra break because they are different from children with dark coloured hair*. Ask the children to decide whether they agree or disagree with this statement and explain their reasons for their decision. Introduce the children to the words 'prejudice' and 'discrimination' and discuss the meaning of these words. Explain to the children that there are many examples throughout history and today of groups of people being treated unfairly because they were/are perceived to be different from others in some way. This might be due to their race, gender, nationality, religion etc. You may wish to share one of the following texts to explore these themes further: **As Fast As Words Could Fly** (racism)**, Emmeline Pankhurst Little People Big Dreams** (sexism) or **Rosa Parks: Little People Big Dreams** (racism)**.** After sharing the text, discuss with the children the challenges faced by the characters in the books due to the discrimination they faced, and how they encouraged others to challenge these prejudiced views through their own actions.	• For more information see TG Circle Time. • Learning within these activities can be supported by work in units **DC 5/6 Diversity and Communities** and **FF 5/6 Family and Friends.** • This activity introduces children to the following concepts: **Stereotype -** a pre-conceived and oversimplified idea of the characteristics which typify a person. **Prejudice** - making prejudgements about people before really knowing them. **Discrimination** - treating people unfairly because of a perceived or actual difference. • If you don't have a copy of **As Fast As Words Could Fly, Emmeline Pankhurst Little People Big Dreams** or **Rosa Parks: Little People Big Dreams** 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*.) • Alternative texts that allow for the exploration of discrimination can be used.
6.2 Read the story, **Three Monsters**. Stop the story at the point where the yellow monster arrives on the island and asks for the other monsters' help as he has no where to live. Ask the children to consider how the yellow monster may feel given the responses of the other monsters *i.e. 'Not here, you custard-coloured, cringing creep'; 'Push off'; 'We don't want any foreign types here'*. Ask the children to consider why the two monsters may be treating the yellow monster in this way. Ask the children to imagine the story in the context of real life and ask them to consider whether or not there would ever be a situation where someone could experience prejudicial behaviour being directed towards them from others simply because they may belong to a different race or culture or have recently moved from another country/part of the country. What might this prejudicial behaviour may look like? Remind the children that prejudicial views can sometimes lead to bullying behaviour. Finish reading the story and ask the children to consider the message that the author is conveying with the positive ending.	• See notes above if you do not have a copy of the text. • This activity indirectly introduces the children to situations where people may be treated with disrespect or bullied because of their ethnicity or racial or cultural background. It also provides an opportunity to discuss how bullying and treating people disrespectfully can often stem from stereotyping, where people have formed fixed and untrue views about another group of people. The story touches on racist language.

Section C - Causes and Types of Bullying continued

Framework question/s	**How does prejudice sometimes lead people to bully others? (CF)**
Learning Objective	**6. To understand more about forms of prejudice-based bullying. (CF)**
Possible Success Criteria	To be able to: • recognise that difference is positive and describe some of the benefits diversity brings • explain why it is important to value and respect people's similarities and differences • explain the role of stereotyping in prejudice driven bullying.

Teaching Activities	Points to Note
6.3 Play a game of 'Change Places.' Start with the children sitting in a circle. Call out, for instance, *"Change places if you like pasta"*. 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 themself and a classmate. This could be explored as a Circle Time round using the sentence stems *"One similarity/difference between me and x was..."* Use these activitites 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.	• You could develop this activity further by creating a class mind map on a large sheet of paper where the challenge is to connect all of the children to several of their other classmates to represent and celebrate the similarities which exist between us. • You may wish to finish the activity with one example that would apply to everyone in the group, so that all children have experienced finding a similarity with others.

6.4 As a class, explain to the children that they are going to imagine that they work for a children's charity which provides support to children who are experiencing prejudice driven bullying. Explain that prejudice based bullying can arise when people form incorrect and negative preconceived judgments about people based on perceived or actual differences. Refer back to the learning from activity 6.1 about stereotyping, discrimination and prejudice and recap on the meaning of these terms.
 	
Provide small groups of children with a letter/selection of letters from Resource 5 that have been written to the charity asking for help. Ask the children to read the letters in their groups, discuss them and record their responses to the following questions on a large piece of paper:
• What is the problem?
• Is this bullying and if so, what kind?
• How do they think the letter writer may be feeling?
• What can we learn from this about how our actions may affect the feelings of others?
• What advice would they give to the letter writer?
 	
Take some feedback from the groups. Draw out of this discussion how unkind treatment, the use of prejudicial language and bullying can have a long lasting impact on how someone feels about themselves. Remind the children that there will always 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 treating someone unkindly or unfairly.
 	
Finally ask each group to consider a response to the letter which will provide the person who is being bullied with useful advice on how the could respond to the bullying and seek help.
	• See Resource 5 - Bullying Scenarios - Prejudice Based Bullying
	
	• Care has been taken not to include specific examples of hurtful language in these scenarios so as not to introduce children to terminology that is offensive. However, school staff should always challenge the use of racist/homophobic/biphobic/transphobic or otherwise prejudiced language sensitively and constructively to support children to understand that whilst lifestyle choices, views and attitudes will differ among people, prejudice, intolerance and racism are always unacceptable. There are links between this activity and learning about stereotyping within unit **DC 5/6 Diversity and Communities.**
	
	• Explain to the children that if someone calls someone else a name or is offensive to someone because of their race, gender or similar, in school this has to be recorded and reported. Helpful definitions:
	  • Sexism – prejudice, stereotyping, or discrimination on the basis of sex.
	  • Racism – conduct or words which disadvantage people because of their colour, culture or ethnic origin.
	  • Heterosexism – the assumption that heterosexuality is the norm / default position, which results in discrimination or prejudice against homosexuals by omission.
	  • Homophobia - Active prejudice and discrimination directed towards homosexuality.

Section C - Causes and Types of Bullying continued

Framework question/s	How do people use technology and social media to bully others and how can I help others to prevent and manage this? (ISH)
Learning Objective	7. To understand cyberbullying, how to take positive action to prevent it and how to ask for help. (ISH)
Possible Success Criteria	To be able to: • identify the sort of behaviour which constitutes cyberbullying • suggest what actions I could take if I was affected by cyberbullying.

Teaching Activities	Points to Note
7.1 As a class, discuss with the children and make a list of the different ways in which we can use technology to communicate with each other. Ask the children to draw up a list of the advantages and disadvantages of using technology to communicate with each other. Encourage the children to refer to learning in Computing and discuss their understanding of ways in which technology can sometimes be used inappropriately including the potential for cyberbullying. Use the sentence stem, *"Cyberbullying can happen when ..."* and record the children's suggestions.	• Be sensitive to those children in the class who may have been affected by cyberbullying previously. • Ensure discussion around using technology and cyberbullying are in line with the school's Acceptable Use/ICT policy. • This section links with work in the framework section Digital Lifestyles and the unit **PS 5/6 Personal Safety.**
7.2 As a class, watch **only the first three and a half minutes** of the film, **Let's Fight it Together** a Childnet resource about cyberbullying. Discuss the ways in which the character in the film is being bullied both online and offline *(e.g. being excluded from conversations, being laughed at by others, via text message and email)*. How do the children think the character may be feeling as a result of the bullying? Discuss with the children why the character might have chosen not tell his Mum or teacher when they asked him how he was. What advice would they give the boy? Suggestions might include: *talking to a trusted adult, blocking individuals, reporting the online incidents to chat room moderators and use the 'Report Abuse' button.* Alternatively, you could watch **Play Like Share Episode 1 'Block Him Right Good Alfie'**, a short video in a three video series called Bandrunner produced by NCA CEOP (National Crime Agency, Child Exploitation and Online Protection), which also features in **PS 5/6 Personal Safety.** In this episode, Alfie receives unkind messages online and his Mum helps him to report the unkind comments to the administrator and to block the individual. This episode also provides the opportunity to draw out learning about the importance of ensuring our own online behaviour doesn't lead someone else to feel unsafe, for example making unkind or hurtful comments or liking unkind or hurtful comments made by others.	• For **Let's Fight it Together** visit https://www.digizen.org/resources/cyberbullying/films/uk/lfit-film.aspx • The reason the recommendation is to show the first 3 and a half minutes only, is that the resource is produced for secondary age pupils and at four minutes the content is not suitable for primary as it makes reference to an inappropriate relationship between a pupil and teacher and a sexual slang word can be seen on screen. • For the Bandrunner resources, visit www.thinkuknow.co.uk, then select 8-10.
7.3 Using an agree/disagree line, invite the children to stand on the line to show how far they agree or disagree with statements such as the following: *Cyberbullying is more prevalent among girls than boys; If young people had less access to technology there would be less bullying; Schools should ban mobile phones from schools so that pupils can't use them to bully others; Cyberbullying is not as bad as physical bullying; Writing something nasty on line in an instant message is not as hurtful as saying the same thing to someone's face; Passing something on that is funny is not bullying if you don't know the person.* Once the children have chosen where they want to stand on the line, ask for volunteers to be interviewed about their point of view. Use the discussion to address any misconceptions.	• For information on Continuum Lines see TG Classroom Strategies. • For further information on cyberbullying see the range of guidance documents, websites and organisations listed below under Sources of Information and Support.
7.4 Place the children in small groups, and provide them with the cyberbullying scenarios. Ask the children to consider what advice they would give to those people involved in the cyberbullying scenarios. Take some feedback from the groups. Compile a list of possible strategies that could be used if someone is affected by cyberbullying.	• See Resource 6 - Bullying Scenarios - Cyberbullying.

Section D - How Bullying Can Affect Us

Framework question/s	How might bullying affect people's mental wellbeing and behaviour? (MW)
Learning Objective	**8. To understand the feelings of those who are bullied, perpetrators, followers and bystanders and how this might affect their mental wellbeing and behaviour. (MW)**
Possible Success Criteria	To be able to: • recognise that experiencing bullying can have a negative impact on a person's mental wellbeing • consider the feelings, thoughts and behaviours of those involved in a bullying situation.

Teaching Activities	Points to Note
8.1 Read the first chapter **Red** from **Bad Girls**. Ask the children to think about the characters and the roles they play as they arise in the story *e.g. the target, the perpetrators, the followers and the bystanders (those people who witness the bullying).* Invite the children to be hot seated as these characters to explore their feelings, thoughts and behaviour in this part of the story. You may wish to display the 'Feelings, Thoughts and Behaviours' diagram in order to explore how our feelings, thoughts and behaviour relate to each other, i.e. if we are feeling happy, we are likely to also have happy thoughts and our behaviour will reflect that. You may also introduce the concept of 'masking' feelings, for example Kim might appear to be feeling happy and powerful because she is humiliating Mandy. However, this may be to cover up, or mask, other feelings, such as her own fear of having no friends. Sometimes we mask our feelings to protect ourselves, sometimes we mask our feelings to protect others. Put the children into small groups and ask each group to consider one of the characters from the story and record their ideas on the feelings, thoughts and behaviours model. Encourage the children to explore any mismatches between how the characters are feeling and thinking and how they are actually behaving. Discuss why these mismatches are occurring and how people can sometimes be involved in bullying when they do not really want to be. Encourage the children to ask questions which will explore whether or not the characters would like to behave in a different way and what is stopping them from changing their behaviour. Draw out of the discussions the negative impact that being targeted by bullying behaviour can have on a person's mental wellbeing, and how this can last for a long time. **A**	• Be sensitive to those children in the class who may have been affected by bullying previously. • This section links with work in units **PS 5/6 Personal Safety.** • See Resource 7 - Feelings, Thoughts, Behaviour • For information about Hot Seating see TG Drama Strategies. • 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. • Alternative texts that allow for a exploration of the impact of bullying can be used. • Section F looks in greater detail at the role the bystander - see activity 11.2 for an activity that explores the roles of Arthur, Melanie and Sarah as bystanders/followers. • You could also make use of the Interactive Text No Way and Interactive Text Left Out within SEAL Say No to Bullying Year 5-6 (Green) which allow the children to explore the behaviour and private thoughts and feelings of a range of people involved in a bullying situation.
8.2 As a class, read poems or extracts from songs that highlight people's individual feelings regarding bullying and the impact bullying has had on themselves and their lives. Invite the children to write a poem or song or use the creative arts to explore the effects of bullying on people's mental wellbeing. **A**	• Many well known singer songwriters have written songs based on their personal experiences of bullying.
8.3 Read **Lamb to the Slaughter** to **Padawan** from **Part One: August** of **Wonder.** Invite the children to be hot seated as August to explore how his feelings at this point of the story. There is an opportunity to explore the complexity of feelings we may experience based on this extract, as we often feel more than one feeling at a time. Whilst August is excited about aspects of attending school for the first time, such as Mr Browne's English class, and Summer's kindness to him in the lunch hall, August has also been subject to a lot of staring from the other pupils. Focus on the unkind comment made by Julian about Darth Sidius at the end of the chapter **Lamb to the Slaughter** and this impact this comment has on August, which becomes apparent in **Padawan.**	• Be sensitive to those children in the class who may have been affected by bullying previously. • Alternative texts that allow for a exploration of the impact on of bullying can be used.

Section D - How Bullying Can Affect Us continued

Framework question/s	How might bullying affect people's mental wellbeing and behaviour? (MW)
Learning Objective	**8. To understand the feelings of those who are bullied, perpetrators, followers and bystanders and how this might affect their mental wellbeing and behaviour. (MW)**
Possible Success Criteria	To be able to: • recognise that experiencing bullying can have a negative impact on a person's mental wellbeing • consider the feelings, thoughts and behaviours of those involved in a bullying situation.

Teaching Activities	Points to Note
8.4 Read the **After** section of **The Julian Chapter** of **Wonder.** Invite the children to consider how hearing his Grandmere's account of how Tourteau was treated, helps Julian face up to the impact of his own behaviour upon August. Discuss the meaning of the term remorse and make the link with the importance of being sincere when apologising. Ask the children to think about the steps that Julian takes to try to repair the situation. Return to the Grandmere's words to Julian at the end of the chapter **Julian,** *"One mistake does not define you...You must simply act better next time."* Remind the children that our behaviour is a choice and not fixed, so those who have been involved in bullying behaviours can make different behaviour choices in future.	• Be sensitive to those children in the class who may have been affected by bullying previously. • Alternative texts that allow for a exploration of the impact of engaging in bullying behaviours can be used. • **The Julian Chapter** is included at the end of versions of **Wonder** printed after 2014. • Avoid using labels such as 'the bully' as this implies that such behaviour is fixed. Instead refer to bullying behaviours.

Section E - Responding to Bullying

Framework question/s	How can people's personal circumstances affect their experiences of bullying? (MW)
Learning Objective	9. To understand personal circumstances that may lead someone to engage in bullying or become a target of bullying. (MW)
Possible Success Criteria	To be able to: • recognise that different people will be affected in different ways by bullying • suggest factors that can support me if I am experiencing bullying.

Teaching Activities	Points to Note
9.1 In Circle Time, discuss the idea that factors such as self-confidence and self-esteem might help to support someone if they experience bullying. Ask the children to think about something that makes them special or something that they are very good at and share this with the person sitting next to them. Introduce the children to positive visualisation as a way of blocking out people that may be bullying you. Invite them to make a concertina book with pictures representing positive things in their lives that they can use as a visualisation tool to defend themselves from negative thoughts which may be provoked by bullying.	• For more information see TG Circle Time. • 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. • Learning about emotional resilience in this activity can be supported by SEAL Good To Be Me Year 5-6 (Green) and SEAL Going For Goals Year 5-6 (Green). • Encourage the children to find a simple phrase that they can use for 'Positive Self Talk' when they are experiencing a stressful situation *e.g. Super cool; I'm in control; He/she does not bother me one bit; They will not wind me up; This is their problem, not mine*. This strategy is used by the character in the story **Avenger** so you may wish to share an extract from this text to support the learning. • Links can be made with positive affirmation activities such as Special Day (see TG Circle Time) and Friendship Tokens (see SEAL Getting On and Falling Out Year 5-6 (Green)).
9.2 Share an extract from a story or a poem in which a character develops a new friendship to support them to move on from a bullying situation. One suitable poem is **Breaktime** (Resource 8) which explores how making new friends can be a helpful strategy for responding to bullying. Or share the part of the final chapter **Rainbow** from **Bad Girls** in which Mandy's friendship with Arthur develops through their shared interest in creative writing a the library club. When Mandy decides to sit with Arthur, even though in her class the girls never sit with the boys, Kim's unkind remarks *"were just like little pinpricks, not great big daggers. I knew it wasn't true. I did have friends."* Alternatively read **Jack Will** from **Part One: August** of **Wonder** and discuss how August's friendship with Jack Will, together with his self depreciating sense of humour help him to cope with the stares and reactions of other children. Having shared your chosen story extract/poem, broaden out the discuss into how having secure established friendships or developing new friendships could support someone to cope with a bullying situation.	• See Resource 8 - Poem -'Breaktime' • An alternative text that could be used is picture book **Beyond the Fence**. In this story, piggy's friendship with the wild pig helps him to leave behind an unhealthy friendship with the boy. • If you don't have a copy of **Beyond the Fence** 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*.)

Section E - Responding to Bullying continued

Framework question/s	Can I respond assertively to bullying, online and offline? (RR)
Learning Objective	**10. To understand how to prevent or stop bullying assertively in different online and offline contexts to the benefit of those involved. (RR)**
Possible Success Criteria	To be able to: • use my voice and my body language to speak assertively • suggest some strategies that I could use to protect myself if I experienced bullying • identify the adults from my Network of Support who I could talk with about bullying.

Teaching Activities	Points to Note
10.1 In small groups ask the children to draw up ten different ways of responding to bullying, including cyberbullying. Ask them to circle all the suggestions that involve passive behaviour and explain what makes the behaviour passive. Repeat this process for aggressive behaviour. Ask the children to look at the rest of the suggestions and identify assertive ways of responding to bullying and explain what makes these assertive. Discuss why assertive behaviour can be an effective way to respond to bullying. Encourage the children to recall previous learning about assertive behaviour techniques such as: *telling someone; using assertive speech and body language; saying 'No!'; using relaxation techniques, positive visualisation and blocking methods such as The Repeat Button technique.* 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, for example, if they are afraid that they may get hurt. Afterwards they should always tell an adult to stop the situation from happening again and so that the adult can, if possible, address the behaviour with the perpetrator.	• Learning within this Section can be supported by units of work **MSR 5/6 Managing Safety and Risk** and **PS 5/6 Personal Safety**. • See unit **AB 3/4 Anti-Bullying** for previous learning about assertive behaviour including the Repeat Button technique. • Acknowledge that it can be difficult to act assertively in a situation especially if they are feeling upset, frightened or threatened. Remind them that even if they were not able to respond assertively, it is never their fault if they are bullied.
10.2. Share the story **Willow Finds A Way**. In this story, Kristabelle is used to getting her own way and the other children in the class often go along with Kristabelle's wishes, even when they don't want to. Discuss why the children in the class seem to find it hard to stand up to Kristabelle. Acknowledge that it can be difficult to act assertively, but towards the end of the story Willow does find a way to remove the power that Kristabelle is using by crossing her name off the birthday list and in taking this action the other children also feel empowered to stand up to Kristabelle. Return to the page where Mateo stands up to Kristabelle about being the line leader. Give the children the opportunity to role play Mateo's conversation with Kristabelle. Encourage them to use a confident voice and body language, *(e.g. standing tall, making eye contact, taking a step forward, speaking clearly but not shouting)*. Then ask the children to select another scene from the earlier part of the story such as when Kristabelle wants everyone to sit on her table, or when she wants everyone to watch her on the climbing frame. This time the children should swap roles and create a role play where one of the children stand up to Kristabelle. You may wish to select some role plays to share with the class. Highlight where children have used assertive voices and/or body language.	• For information about Role Play see TG Drama Strategies. • Bullying often involves an imbalance of power in a relationship between people, and those who bully can achieve this power by causing others to be distressed. Responding assertively if you are being bullied can give the impression that you are not frightened or angered and can weaken the position of power of the person displaying the bullying behaviours. • In some cultures, direct, maintained eye contact is considered rude/aggressive. Consider the range of strategies that can contribute to assertiveness, including choice of words, voice, body language etc.
10.3 Using a continuum line with *Agree* and *Disagree* at each end and *Not Sure* in the middle, ask the children to stand on the line according to how they feel about statements such as the following: • The best way to deal with someone who is bullying you is to get someone bigger to bully them. • If you are being bullied you should tell an adult. • There is nothing you can do if you are being bullied, you just have to put up with it. • The only way to stop someone bullying you is to stand up for yourself and fight back. • If you ignore people who bully and show them that they don't upset you, they'll eventually stop. Once the children have chosen where they want to stand on the line, ask for volunteers to explain their point of view.	• For information on Continuum Lines see TG Classroom Strategies.

Section E - Responding to Bullying continued

Framework question/s	Can I respond assertively to bullying, online and offline? (RR)
Learning Objective	10. To understand how to assertively prevent or stop bullying in different online and offline contexts to the benefit of those involved. (RR)
Possible Success Criteria	To be able to: • use my voice and my body language to speak assertively • suggest some strategies that I could use to protect myself if I experienced bullying • identify the adults from my Network of Support who I could talk with about bullying.

Teaching Activities	Points to Note
10.4 Remind the children that bullying often involves an imbalance of power in a relationship between people, and that those who display bullying behaviours can gain this power by causing others to be distressed. Explain that responding assertively if you are being bullied can give the impression that you are not frightened or angered, and can therefore disrupt the power imbalance. Share the poem **Name-Calling.** This poem demonstrates how a technique such as 'Fogging' can be used as a way of disempowering a person who is engaging in bullying. 'Fogging' is an assertiveness technique that involves agreeing with the person who is bullying you as far as you are able to, thereby swallowing up the insult and diminishing its effectiveness. It may help people cope with insults and reduce the possibility of insults escalating. Ask the children to consider how in the poem, the responses made to the insults weaken the position of power of the person displaying the bullying behaviours. Introduce the children to the simple fogging scripts. Generally a response from the top of the pyramid is the most effective: *That's true.* *That might be true.* *I can see why you think that's true.* *That's your opinion.* Provide the children with copies of the poem, and display the fogging scripts. Give the children the opportunity in pairs to practice using the one of the 'fogging' scripts in response to the insults from the poem, and then swap roles. Take some feedback from the children about how it felt to try out this technique.	• See Resource 9 - Poem -'Name Calling' • For information about Role Play see TG Drama Strategies. • It is important that the children use the insults from the poem, rather than improvising in this role play activity. By carrying out the activity in this scripted way, it is likely to help the activity to feel emotionally safer for the children as it creates some distance from the activity and ensures that the language used does not become personal. • You may wish to finish the role play session by teaching the children some techniques for relaxation. Refer to Ways to Calm Down in SEAL General. Learning relaxation techniques to use when they experience stress may help children to keep calm if they experience bullying and enable them to present themselves as a brave and confident person even if they are not feeling this way. • Relaxation techniques are also covered in unit **ME 5/6 My Emotions**.
10.5 Introduce the children to the assertiveness technique 'Negative Enquiry,' which like 'Fogging' can be used to block insults. This technique involves responded to an insult with a question, which puts the person who is being unkind into a position of having to defend their comments, weakening their position of power. Model how this could work with reference to some of the insults Kim makes to Mandy in **Chapter 1: Red** from **Bad Girls.** For example: "*Your Mum looks older than my grandma*" could be responded to with "*What's wrong with having an older Mum?*". Or "*Your Dad's got a silly beard*" could be responded to with "*What's wrong with having a beard?*" Then provide the children with cards upon which you have written some of the insults that Kim makes to Mandy. Invite them to take it in turns to insult you in role as Mandy. Using 'Negative Enquiry', turn the insult into questions and direct the questions back to the children. Invite the children to practise the 'Negative Enquiry' technique in small groups. Ask them to look at the insults on the cards and as a group come up with 'Negative Enquiry' response. Then those children who want to can be given the opportunity to role play Mandy and respond to one of the insults from the cards using a 'Negative Enquiry', practising turning the insult into a question and directing it back to the person who insulted them. As a class discuss the effectiveness of this technique and if and when the children would consider using it if they were being bullied.	• For information about Role Play see TG Drama Strategies. • See notes above for the importance of carrying out this activity in a scripted way to create distance, and for suggestions about calming techniques to end the session. • Other texts can be used as the basis for the activtiy, but it is important that the insults are taken from the text to enable the activity to be carried out in a scripted way. • It is good practice for the teacher to denote when they are 'in role' by wearing a scarf or similar.

Section E - Responding to Bullying continued

Framework question/s	Can I respond assertively to bullying, online and offline? (RR)
Learning Objective	10. To understand how to prevent or stop bullying assertively in different online and offline contexts to the benefit of those involved. (RR)
Possible Success Criteria	To be able to: • use my voice and my body language to speak assertively • suggest some strategies that I could use to protect myself if I experienced bullying • identify the adults from my Network of Support who I could talk with about bullying.

Teaching Activities	Points to Note
10.6. Talk to the children about the importance of telling someone if they are worried about someone being unkind to them or bullying them. If children have not recently produced a Network of Support, talk them through the process *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.* 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. This could include adding 'up their sleeve' agencies and services both locally and nationally that they could seek help from if they were being bullied, *e.g. ChildLine, the school's buddy/mediation service, an anti bullying website.* Then model the process by completing a Network of Support for a fictional character that all of the children in the class know. Ask the children to complete their own Network of Support. Acknowledge that some people may not feel they want to put anyone they live with on their thumb, and that is ok. 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 *e.g. in relation to transitions in to new year groups/schools.* If the children have recently produced their Network of Support, revisit these networks as they children may wish to review and amend their Network in the light of their learning about Anti-Bullying. Give the children the opportunity to use the internet to research some key local and national agencies that provide support and guidance to children and young people who are either experiencing or engaging in bullying. Encourage the children to consider the effectiveness of the website in terms of guidance for children and families. Useful websites could be added 'up the sleeve' on their Network.	• Networks of Support are introduced in **BB 5/6 Beginning and Belonging** and **PS 5/6 Personal Safety.** For more information about Networks of Support see TG Personal Safety. • 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 *e.g. why not put Mum on the thumb, or your class teacher on that finger?* There may be a 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. • See Resource 10 - My Network of Support • Key agencies and websites may include: ChildLine, Childnet International, Bullying Online, Kidscape, and The Anti Bullying Alliance. See website addresses in Sources of Information and Support. • Teachers may wish to explore with the children how the composition of our Network of Support will change over time and may vary depending on the situation.
10.7 In small groups, ask the children to consider and record reasons why some people may find it difficult to report bullying. Reasons could include: *they are scared of making the situation worse, for themselves or for other people; they may have been threatened and told that something unpleasant will happen to them if they do tell; they may feel embarrassed to describe some of the things that may have happened to them; they do not know who to tell; they feel too upset or worn down to do anything about the bullying; they are worried it might be their fault and that they would get punished or that they had done something to deserve it; they are worried that nobody would believe them; they think that what they are being bullied about is true and they do not want everyone to know.* Invite the groups to report back to the whole class and discuss possible advice and guidance that could be given to someone who needs to report that they are being bullied but is reluctant to do so. This could also be explored via the experience of fictional characters, for example **Chapter 2: Orange** from **Bad Girls** explores Mandy's reluctance to report the bullying she has experienced to her parents or teacher. Similarly, **The Auggie Doll** from **Part Six: August** of **Wonder** explores the reluctance of August and Jack to report the unkind notes left for them.	• As a follow on activity, invite the children to consider an ending for the following sentence: "*Grassing or dobbing someone in means...*" Explain to the children that the terms 'grassing someone up' or 'dobbing someone in' are terms that are used when someone reports another person for committing a misdemeanor with the intention of getting them into trouble. Discuss whether these terms can ever be applied to reporting incidents of bullying. Encourage the children to see bullying as a serious issue and that because of the secretive nature of bullying, intervention is vital to stopping it and resolving bullying situations and incidents. This theme is also explored in **The Auggie Doll** from **Part Six: August** of **Wonder.**

Section F - Supporting Others

Framework question/s	How and why might peers become colluders or supporters in bullying situations? (RR)
Learning Objective	**11. To understand the role of peer influence in bullying situations and how bystanders can become defenders or colluders. (RR)**
Possible Success Criteria	To be able to: • explain how the response of bystanders can improve a situation or make it worse • reflect on my own individual responsibility to help others and not join in with bullying.

Teaching Activities	Points to Note
11.1 As a class, ask the children to think of words to describe a bystander *e.g. witness, onlooker, observer.* Provide small groups of children with some bullying scenarios and ask them to identify the different roles in the situation *i.e. person being bullied, the person/people who are bullying, bystanders.* Invite the children to read their scenarios again and ask them to imagine that they have been bystanders in the scenario and have witnessed the bullying. Ask the children to consider reasons why they would not support the person being bullied in the scenario and write these on post-it notes. Ask the groups to place their post-its under the heading, No Support. Ask the children to repeat the activity but consider instead reasons why they should intervene. Ask them to record their reasons on post-its and place them under the heading, Support. As a class share the reasons why bystanders should give support to people who are being bullied and become defenders. Then, share the reasons why bystanders do not always support people who are being bullied. Discuss why sometimes bystanders may decide to walk away or ignore what is happening or even laugh at or join in with the bullying. Introduce the idea of peer influence and invite the children to discuss how the behaviour of (or even pressure from) friends and peers may influence the behaviour of bystanders in a bullying situation. Invite the children to consider why the behaviour of bystanders who do not help people who are being bullied actually makes the bullying worse. Explain that if a bystander behaves in this way they are colluding with the bullying in that their behaviour is giving a message to others that it is OK to engage in bullying. Discuss how even if a bystander just stands by and watches but doesn't join in with the bullying or laugh along, they are still helping those carrying out the bullying as they have provided an audience. By choosing to take no action, they are enabling the bullying to go on. In this situation, rather than choosing not to act, they could step in and offer to support the target or call out bullying behaviour, or they could step away and get help.	• See Resource 11 - Bullying Scenarious - Bystanders. • Be sensitive to those children in the class who may have been affected by bullying previously. If you are aware of specific scenarios being very similar to the experiences of a child/children in the class, consider substituting a different scenario that creates more distance. • This activity introduces the children to the negatives and positives of peer influence in a bullying situation. When a group of people bully, there is often a 'leader' and 'followers' as well as 'bystanders' who may go along with what the leader is doing or saying. Sometimes the followers and bystanders do not really agree with what the leader is doing but might feel they have to go along with it because they are worried about a negative reaction from their peers. The story **Secret Friends** explores this issue. However, peer influence in a bullying situation can be used to bring about a positive outcome. People who bully often rely on an audience to support their behaviour, and bystanders have the ability to diminish this power by defending people who are being bullied. This support can provide others who are witnessing the bullying with the confidence to join them in taking a pro-active stance against bullying, which can in turn help to reverse the feelings of being excluded and isolated that may be experienced by people who are bullied.
11.2 Revisit the first chapter **Red** from **Bad Girls**. Place the children in small groups and ask them to create a Freeze Frame of the opening scene, with Arthur at the bus stop, Kim bellowing in Mandy's ear and Melanie and Sarah sniggering. Use Thought Tracking to explore how the different characters may have been feeling at this point in the story. Particularly explore what the thoughts and feelings of Arthur, Melanie and Sarah may have been as 'followers' or 'bystanders' in the situation. How might their thoughts and feelings have affected their behaviour choices?	• For information about Freeze Framing and Thought Tracking see TG Drama Strategies. • This activities provide an opportunity to explore the discrepancy between the way we may feel and the way we may behave in a bullying situation *e.g. bystanders may laugh not because they are enjoying the bullying but because they are attempting to conceal their true feelings about the situation.*

Section F - Supporting Others continued

Framework question/s	How and why might peers become colluders or supporters in bullying situations? (RR)
Learning Objective	11. To understand the role of peer influence in bullying situations and how bystanders can become defenders or colluders. (RR)
Possible Success Criteria	To be able to: • explain how the response of bystanders can improve a situation or make it worse • reflect on my own individual responsibility to help others and not join in with bullying.

Teaching Activities	Points to Note
11.3 Share the chapters **Weird Kids** and **The Plague** from **Part Three: Summer** of **Wonder** with the class. Ask the children to consider how Summer becomes August's supporter. Invite a child to take to the Hot Seat as Summer. Through this drama activity draw out the changes in feelings Summer experiences as she and August's friendship develops. Whilst initially Summer sits with August because she feels sorry for him, she learns that he is fun, and that they like the same sort of games. Soon, she no longer sits with him out of pity, but because they get along well. Ask the children to consider the role of Maya and the other children in the class who join in with playing 'the plague' where they avoid touching August. Even though Maya tells Summer she thinks it is a dumb game, Summer noticed that Maya still avoids touching August. Why do the children think this might be the case? Maybe she is afraid of August because he looks different. Maybe she doesn't want to be treated unkindly or be isolated by the other children so goes along with the game even though she knows it is wrong to join in. What else could Maya do? How might her behaviour impact on August? Share chapters **Lunch**, **The Summer Table** and **The Cheese Touch** from **Part One: August** of **Wonder** which provide an insight into the same situations from August's point of view. Invite a child to take to the Hot Seat as August. Through this drama activity reflect on the impact on August of the other children's behaviour. For example, as a result of Summer's kindness, he feels more positive about lunchtimes and school in general. How might he have felt each time he notices the other children staring at him? What about when he realises the other children are trying to avoid touching him? Remind the children, that this sort of bullying is known as indirect bullying, and can still be very hurtful. Conclude by reflecting on the longer term benefits to both Summer and August as a result of Summer's act of kindness in sitting with August in the lunch hall. Reaching out to someone who is being bullied can bring the benefits of new friendships. You may wish to read Mr Tushman's speech about Kindness chapter **A Simple Thing** from **Part Eight: August** of **Wonder**. Then in a Circle Time round ask the children to complete the sentence stem: *"One way to try to act a little kinder is..."*	• For information about Hot Seating see TG Drama Strategies. • For more information see TG Circle Time. • Alternatively explore these themes by sharing the picture book **Enemy Pie.** Dicuss how in agreeing to spend the day with new boy in the neighbourhood, 'enemy' Jeremy Ross, the boy learns not to judge someone until you have really taken time to get to know them. If you don't have a copy of **Enemy Pie** 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.*)
11.4 In pairs, provide the children with some scenarios involving bullying. Ask the children to imagine that they are bystanders in the scenario and are witnessing the bullying. Invite them to think about a strategy they could use in this situation to ensure that they become defenders of the person who is being bullied and not colluders with the person who is bullying. Ask each pair to share their strategy with the class. As a class, discuss how easy or difficult it would be to follow through with the strategy and how far peer influence or peer pressure would support them or hinder them in these situations. Strategies might include: *telling an adult; encouraging the bullied person to tell someone; showing disapproval to the person who is bullying; telling the person who is bullying to stop; getting a group of friends to help stop the person who is bullying; forming a friendship group for the person being bullied to make sure they are not isolated.*	• See Resource 11 - Bullying Scenarios - Bystanders. • Children may suggest using violence as a way of dealing with a bullying situation. Encourage the children to consider the risks of using violence *e.g. they and other people may become hurt; the situation may escalate and the bullying may become more prolonged; they may be in trouble for engaging in unsafe behaviour.* • Encourage the children to recognise the longer term benefits of other pro-social methods of responding to bullying.

Section G - Creating Safer Environments

Framework question/s	
Learning Objective	**12. To consider when, where and what types of bullying are happening in the local community and how to respond. (RR)**
Possible Success Criteria	To be able to: • identify places where I feel safe and unsafe within my local community • identify people in my Network of Support who I could speak with if I was being bullied.

Teaching Activities	Points to Note
12.1 In small groups, provide the children with a map of the local neighbourhood and ask the children to colour code areas where they feel safe and unsafe from bullying in the local community. Ask the groups to share and discuss these reasons with the class. As a class make a list of strategies for responding to and keeping safer from bullying in the local community including who they would talk with if they were being bullied.	• All of the activities in this section require sensitivity as there may be children within the group who have or do feel unsafe at times within their home or their local communitiy, or have been affected by bullying in these spaces. • This activity further develops safety maps of the school that are introduced in **PS 5/6 Personal Safety**. For more information about mapping see TG Personal Safety. • If the school has taken part in the Health Related Behaviour Survey, (see Sources of Information and Support) you may want to explore the data regarding children's experiences of bullying outside school.
12.2 Provide the children with a piece of paper and ask them to record all the groups and clubs that they belong to and facilities that they use in the local community. Ask the children to write each one in a circle and use a mind mapping technique to explore who they could tell and speak to, if they experienced bullying in any of these places. Encourage the children to consider whether or not they would add these trusted people from the community to their Network of Support.	• For information on mind mapping see TG Classroom Strategies. • Refer to the school's Anti-Bullying Policy regarding the school's approach to managing bullying that takes place off the school site and out of school hours. • For situations where children may be experiencing bullying at home, refer to your school's Safeguarding and Child Protection Policy and speak to your Designated Safeguaring Lead or Deputy.
11.3 Read an extract from the story, **The Feather Boy,** which describes how Robert is bullied by Niker on the way to school as he takes the short cut called, 'The Dog Leg'. In small groups, ask the children to discuss what strategies Robert could use in this situation, *e.g telling a trusted adult, using the assertiveness strategies introduced in Section E, planning a different route to school that feels safer etc.* Invite the children to discuss what they would do if they were being bullied on the way to and from school. Ask the children to consider if there are types and forms of bullying which are more likely to happen outside school than inside school. Make a list of these types and forms of bullying and ask the children to work in small groups to consider how they would respond to this bullying if they were to experience it happening in the local community.	• This activity links with learning about groups that exist in the community in unit **DC 5/6 Diversity and Communities.** • Types of bullying include the target focus *e.g. racist bullying, homophobic bullying*. Forms of bullying describe the methods in which the bullying is carried out *e.g. physical, verbal, indirect, cyberbullying*.

Section G - Creating Safer Environments continued

Framework question/s	Can I identify ways of preventing bullying in school and the wider community? (RR)
Learning Objective	13. To identify ways pupils, teachers and parents can work together to reduce bullying in school and the wider community. (RR)
Possible Success Criteria	To be able to: • suggest ways in which the school tries to stop bullying • suggest how parents/carers can help if their child is affected by bullying • demonstrate ways in which I can support the school's Anti-Bullying policy.

Teaching Activities	Points to Note
13.1 As a class, invite the children to discuss what makes a school a happier and safer place in which people are encourage to treat others with kindness, and where any bullying that is reported is addressed swiftly with all those involved well supported. Use four pieces of flip chart paper with the following headings: • How the school is organised • Relationships and the environment • Links with families and the community • Teaching and learning Encourage the children to suggest and record good anti-bullying practice in relation to these headings. Using these examples of good practice, ask the children to consider ways that their own school could develop its anti-bullying practice. Invite the children to identify areas for development which can be addressed by the class, and other areas that could be taken to a wider school forum for further consultation *e.g. school council.*	• Sensitivity is required for this activity as for children who have been affected by bullying within school or feel unsafe in parts of the school, this could be distressing. • If the school has taken part in the Health Related Behaviour Survey, (see Sources of Information and Support) you may want to explore the data regarding where children experience bullying at school.
13.2 As a class, use the results from activity 13.1 and consider questions that could be incorporated in a pupil questionnaire in order to collect feedback from other children regarding their views and opinions on the school's policy and approach to anti-bullying work including how well the school responds to incidents of bullying.	• Results from the questionnaire could be fed back to the school council and other pupil and staff forums and used to develop an anti-bullying action plan for the school. • If the school has taken part in the Health Related Behaviour Survey, (see Sources of Information and Support) data from the questions concerning children's perceptions of how bullying is managed within the school could be examined and used to inform the development of further questionnaires.
13.3 In small groups, share aspects of the school's Anti-Bullying policy with the children and invite them to consider what they could do to help implement aspects of the policy *e.g. develop leaflets for younger children; develop a playtime friendship club; train as a mediator or a playground buddy; help organise and deliver an awareness raising evening for parents/carers; develop an anti-bullying assembly for the school.*	• For more information on peer support systems see TG Peer Support.

Section H - Processing the Learning

Framework question/s	
Learning Objective	14. To understand what I have learnt and be able to share it with others.
Possible Success Criteria	To be able to: • share something that I have learnt.

Teaching Activities	Points to Note
14.1 As a class develop an anti-bullying presentation that could be shown to children in other year groups. Invite the children to use role play or use creative arts such as dance and music to convey their messages. Children could also incorporate ICT within their presentations such as the use of power point, digital cameras and film.	• Ensure that the presentations are age appropriate and include clear messages about the damaging effects of bullying and the best ways of responding to bullying such as always telling a trusted adult. When presenting to younger children include simple strategies such as purposefully ignoring the person who is bullying you or saying, 'No!' with an assertive voice. When presenting to older children include more advanced assertiveness strategies such as 'The Repeat Button' technique and 'Fogging'. • For information about Role Play see TG Drama Strategies. • For information about using cameras and film see TG New Technologies. • You could include guidance on how to respond to bullying in a class anti-bullying charter.
14.2 In Circle Time, ask the children to talk in pairs to identify one new thing they have learnt about bullying. Using the sentence stem, "*One new thing I have learnt that I did not know before is...*" Invite each of the children to share their new knowledge and understanding about bullying.	• For more information see TG Circle Time.

Resources to Support this Unit

The following resources are included in the Unit AB 5/6 Resource Pack linked to this Unit:

1. Poem -'Trouble'

2. Bullying scenarios - Bullying/Not Bullying

3. Bullying statements

4. Bullying scenarios - Indirect Bullying

5. Bullying scenarios – Prejudice Based Bullying

6. Bullying scenarios - Cyberbullying

7. Feelings, Thoughts, Behaviours

8. Poem - 'Breaktime' (with kind permission from Kate Williams)

9. Poem - 'Name-Calling'

10. My Network of Support

11. Bullying scenarios - Bystanders

These resources are directly referenced within this unit

The Girls Lauren Ace and Jenny Lovlie

Wonder R.J. Palacio

Willy and Hugh Anthony Browne

As Fast As Words Could Fly Pamela M. Tuck and Eric Velasquez

Emmeline Pankhurst Lisbeth Kaiser and Ana Sanfelippo

Rosa Parks Lisbeth Kaiser and Marta Antelo

Three Monsters David Mckee

Bad Girls Jacqueline Wilson

Willow Finds a Way Lana Button and Tania Howells

Feather Boy Nicky Singer

SEAL: Say No to Bullying - Year 5/6 (Green)

SEAL Photo pack

These may also support work on this unit:

The Boys Lauren Ace and Jenny Lovlie

We're All Wonders R.J. Palacio

Enemy Pie Derek Munton and Tara Calaham King

Beyond the Fence Maria Gulemetova

Avenger Pete Johnson

Secret Friends Elizabeth Laird

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

The Cambridgeshire Celebrating Healthy Friendship Programme
This KS2 curriculum intervention programme is designed to support the development of positive relationships between children. It supports them to explore the complexities of their friendships including why they sometimes fall out and engage in destructive behaviours such as relational aggression and bullying. This resource teaches children to deal with difficulties between friends in an appropriate and constructive manner to ensure the protection of their own and others' wellbeing. Further information is available from the PSHE Service. Email: pshe@cambridgeshire.gov.uk

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

Health Related Behaviour Survey Schools Health Education Unit
This survey uses the Health Related Behaviour Questionnaire with Year 5 and 6 pupils in some schools. For information about the HRBQ in Cambridgeshire, contact the PSHE Service. For information about the HRBQ nationally, go to www.sheu.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 0808 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.syacambs.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 5/6 and LEC Programmes:

The Year 5 and Year 6 LEC programmes both explore situations involving bullying behaviour and encourage the children to consider the impact of a range of responses. Reference is made to children's Network of Support in helping them identify trusted sources of information and advice.

Cambridgeshire Primary Personal Development Programme

Myself and My Relationships AB 5/6 Anti-Bullying

Contents

Click on the title of the resource you require.

Resource 1 - Poem- 'Trouble'

WHEN CHEEKY FIRST YEARS
IN THE YARD
START ACTING HARD
THEY SOON FIND OUT
I'M TROUBLE.

CHOOSING
A FOOTBALL TEAM AT SCHOOL?
MAKE ME THE CAPTAIN!
THAT'S THE RULE,
OR I'LL MAKE TROUBLE.

THOSE SWEETS YOU'VE BROUGHT
TO GIVE AWAY;
REMEMBER,
I'M YOUR BEST FRIEND TODAY,
OR THERE'LL BE TROUBLE.

NOBODY REFUSES ME A THING;
I'M ALWAYS THE BOSS
THE ACE, THE KING.
TRY ME.
I'M TROUBLE.

IRENE RAWNSLEY

Every effort has been made to contact the copyright holder. We invite any copyright holder to contact us.

Resource 2 - Bullying Scenarios - Bullying/Not Bullying

Erica is upset as her parents may be separating. Erica has not spoken to her good friend Rhianna all day.

Tom and Leo usually get along, but they end up having a physical fight when Tom thinks Leo has stolen his watch.

Felix is being mocked by all the children in his class because he gave his younger brother a goodbye kiss at the school gate.

Robert, Amelia and Asif demand 50p each day from a group of younger boys and threaten to kick them if they don't pay.

The boys in Zahir's group agree not to go to his party because they say he 'took' another boy's best friend.

Polina is a refugee. She has just arrived in school and doesn't yet have a uniform. Some of the other pupils laugh at her clothes.

Olivia and Joshua have a fight over an argument about the football scores and don't speak to each other for the rest of the day.

Stanley had three texts on Sunday saying, 'Watch out we're gonna get u on Monday'. He does not know who they are from and is scared to go to school.

Shona has fallen out with her friend, May. May has told all Shona's friends to block her on Instant Messenger.

Liam told his friend Lucy his email password. When they fell out, Lucy emailed nasty messages to Liam's friends from his account. Now his friends are not talking to him.

Matt is unhappy because his friends will not talk to him any more. They leave him out all of the time and talk about him behind his back.

Imitiaz's bag is thrown down the stairs by a group of older children. This happens at least three times a week.

Ellie and Suzanna have an argument because Ellie thinks Suzanna is trying to steal her friend.

Archie and Kian often play tag with a group of children at playtime. Kian doesn't feel like joining in so goes off on his own and Archie joins the game.

Resource 3 - Bullying Statements

Sticks and stones can break my bones but words can never hurt me.

If you ignore people who are bullying you, they will stop and go away.

All schools should have an Anti Bullying Policy.

Only boys bully people.

Bullying does happen outside school.

Bullying does not happen at our school.

Bullying is a normal part of growing up. There is no need to stop bullying as it helps children to learn to stand up for themselves.

Ignoring someone is not bullying.

People learn to bully by copying other people who are bullying.

Children should learn about bullying at school including how to keep safe from bullying.

Resource 3 - Bullying Statements

Bullying can hurt people emotionally as well as physically.

It is bullying, if you send someone a nasty text message to upset them.

Anyone could bully others.

People who bully others are always confident people.

Bullying does not do anyone any harm.

Teasing is not bullying.

Bullying hurts you on the inside as well as the outside.

Some girls constantly seem to be arguing and leaving each other out of friendship groups. I don't think you can ever call this bullying. It is just 'girls being girls' It is bullying, if you send someone a nasty text message to upset them.

It is always best to tell someone if you are being bullied.

It is not bullying if you forward an unkind photo of someone on your phone because someone else sent it to you in the first place.

Resource 4 - Bullying Scenarios - Indirect Bullying

Grace is friendly with a group of girls at her school who don't like another girl in the class called Anya. Grace thinks this is because Anya is very bright and good at her school work. Grace usually goes along with what the group does to Anya because she wants to stay friends with them. The group call Anya names and ignore her. Anya is having a birthday party soon and has invited everyone in the class. The leader of the group of girls has told everyone not to go. Grace actually quite likes Anja and is getting tired of being mean to her.

A group of boys have excluded another boy, Eddie, from their friendship group. Eddie has been part of the group for some years. The other boys totally ignore Eddie every time he approaches them. Eddie has no idea why he has been excluded. There has been no physical attack but he has seen the boys whispering about him. He has also received a threatening text message from one of the boys. Eddie does not have any other friends because he has always been friendly with this group.

Idika is friendly with a group of children who like to criticise people from their class who they do not like. Idika agrees with them and goes along with what they say, although she never criticises the other children herself.

Justin is in with a group of children who have been friends for a few years. He does not like a girl in the group called Luciana. Every time Luciana speaks, Justin speaks over her and turns his back on her. Justin gossips about Luciana but he always says he heard it first from another person. If people say that the gossip is not true, Justin quickly says that he heard it from another person.

Resource 4 - Bullying Scenarios - Indirect Bullying

Katy and Sammy are close friends. Maxine becomes friendly with Sammy. Maxine says she will not be Sammy's friend if she lets Katy play with them.

Kofi and Dylan used to enjoy gaming online together after school. Recently Kofi has been hanging out with a different group of children from the class. Kofi blocked Dylan on the gaming platform and now some other children have now blocked Dylan as well. Dylan has tried to ask Kofi why this has happened, but Kofi is ignoring him.

Fred asked Jamal to swap secrets with him. He said, 'I will tell you a secret if you tell me yours'. Jamal agreed as he was eager to know Fred's secret. He told Fred his secret. Later that week Fred and Jamal had an argument and Jamal immediately told Fred's secret to other children in the class.

Janey and Alec are friends. Janey finds several nasty anonymous notes in her drawer at school. She then hears a rumour that is going around the school that Janey and Alec are going out. Janey is upset because it isn't true and they are just friends.

Renny is a popular girl who is very confident and kind to other children. She has a group of friends and everyone in the group wants to be Renny's best friend. A new child called Eden moves into the house next door to Renny and the two children quickly become good friends. At school, Renny and Eden meet up at playtimes and Renny introduces Eden to her group of friends. The others in the group refuse to speak to Eden. They stare at Eden and give unkind looks.

Resource 5 - Bullying Scenarios - Prejudice Based Bullying

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What could I do?

I have arthritis which causes pain in my bones and joints and means that I have to use crutches. Some days are better though and I can manage without them. The children at school say that I am pretending to be sick and use my crutches as an excuse to stay in at playtime. Some of the children shout unkind things at me when I am using my crutches.

Please can you help me?

Thank you.

Rhianna

....

What could I do?

My mother is Danish and my father is English. We speak Danish most of the time at homeand sometimes I forget and say things in Danish at school. The other children think I'm showing off and trying to be better than them because I can speak two languages. They make fun of my other language and try and mimic what I am saying in a nasty way.

Please can you help me?

Thank you.

Metta

....

What could I do?

My problem is that I'm not very good at school work. I find reading really hard, and often can't understand what the teacher is talking about. The worst thing is I feel like the children laugh at me when I can't do things.

I like to go to the local recreation ground after school but some of the children from my class also play there and they pick on me there too.

Please can you help me?

Thank you.

Kelly

Resource 5 - Bullying Scenarios - Prejudice Based Bullying

....

What could I do?

I live very happily with my two mums. They recently got married and had a big party to celebrate their love for each other. We invited some of my friends and their parents and had a great day. One of my good friends didn't come and now doesn't speak to me at all. Whenever I see his parents they take him away quickly and don't let him play with me anymore.

This is really upsetting for me and I don't understand what the problem is?

Please can you help me?

Thank you.

Josh

....

What could I do?

I am a Muslim and each year we observe Ramadan which is one of our holy months in the Islamic calendar. During Ramadan Muslim people are not permitted to eat during daylight hours from dusk till dawn. My problem is that each year during Ramadan the children in my class are unkind to me and say my religion is stupid because we can not eat during the day. I know that some of the children talk about me behind my back. They give me nasty looks and even say that I have an eating disorder. I am a Muslim and I am proud to be a Muslim but I am feeling unhappy about how I am being treated.

Please can you help me?

Thank you.

Zanab

....

What could I do?

I am feeling so unhappy. The other girls in my class are really mean to me. They pick on anything to laugh at – like my clothes and my hair and because I have grown faster than them and sometimes wear a bra to school. The boys join in too. Two boys in my class have started grabbing me when I walk past. I try to keep away from them. I don't want to go to school ever again.

Please can you help me?

Thank you.

Chelsea

Resource 5 - Bullying Scenarios - Prejudice Based Bullying

....

What could I do?

We have got new neighbours and they have a 10 year old daughter, Natasha, who has Down's Syndrome.
Yesterday Natasha was in her front garden when a group of children from my school walked past her house. They stopped to talk to Natasha. I thought they were being friendly but in fact they were laughing at her and pulling faces and mimicking the way she speaks. I want to be friends with Natasha because I think she needs a friend.

What can I do to help Natasha?

Please can you help me?

Thank you.

Bojing

....

What could I do?

I am a ten year old boy. I have a group of friends that I get on really well with most of the time. Recently I have been getting really worried about the way they are treating an old lady in my road, when we're passing her house after school. They play tricks on her by running into her garden and hiding behind the bushes. When she comes out they yell horrible insults at her. I sometimes join in too, to be part of the group. I don't want to join in any more because I don't think it is right.

What can I do to make this stop?

Please can you help me? Thank you.

Jaydn

....

What could I do?

I am a young carer and I live on my own with my mum who has muscular dystrophy which means that she has to use a wheel chair all the time.
I could not go to the school disco because I had to stay at home and look after my mum. My best friend says she is fed up with me because I could not go with her to the disco and I can never see her after school.
I have seen other children whispering and laughing at me and some of them have started to call me unkind names.

Please can you help me?

Thank you.

Rhona

Resource 5 - Bullying Scenarios - Prejudice Based Bullying

....

What could I do?

I have very bad eczema on my face. Most of the time it is really uncomfortable and I have to put a special cream on it that the doctor gave me. When my eczema is bad it makes my face very red. The other children in my class are OK about it but the children at the After School Club give me horrible looks and say that they don't want to be near me in case they catch something.

I know that you can not catch eczema from another person.

How can I help them understand?

Please can you help me?

Thank you.

Joe

....

What could I do?

The other day our class teacher asked everyone to stand in a circle and hold hands. I reached for the hand of the classmate standing next to me and this girl then grimaced to her friend across the circle. Her friend then rushed over saying she was going to 'rescue' her from holding my hand.

They don't seem to treat the others like this. I feel like I am being treated differently because I am from a Traveller family. I am proud of being a Traveller, but I don't like the way I am being treated.

How can I stop this happening again?

Thank you.

Lia

....

What could I do?

I am being bullied by a boy called Trey and his mates. They are spreading rumours about me to the whole year group. For weeks they have been teasing and shouting at me, they push me, trip me and grab my rucksack. It is always worse on the school bus. I have tried getting a later bus and waiting at school but we all have to be out of school at the end of the school day and they lock it up.

Please can you help me?

Thank you.

Ben

Resource 6 - Bullying Scenarios - Cyberbullying

Robbie has been receiving nasty e-mails. He is not sure who is sending the emails and or what he can do about it.

Amy reported some children in her class for stealing her new set of stationery. When she got home, instant messages started popping up on her computer screen. The messages said that she was a tattletale and a liar. Amy typed back, ''You stole my stuff!'' She then received a series of increasingly nasty messages and when she went to school the next day, the other children in the class would not speak to her.

Devansh went to a football match with his family. While he was watching the match he received a number of hurtful text messages on his mobile phone that were being automatically forwarded to him from his internet messages. By the end of the game he had received 50 - the limit of its capacity.

Jade's parents let her play on a website where she can take care of a pet pony. Her friend Marie, comes to her house for tea and sees her type in her username and password. A few days later, Jade goes back to the site to take care of her pony. She finds her pony's stable has been rearranged and there are some things missing.

Sundeep and Chloe always play on their favourite website after school. The website has games, chat and messaging for children. Their parents allow them to play on the site, but Sundeep and Chloe have not told their parents for a few weeks now they have been received nasty messages such as, 'You are spoiling the game', 'I hate you' and 'We are going to beat you up'.

Jolanta and her friends went to the local swimming pool. They took some photographs of each other with their mobile 'phones. Later that week, Jolanta fell out with one of the friends. She was then told by lots of different people that they had received a picture of Jolanta in her swim suit on their mobile 'phones.

Resource 7 - Feelings, Thoughts, Behaviours

How might this character have been feeling and thinking at this part of the story?
How might these feelings and thoughts have affected their behaviour choices?

Feelings
Emotional and Physical

Thoughts

Behaviour
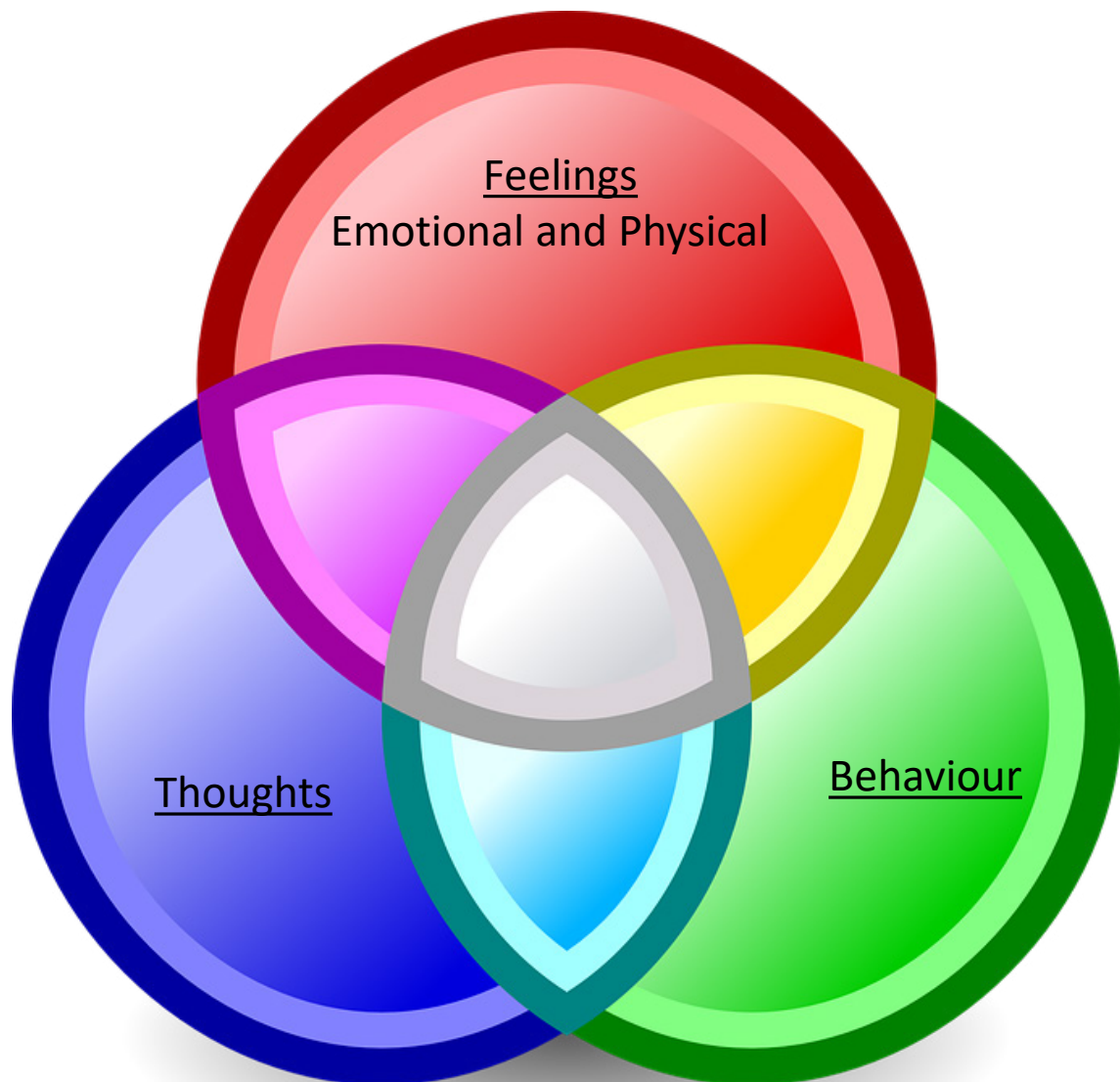
Resource 8 - Poem - 'Breaktime'

Break time

In break time I wander about, or stand,

Or pick up old junk like this rubber band,

Or slip round the side of the building and hide,

Or draw with my shoe in the sand.

Big gangs rush up, shouting: "Come on! Play schools!"

But I don't know how. I don't know the rules.

So they shout at me: "Move! Shove off! Get out!"

And I run off, feeling a fool.

But I've seen someone else who stands alone, too.

I don't know her well, but I think her name's Sue,

She wanders around with her eyes on the ground.

We can form our own gang – just us two!

Kate Williams

Resource 9 - Poem - 'Name Calling'

Name-calling

They call me frog-face with ears like a bat.
I said, 'I'm worse than that'.

They call me rat-nose with a tongue like a shoe.
I said, 'Is that the best you can do'?

They call me mouse-eyes, skunk-breath, dog-head.
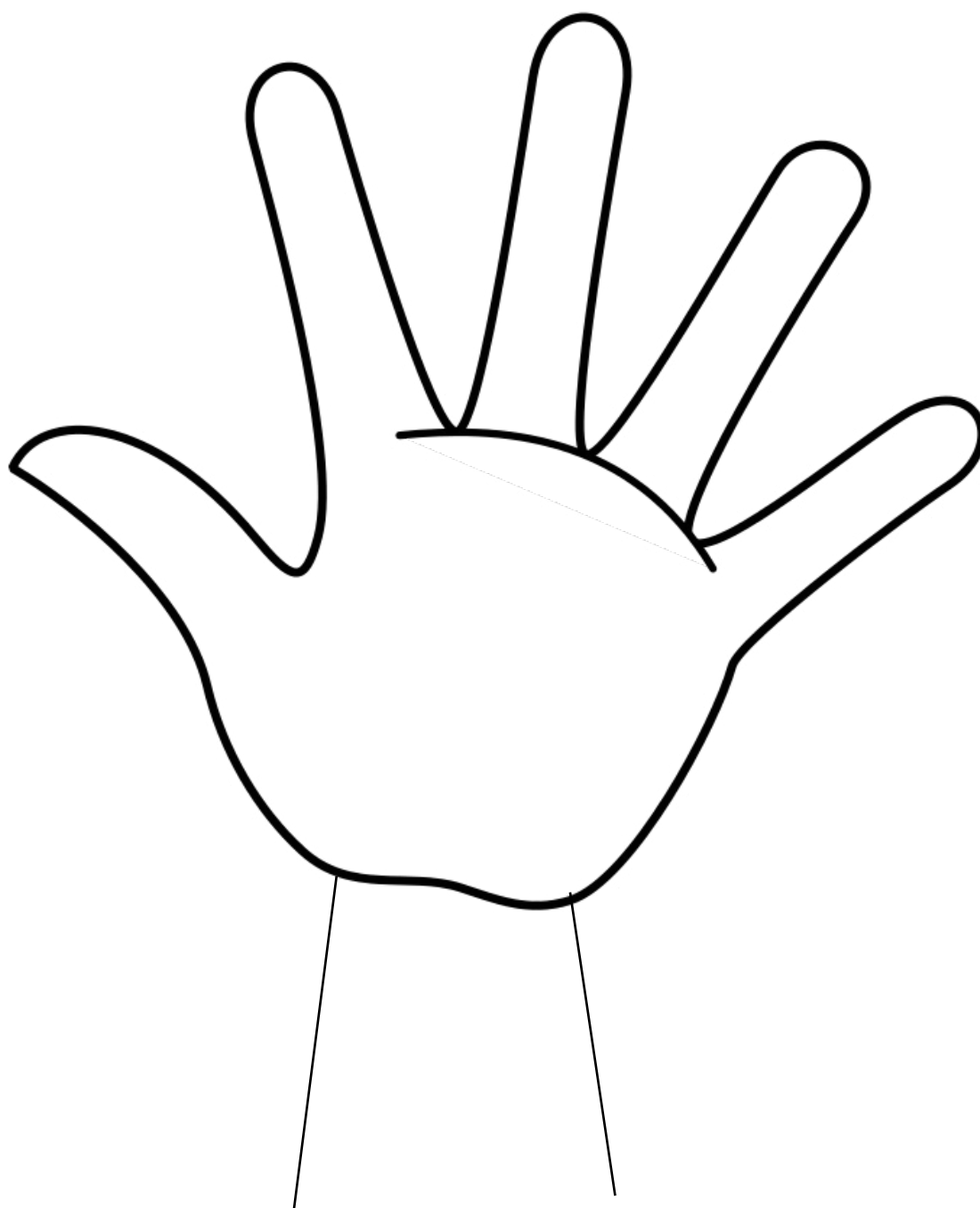I said. 'I'm worse than all that you've said'.

They said, 'It's no fun calling you a name'.
I called, 'That's a pity – I'm enjoying this game'.

Charles Thomson

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Resource 10 - My Network of Support

Which adults are in your network?

Resource 11 - Bullying Scenarios - Bystanders

Oli sees that Felix is being mocked by group of four children from their class because he gave his younger brother a goodbye kiss at the school gate. Oli is in a friendship group with the four children who are being unkind and he doesn't want to fall out with them. But he can see that Felix is upset and feels like he should help him out. What could Oli do?

Tehya and her friends send group messages to each other on their mobile 'phones. The others in the group start sending unkind messages about Ruby. Tehya likes Ruby and is worried that the messages will be upsetting her. When she mentions this to one of the others in the group, Tehya is deleted from the group by the other children. What could Tehya do?

Tammy hears Zac and Lauren talking about how they are going to get Julia after school. At the end of the day Tammy sees Zac and Lauren pushing Julia around in the cloakroom. No teachers are in the cloakroom and some other children in the cloakroom start laughing. What could Tammy do?

Luca confides in Lily that some of the children at after school club have been saying really awful things to him, including using racist language. He begs Lily not to tell anyone because he thinks that will make the situation worse. When they line up for afternoon lessons Lily hears one of the children making the racist comment. What could Lily do?

Alice and Freya had a falling out and Freya has managed to persuade the other children in the friendship group to ignore Alice, turn their backs on her and avoid speaking to her. At first Ramzi goes along with it as he doesn't want the other children to ignore him too, but now he is feeling guilty for treating Alice badly. What could Ramzi do?

Cambridgeshire Primary Personal Development Programme · Monitoring Coverage

Class: Teacher:

Myself and My Relationships AB 5/6 Anti Bullying	R	A	G	Notes
Section A - Friendships and Falling Out				
1. To be able to correctly distinguish between friendship difficulties and bullying. (CF)				
Section B - Defining Bullying				
2. To be able to define the key characteristics of verbal, physical, indirect and cyber forms of bullying. (RR)				
3. To understand the common elements of all types of bullying and those that differ. (RR)				
4. To understand how people who bully may use power imbalance, manipulation and exclusion within groups. (RR)				
Section C - Causes and Types of Bullying				
5. To explore whether different groups of people might perpetrate/or encounter some forms of bullying more than others. (MW)				
6. To understand more about forms of prejudice-based bullying. (CF)				
7. To understand cyberbullying, how to take positive action to prevent it and how to ask for help. (ISH)				
Section D - How Bullying Can Affect Us				
8. To understand the feelings of those who are bullied, perpetrators, followers and bystanders and how this might affect their mental wellbeing and behaviour. (MW)				
Section E - Responding to Bullying				
9. To understand personal circumstances that may lead someone to engage in bullying or become a target of bullying. (MW)				
10. To understand how to prevent or stop bullying assertively in different online and offline contexts to the benefit of those involved. (RR)				
Section F - Supporting Others				
11. To understand the role of peer influence in bullying situations and how bystanders can become defenders or colluders. (RR)				
Section G - Creating Safer Environments				
12. To consider when, where and what types of bullying are happening in the local community and how to respond. (RR)				
13. To identify ways pupils, teachers and parents can work together to reduce bullying in school and the wider community. (RR)				