

Year Three PSHCE Planning (ASK Curriculum)

Autumn Term 2 Anti Bullying Week

Objective	Activities	Differentiation	Resources	Outcome
Monday: To explain what bullying is	Ask the children to draw/write what they think they know about bullying, including drawing what they think a bully looks like. Provide the children with a list of scenarios. In groups they should decide whether bullying is happening in each situation. Introduce the acronym STOP for Several Times On Purpose. Children to create a poster on this theme to show their understanding.	Mixed ability groups.  Provide least able with a prompt sheet for their poster.	Selection of bullying scenarios.	Children can explain what bullying is.
Tuesday: To say how a bullied person feels	Read through 'The Wibble Called Bipley' Discuss what happens to the Wibble. During Circle Time try to outline the character's emotions at various stages in the story. Make a list of emotions and rank them in order of intensity.	Encourage more able to explore a wider vocabulary of emotions by asking them to define: Anxious Depressed	Wibble called Bipley Emotions cards	Children can use emotions to explain how a bullied person feels.
Wednesday: (2 sessions) To recognise who they can talk to if they were upset or being bullied To explain what to do if they are being bullied	Circle Time: Play with my hands I... whilst clapping go round the circle with each child saying something they can do with their hands whilst others mime the action e.g. With my hands I...make a cake. Pass a dice round the group if they roll a certain number they need to come and take a situation card from a bag e.g. Some other children call me names/ I keep being kicked in the playground/My friend keeps taking my lunch box and hiding it/ Some girls are talking about me behind my back/ I get into trouble because I kick people. Ask the group to offer using the phrase 'Woud it help if?' Talk about the best things to do if they feel they were being bullied. Children draw an image of themselves and use thought bubble to identify people they could tell. Reintroduce STOP as Start Telling Other People.	It is important to use distancing techniques here as some children may have first- hand experience of being bullied.	Dice Scenarios in a bag.	Children know what to do if they are being bullied.

<p>To explore the issue of cyber bullying To know that people who use the internet aren't always who they say they are.</p>	<p><a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a> Select the 5-7 section. Click on the link Lee ad Kym's adventures. Read through the outlines of the characters with the children and watch the cartoon (you will need to download prior to the lesson). Talk to the children about how people are not always as they seem and when we're using the internet we can never see the true person. It's like they are wearing a mask. Children to complete the Dot to dot and masks of all the animals section in fun things to do.</p>	<p>Tchr to discuss with more able group how people could pretend to be someone they're not online.</p>	<p>Download cartoon Photocopied fun sheets.</p>	<p>Children have explored cyber bullying Children know that people aren't always who they say they are online.</p>
<p><i>Link to homophobic bullying:</i> To consider ways in which people can become 'outsiders' To consider ways in which we are unique</p>	<p>Talk about what it would mean to be an 'outsider'. Use R Time to complete the following: Say hello and say 3 ways in which you are different to your partner Discuss what the world would be like if there were no outsiders How would it feel to be on the outside? What would our school be like without outsiders Thank partner.  As a class ask children to consider ways they are different, and the special, unique things they bring to the class. Explain that some of the things are skills or talents, some personality, some may be because of their background. Children to complete the I'm star worksheet.</p>	<p>More able children reflect upon the differences within the classroom. Think about why having a diverse range is important.</p>	<p>I'm a Star worksheet. <a href="https://www.schoolbeat.org/uploads/media/CAB_All_Together_Resource_Pack-EN_01.pdf">https://www.schoolbeat.org/uploads/media/CAB_All_Together_Resource_Pack-EN_01.pdf</a></p>	<p>Children considered ways in which people can become 'outsiders' They have considered ways in which we are unique</p>

Year Four PSHCE Planning (ASK Curriculum)

Autumn Term 2 Anti Bullying Week

Objective	Activities	Differentiation	Resources	Outcome
<p>Monday:</p> <p>To tell what bullying is</p> <p>To understand what it means to be a witness to bullying</p>	<p>Revise the definition of bullying using STOP.</p> <p>Examine witnessing a bullying situation by using the painting <i>The Fight by L.S Lowry</i>. (not bullying but good to look at bystanders). Explore the feelings of the onlookers. Explore what might have happened before or after the fight.</p> <p>Create a background scene using paint/pencils. Stick to the scene three people who are involved in a bullying situation( <i>bully, victim bystander</i>). Label the people and add thought bubbles to show what they are saying/thinking.</p>	<p>Provide least able with examples of thoughts and dialogue so that they can select the appropriate one for each member.</p>	<p>The Fight by LS Lowry.</p> <p>Images of people involved in bullying</p> <p>Examples of thoughts and dialogue for LA.</p>	<p>Children understand what it means to be a victim of bullying.</p>
<p>Tuesday:</p> <p>To recognise that witnesses can make bullying situations better or worse</p>	<p>Use a puppet during Circle Time. Explain that the character has recently seen a new child in the playground who is unhappy. He didn't know why until today he watched whilst some other children took his bag and ran away with it laughing the boy started crying. Ask the children to suggest ways that the puppet could make the situation worse. What would they advise him to do to make the situation better?</p>	<p>It is important to use distancing techniques here as some children may have first- hand experience of being bullied.</p>	<p>Puppets</p>	<p>Children recognise that witnesses can make bullying situations better or worse</p>
<p>To say why some people join in or don't tell</p>	<p>Provide the children with a cartoon image of a bystander. Ask the children to imagine that you are the bystander. Create a Conscience alley: Pupils form two lines facing each other, you move down the conscience alley and each person on each side voices a reason why you should either join in, not tell or tell. At the end of the alley discuss their choices.</p> <p>Children to draw around there hand and think of 5 things they could do if they witness bullying. Use these to create a kindness tree.</p>	<p>Provide least able with pre written consciences for them to read.</p>	<p>Cartoon image.</p> <p>Conscience ideas for LA.</p>	<p>Children can say why some people join in or don't tell.</p>

<p>To explore the issue of cyber bullying</p>	<p>Use <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a> Click the link for 8-10 year olds then select cyber bullying at the top. Use the details to discuss what cyber bullying is and how to stay safe in the internet. Children to create a screen saver to outline the four key points.</p>	<p>Ext: Children can explore Cyber Café which has a range of information on e safety.</p>	<p>Ipads Computer suite or Netbooks.</p>	<p>Children have begun to explore cyber bullying. Children know the 4 key rules as to how to respond to cyber bullying.</p>
<p><i>Link to homophobic bullying:</i> To explore diversity</p>	<p>Display the word 'diversity' on the board. Discuss its meaning. Make a list of ways in which we are different. How do we feel when we share similarities? (sense of belonging, safety, included) Is being different positive? How does it feel when we are different? (special, unique/excluded, left out) Show the types of human diversity on the board (race, religion, gender, family) Discuss sensitively what each means. Can people be bullied as a result of these diversities? Show the quote by Desmond Tutu 'Everyone is an insider, there are no outsiders – whatever their beliefs, whatever their colour gender or sexuality' In pairs talk about what this means. What would no outsiders look like? Who might feel like an outsider? What does it mean to include someone? Why do people end up on the outside? What is it like for them? How does that impact out community? Read the story 'It's OK to be Different' by Todd Parr. Children to work in small groups to create a graffiti wall of diversity within their group.</p>	<p>Provide least able with vocabulary to aid discussion and as prompts for their graffiti wall.</p>	<p>Story: It's Ok to be different <a href="https://www.schoolbeat.org/uploads/media/CAB_All_Together_Resource_Pack-EN_01.pdf">https://www.schoolbeat.org/uploads/media/CAB_All_Together_Resource_Pack-EN_01.pdf</a></p>	<p>Children have explored diversity.</p>

Year Five PSHCE Planning (ASK Curriculum)

Autumn Term 2 Anti Bullying Week

Objective	Activities	Differentiation	Resources	Outcome
<p>Monday: To recap the definition of bullying. To explain some strategies to help a victim feel better.</p>	<p>Recap the STOP slogan to define bullying. Briefly revise how bullying makes the victim feel. Use Circle Time to discuss a range of ways of making a victim feel better. Ask each child to choose one way and write in on a friendship leaf. Create a display of a friendship tree.</p>	<p>Support least able with writing.</p>	<p>Leaf shapes</p>	<p>Children know the definition of bullying. Children can explain some strategies to help a victim feel better.</p>
<p>To understand that bullying is sometimes hard to spot. To explain strategies to deal with suspected bullying</p>	<p>Look at a range of holiday brochures/websites. Discuss what it might be like to holiday in these places. Discuss what sorts of things they would like to see/do. Do holiday brochures tell us everything? They only tell us the best bits. People who bully also have a nice side to them and so it's sometimes really hard to spot acts of bullying behaviour. Explain the doing the bullying is only one part of a person. Discuss what might make someone be a bully. Use circle time to discuss some strategies for dealing with suspected bullying. Remind them we need to help both the victim and the bully.</p>	<p>Allow least confident children to listen to a range of ideas before they speak.</p>	<p>Holiday brochures.</p>	<p>Children understand that bullying is sometimes hard to spot. Children can explain strategies to deal with suspected bullying</p>
<p>To explain the differences between direct and indirect bullying</p>	<p>Play Chinese whispers game to discuss the effects of rumour spreading. Explain that this is an example of indirect bullying (undermines the victims reputation) as the victim is not present. Provide the children with a range of bullying scenarios and ask them to sort them into direct/indirect.</p>	<p>Mix ability groups to support least able.</p>	<p>Direct: Child is punched, kicked, slapped, called names, refused seat on bus, threatened in toilets. Indirect: Spreading rumours, sending nasty emails, Sending texts, Posting images online</p>	<p>Children can explain the differences between direct and indirect bullying</p>

<p>To explore the issue of cyber bullying</p>	<p>Using computer suite, ipads or netbooks.  <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>  Select the 8-10 link and read the title page. Please only use the Star Riders game (other year groups will be using others). Children have to answer a range of questions on cyber bullying prior to being able to play the game. Once they have completed draw the children together and discuss what they have found out. Ask them to make a graffiti poster with key facts around cyber bullying.</p>	<p>Less able children will require support in reading the questions. Mix children's abilities and work with a partner</p>	<p>Using computer suite, ipads or netbooks.</p>	<p>Children have explored a range of scenarios around cyber bullying.</p>
<p><i>Link to homophobic bullying:</i>  To explore and understand stereotypes</p>	<p>Display the word 'stereotype' on the board and discuss its meaning i.e. an idea or view of something that we have already made up our mind about – a label. Remind the children of the need to be respectful and appropriate. Ask them to provide some examples of stereo types e.g. all girls like pink.  Read the book William's Doll and discuss:  -How would you react if William was in your class?  -How do you feel about William wanting a doll?  In what ways would you like to be different and not stereotyped?  Children to use the stereotype labels to find a person with a label that matches there's e.g. 'girl' with 'plays with dolls'.  Once complete discuss  Was it easy or difficult to match?  Were some labels easier or more difficult to match?  Are the matches true?  If not, why do we all recognise them?  Consider ways that we can break gender stereotypes in some way.</p>	<p>Provide least able with a range of feelings words to prompt their discussion.  More able could consider how the media portrays stereotypes.</p>	<p>William's Doll  Stereotype cards  <a href="https://www.schoolbeat.org/uploads/media/CAB_All_Together_Resource_Pack-EN_01.pdf">https://www.schoolbeat.org/uploads/media/CAB_All_Together_Resource_Pack-EN_01.pdf</a></p>	<p>Children understand the term stereotype.  Children can highlight examples of stereotypes.</p>

Year Six PSHCE Planning (ASK Curriculum)

Autumn Term 2 Anti Bullying Week

Objective	Activities	Differentiation	Resources	Outcome
<p>Monday: To recap the definition of bullying To explain ways in which one person can have power over another</p>	<p>Agree a class definition of bullying. Refer children back to STOP message. Look at examples in books of where one person holds power over another e.g. Harry Potter, Feather Boy and Bad Girls. Think about how bullies hold power over their victims. Ask the children to freeze frame scenes from the stories. Look at the body language of the various parties involved.</p>	<p>Less able children will need support with demonstrating body language. Use feelings photo cards from SEAL pack to support.  More able think about how power is portrayed in the media/tv.</p>	<p>Novels: Harry Potter and the Philosopher's Stone J.K Rowling Bad Girls J. Wilson. Feather Boy N. Singer</p>	<p>Children are secure in their definition of bullying Children can explain ways in which people hold power over each other.</p>
<p>To understand some of the reasons why people use bullying behaviour.</p>	<p>Use Circle Time to examine some of the reasons why people bully in the first place. Divide the reasons between the groups in the class. Each group to create a presentation of each issue. Conclude by asking 'Is it a myth that people who bully have been bullied themselves?' Explain that, as a school, it is really important that we have systems in place for supporting children who have become a bully as well as the victims.</p>	<p>To stimulate discussion use pictures of known bullies from tv or literature.</p>	<p>Pictures</p>	<p>Children have examined reasons why people bully.</p>
<p>To encourage people who use bullying behaviour to make other choices To explain a range of strategies to manage responses to bullying situations</p>	<p>Ask children if they were being bullied what would they expect from their parents, teacher, headteacher, best friend etc. Use paired discussion to consider ways in which a school could help all members of the bullying circle. Feedback. Children to create letters to the school leaders with their ideas for strategies which could help a bully, a victim and generally reduce bullying.</p>			<p>Children have considered a range of strategies to manage bullying situations.</p>

<p>To demonstrate awareness that bullying can be done over the internet and phone.</p> <p>To revise a definition of cyber bullying.</p> <p>To know a range of online dangers and consequences.</p> <p>To know how to keep cyber safe.</p>	<p>In small groups ask children to aim to create a definition of what they think Cyber bullying is.</p> <p>Discuss and aim to draw these into a class definition</p> <p>Split the class into groups and give them an example of an internet danger. They should discuss it and talk about possible consequences. Be prepared to present this to the class.</p> <p>Remind/tell children the four ways to beat using <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a> click on 8-10 years and the link to cyber bullying.</p>	<p>Definitions of cyber bullying can range in difficulty from bullying behaviour using a phone or internet device to specifics e.g.</p> <ul style="list-style-type: none"> <li>Prank calling</li> <li>Filming</li> <li>Sending offensive photos</li> <li>Texting</li> <li>Instant messaging</li> <li>Social networking</li> <li>Fake profile</li> <li>Profile hacking</li> <li>Setting up hate sites</li> <li>Sending emails/chain emails</li> </ul>	<p><b>Internet dangers:</b></p> <ol style="list-style-type: none"> <li>1. You've started getting nasty text messages.</li> <li>2. You've started to receive inappropriate emails.</li> <li>3. You're a victim of prank/silent calling.</li> <li>4. Inappropriate photos of you have been sent round.</li> <li>5. You've posted personal details on your webpage and someone starts pretending to be you.</li> <li>6. Someone you've met for the first time online asks to meet you because they're the same age as you.</li> </ol>	<p>Children know that bullying can be done over the internet and phone.</p> <p>Children know a range of online dangers and consequences.</p> <p>Children know how to keep cyber safe.</p>
<p><i>Link to homophobic bullying:</i></p> <p>To explore family diversity</p>	<p>Explain that we will be looking at families and how they are different. Explain that in the UK we used to talk about 'nuclear' family and that this was considered 'normal'. This would consist of 'a mum, dad and their child. Talk about how normal this is now and if it's changed.</p> <p>Provide each child with a 'family' card e.g. mum, dad, daughter, son, brother, sister, aunt, uncle, step mum, step dad, grandma, grandad etc (repeat versions of each). Children walk around room and on teacher's signal they form random groups of 3 or 4. Discuss the members of the group according to the family cards – could this be a family?</p>	<p>Sensitivity is required when discussing this issue. It would be wise to inform parents of content prior to lesson, particularly if some children may be personally affected.</p> <p>Provide least able with feelings words as discussion prompts.</p>	<p>Family cards</p> <p>One Dad Two Dads... Johnny Valentine</p> <p><a href="https://www.schoolbeat.org/uploads/media/CAB_All_Together_Resource_Pack-EN_01.pdf">https://www.schoolbeat.org/uploads/media/CAB_All_Together_Resource_Pack-EN_01.pdf</a></p>	<p>Children show an awareness of different types of family</p> <p>Children have explored their sense of identity in relation to their family.</p>

	<p>Read the book 'One Dad, Two Dads, brown dad blue dad' by Johnny Valentine. Discuss the messages found in the book. Even though there are different type of families do you think it's more acceptable to be from a certain type of family? Do people get bullied because of their family? How would you react if a classmate had two dads?</p>			
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