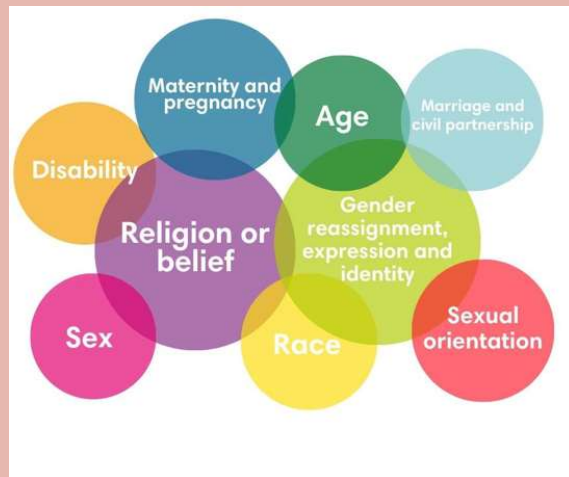


What should we already know? Pupils have discussed the definition of bullying and have learnt about the importance of kindness. Children have learnt about constructive and respectful relationships. They have learnt to express their feelings and consider the feelings of others.

Enquiry questions:

- Can we describe what bullying is?
- Can we understand that teasing, falling out or unkindness can happen in friendships and is different to bullying?
- Can we name the different types of bullying and give examples?
- Can we understand how the people involved in bullying or being bullied might be feeling and how we can improve a bullying situation?
- Can we demonstrate ways of responding to bullying including by being assertive?

Protected Characteristics:**Vocabulary:**

Assertive - the ability to speak up for ourselves in a way that is honest and respectful.
Behaviour - what someone does.
Bully - mean person
Bullying - Deliberately hurtful behaviour towards the same person or group of people more than one or two times.
British Values: Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. These values are Democracy, Rule of Law, Respect and Tolerance, Individual Liberty
Bystander – Someone who happens to be present when something takes place but does not take part in it.
Culture-the customs, beliefs and rules within a particular nation, people or social group.
Ethnicity-the fact or state of belonging to a social group that has a common national or cultural tradition.
Friendship - a friend is a person that someone likes or knows.
Indirect bullying – Bullying someone by ignoring them or leaving them out, spreading rumours about someone or giving them threatening looks.
Network - a system that involves a

Skills:

Year 2:

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

Year 3:

- Be able to recognise and communicate how they are feeling.
- Be able to recognise and describe feelings in others, and

Bullying definition:

is it BULLYING?

When someone says or does something *unintentionally* hurtful and they do it once, that's
RUDE.

When someone says or does something *intentionally* hurtful and they do it once, that's
MEAN.

When someone says or does something *intentionally* hurtful and they *keep doing it*—even when you tell them to stop or show them that you're upset—that's
BULLYING.

Types of bullying

STOP BULLYING!



Verbal



Social



Physical



Cyber-bullying

number of people.

Personal space - the area immediately surrounding your body.

Peer pressure - Feeling like you have to do something because people around you want or expect you to.

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

Prejudice - Hatred or unfair treatment towards a person or group, often of a certain race or religion, without cause or reason.

Protected Characteristics: Having a protected characteristic means you have a right not to be treated less favourably, or subjected to an unfair disadvantage, by reason of that characteristic, for example, because of your age, race, religion, sex or sexual orientation.

Rules - guidelines for how people should behave.

School - a place for teaching and learning.

Support - to provide comfort and encouragement to someone.

Truth - saying how something really is or how it really happened.

The different forms of bullying:

Cyberbullying: Intentional and repeated harm inflicted through the use of computers, phones, and other electronic devices.

Physical Bullying: Includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long term damage.

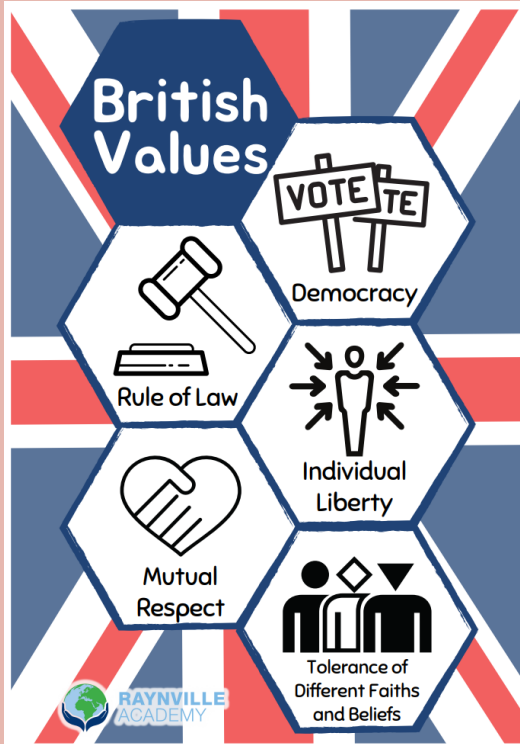
Verbal Bullying: includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the

- show care
- towards them
- Have developed some strategies to be able to move from an uncomfortable state to a more positive one.
- •Be able to explain what is meant by 'mental wellbeing'.
- • Know who to approach and how to get support with their emotions
- •Recognise their own personal strengths and qualities understand that how they feel can affect how they approach and tackle tasks and have some strategies for remaining positive.
- • To understand what is meant by "over-reacting", and to be able to show
- understanding towards themselves and others.
- •Know what it feels and looks like to be assertive and when it might be
- Appropriate.

Working together:



British Values:



individual target.

Social Bullying: Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and / or cause humiliation.

Bullying image



Cross curricular links: Assemblies- Anti Bullying Week, Protected characteristics, British values, English- emotional literacy, RE- different beliefs and cultures. Anti Bullying Buddies, friendship club.