



Guidance

Curriculum and  
Standards

# Primary

## *National Strategy*

**Excellence and Enjoyment:  
social and emotional aspects of  
learning**

**Say no to bullying  
Years 1 and 2**

Headteachers, teachers  
and practitioners in  
primary schools,  
middle schools, special  
schools and Foundation  
Stage settings

Status: Recommended

Date of issue: 05-2005

Ref: DfES 1340-2005 G

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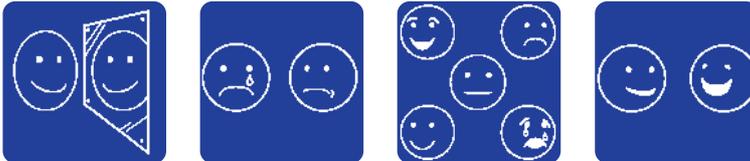
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## Blue set

### Introduction

This theme aims to develop and revisit four of the key social and emotional aspects of learning covered in previous themes, through a focus on bullying – what it is; how it feels; why people bully; how we can prevent and respond to it; and how children can use their social, emotional and behavioural skills to tackle this crucial problem. The four aspects of learning in which knowledge, skills and understanding are developed are self-awareness, empathy, managing feelings and social skills.



The intended learning outcomes for Years 1 and 2 are described below. Teachers will be aware of the different stages that children in the class may be at in their learning, and may want to draw also on intended learning outcomes from other year groups, in the Red, Yellow and Green sets.

### Learning outcomes

Description	Intended learning outcomes
<p>Children will have learned how bullying is different from conflict, and how to recognise common forms of bullying (including excluding other children from groups). They will understand that three groups of people are involved in bullying: those who are bullied, those who bully others, and those who watch (witnesses). This theme set focuses particularly on the first group.</p> <p>Children will have thought about the comfortable feelings which belonging to a group inspires, will have celebrated differences and identified how it feels to experience exclusion and bullying. They will have had opportunities to develop empathy for children who experience bullying, and will have revisited the importance of friendships and kind behaviours. They will know that judgements about how serious or mild bullying is can only be made in the light of the effect on the bullied person, and that these judgements are personal.</p>	<p>I can tell you what bullying is.</p> <p>I can tell you some ways in which I am the same as and different from my friends.</p> <p>I am proud of the ways in which I am different.</p> <p>I can tell you how someone who is bullied feels.</p> <p>I can be kind to children who are bullied.</p> <p>I know that when you feel sad, it affects the way you behave and how you think.</p> <p>I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.</p> <p>I know what to do if I am bullied.</p>

They will also have looked at the links between feelings, thoughts and behaviour with regard to bullying situations. They will know who they can tell if they are unhappy or feel unsafe, and how important it is to tell if they think they or someone else is experiencing bullying. They will have considered what to do in immediate response to bullying. Social skills will have been developed through the creation of a class charter on making the classroom a safe and pleasant place to be.

## PSHE/Citizenship links

### *Years 1 and 2*

Children will be taught:

- 1a) to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
- 1b) to share opinions on things that matter to them and explain their views;
- 1c) to recognise, name and deal with their feelings in a positive way;
- 2c) to recognise choices they can make, and recognise the difference between right and wrong;
- 4a) to recognise how their behaviour affects other people;
- 4c) to identify and respect the differences and similarities between people;
- 4d) that family and friends should care for each other;
- 4e) that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

## Planning

Ideas from schools who piloted these materials are noted in the right-hand margin of this booklet. The ideas include ways in which teachers planned for diversity in their class or group, for example to support the learning of children for whom English is an additional language, and of children with special educational needs.



## Key vocabulary (to be introduced within the theme and across the curriculum)

bullying	telling tales	power
deliberate/on purpose	by accident	
included	excluded	

## Key points from the assembly/group time

- 1 Laura has been the target of bullying behaviours by Natasha and her friends for a long time. She feels really unhappy and does not want to go to school.
- 2 At last she tells her teacher, and writes down how she feels, so that her teacher can tell Natasha and her friends.
- 3 The teacher meets with Natasha and her friends and reads them what Laura has written. They feel very uncomfortable and say they didn't realise. She asks them what they will do to make things better for Laura and they each take turns to think of something.
- 4 Laura is happy in school now – Natasha and her friends have stopped using bullying behaviours and Natasha even asks her if she would like to play sometimes.
- 5 In the playground we see another child who is the target of bullying behaviours from two different children.

## Suggested whole-school/setting focus for noticing and celebrating achievement

Using the school/setting's usual means of celebration (praise, notes to the child and parents/carers, certificates, peer nominations and so on), children could be put forward for a variety of awards during the week, to be given out at the celebration assembly. These should be given for such behaviours as being kind to someone who was feeling left out, being a good friend/listener, refusing to join in with unkind behaviour, sharing a personal experience and so on.

## Blue set: Year 1

### Pre-assembly work: what is bullying?

#### Intended learning outcome

I can tell you what bullying is.

Ask the children what they know about bullying. Scribe their ideas (they are likely to give answers about what they think bullying is, examples of when it has happened, and how it makes people feel). These could be written in three separate columns (About bullying; Examples; How it makes people feel) for easy sorting later. It is likely that you will get suggestions which are not examples of bullying. Write these down too. If they are not offered, give the following two examples yourself:

- John and Stephan are always unkind to Randeep and never let him use the bikes at playtime.
- Paula and Jazmin had a fight one day and Jazmin said she hated Paula, even though they were usually best friends.

Draw out from the children's suggestions the key features of bullying.

- 1 It does not just happen once; it goes on over time and happens again and again – it is repeated. Point out relevant words which the children have used, such as 'every day', 'again and again', 'all the time', etc.
- 2 It is deliberate – hurting someone on purpose – it is not accidentally hurting someone.
- 3 It is unfair – the person doing the bullying is stronger or more powerful (or there are more of them), and, even if they are enjoying it, the person they are bullying is not.

Go through the two examples you offered above and 'think out loud', using the three criteria. Ask the children to decide whether another example is or is not bullying, by 'thinking out loud' in the same way that you did.

Ask the children to work in groups. Give each group a large piece of flipchart paper or similar and ask them to write the words 'Bullying is ...' in the centre. Each group should then generate as many examples of bullying behaviours as they can think of, and record them in written or pictorial form.

If the children have time, they could be asked to list as many feelings words as they can think of to describe how someone who is bullied might feel.

Take the children's examples of bullying behaviour to the assembly. Keep the ideas for further development in PSHE and Citizenship work following the assembly.

I used concept mapping to introduce this concept. I wrote Bullying on the whiteboard. Then I asked talk pairs to talk for a minute before writing or drawing something about bullying on a sticky note and sticking it on the board. Finally, I asked one group to organise all the sticky notes and explain their reasoning as they went along. We left the concept map up in the classroom throughout the week and, each morning, I asked if anyone wanted to add to the map and then asked another group to decide about the layout and explain it to the rest of the class. During the week, as the children learned more about bullying, the concept map changed and expanded.



We made two big posters to show the unfairness of bullying visually, putting a small silhouette next to a much larger one. The other poster showed one silhouette surrounded by lots of others. This helped our children to remember how to decide if bullying was happening.



## Post-assembly work

### Intended learning outcomes

I can tell you what bullying is.

I can tell you some ways in which I am the same as and different from my friends.

I am proud of the ways in which I am different.

I can tell you how someone who is bullied feels.

I can be kind to children who are bullied.

I know that when you feel sad, it affects the way you behave and how you think.

I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.

I know what to do if I am bullied.

### Core learning opportunity: drama, literacy and citizenship

For subject objectives and suggested activities see the detailed lesson plan.

In these lessons the children will explore through drama the traditional rhyme of *Humpty Dumpty*. They will look at the negative effects of bullying on Humpty Dumpty and how, through cooperating, they can respond positively to his situation and challenge his exclusion from the group.

### Literacy follow-up

#### Objectives

To write about events in personal experience linked to a variety of familiar incidents from stories (Y1 T1 T9) (or, if you are using this theme in the summer term: To re-tell stories, to give the main points in sequence and to pick out significant incidents (Y1 T3 T5))

To make simple picture story-books with sentences, modelling them on basic text conventions, e.g. cover, author's name, title, layout (Y1 T1 T11) (or, if you are using this theme in the summer term: To write about significant incidents from known stories (Y1 T3 T13))

To make collections of personal interest or significant words, and words linked to a particular topic (Y1 T1 W12 or Y1 T3 W8)

Discuss with the children the different emotions that Humpty would be feeling. For example, sad, unhappy, bullied, lonely, alone, hurt. Make a list of the words that the children offer, so that they can use them in further discussion. The words could then be used to create either descriptive writing about Humpty's feelings, or a playlet or poem focusing on name-calling, feelings of exclusion or feelings of being bullied. Children could write about Humpty or about their own personal experiences.

You might want to explore some of the feelings which the children have suggested, using photocards and the *Feelings detective* poster from the whole-school resource file.

In groups, get the children to create a time-line for the Humpty story, with key events indicated in words and pictures (or get the children to sequence the events of the story from a list, and illustrate them). Use the 'feeling faces' created through the suggested art activity to match to the key events. This work could be developed to make a large interactive display with the feeling faces on string, to be attached to the relevant event in the story. Children could challenge groups from other classes to come and match up the events and the faces.

Using photographs taken at the party (during the core learning opportunity), the children could create a book with captions depicting the way in which the servants helped Humpty to take part in the celebrations.

The children could write a thank-you letter to the King following the party.

## Art and design follow-up

Objectives are as for QCA Art and design Unit 1A Self portrait.

Have the children look at their own faces in a mirror, and at others' faces which show different expressions – anger, fear, happiness, sadness, etc. Discuss together how a face changes (what happens to the eyes, eyebrows, mouth, etc.) when showing these emotions. Relate this to the work that the children have done on feelings words and their use of the *Feelings detective* poster from the whole-school resource file.

Encourage them to use a digital camera to record images and then to draw or paint their own or others' faces showing these emotions. Also, draw a sequence of Humpty faces showing appropriate expressions for different parts of the story, to use in sequencing or time-line work. This activity can be linked with the second literacy activity suggested above to create an interactive display linking the feelings faces and events of the story on the time-line.

## Science follow-up

### Activity 1

Objectives

To know that forces can change the shape of something

To be able to recognise the properties of materials, e.g. hardness

To be able to plan and carry out a fair test

Discuss with the children what happens when Humpty falls off the wall, and ask them to think about what makes him fall downwards. Why doesn't Humpty float in the air? This is a simple way to encourage children to think about the idea of gravity.

Humpty Dumpty offers an excellent opportunity to carry out investigations about which is the best material to place at the bottom of the wall to stop Humpty from

We set up a class rota to do some work using the *Feelings detective* poster each morning with Chris, a boy with autism in my class, so he could spend more time learning how to recognise different emotions.



Working with a small group of children who benefit from multi-sensory input, we predicted which of the materials would work best. We stuck an offcut of each onto a card to produce a multi-sensory display of our predictions.



cracking. Children could test a range of materials including, for example, bubble wrap, cotton wool, and foam padding.

## Activity 2

Objectives are as for QCA Science Unit 1E Pushes and pulls.

Discuss how syringes and tubing (pneumatics) might be used to make an object move or fall off a box – experiment using the children’s ideas. Explain that this technique will be used to make Humpty Dumpty (beaker with picture on) fall off a wall (made from a box). The children should experiment with syringes and tubing to make Humpty move.

Ask the children to think of a test which they could carry out, for example, does the length of the tubing/size of the syringe affect the speed of Humpty’s fall? Encourage them to make predictions and explain why (‘I think ... because ...’). Discuss the results.

## Music follow-up

Objectives

To explore and express their ideas and feelings about music using movement, dance and expressive and musical language

To be taught how music is made for different purposes

Listen to some marching music (something the King’s soldiers might march to), for example *Triumphal March* from *Aida*, Elgar’s *Pomp and Circumstance March*, *Colonel Hathi’s March* from *The Jungle Book*. Get the children to discuss how it makes them feel, and show how they might move to this music. Talk about how repetition and tempo are used to encourage a regular marching beat.

## PE/dance follow-up

Objectives are as for QCA PE Unit 2 Dance activities (2).

Thought shower the different feelings of Humpty Dumpty at the different points in the story. This will link to the suggested literacy and art activities, and the discussion that children may have had about his feelings at different points, or the feelings of the different characters.

Use these as a stimulus for individual movements. Ask the children to think about the dynamics of different feelings, for example, *strong, sharp actions when you are cross, moving faster and slower depending on your feeling*. Ask the children to show and tell you what type of body actions they would use to explore the different dynamics. Encourage them to vary the speed, strength, energy and tension of their movements, and to use different levels and directions. These can then be linked in pairs and/or small groups to build up a short dance framework.

The lesson could culminate in the whole class developing a servant’s dance, or a celebratory party dance. Group dance ideas and formations could be used from country dancing.

## Design and technology follow-up

Objectives are as for QCA D&T Unit 1A Moving pictures.

Use slide or lever mechanisms in design and set an assignment to make Humpty Dumpty fall off his wall.

## Citizenship follow-up

Objectives (link to QCA Unit 1 section 3 and Unit 2 section 2)

To take turns in discussion and offer ideas in a group

To produce a source of advice for others about informed decision making

To explain their choices

The King wasn't fair to Humpty Dumpty. Ask the children to tell him how he could be a better and fairer ruler. Discuss what he could do to improve, for example, think about other people, have advisers and listen to them, ask people what they want or need.

Either have the children go and visit the King (an adult in role) and put their points to him, or write to him to give their advice.

## PSHE follow-up

Objectives

To experience the importance of belonging to a group

To understand more about what bullying is

To understand what we should do if we are bullied

### *Rounds*

When I am included in the group I feel ...

When I am left out I feel ...

### *Huggy bears*

This game requires space for the children to move around.

The children move around the hall and when the teacher calls, 'Huggy bears – threes,' the children run and hug each other in a group of three. This can be repeated with other numbers. Discuss how it feels to be part of (included in) a group, and how it feels if you are left out.

*Talk to the children about how nice it feels to be part of a group, or to belong. Emphasise that this work is about making sure that everyone feels that they belong in the class and in the school.*

### *Activity*

Humpty's day – ask the children when Humpty felt bad and emphasise that he didn't just feel bad when the soldiers hurt him. He felt bad all the time he couldn't go to the party – when he wasn't part of (included in) the group. Make the point that when you are bullied you feel bad all the time.

We used the Huggy bears activity as an opportunity to make explicit the issue of personal space. The children took it in turns to walk towards each other until it felt uncomfortable, when they would say 'stop'. We reminded our child with autism about this activity when he 'invaded' others' space.



Children from some cultures do not find such close physical contact comfortable – we used this activity but asked children to just stand next to each other rather than hug.



Ask the children whether they think the soldiers hurting him, or not being allowed to go to the party, was worse for Humpty. Refer to the lists of bullying behaviours that the children produced before the assembly at the beginning of the week. Have the children rate how bad they think each sort of behaviour is. Compare their responses.

Point out to the children that one sort of bullying is not necessarily worse than another just because, for example, it involves hurting someone physically. Talk to the children about how hurting people on the 'inside' by words or other sorts of nastiness can last longer and make you feel worse. Only the person being bullied really knows what is worse for them. For some people it will be if someone makes fun of them, for another person if someone leaves them out of a game. Discuss the rhyme 'Sticks and stones may break my bones, but words will never hurt me'. Is it true?

Ask why Humpty did not tell about the bullying. Scribe their ideas.

Say that one reason why people sometimes don't tell is because they think that the bullying is somehow 'their fault' for being different in some way. This is not true as we are all the same and different in many ways.

If someone is bullied, it is the person doing the bullying who has decided that the difference matters. Plenty more people will be different in the same way but not be bullied.

'Why is it good to tell?'

'How can we encourage people to tell if they are bullied?'

Make a list of all the people in the school who the children would tell if they were unhappy or being bullied. Ask how they would explain what was happening.

### Quiz: *is it bullying?*

Remind the children about the questions which they can ask themselves to decide if bullying is going on. Then read out the four scenarios below, using the pictures in the resource sheets to support the children's understanding. Ask them to decide which ones are bullying. Compare and talk about their responses. Alternatively, ask groups of children to role-play one of the situations while the rest of the class offer their views on whether it is bullying or not.

- In the nursery, Farozia has the job of giving out the aprons for the waterplay, and she always chooses the same children. Every day Delvin asks if he can play, but she always says 'No. Only girls can play'.
- Richard and Kevin are in the same class and play together every playtime. One day they have an argument over a football in the playground. Richard pushes Kevin and he cries and tells the teacher.
- Errol and his friends stand in the toilets at playtime and don't let the younger children use them.
- Yingmei has got lots of friends and she tells them all not to let Suki play with them at playtime because she smells.

Get the children to draw or paint the people who they listed in the earlier activity – those who they could tell if they felt that they were being bullied, and why. Use speech bubbles to show the words they could use. Compile a class book of these people.

We wanted to do more on how we are the same and different. We asked the children to find someone: 'who has different hair colour to you', 'who likes the same food as you', 'who has the same skin colour as you', 'who has the same number of brothers and sisters', 'whose name starts with a different sound'.



We reminded the children that some of the children in our school used cards to say 'stop' and 'help', and then designed one together to say 'I feel like I am being bullied'.



After discussion, create and display a 'class agreement' (or add to your existing class charter) to encourage the behaviours that make the class a safe and pleasant place for everyone to be. This should include 'telling' on bullying.

Do *The safe school challenge* from the Theme overview.

## Geography follow-up

Have the children make a map or three-dimensional model of their classroom and playground to show safe and pleasant areas and less safe, less pleasant areas. They should discuss what their criteria are for deciding on the quality of the areas, for example, areas where you may be pushed; areas where there is adequate space and so on.

## Mathematics follow-up

Objective

To handle data: solving a given problem by collecting, sorting and organising information in simple ways

Ask the children how they can find out if bullying is something that happens in their class or group. Collect information quickly, for example by asking them to take a red cube if they have ever been bullied in their class/group, and a green cube if they haven't. Represent the information by having the children place their cube on the correct tower.

Discuss what the towers show, using appropriate mathematical language. Emphasise again the importance of 'telling' if any child is feeling bullied at the moment.

## Questions for reflection and enquiry

- Can people be good and kind all of the time?
- Can people be cruel by mistake?
- How do we know if someone is good?

## Ongoing activities

Build a pictorial wall of celebration to which 'bricks' can be added, celebrating children's kindness and efforts to include others.

Keep an eye open for children who seem unhappy or who are reluctant to go outside. Try and make some time to talk to them about their feelings. This might be by asking them to help you with a special job.

Consider introducing 'bubble time' to your classroom. This is an opportunity for children to ask for time to talk to you or another adult.

Have a 'worry box' in the classroom, where children can post a note or a drawing about any worries they have.

Consider how the playground can be helpful by having a special bench for children to sit on if they have no one to play with or want someone new to talk to.

We write the children's names on pegs. They hang these on a line to claim private 'bubble time' with an adult.



Consider appointing playground buddies to spot who is looking lonely or unhappy and ask them if they want to play.

Teach playground games in PE and make a class book of favourite games.

Consider using older children or a midday supervisor to lead playground games and include children who seem isolated.

## Review

Remind children that they have been thinking about bullying over the past one or two weeks. Here are some things for them to discuss with a partner.

One thing that I have learned about bullying is ...

One thing that I enjoyed about this work on bullying is ...

One thing that I will do if I think someone is being bullied is ...

As a class group, discuss the following:

- What have you learned from doing this work? Do you think that you have met the intended learning outcomes we set at the beginning of the theme?
- Has it changed the way you think or understand things?
- Is there anything that you will do differently after learning about this?

At my school we used bullying week to focus on introducing collaborative games at playtimes. Our lunchtime supervisors from the local community were each asked to teach a group of children a playground song, rhyme or game. During the week, we learned games in six languages.



## Blue set: Year 1

Core learning opportunity: drama, literacy and citizenship

Theme	Say no to bullying Year 1
SEAL objectives	<p>To recognise name-calling, exclusion because of disability and physical bullying, and how those who experience these forms of bullying may feel</p> <p>To recognise and empathise with other people's feelings and situations</p> <p>To understand the importance of friendships and kind behaviour</p> <p>To use the problem-solving strategy to challenge exclusion by cooperating together</p>
Literacy objectives	<p>To re-enact stories in a variety of ways, e.g. through role play (Y1 T1 T7) (or, if you are using this theme in the summer term: To re-tell stories, to give the main points in sequence and to pick out significant incidents (Y1 T3 T5))</p> <p>To notice the difference between spoken and written forms through re-telling well-known stories (Y1 T1 T3 or Y1 T3 T5)</p>
Speaking and listening objectives	<p>To explore familiar themes and characters through improvisation and role play (Y1 T1 D4) (or, if you are using this theme in the summer term: To act out own and well-known stories (Y1 T3 D8))</p> <p>To ask and answer questions, make relevant contributions, offer suggestions and take turns (Y1 T1 GD3) (or, if you are using this theme in the summer term: To explain their views to others in a small group (Y1 T3 GD11))</p>
Suggested activities	<p>Humpty Dumpty</p> <p><i>Note:</i> As the teacher, you will be working in role as head servant, the King and Humpty.</p> <p>It may be useful to have a 'prop' of some sort (e.g. an apron, a crown, a bandage) which you put on when you are taking these parts.</p> <p>Negotiate with the children the drama rules, and expectations for the work/behaviour. Ask the children to recite with you a familiar nursery rhyme such as 'Mary had a Little Lamb', 'Jack and Jill' or 'Little Miss Muffet'. Demonstrate changing the rhymes into a narrative story. Encourage the children to do the same for Humpty Dumpty. Tell the children that today the class is going to make a new Humpty Dumpty story together.</p> <p>Remind the children of the words 'All the King's men' in the rhyme, which give us an idea that our story could be set in a castle (because kings often live in castles in stories).</p> <p>Tell them that Humpty also lives in a room in the castle. Ask the children, in small groups, to draw rooms in an imaginary castle, with appropriate furniture and objects.</p>

We adapted this activity and used lots of ideas from it to fit in with a 'stories from different cultures' project that was happening in the school.



Using some of these ideas, arrange your classroom with the children to resemble a room in a castle.

Tell them that the King in the castle has lots of servants and that they are getting ready for his big party, to which all the characters in Nursery Rhyme Land have been invited.

Who might be coming? What jobs do they need to do to get ready for this party?

The children should mime these jobs with you as teacher in role (TiR), playing the head servant, to manage this.

As TiR head servant (in gossip style!), tell the children that you have heard that the King is very cross. He invited Humpty Dumpty to his party because he is fun and organises the games, but he has had an accident so he can't come.

Do they know anything about the accident? The children should share any eyewitness accounts.

Tell them that you have heard that Humpty Dumpty's fall wasn't an accident, which people have said it was, and that he was pushed. Is this true?

Is it true that one of the King's soldiers did it, and two of them stood by and just laughed? What do you know about this?

Out of role, recap the collective information, and tell them that in the next part of the story the King visits the servants to see how they are doing with the party preparations. He doesn't know yet that one of his soldiers was responsible for Humpty's accident.

The children should then go back into role as servants and mime jobs. The TiR, as the King, then comes into the castle, looks at their work, praises them for their efforts, but tells them how unhappy he is about Humpty being silly again. The King says the servants must tell Humpty that he can't come to the party now because his bandages will scare the other people, he won't be able to cut up his food and he won't be able to dance or play the games. The King then goes away.

Out of role, the children should reflect on what the King has said, and discuss his behaviour towards Humpty. Discuss what the servants should do next.

How should we tell Humpty that he can't come to the party? What should we do about those soldiers?

The servants then meet Humpty and tell him what the King said. The TiR, as Humpty, tells the servants about what the soldiers did to him, how they called him 'Egg Head', and how they deliberately pushed him off the wall.

Humpty explains that what really hurt him was the soldiers who stood and did nothing to help him, and just left him broken on the floor.

When talking about 'the accident', we made and used Humpty jigsaws to convey the idea of 'putting Humpty back together again'



He also says how he really wants to come to the party. Can they help him talk to the King to explain what really happened?

Discuss a plan of action.

Narrate that the servants then set up a meeting with the King, Humpty and themselves. Choose one confident child to be Humpty and give them the bandage to wear to signify their role.

The children then role-play the meeting, supporting the child in role as Humpty to explain what really happened. The TiR, as the King, listens to the servants and is very shocked and upset that his soldiers bullied Humpty. He then says that Humpty can come to the party.

The TiR, as the King, says he needs some help. He wants to know what to do about the soldier who pushed Humpty off the wall and the soldiers who laughed about it.

Start to discuss some ideas. It is likely that the children's ideas will be rather harsh.

The TiR, as the King, thinks about each one. He is just about to choose the most horrible punishment when he remembers that he has a letter in his pocket. He takes it out. It is from the soldiers. It says:

*Dear King*

*We want to tell you something. Humpty is very, very sad that he cannot come to the party. It was not his fault that he fell off the wall. It was an accident. We didn't mean to push him. We just couldn't help it! We know it was cruel to laugh but we couldn't help that either. We know it was wrong.*

*Please let Humpty come to the party. We deserve to be punished.*

*Yours sincerely*

*The soldiers*

*PS Please be kind to us. We know it was a bad thing to do.*

*PPS We didn't know he was upset that we called him a name. We thought he would find it funny like we did.*

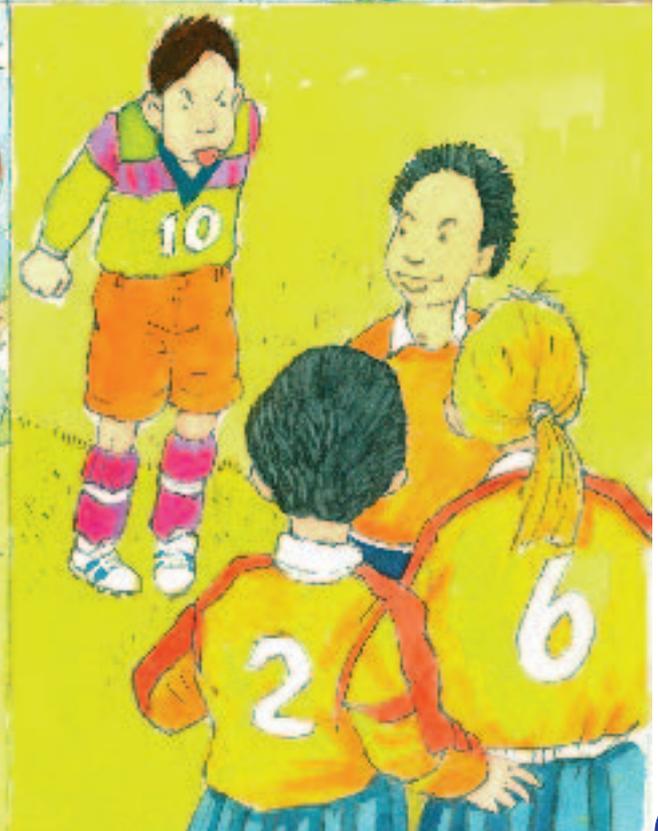
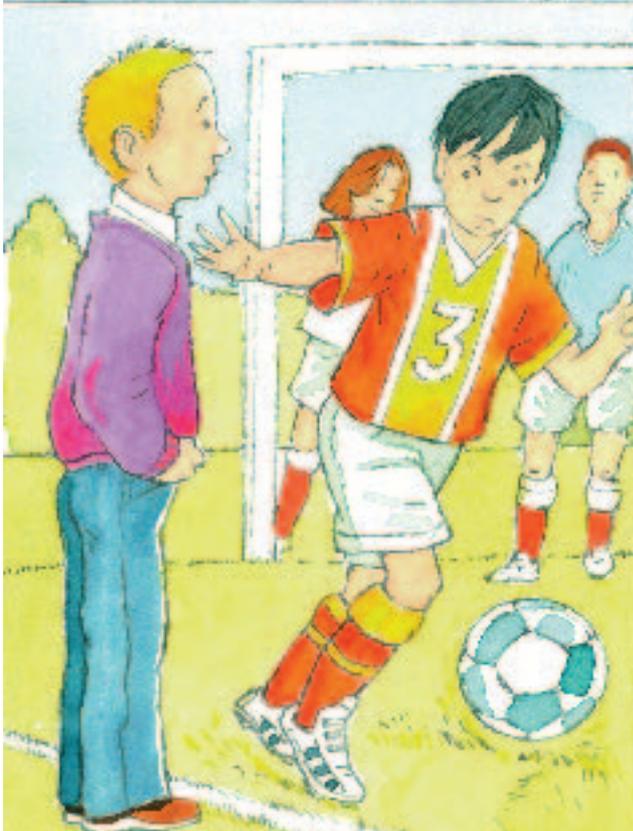
Discuss ideas and agree the ones that will be fair to everyone concerned and make everyone feel better (including the soldiers involved).

As the King, ask the servants to think of some ways to help Humpty eat his food, dance and take part in the party. Discuss the ideas. Finally, as the King, tell the servants that they have been so helpful that they can all come to the party.

Out of role, review with the children how we made a new Humpty story, and praise individual children's contributions.

## Blue set resource sheet: Year 2

Is it bullying?



## Blue set: Year 2

### Pre-assembly work: what is bullying?

#### Intended learning outcome

I can tell you what bullying is.

Ask the children what they know about bullying. Have a thought shower (recap on rules for thought showering) and remind the children of work they may have done on this before. Scribe their ideas.

They are likely to give answers about what they think bullying is, examples of when it has happened and how it makes people feel. These could be written in three separate columns, labelled, for example: 'About bullying', 'Examples of bullying' and 'How it makes people feel'. It is likely that you will get suggestions that are not examples of bullying. Write these down too. If they are not offered, give the following two examples yourself, using the pictures *Is it bullying?* in the resource sheets.

- Liza and Toheed throw Yohance's coat on the floor every morning and watch the teacher tell him off.
- Scott and Jennene are in Year 3 and they have a fight one day. Jennene is really angry and takes Scott's crisps and throws them all over the floor. Scott hits Jennene.

Draw out from the children's suggestions the key features of bullying.

1. It does not just happen once; it goes on over time and happens again and again – it is repeated. Point out relevant words which the children have used, such as 'every day', 'again and again', 'all the time', and so on.
2. It is deliberate – hurting someone on purpose – it is not accidentally hurting someone. Use the picture *Accidental or on purpose?* from the resource sheets to help children understand this distinction.
3. It is unfair – the person doing the bullying is stronger or more powerful (or there are more of them), and, even if they are enjoying it, the person they are bullying is not.

Go through the two examples you offered above and 'think out loud', using the three criteria. Ask the children to decide whether another example is or is not bullying, by 'thinking out loud' in the same way that you did.

Ask the children to get into groups and think about which situations from the thought shower are or are not bullying. Remind children of the rules for working in groups. Compare the groups' responses after a set time.

Give the children, in their groups, a large piece of flipchart paper or similar, and ask them to write the words 'Bullying is ...' in the centre. Each group should then generate as many examples of bullying behaviours as they can think of, and record them in written or pictorial form.

Ask the children, in their groups, to come up with a definition of bullying. Ask them what a dictionary would say about bullying.

Take the children's definition of bullying behaviour to the assembly.

## Post-assembly work

### Intended learning outcomes

I can tell you some ways in which I am the same as and different from my friends.

I am proud of the ways in which I am different.

I can tell you how someone who is bullied feels.

I can be kind to children who are bullied.

I know that when you feel sad, it affects the way you behave and how you think.

I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.

I know what to do if I am bullied.

## Core learning opportunity: personal, social and emotional development

This is an overview – see the detailed lesson plan for objectives and suggested activities.

A short story, *Sean and Lisa*, is used to provide a context through which children revisit the key characteristics of bullying, extending their understanding of the range of bullying behaviours. There is a particular focus on the feelings of the children who are bullied, what social and emotional aspects of learning could be used to help manage the feelings that bullying can evoke, and an opportunity to think about what to do if you are bullied.

## Speaking and listening follow-up

### Objectives

To listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member (Y2 T1 GD 15) (or, if you are using this theme in the summer term: To work effectively in groups by ensuring that each group member takes a turn, challenging, supporting and moving on (Y2 T3 GD 23))

In Part 2 of the *Sean and Lisa* story, the teacher asks all the children to make sure that no one in the school is unhappy because of the way that other children are treating them.

Ask the children to work in groups and remind them of the rules for working in groups. Say that they should use the problem-solving process and, in their groups, think about what the problem is; think of as many ideas as they can; decide what the outcomes or consequences of each would be; and select the best idea to construct a plan to make Sean and Lisa feel happy and included. The children could be offered a range of styles to present their work: a role play, a

A child in my class found group working very difficult. We limited the time he spent in groups and focused on one skill he had practised at a time, e.g. listening to someone else without walking away.



written plan, or an annotated drawing or series of drawings. Then read the final part of the story and compare the children's plans with those made by the characters in the story.

## Science follow-up

Objectives

To know that pushes and pulls are forces

To know that friction is a force between two surfaces that slows things down or makes them stop

The storyline about Sean and Lisa can be used to develop children's ideas about forces, for example pushes and pulls, and also linking this to the idea that people can force others away, by excluding them from games or rejecting them by name-calling. However, on the other hand, friends can pull people into their circle by including them in their games.

The idea of friction between people, when they do not get along, can be linked to ideas related to friction between two surfaces.

## PE/dance follow-up

Objectives are as for QCA PE Unit 2 Dance activities (2).

Work on this unit can be adapted in the following ways to reflect children's work on bullying.

The task is to create and perform short dances using rhythm and expressive and dynamic qualities to show the different scientific concepts about pushing and pulling forces. Exclusion and rejection can be associated with 'pushing' movements, while 'pulling' movements can be associated with acceptance into the group and inclusion.

The dance could involve adapting any previous work on forces (see suggestions in the QCA unit on 'forces', 'machines' and 'mad machines') into one about bullying with two sections on being rejected and included. One idea could be for a single dancer to be excluded by the rest. This could be because their dance movements were different from those of the others. Their actions could then be tried out by the group, and they could gradually be welcomed into the group.

## Art and design follow-up

Objectives are as for QCA Art and design Unit 1A Self portrait.

This activity aims to help children to understand that people do not always show their true feelings.

Have the children look at their own faces in a mirror, and at others' faces which show different expressions – anger, fear, happiness, sadness and so on. Discuss together how a face changes (what happens to the eyes, eyebrows, mouth, etc.) when showing these emotions. Discuss how sometimes we try to cover up what we really feel. Why did Lisa and Sean in the story not show how much they were hurting?

Give each child a blank full-face mask shape. On one side, draw or paint the face of a character in a story showing a happy face to the world. On the other side, show the hidden, inner emotions. The masks could be fastened to sticks to turn from one side to the other and be used when retelling the story.

Alternatively, puppets could be constructed with two-sided heads that can change from one expression to another.

## ICT follow-up

### Objectives

To retrieve information that has been stored, for example using a CD-ROM

To try things out and explore what happens in real and imaginary situations

To explore a variety of ICT tools

Year 5 children will be using an interactive story resource as part of their work on bullying. The CD-ROM resource allows children to click on a character in the story and to access that character's thoughts and/or feelings. You could organise for a group of Year 5 children to come and demonstrate the CD-ROM resource to groups of Year 2 children, with a particular focus on the thoughts and feelings of the children who are bullied, at key points in the story. This activity would link very well with the suggested art and design activities described above.

## Literacy follow-up

### Activity 1

#### Objectives

To identify and discuss reasons for events in stories (Y2 T1 T5) (or, if you are using this theme in the summer term: To write sustained stories, using their knowledge of story elements (Y2 T3 T10))

Ideally this activity could be undertaken after the children have had the suggested ICT input from Year 5. Using the ICT tool, the children could click on a character to see how they are feeling and what they are thinking.

Children could make up their own 'lift the flap' story-books about a child who is bullied. They could show how he or she looked on the outside, and what they did, but use 'lift the flap' over the character's face or heart to 'look into' what the character is feeling. This can raise the issue that sometimes people act in one way, but feel differently (for example, laughing along when you are called names, but inside feeling hurt and upset). Alternatively, the 'lift the flaps' could show the person being bullied saying something positive to him or herself (e.g. 'This is not my fault. I'm OK.').

### Activity 2

#### Objectives

To identify and discuss reasons for events in stories (Y2 T1 T5) (or, if you are using this theme in the summer term: To read, respond imaginatively, recommend and collect examples of humorous stories (Y2 T3 T6))

Text: *The Wild Washerwomen* by John Yeoman and Quentin Blake (Picture Puffin)  
ISBN 0140503676

We are a primary school, and used the Year 5 pairings as the basis for a 'buddying' system in which the younger children could go to their designated 'buddy' in the playground if they felt worried, or for special activities.



*The Wild Washerwomen* invites readers to empathise with the washerwomen's liberation from the tyranny of their employer, Mr Balthazar Tight. It also offers the opportunity to discuss the effects of their subsequent outrageous behaviour on the people around them – does it amount to bullying?

Suggested learning opportunities:

Look at the pictures and talk about how the washerwomen felt about Mr Balthazar Tight and why. Look at the pictures and discuss how people felt when the wild washerwomen overturned the stalls in the market and set the animals loose; when they stole fruit and hats; when they went on the rampage. What do the children think of their behaviour and how it affected other people?

## Mathematics follow-up

Objective

To handle data: solving a given problem by collecting, sorting and organising information in simple ways

Ask the children how they can find out what kinds of bullying happen in their class or group. They might ask each other questions, for example. Together, list three or four common kinds of bullying, for example, name-calling, leaving someone out all the time, hiding someone's things. With the children, choose a way of counting how many children in the class have experienced each of these types. Have the children record the results (with support if necessary) in a simple block graph or pictogram.

- What sort of bullying is most common in this class?
- How many children did we ask?
- How many children said that they had been left out all the time?

The children could set other Year 2 class groups simple questions about their findings.

## Citizenship follow-up

Objectives (QCA Unit 2 Choices, section 2 How do I make decisions?)

To consider alternatives, make decisions and explain choices

To consider rights and responsibilities when making decisions

Explain that you are going to come up with an agreement, to add to the classroom 'charter' (if you have developed one as a result of the work in Theme 1) which all the people who come into the classroom can sign, to make the class a safe place where everyone can feel respected and involved. Ask the children, in groups, to come up with, say, five key ways to make sure the classroom is safe for everyone.

Ask the children as a class to think of and use a simple decision-making strategy, suitable for their age and stage, to decide which five points to include.

The product should be an agreement to add to the general class 'charter'. You could link this to your school anti-bullying charter, by having a small group of children from the class act as signatories for the whole-school charter.

We used a digital camera to show examples of 'kind' and 'friendly' behaviours to add to the charter.



Do *The safe school challenge* from the Theme overview.

## Questions for reflection and enquiry

- Why do people do things that they know are wrong?
- Should we help someone if they don't want our help?
- Is there always only one right answer?

## Ongoing activities

Build a pictorial wall of celebration, to which 'bricks' can be added, celebrating children's kindnesses and efforts to include others.

Make a dustbin display in which pictures of people being cruel and unkind are placed.

Keep an eye open for children who seem unhappy or who are reluctant to go outside. Try to make some time to talk to them about their feelings. This might be by asking them to help you with a special job.

Consider introducing 'bubble time' to your classroom. This is an opportunity to ask for time to talk to you or another adult.

Consider how the playground can be helpful by having a special bench for children to sit on if they have no one to play with or want someone new to talk to.

Consider appointing playground buddies to spot who is looking lonely or unhappy and ask them if they want to play.

Consider using older children or a midday supervisor to lead playground games and include children who seem isolated.

Introduce a confidential worry box into the class. If an incident of bullying is raised, discuss it with the children without using names. Address any issues confidentially with the people concerned.

## Review

Ask the questions below, giving time for children to talk to a partner before you ask for ideas.

- Why do people who are bullied sometimes not tell?
- Is 'telling' about bullying the same as 'telling tales'?
- Who would you tell in this school if you were being bullied, or thought someone else was being bullied?
- What would make the biggest difference to someone who is being bullied?

As a class group, discuss the following:

- What have you learned from doing this work? Do you think that you have met the intended learning outcomes we set at the beginning of the theme?
- Has it changed the way you think or understand things?
- Is there anything that you will do differently after learning about this?

## Blue set: Year 2

Core learning opportunity: PSHE

Theme	Say no to bullying Year 2
SEAL objectives	<p>To develop empathy with people who are bullied</p> <p>To increase self-awareness by acknowledging and labelling uncomfortable feelings, such as fear and anger</p> <p>To feel good about who we are</p> <p>To increase the ability to manage feelings through practising and 'revising' strategies learned for dealing with feelings</p> <p>To develop knowledge about key features of bullying</p> <p>To revisit the importance of friendship and kind behaviours</p> <p>To revisit the link between thoughts, feelings and behaviours</p> <p>To practise using the problem-solving strategy</p>
Speaking and listening objectives	<p>To adopt appropriate roles in small or large groups, and consider alternative courses of action (Y2 T1 D16)</p>
Suggested activities	<p><b>Circle games</b></p> <p><b>Machines</b></p> <p>This activity offers a fun way to stress the importance of the contribution of each child to the class/school/community. Explain that in a machine every single part may do something slightly different but that each part is necessary to make the machine work. Children will need a large space to work in for this activity.</p> <p>In groups, the children should work together to create, through their movements, a 'machine'. They will need to decide how each part moves and how to put them together as a whole. They could think about how to make the machine speed up or slow down. This activity works particularly well if set to music.</p> <p><b>Changing places</b></p> <p>'Change places if:'</p> <ul style="list-style-type: none"> <li>● your favourite colour is green;</li> <li>● you have brown shoes on;</li> <li>● you can speak two languages or more;</li> <li>● you ever worry about bullying;</li> <li>● you know someone who has been bullied (including yourself);</li> <li>● you want to stop bullying from happening in this school.</li> </ul> <p><b>Sean and Lisa</b></p> <p>Use the resource sheet that follows to explore bullying through a story.</p>

## Blue set resource sheet: Year 2

### Sean and Lisa

#### Part 1

Read the story Sean and Lisa at the end of this section, to the end of Part 1.

Ask the children if they think that Sean and Lisa are being bullied. Why do they think so? (Refer to the three key questions to decide if it is bullying – ongoing/deliberate/one person stronger or more powerful.)

What sort of bullying is happening to Sean and Lisa? (Sean: physical hurting; taking his money; damaging his things. Lisa: put-downs; making fun; leaving her out/excluding her; saying nasty, untrue things.) Scribe the answers.

Ask the children ‘Which is the worst sort of bullying?’ ‘What is happening to Sean’, ‘What is happening to Lisa?’ How do they know? This activity could be done by listing the types of bullying which children come up with and asking them, in pairs, to rate or order them according to how bad they think each is. Alternatively, the children could be given cards with types of bullying on and be asked to physically order the cards. They should then explain why they have ordered them as they have.

Emphasise that the only way of knowing how bad bullying is, is to know how it feels to be on the receiving end. All forms of bullying can have an equally hurtful effect.

Ask ‘Who is involved in the bullying?’ (The children doing the bullying, the children who are bullied, the watchers or witnesses.)

Ask the children to think about how Sean and Lisa are feeling. Divide the children into three groups. Explain that in this activity no one can talk or make a noise, and no one is allowed to touch another child. (If possible, use the hall or playground for this activity.)

Ask one group to walk around the room as either Sean or Lisa – showing with their bodies and their faces how they might look at playtime.

Ask another group of the children to pretend to be Jordan and his friend, or Amena or one of her friends going out to play, and to use their body and face to show what they are feeling and thinking. How will they look when they see a ‘Sean’ or a ‘Lisa’?

Ask the final group to join the others – they are the ‘watchers’ or ‘witnesses’. What would they be doing? How would they be feeling?

After 2 minutes change the groupings, and after another 2 minutes change once more, so all children have an opportunity to be in each role.

Discuss the activity. The following questions can be used as prompts:

- Was it easy to tell which group children were in? How did the ‘powerful children’ show their power?
- What do you think the feelings of each group might have been?

We asked a group of children to ‘act out’ the story while I read it out. We used props to remind the children who was who.



- How many feeling words can you come up with? For example, sad, angry, frustrated, powerless, embarrassed, left out, stupid, scared.

Use the *Feelings detective* poster from the whole-school resource file to explore any feelings the children suggest that have not come up before.

- When do you think Sean and Lisa felt bad and when do you think they felt better?

You could ask the children to draw a series of feeling faces for each of the times listed below or to hold up their emotional barometers:

going to bed;  
 walking to school;  
 just before playtime;  
 when the teacher has to go out of the room for a short while;  
 lunchtime;  
 walking home;  
 getting home;  
 going to bed;  
 getting home from school on Friday;  
 Sunday evening.

Bullying makes people feel bad all the time – at home, before school, before playtime, at lunchtime. Thinking about what is going to or might happen is sometimes as bad as when it does happen. The word ‘anticipation’ can be introduced.

- How does being bullied affect our behaviour? What effects did it have on Sean and Lisa? (Sean: angry, fighting; Lisa wouldn’t answer questions in class because she thought she was stupid and didn’t play with anyone in the playground. Both got into trouble in school.)
- Why don’t Sean and Lisa tell? (Because they think nothing will be done; they are frightened that it will make things worse; they think that no one will believe them; sometimes people who are bullied feel ashamed that this is happening to them, even that it is sometimes their fault.)

## Part 2

Read Part 2 of the story to the children.

Tell the children that there is an imaginary line on the floor (or draw a chalk one), and that one end says ‘I really agree with this’ while the other end says ‘I really don’t agree with this at all’. Ask the children where they think ‘I agree a bit’, ‘I don’t quite agree with that’, and ‘I am not sure what I think’ might be on the line (use sheets of paper or flags to mark these if you think the children would benefit from a visual reminder). Explain that you are going to read out some sentences and that they have to line up somewhere on the line to show how much they agree or disagree with the following sentences:

*Lisa and Sean should fight back and then the bullying would stop.*

We took digital photos of children in role and used them to make up a story about bullying, combining the photos and the feeling words the children came up with.



*Amena and Jordan were only joking and messing around. They didn't mean to upset Sean and Lisa.*

*Lisa and Sean should stay inside at playtimes so that they don't get bullied.*

*The two children who told the teacher were braver than the children doing the bullying.*

Talk about the children's responses.

Make it clear to them that 'fighting back' is not usually a good choice, as it tends to make things worse. It is the children doing the bullying who need to change their behaviour. If children say their parents/carers tell them to fight back, explain that although sometimes in other places people do this, it isn't allowed in school (it is important not to put children in a position of having to choose between teacher and family).

Ask what Sean and Lisa, and anyone else who feels bullied, could do about it if there is no adult to tell there and then. Explain that the key thing is to keep calm. Here are some ideas.

- In the short term, the important thing is to keep safe.
- Have a plan and decide what to do before it happens, if possible.
- Get an adult's attention if possible.
- Use the things you know to keep calm. Don't be tempted to fight back (even if this is what you feel like doing) as this is likely to make the people doing the bullying more angry and you will not be in control.
- Get away if you can.
- If you can't get away, do what the people who are bullying say, if necessary.
- Tell as soon as you can.
- Remember it's not your fault.

It needs to be emphasised to children that keeping themselves safe is the strong thing to do – they are managing the situation and in control. Getting away from the situation is not weak, it is sensible. Make an analogy with other dangerous situations, such as an unexploded bomb. Would the children think it was weak to get away from these situations?

In groups, ask children to write and illustrate a class book of 'What to do if you are bullied' to share with the rest of the school at the feedback assembly. Suggest that they might want to tackle this through 'Agony Aunt' replies to fictitious letters from children who are being bullied. Alternatively, they could make posters to put up around the school.

Bullying affects us in different ways. Remind children that Lisa begins to feel that she is not very clever and that no one likes her. Sean gets angry and fights back. Ask the children to think about what they have learned over the year in terms of managing their feelings and emotions that might help Lisa and Sean to feel better (encourage them to remember their calming-down strategies, relaxation, how positive thinking can help us to feel better, etc.).

Recognise that these strategies are really hard to use when we are feeling really upset, and that bullying does make us feel really upset. Emphasise that it is never the responsibility of the person who is being bullied to change, but that if children

find things that make the situation better in the short term, it would be helpful for them to share them.

The speaking and listening activity on page 17 could be used at this point. Alternatively, read Part 3 of the story about Sean and Lisa to the children.

## Sean and Lisa story

### Part 1

This is a story about two children who were bullied. I hope it's not going to be a sad story. Let's see.

Jordan and his friends bothered Sean. They snatched his bag and threw it in the mud and then they laughed. They took his sandwiches out of his lunchbox and, sometimes, they pulled his hair when the teacher wasn't looking. Now and then, Sean would get so upset and angry that he would fight back. Then he would get into trouble and Jordan and his friends would laugh even more. Sean was very unhappy.

Amena and her friends bothered Lisa. They laughed at her reading book and said it was for babies. They sniggered when she put her hand up to answer a question and whispered that she was stupid. They told her that nobody liked her. Lisa began to believe that she was stupid, so she wouldn't answer when the teacher asked her a question, and then she got into trouble. She began to believe that nobody liked her, so she never played with anybody. She was very unhappy.

The saddest part of this story is that there were a lot of children who were helping to do the bullying. It wasn't just Jordan and Amena, it was Jordan and Amena's friends too. These children helped to do unkind things to Sean and Lisa and made them feel bad, on purpose, over and over again. And there were other children, children who saw what was going on, and who did nothing to make things better. These children were helping the bullying to continue.

### Part 2

But let's not make this a sad story, let's try and make it a happy story. Let's see how we can stop the bullying and make Sean and Lisa happy.

One day, two children decided to tell the teacher what was going on. It wasn't easy for them to tell, because they were frightened that the children who were doing the bullying would not like them any more. They thought that they might get bullied too.

The teacher listened carefully to the children. Then he had a long talk with Lisa and Sean. They told him what had happened and how they felt. After that, the teacher had an even longer talk with Jordan and Amena and their friends. He told them how unhappy Sean and Lisa were.

‘We were only joking,’ said Amena and Jordan. ‘It wasn’t serious.’

‘Now you know that it didn’t seem like fun to Lisa and Sean,’ said the teacher, ‘and now we need to think about how we can make things better.’

Lastly, the teacher had a talk with all the children. ‘I want you all to make sure that no one in this school is unhappy,’ he said, ‘and if you see someone being bullied I want you to tell, straight away.’

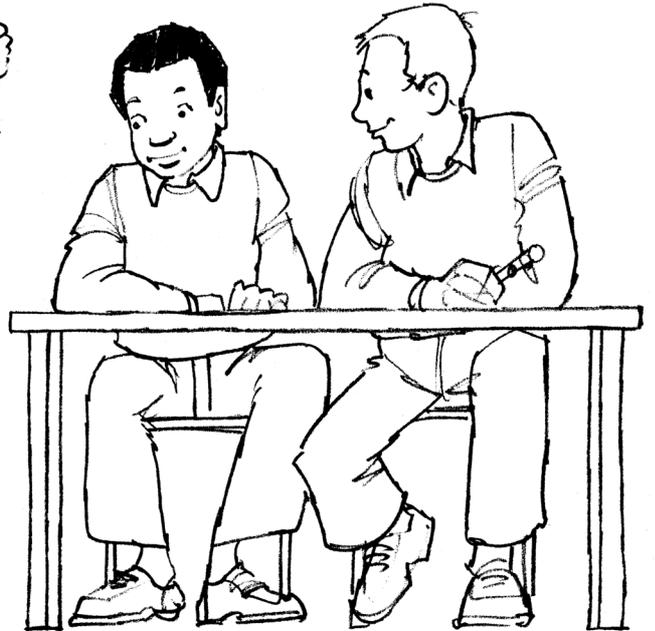
### *Part 3*

So Jordan and Amena and their friends began to do things to make Sean and Lisa feel happy instead of sad. They found it very difficult at first because bullying had made them feel strong and powerful. But gradually they realised that no one wanted them to do it any more. The other children asked Sean and Lisa to join in their games. They made sure that they were never on their own and lonely. And gradually Sean and Lisa learned to be happy again.

So you see, it’s not a sad story after all, it has a happy ending; and if there’s a story like this happening in your school, I hope that you can make it have a happy ending too.

## Blue set resource sheet: Year 2

Accidental or on purpose?



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Ref: DfES 1340-2005 G

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