

Unit Context



Bullying happens in every school and its effects are often serious and long-term. Recent national surveys suggest that a significant number of primary school children think that bullying is 'a big problem' or 'quite a big problem' in their school. In Cambridgeshire many schools have taken part in the Health Related Behaviour Survey (HRBS) which asks specific questions regarding bullying. In the last 2010 survey, 38% of year 5/6 pupils reported they feel afraid of going to school because of bullying at least 'sometimes'. 26% of year 5/6 pupils reported they had been bullied at or near school in the last 12 months. This unit is intended to support the school's preventative approach to bullying and should

support the schools Anti-Bullying policy and complement the schools work on developing an anti-bullying ethos for the whole school community. The content of this unit is consistent with the DCSF Anti-Bullying Charter and the DCSF guidance, Safe to Learn: Embedding anti-bullying work in schools 2007. It also complements the Cambridgeshire PSHE Service Anti-Bullying Toolkit which is referenced and accessed through the Primary Personal Development Programme. Bullying is a complex issue and requires providing children with learning opportunities that will enhance their self esteem and sense of personal identity, develop their appreciation for difference and diversity, enable them to understand and manage their emotion and support them in forming and sustaining positive relationships. Work in this unit will be supported by relevant school policies such as Community Cohesion, Equality, Inclusion, Behaviour Management and Safeguarding. The unit complements and can be taught in conjunction with the SEAL theme 'Say No to Bullying'.

Unit Description

This unit will develop children's understanding of what bullying behaviour looks like including physical, verbal and simple indirect forms of bullying.

The children will explore simple reasons for why bullying happens, which includes exploring how bullying occurs when people do not respect and value diversity and difference. The children will consider the feelings of and emotional impact on those children who are bullied, those that witness bullying and those who bully others.

They will consider strategies for keeping themselves safe from bullying and strategies for responding to bullying when it may occur including the importance of being assertive and telling a trusted person. They will explore strategies for befriending and being kind to children who have been bullied. This unit will also provide an opportunity for children to consider where bullying may occur in their school and develop simple strategies to ensure that the school is a safe place where positive relationships are fostered

Notes for Staff

Most definitions of bullying usually have four 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 proactively the issue of bullying in their school, 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.

Learning Expectations

At the end of this unit most pupils will:

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

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

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

Some pupils will have progressed further and will:

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

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 fully participate 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, respect, confidentiality, and caring for each other. Children need to feel able to be honest about their views and able to reflect on and develop them in a safe context. It is therefore important to be clear with them at the start about what constitutes racist comments, for example. The definition of a racist incident is 'any incident which is perceived to be racist by the victim or any other person' (Rec.12 Stephen Lawrence Inquiry Report). In the course of this unit, children may make prejudiced comments or express controversial views which require a response. Should teachers not feel equipped to challenge or respond to such comments immediately, it is advisable to acknowledge the remark(s) and state that they need examining and that you will return to the issue in the next lesson/tomorrow when you have reflected on and considered the points or comments expressed in more depth. This will give you the opportunity to seek advice from senior staff in school and/or your local Equality service as appropriate.

Activities for Recording Assessment

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

Activity 1.2 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. After listening to the scenarios, ask the children to post them into a *Bullying* or *Not Bullying* box. (see key characteristics of bullying in Notes for Staff).

Activity 4.2 Use the children's response to this Draw and Write to assess their understanding of how it can feel to be bullied.

Activity 7.3 Use the children's response to this Draw and Write to assess their understanding of strategies they can take to respond to bullying and keep themselves safe.

Out of School Learning

Ask the children to talk about bullying with their parents/carers and share the stories about bullying that they heard 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 seek help e.g. always telling a trusted adult or friend, ignoring the person who is bullying you, saying 'No!' and asking the person who is bullying you to stop what they are doing, speaking assertively and using assertive body language.

Sensitive Issues



Sensitive issues to be aware of are marked in the **Point 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. You will also want to be aware of children who could be susceptible to being bullied and therefore could feel uncomfortable during activities that focus on learning about bullying. See **Teaching Guidance** for **background information** on bullying for information on vulnerability factors.

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 and note where these differences may make some children more vulnerable to being bullied than others.

Vulnerable groups may include children from different racial and cultural backgrounds, children from same sex parent/carer households and children with additional needs and disabilities. Girls and boys who fail to conform to typical forms of gender behaviour are often targeted by their peers. This can result in sexist (e.g. 'sissy', 'girl'), or sexual (e.g. 'tart', 'slag') and/or homophobic (e.g. 'queer', 'poof') name calling and social exclusion.

It is advisable to ensure that the ground rules you have negotiated with the children include strategies that will enable all children, including those who have experienced bullying in some way, to safely participate and contribute with security and confidence.

These rules should include not mentioning or naming individual children when discussing examples of bullying. It is particularly important when using role play to ensure that all children are comfortable with the roles that they undertake, e.g. a child who has been bullied may feel very uncomfortable taking on the part of a bullied child in role play. Children should be given the freedom of choice and the permission to 'pass' in activities such as Circle Time.

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 using the **PD Planning Tool**.

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

For example:

See **Teaching Guidance** for information on **Circle Time** and using the **Draw and Write** technique.

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

Linked Units

FF 1/2 Family and Friends

ME 1/2 My Emotions

DC 1/2 Diversity and Communities



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Section A - Defining Bullying

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
1. To begin to understand what bullying is and recognise examples of physical, verbal and simple indirect forms of bullying including cyberbullying.	To be able to: <ul style="list-style-type: none"> explain how bullying behaviour is a form of unkind behaviour that is done on purpose and usually happens again and again explain why bullying behaviour is always wrong describe how bullying can be physical or verbal identify simple indirect forms of bullying in a story or a scenario (e.g. <i>leaving people out of games</i>) identify simple forms of cyberbullying (e.g. <i>receiving a nasty message on a children's social networking site</i>) 	<p>1.1 In Circle Time, discuss why it is important to be kind to others. Ask the children to discuss how they are kind to each other. Use the sentence stem, <i>One way to be kind to others is.....</i> to explore acts of kindness. Discuss ways that people can sometime be unkind to each other. Read a story or show the children some pictures or a short video clip which involves bullying. Ask the children to describe what is happening to the people in the story/ pictures and how everyone is feeling. Record their thoughts and ideas and introduce the word 'bullying'.</p> <p>Explain that bullying is deliberately hurtful behavior that usually happens repeatedly. It can be physical, verbal or indirect such as leaving people out and giving nasty looks. Bullying can also take place electronically and is called cyberbullying.</p>	<ul style="list-style-type: none"> See Teaching Guidance for information on Circle Time. 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 fully participate with security and confidence. SEAL Say No to Bullying Year 1/2 (Blue) See the short story Sean and Lisa which explores the key characteristics of bullying. Also see the SEAL photocards for pictures Key characteristics of bullying can be found in the introduction to the unit. 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 physical, verbal and indirect forms of bullying. Some children may make reference to cyberbullying as another form of bullying. There is growing evidence of the increase in the number of younger children using online technology to communicate, socialise and play with friends. Examples of cyberbullying include receiving nasty messages and being 'blocked' as a friend on a social networking site.
		<p>1.2 In Circle Time, introduce a puppet Sammy and explain that Sammy thinks that some children in her/his class may be being bullied at school but she/he is not sure. Read the scenarios to the children and encourage the children to ask relevant questions to find out whether or not this hurtful behaviour is bullying. A</p>	<ul style="list-style-type: none"> See Teaching Guidance for information on using Puppets. See Resource 1 Bullying Scenarios - Bullying/Not Bullying Use the children's responses to these activities to develop a definition of bullying for your class. This could be shared with the school council and used to develop a children's definition for the school. The definition can be incorporated in a class Anti-Bullying Charter and the school's Anti-Bullying Policy.

Section B - Causes and Types of Bullying

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
2. To begin to understand simple reasons for why bullying happens and that it is an unacceptable form of behaviour.	<p>To be able to:</p> <ul style="list-style-type: none"> suggest simple reasons for why people may bully (e.g. <i>when they are unhappy and do not feel good about themselves, when they want something and do not consider other people's feelings</i>) suggest simple reasons for why some people may be bullied (e.g. <i>they may appear to be different in some way</i>) tell you why we should not bully people 	<p>2.1 In Circle Time, introduce the children to a puppet, Sammy and explain that Sammy has seen and heard some bullying behaviour at her/his school. Explain that Sammy knows that it is wrong to bully others but she/he wants to understand why some of the children may be involved in bullying.</p> <p>Describe a number of scenarios to the children such as: <i>Kaitlin wanted her Mum to buy her a Barbie skipping rope but Kaitlin's Mum said 'No' because Kaitlin already had a skipping rope. When Kaitlin is at school she sees Bernadette playing with a Barbie skipping rope. Every day Kaitlin says 'Give it to me stupid' and snatches Bernadette's Barbie skipping rope away from her.</i> Invite the children to discuss and explain to Sammy, the reasons for why each child in the scenarios may be bullying other children.</p>	<ul style="list-style-type: none"> See Teaching Guidance for information on using Puppets. See Resource 2 Bullying Scenarios: Why Does Bullying Happen? Also you can add further text to the scenarios: Bullying, Not Bullying to introduce hidden reasons for why the perpetrator may be involved in bullying. See above for suggested factors See Teaching Guidance for background information. This includes information on factors which make some children more vulnerable to becoming a perpetrator or target of bullying.  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. The problem lies with the behaviour of the person who is engaging with bullying. This is the behaviour that needs addressing. However people who have been bullied can be helped to develop behaviour strategies that will help to ensure that they are less likely to become a target of bullying in the future.
3. To begin to understand that bullying may happen when people do not respect and value similarities and differences between people.	<p>To be able to:</p> <ul style="list-style-type: none"> tell you ways in which I am similar to and different from other people in my class talk about ways in which all people are different and how this is a good thing explain how people are sometimes bullied because of differences explain how it is wrong to be unkind to someone or bully them because they are different from me in some way 	<p>3.1 In Circle Time read the story, Something Else to the end of Part I, where the other animals say, <i>'You're not like us. You are something else'</i>. Ask the children why they think the animals in the story sent Something Else away.</p> <p>Encourage the children to look at the pictures of the other characters in the story and say how they are similar to and different from each other. Continue reading the story to the end of part 2, <i>'It reminded something else of something but he couldn't think what'</i>. Ask the children to consider what Something Else has been reminded of e.g. that he was once sent away himself because others did not respect the way in which he was different from them. Do a Circle of Feelings to consider how Something may feel when he is told to leave as well. Ask the children to consider what they think Something Else should do now.</p> <p>Finish the story and ask the children to remember ways in which Something and Something Else were different from and similar to each other.</p>	<ul style="list-style-type: none"> See Teaching Guidance for information on creating a Circle of Feelings. Learning within these activities can be support by units of work on DC 1/2 Diversity and Communities, FF 1/2 Family and Friends. Encourage the children to understand that Something Else is bullied because the characters in the story think he is different. Explain to the children that everybody is different in some way and that it is wrong to bully a person because they may be different from you. Explain also that we have things that are similar about us. One thing that we all have in common is the fact that we are different from each other Diversity and respecting difference can be supported through fiction such as Alfie's Angels; Three Monsters; Bobby Charlton and the Mountain.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>3.2 Provide the children with card and art equipment and ask them to create a friend who is very different from themselves. Remind them to think about their hair, eye and skin colour and what they like to wear. Invite the children to think of a name for their friend and imagine where they may live, who they live with and what they like to do at home and at school. Ask the children to bring their friend to Circle Time and introduce them to the class and explain their similarities and differences. As the teacher in role, describe an imaginary fantasy playground that belongs to you. Ask if any of these new friends would like to play in the playground. As the children volunteer their friends, accept some and reject others based on one of their characteristics saying that they are different from you <i>e.g. You are not like me because.....; you are something else and you can not play in my playground.</i> After a number of new friends have been accepted to play, ask the others how they felt when you rejected their friends and whether they felt it was fair or unfair behaviour and why. Finally say that you are sorry for being unkind and that all the new friends are invited to play in your playground. Also reinforce that you understand that it is O.K. for people to be different from each other. We all have similarities and differences and these make up who we are and we should celebrate them.</p>	<ul style="list-style-type: none"> • See Teaching Guidance for information on Circle Time and using Drama Strategies. • The children's new friends could be used to form a classroom display based around a friendly playground. Attach the friends so that they can be brought down from the display and used in other role play scenarios in Circle Time. • In Circle Time, invite the children to close their eyes and imagine what the world would be like if everyone was the same <i>e.g. purple</i>. Invite the children to think about how people in Purple World might feel. Ask the children to discuss why difference makes our world an exciting place to live in. • In Circle Time, ask the children to look at the person sitting next to them and describe one thing that looks the same about them and one thing that looks different. Play games such as '<i>Change places if.....</i>' <i>e.g. you have brown hair, you have blue eyes, your eyes crinkle when you smile, you have fair skin, you always try to be kind, you have dark skin, you are tall, you like to play outside.</i>
		<p>3.3 In small groups, use a Persona Doll to tell a story about the doll's way of life as a way of exploring diversity and raising equality issues. For example, use a doll who has a disability and sometimes needs extra support such as the use of a wheel chair or crutches. Explain that the doll is happy as the wheel chair / crutches are helping her/him to do things that all children like to do such as play outside. Later a story could be told that involves other children teasing and excluding her/him because of the wheel chair / crutches. As the teacher act as the interpreter for the doll and then facilitate a problem solving process with children as they empathise with the doll's situation.</p> <p>Use the story to enable the children to recognise hurtful behaviour such as name-calling, exclusion and physical abuse. This will help them to stand up against unfairness when they experience it in real life. Keep the ending of the story short and simple and weave in the children's contributions to reinforce learning</p>	<ul style="list-style-type: none"> • See Teaching Guidance for information on using Persona Dolls in the classroom. • Persona Dolls can represent all kinds of people from every background and ethnicity. Each is given its own name, age, personality, home, family and cultural background, likes, dislikes and friendships. Use dolls that represents the children in your class or develop a doll's persona for a lifestyle that is not reflected in the lifestyles of the children in your class. This activity provides an opportunity to explore a range of family situations and lifestyles such as children living with one parent, same sex parents and young carers. • Think beforehand about any children who might  be particularly affected by the story and constantly observe their reactions so you can offer support if they seem uncomfortable.



Section C - How Bullying Makes Us Feel

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
4. To understand how it feels to be bullied.	To be able to: <ul style="list-style-type: none"> talk about times when I have been bullied explain how bullying behaviour makes people very unhappy talk about how it feels to be bullied 	4.1 In Circle Time , read the story Willy the Wimp and stop at ' <i>It was always the same. Nearly everyone laughed at him – no matter what he did</i> '. Do a Circle of Feelings to explore how Willy is feeling about himself. Invite one of the children to be hot seated as the character of Willy. Encourage the other children to ask questions to learn a bit more about who Willy is e.g. Who does he live with? What does he enjoy doing? Invite the children to ask Willy how he is feeling about himself and the people who are always laughing at him. Afterwards, ask the children to think about a time when they may have seen or experienced bullying and ask them to consider how they felt and thought. Invite the children to think about the feelings inside their bodies and the thoughts inside their minds.	<ul style="list-style-type: none"> See Teaching Guidance for information on creating a Circle of Feelings. These activities reinforce links between bullying behavior and the way it makes people feel about themselves.
		4.2 Following on from activity 4.1. ask the children to draw a picture of Willy when he is being bullied. Encourage the children to think about what Willy's face and body would look like on the outside e.g. <i>expressions and how he may be standing or sitting</i> . Using a thought bubble and a heart bubble, ask the children to write words to describe what Willy is thinking and how he is feeling. Repeat the process to explore how Willy is behaving, thinking and feeling at the end of the story when he becomes the 'champ'. In Circle Time, invite the children to share their drawings and discuss how we can be kind to people who are being bullied and make them feel like 'champs'. A	<ul style="list-style-type: none"> See Teaching Guidance for information on Draw and Write. As well as describing feelings, invite the children to consider what may be happening to their bodies including physical responses such as having a tummy ache or a headache, feeling sick, wanting to cry etc..
5. To understand how it feels to see someone else being bullied. To understand how someone who bullies may feel.	To be able to: <ul style="list-style-type: none"> say how it feels to see someone else being bullied say how someone who bullies may feel 	5.1 In Circle Time, use the story, Willy the Wimp and show the children the pictures of the gorillas laughing at Willy in the cinema. Invite the children to be hot seated as the character of one of these gorillas who is laughing at Willy. Encourage the other children to ask questions to find out why they are laughing at Willy and how they are feeling about laughing at him. Ask the children if they think there is maybe a gorilla who is laughing but does not really want to join in. Invite the children to be hot seated as this gorilla to explore their feelings about what is happening and what they are doing and how they feel about it. Finally ask the children to close their eyes and imagine they are one of the gorillas in the picture. Ask the children to open their eyes and finish with a sentence stem, <i>I am feeling....</i> to explore how they feel when they see bullying happening.	<ul style="list-style-type: none"> See Teaching Guidance for information on using Drama Strategies including hot seating. This activity provides an opportunity to explore the feelings of a range of people during a bullying situation such as the target, the perpetrators and bystanders. It can also be used to explore how people sometimes act in one way but feel differently e.g. joining in with the laughing at someone when inside you may feel upset because you know that it is hurting someone. See Teaching Guidance for background information on bullying which includes information on the roles of those involved in bullying

Section D - Responding to Bullying

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
6. To identify some people in and out of school who they can talk to if they were being bullied.	To be able to: <ul style="list-style-type: none"> talk about how it is important to tell someone if I am being bullied even if it is sometimes difficult to tell name adults and friends in my Safety Circle whom I can tell if I am bullied 	6.1 In Circle Time , talk to the children about the importance of telling someone if they are worried about someone being unkind to them or bullying them. Provide the children with a large piece and help them to create their own Safety Circle of people who they could talk to and seek help from if they were being bullied.	<ul style="list-style-type: none"> See Teaching Guidance for information on the Safety Circle. The Safety Circle is also introduced in other units such as BB 1/2 Beginning and Belonging, MR 1/2 Managing Risk and PS 1/2 Personal Safety. SEAL Say No to Bullying Year 1/2 (Blue) See the short story Sean and Lisa which explores the importance of telling someone if you are being bullied or you see someone else being bullied. Learning about what to do if you are being bullied or see someone else being bullied should complement the school's approach on reporting and responding to bullying.
7. To develop simple strategies for keeping themselves safe from bullying including how to respond assertively.	To be able to: <ul style="list-style-type: none"> show and talk about what I should do if people are bullying me describe some simple strategies to help me feel good about myself and protect myself from being bullied say 'No' to people who are bullying me, if it is safe to do so explain why hitting back can sometimes make things worse explain how sometimes, if I have to, I should give bullies what they want, to avoid getting hurt – but should always tell afterwards 	7.1 Read the story, That Rabbit belongs to Emily Brown and discuss how Emily uses assertive behaviour to stop the Queen taking her rabbit from her. Explain to the children that saying that you want something to stop in a confident voice is a good way of dealing with bullying. As the teacher, role play being one of the children in the class. Explain that you have been sitting quietly in the playground with a toy from the playground shed. Ask one of the children to pretend to come along in the playground and demand your toy. Play the scene three times. In the first scene role play looking nervous and reluctantly give your toy away. In the second scene, role play confidently saying <i>No, it is my toy. I am still using it so you cannot have it yet.</i> In the third scene, role play becoming very aggressive and upset and distressed. After each scene discuss with the children the different ways in which you used your voice and body language. Invite them to discuss the impact your behaviour had on the person who was demanding the toy. In pairs ask the children to repeat the role plays they have seen. Ask them to take it in turns to play the person with the toy and the person who is bullying. Encourage the children to use their own words. Invite the pairs to share their role plays with the class. After each role play, the children can comment on what they have seen and whether the strategies being used were passive, assertive or aggressive and whether they were effective in stopping the bullying.	<ul style="list-style-type: none"> Learning within these activities can be supported by units of work on MR 1/2 Managing Risk and PS 1/2 Personal Safety. See Teaching Guidance for information on using Drama Strategies. Ensure the children understand the difference between passive, assertive and aggressive behaviour. Explain that it can sometimes be difficult to be assertive when you feel frightened or threatened. Discuss with the children whether or not there are occasions when it would be better to be passive and give the person who is bullying them what they want <i>e.g. handing over a toy.</i> <p>Explain that it would be better to comply with the demands of the person who is bullying, if they are afraid that they may get hurt. Afterwards they should always tell an adult to stop the situation from happening again.</p> <p>People who bully sometimes like to get a distressed reaction from those that they are bullying, so it is important to stand up to them and show them that they have not achieved this by being assertive rather than passive or aggressive.</p>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>7.2 In small groups, ask the children to walk around the room in a way that shows they are happy and feeling good about themselves. Encourage them to think about their facial expressions and body language. Ask them to freeze and make a statue to show how they are feeling. Ask the children to continue with their walk and as they pass someone, say hello in a happy confident way. Ask the children to repeat the exercise but tell them that this time they are feeling not so good about themselves. Divide the class in half and ask one half to watch the other half repeat the above exercise. Ask the children to consider which way of behaving will protect them from bullying and why.</p>	
		<p>7.3 In Circle Time, introduce the children to a puppet, Sammy, and explain that some children have been bullying her/him at playtime for quite a while. These children will not let Sammy join in any of their games, they call her/him names and make fun of her because her writing is not very neat. Encourage the children to question Sammy to find out about her situation and how she feels. Explain that Sammy has told the class teacher and she will tell the teacher again but she needs to know what else she can do when the teacher is not around. Ask the children if they can suggest ideas about what Sammy should do to make things better for herself e.g. walking away, trying not to listen or telling them to stop, finding other friends to play with, telling a the teacher on duty. Allow Sammy to choose a strategy. Reinforce with the children that they should always tell an adult if they are being bullied and that if they continue to be bullied, they should tell the teacher again.</p>	<ul style="list-style-type: none"> • See Teaching Guidance for information on using Puppets. • Explain that a person is less likely to be bullied if they are showing confident behaviour. This is because someone who bullies others will know that it is more difficult to bully someone and make them feel bad about themselves if that person is already confident, happy and feeling good about themselves.

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>7.4 Provide each child with a piece of paper and ask them to draw and write what they would do if someone was always being unkind to them on purpose e.g. calling them names, not allowing them to play with their friends. Ask the children to share their drawings with a partner. Share the drawings as a class and decide on a number of effective strategies to be included in a Class Charter on stopping bullying. A</p>	<ul style="list-style-type: none"> • See Teaching Guidance for information on Draw and Write. • Children may experience cyberbullying when they are on line <i>e.g. social networking site</i>. Ensure that they are aware of and understand how to report cyberbullying when they are on line. Most social networking sites have a '<i>Report Abuse</i>' button which enables children (and adults) to report to cyberbullying. Often this button links directly to CEOP. (Child Exploitation and Online Protection). See 'ThinkUKnow' website for guidance on how to use the CEOP (Report Abuse Button) (See Sources of information and Support). <div data-bbox="1608 580 1906 655">  </div> <ul style="list-style-type: none"> • In Cambridgeshire, STARZ has a whistle that children can click on if they encounter something they are unhappy about – it sends an email to the appropriate adult in school. <div data-bbox="1771 791 1868 874">  </div>

Section E - Supporting Others

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
8. To understand simple ways to help someone who is being bullied and understand what to do if they see bullying happening.	To be able to: <ul style="list-style-type: none"> show and talk about ways to be kind to children who are being bullied explain and demonstrate ways in which people who see bullying behaviour happening can help to stop it 	8.1 Ask the children to reflect on the stories of Something Else and Willy the Wimp and discuss how the characters felt when they were being left out and laughed at. Ask the children to imagine that one of these characters has moved house and joined their class. Explain that this character has a sad heart because she / he has been bullied. Ask the children to think about how they could look after this character's heart. Pass a small heart around the circle and ask the children to complete the sentence stem, <i>I would look after X's heart by.....</i> . Use the ideas to make a Class Charter on how to be kind to someone who has been bullied. Ask the children to draw and write what they would do to make sure Something Else or Willy felt better.	<ul style="list-style-type: none"> To introduce ways of caring for others, you may want to play a number of cooperative Circle Time games to encourage a caring attitude e.g. 'Pass / bounce the ball' or 'Come and sit next to me...'. See Teaching Guidance for information on Circle Time for further examples of these types of games.
		8.2 In Circle Time, introduce a puppet, Sammy and explain that Sammy has seen some children in her / his class being bullied. Explain that Sammy would like to help these children but she does not know what to do to help. Read the scenarios to the children and ask them to suggest what Sammy could do to help the children in these situations. Collect the children's ideas and add them to a Class Charter on stopping bullying. Ideas may include: <i>telling the person who is bullying to stop in an assertive voice, finding a teacher or another grown up to help, telling an adult at home and asking for their help, asking the person who is being bullied to play with you</i> . Provide opportunities for the children to explore these scenarios through role play and practice using strategies to help others who are experiencing bullying.	<ul style="list-style-type: none"> See Resource 1 Bullying Scenarios -Bullying/Not Bullying See Teaching Guidance for information on using Puppets. Discuss with the children whether or not there would ever be a situation where it would be too difficult and unsafe to intervene. Explain to the children that if they are frightened of getting physically hurt a wiser decision may be to find an adult or older child to help them. Links can be made with learning in the PS 1/2 Personal Safety and MR 1/2 Managing Risk units of work.

Section F - Creating Safe Environments

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
9. To identify places in school where bullying may happen.	To be able to: <ul style="list-style-type: none"> identify places in school where I like to play and places where I do not like to play talk about places where I feel safe and unsafe in school talk about places in school where bullying may happen 	9.1 Give the children a simple map of the playground and outdoor areas that are used at playtimes and lunchtimes. Ask the children to say where they like to play and where they do not like to play and encourage them to give reasons for their decisions. Ask them to colour red areas on the map where they might not feel safe or are unsure about and colour green areas where they do feel safe. In small groups compare the children's different responses. Ask the children if they ever worry about experiencing bullying when they are playing outside. Ask them to point to places on their maps where they have seen bullying or think bullying may occur and say why they think bullying occurs in these places.	<ul style="list-style-type: none"> This activity supports Safety Maps of the school that are developed in other units such as unit PS 1/2 Personal Safety. Areas within the school environment which often cause children anxiety in relation to bullying include: secluded parts of the playground, the field, cloakrooms and toilets, lunchtime dinner queues, and times of the day when children are less actively supervised by a member of staff. Orienteering maps of your school site could be used here. These are available through the Outdoor Education Adviser Service (see Sources of Information and Support). An example of a Site Map can be found in the Teaching Guidance.
		9.2 Provide the children with a map of the indoor area and repeat the above activity. Ask them to colour areas where they feel safe and unsafe. Discuss whether or not the time of day affects their feelings about safe and unsafe places. Ask the children if they have ever seen or worried about bullying in any of the areas that they have coloured red.	
10. To identify ways that the school can promote a caring ethos and encourage positive and safe relationships.	To be able to: <ul style="list-style-type: none"> identify simple ways of making the school environment safe from bullying 	10.1 Using the children's maps from the previous activity, make a list of all the places where bullying occurs or where the children fear it may occur. In small groups ask the children to discuss ways that these areas could be made safer including where bullying is less likely to occur. Ask the groups to share their ideas and form a class list of strategies. Decide which ideas could be managed by the class themselves and which ideas may need to be developed by a wider school forum such as the school council	<ul style="list-style-type: none"> Children's suggestions on improving personal safety at the school and developing an anti bullying ethos and environment could form part of a whole school project. Forums such as the class and school council will play an important part in gathering all pupils' views and deciding on a plan of action to address children's concerns.
		10.2 Using the children's ideas on what makes a safe school where bullying is less likely to occur, ask small groups of children to draw and label maps or pictures of a healthy happy school where all children are safe from bullying and positive relationships and friendships are made. Ask the groups to share their designs and talk about all the positive features in their imaginary school.	<ul style="list-style-type: none"> See Teaching Guidance for information on Draw and Write. Involve the children in developing an Anti-Bullying Charter for the classroom/school. The charter could include the class/ school definition of bullying; what to do if you are being bullied; what to do if you see bullying happening; how to support someone who is being bullied and what to do if you think you are involved in bullying others. See Teaching Guidance for information on Peer Support systems.

Section G - Processing the Learning

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
11. To understand what they have learned and be able to share it with others.	To be able to: <ul style="list-style-type: none"> recall and explain what I have learnt 	11.1 In Circle Time, ask the children to talk in pairs about what they have learnt about bullying. Using the sentence stem, <i>We have learnt.....</i> invite the children to share what they have learnt with the rest of the class.	<ul style="list-style-type: none"> See Teaching Guidance for information on Circle Time.

Resources to Support this Unit

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

1. Bullying scenarios - Bullying/Not Bullying
2. Bully scenarios - Why does bullying happen?

These resources are directly referenced within this unit:

Willy the Champ Antony Browne

Something Else Kathryn Cave and Chris Riddell

That Rabbit Belongs to Emily Brown Cressida Cowell and Neal Layton

Trouble with the Tucker Twins Rose Impey and Maureen Galvani

Alfies Angels Henrietta Barkow and Sarah Garson

Three Monsters David McKee

Bobby, Charlton and the Mountain Sophie Smiley

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

SEAL Photocards

These may also support work on this unit:

Marvin Redpost – Is he a girl? Louis Sachar

Say Hello Jack and Michael Foreman

Man of the Match Sophie Smiley

Invisible Vinnie Jenny Nimmo

Sources of Information and Support

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 **Resources** menu on PD Planner.

DCSF Safe to Learn: Embedding anti bullying work in schools

A series of DCSF guidance documents to promote and embed anti bullying practice in schools. This guidance is available via the Cambridgeshire PSHE Service Anti-Bullying Toolkit:

- [Safe to Learn](#)
- [Cyberbullying](#)
- [Bullying involving Children with Special Educational Needs and Disabilities](#)
- [Homophobic bullying](#)
- [Bullying related to Racism, Religion and Culture](#)
- [Preventing and responding to Sexist, Sexual and Transphobic bullying](#)

Cambridgeshire Education ICT Service

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: icthelpline@cambridgeshire.gov.uk

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.

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.

Cambridgeshire Race Equality and Diversity Service, or your local Ethnic Minority Achievement Service. 01223 568841 www.creds.ccceducation.net
For guidance and training in developing curriculum approaches and resources which promote understanding of, and positive attitudes to cultural and linguistic diversity.

SexYOUality www.syacamb.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.

Out For Our Children www.outforourchildren.co.uk

A group of London based lesbian parents producing books and resources that reflect children's lives and family experiences. See this website for the Real Families Rock poster.

Gay's the Word www.gaystheword.co.uk

A Lesbian and Gay bookshop with good range of children's fiction.

Childnet International www.childnet-int.org

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

Know IT All for Primary Schools www.childnet.com/kia

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

Kidsmart www.kidsmart.org.uk

An award winning practical internet safety programme (part of Know IT All. See above) for schools and parents/carers. Includes the teaching resource: SMART Adventure.

Digizen www.digizen.org

An internet safety website including resources on cyberbullying.

Chatdanger www.chatdanger.com

A website that informs about the potential dangers on line including cyberbullying.

Internet Safety Zone www.internetsafetyzone.co.uk

Teaching resources and useful information for children and young people and parents/carers on cyberbullying and how to tackle it.

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.

Beatbullying www.beatbullying.org/

A U.K. charity that provides teaching resources and useful information for children and young people and parents/carers on bullying including cyberbullying and how to tackle it. Beatbullying also provides a number of whole school Anti Bullying programmes. Mini Mentors is a peer mentoring programme for children aged 5-11 based on the award winning CyberMentors programme.

Outdoor Education Adviser Service

Cambridgeshire schools - Refer to CCC portal resource id 279. For advice and guidance about planning and organising visits and out of school learning opportunities see Evolve website www.cccpccvisits.org.uk

For national information and guidance about organising visits and off site learning, see www.oaapeg.info. To find your local Outdoor Education Adviser visit www.oaep.info

Cambridgeshire Healthy Schools Programme

The Cambridgeshire Healthy Schools Programme provides schools with a framework and a process to review and develop a whole school approach to promoting pupil wellbeing. Consultancy is offered to schools to support needs analysis, setting outcomes, implementing actions and evaluating impact. For Cambridgeshire schools contact the PSHE Service.

Life Education Centres (LEC) www.lifeeducation.org.uk (National Coram Life Education website)

Programmes to support and enhance Drug and Health Education in primary schools. This work is predominantly delivered through a visit from the LEC classroom with trained educators.

Cambridgeshire and Peterborough – contact Cambridgeshire PSHE Service – 01480 376256.

Links between unit AB 1/2 and LEC Programmes:

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

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

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

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

Cambridgeshire Primary Personal Development Programme

Myself and My Relationships 7 • AB 1/2 Anti-Bullying

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Click on the title of the resource you require.

Resource 1 - Bullying Scenarios - Bullying/Not Bullying

Jessica pushes Rodney off the climbing frame in the playground every day and says, 'Get off stupid' to him.

Joshua always tries to take Ben's ball away from him at playtime and says, 'Give it to me or I will kick you'.

Holly will not share her new toys with her brother.

Josie, Amy and Louise are good friends but sometimes Josie and Amy will not let Louise play with them. They call her a baby and run off.

Jonnie broke one of Dominic's new toy cars.

Allie has a wheel chair because when she was born her legs did not work properly. Toby always stands in front of Allie's wheelchair and laughs at her and says 'there is something wrong with you'.

Joseph has freckles. The other children laugh at him and call him, 'Freckle Face'.

Asif has a new haircut and the other children laugh at him and say 'that is a stupid haircut and you look like a hedgehog'.

Holly is always the last one to finish her packed lunch. The other children laugh at her and call her a slow coach every day.

Each day Arron tries to play football with the other boys but Eddie always chases him away and tries to push him and trip him up.

Scarlet shouts 'smelly' every time she sees Aidan.

Olivia has been telling everyone that Laura took some biscuits out of Frannie's lunchbox. Laura knows that she didn't do it and they are telling fibs about her.

Joanna uses a website which lets her send messages to her friends. One day Joanna gets a message from her friend which says, 'Go away, we do not like you!'

Ronnie always snatches people's pens away from them when they are trying to do their work.

Eric is feeling sad and does not want to play with his friends today.

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

Polly cries every day because the other children say she comes from a stupid family because she has two mums.

Kim accidentally bumps into Claire in the playground and knocks her over.

Emily always sticks her tongue out at Shanyce and says she can not play with the other girls.

Aidan always kicks Sam at break time and pulls on his coat.

Anna and Sophie had an argument and afterwards Anna was crying.

Harry tells Tyrone that his school bag is stupid and he tries to grab it away from him every day.

Paul sits next to Frankie and is always poking him on purpose with his pencil.

Jamalia is very unhappy because some of the other girls in the class look at her in an unkind way and keep asking her why she has black skin.

Lola finds it very difficult to read and write. Two of the boys in her class call her a 'dumb- bo' and pull funny faces at her.

Jeremy always likes to play with the dolls in the home corner at school. Some of the other boys say that boys can not play with dolls and they call him names like 'baby' and 'gay boy'.

Leanne likes to build things with lego and duplo. Some of the other girls will not let Leanne play with them. They push her away and say that she likes to play with boys things.

Anna and Sophie had an argument and afterwards Anna was crying.

A new girl called Samina has arrived at the school. At playtime Samina asks the other girls if she can join in their game called 'Princesses'. Veronica always says, 'No! Go away! We don't want you in our game!'

Resource 2 - Bullying Scenarios: Why does bullying happen?

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



Why is
the bullying
happening?



Anna's friends always say that Anna can not play with them. Anna walks around the playground and always feels lonely. Sometimes, she sticks her tongue out at other children in the classroom.



Why is
the bullying
happening?



A new boy called Paul has joined the class. Paul uses a wheelchair. Jason has never seen somebody using a wheelchair before. Jason always laughs at Paul and says 'there is something wrong with you because you can not walk properly'.



Why is
the bullying
happening?



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



Why is
the bullying
happening?



Leona is a Traveller girl who lives with her family in a trailer home. Leona has just arrived at a new school. The children have heard that Leona does not live in a house or flat like they do and that she lives in a trailer. Some of the children call Leona unkind names every day and say that she does not wash properly because she lives in a trailer.



Why is
the bullying
happening?



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



Why is
the bullying
happening?

