

PSHE – Anti Bullying

What I should already know: I know why people might fall out with their friends. I can describe what bullying is. I understand some of the reasons people bully others. I know why bullying is never acceptable or respectful. I know how people might feel if they are being bullied. I know who I can talk to if I have worries about friendship difficulties or bullying. I know how to be assertive. I know what to do if I think someone is being bullied. I know how people can help me to build positive and safe relationships. I know what my school does to stop bullying.

Enquiry Questions

- How are falling out and bullying different?
- How can lack of respect and empathy lead to bullying?
- Do I understand that bullying might affect how people feel for a long time?
- How can I support people I know are being bullied by being assertive?

Key Vocabulary

Assertive – Clearly explaining what you need or want from someone without being pushy or trying to frighten them.

Bullying – Deliberately and repeatedly frightening or hurting others

Empathy – Identification with or sharing of another's feelings, situation, or attitudes.

Falling out – An argument that leads to people not being friends for a short or long time.

Perpetrator - The person who commits or carries out the bullying.

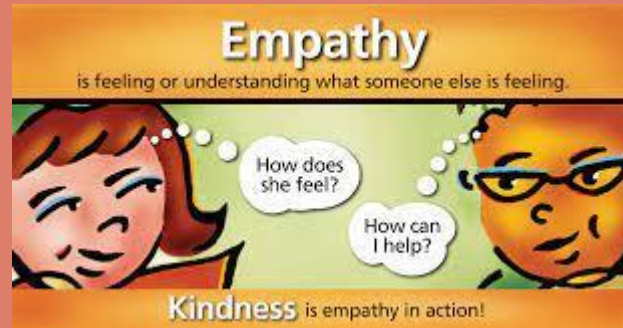
Respect – The state or condition of being thought of with honour or admiration

PSHE Skills

Pupils will (Blue = Y5):

- Understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying. / **Be able to describe the key characteristics and forms of bullying.**
- **Be able to talk about personal reasons why someone might engage in bullying.**
- Understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life. / **Be beginning to identify and describe specific types of prejudice driven bullying.**
- Be able to describe how those involved in bullying including those who bully others might feel. / **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 and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support another child in a bullying situation. / **Be able to describe confidently and demonstrate a number of assertiveness techniques.**
- Be able to provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to help the school feel a safer place where bullying is less likely to occur. / **Be beginning to identify places where bullying may take place in the community.**

Useful images



Links to other curriculum areas: Computing – Online safety and cyber bullying