ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Wellbeing UNIT: What is Bullying? TERM:Autumn2 YEAR GROUP: 2

What is bullying?			
END OF UNIT OUTCOME	Structured fact file		
OBJECTIVES	• how words and actions can affect how people feel • why name-calling, hurtful teasing, bulling and deliberately excluding others is unacceptable • how to respond if this happens in different situations how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so		
CONCEPT: Leadership			
LESSON 1 QUESTION	**How does what someone says affect how others feel?**		
KEY KNOWLEDGE	Know that hurtful behaviour such as name calling, physically hurting others or leaving others out is never acceptable		
RICH TASK	Introduce The Big Question – what do they already know? Annotate key question to identify prior knowledge. Read Jacob's new dress. Talk about how Jacob feels about what Christopher says to him. Look at specific sentences and decide how they would make Jacob feel. Talk about how we can use kind words/ actions that can make people feel good. What could Christopher have said instead? Come up with alternatives. How would they have made Jacob feel?		
SUPPORT AND CHALLENGE	S – work in a group with adult C – Explain how the unkind and the kind words would make Christopher feel.		
KEY VOCABULARY	Kind Unkind Feelings Emotions.	**RESOURCES**	Jacob's new dress By Sarah and Ian Hoffman
LESSON 2 QUESTION	**Who could help someone who is being bullied?**		
KEY KNOWLEDGE	Know that the impact of bullying on the person bullied can include: feeling of sad and lonely, anxiety, loss of confidence, not sleeping properly, not eating properly, not being able to concentrate, health problems like tummy aches Know that if they experience hurtful behaviour, they should try to tell an adult or a trusted friend who could help them tell an adult		
RICH TASK	Retrieval practice activity – what things can we say to make people feel good?		

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	Use PSHE Association lesson 3 Friendship and Bullying as a basis. Look at examples of how we can be kind to others. How does it make people feel? Look at examples of unkind behaviour by accident. How might it make someone feel? What should we do if we experience it? Look at deliberate unkind behaviour, including bullying both online and off line. How would it make someone feel? What should we do if we experience it? Discuss trusted adults that they could speak with. Children complete a 'This can help' sheet for someone who is experiencing bullying.		
SUPPORT AND CHALLENGE	S – Give a range of things they could do with widget symbols– pupils choose their top three things to help C – what would you choose to do first in the case of bullying? Why?		
KEY VOCABULARY	Bullying Kind Unkind	**RESOURCES**	PSHE assoc lesson plan and resources
LESSON 3 QUESTION	**Can I recognise kind / unkind / bullying behaviour?**		
KEY KNOWLEDGE	Know that the impact of bullying on the person bullied can include: feeling of sad and lonely, anxiety, loss of confidence, not sleeping properly, not eating properly, not being able to concentrate, health problems like tummy aches Know what is meant by bullying: If someone says or does something that is intentionally hurtful and they keep on doing it, even if you ask them to stop, that is bullying. Know some examples of bullying behaviour eg repeatedly leaving someone out of games, calling a person names every day, hurting someone every day		
RICH TASK	Recap last session – examples of unkind / kind / bullying behaviour. Why is it bullying? Give children some similar examples and ask them to decide if they are unkind / kind / bullying behaviour.		
SUPPORT AND CHALLENGE	S – cut out and stick in correct column of table C – Explain why they are the different actions.		
KEY VOCABULARY	Bullying Kind Unkind	**RESOURCES**	Examples of behaviours
LESSON 4 QUESTION	**What is racism and why is it never acceptable?**		
KEY KNOWLEDGE	Racism is when people are treated unfairly because of their skin colour or background. Know that it is important to respect everybody, even if they look different to us, have different interests or different beliefs.		
RICH TASK	Read 'Our Skin - a first conversation about race' and discuss what racism is.		

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	Use the book to prompt discussions about our own skin. What do we notice about ourselves? What do we think about the way the different children were treated in the book? How do they show racist behaviour? Discuss micro-aggressions also eg stroking someone's hair. Why are these things unacceptable? Record whole class responses to what we have found out.		
SUPPORT AND CHALLENGE	Whole class discussion		
KEY VOCABULARY	Race Racism diversity	**RESOURCES**	Our Skin - a first conversation about race by Megan Madison, Jessica Ralli, Isabel Roxas
LESSON 5 QUESTION	**How can kindness make others feel?**		
KEY KNOWLEDGE	Know how to listen to other people and play and work cooperatively, by using kind words, look people in the eye, ask them questions, compromise. Know that our actions can make others feel good eg by complimenting or helping someone.		
RICH TASK	Retrieval practice activity What does kindness mean? Can we think of some examples? Watch Life Vest Inside - Kindness Boomerang - "One Day" - YouTube How did the act of kindness spread? In mixed groups, the children come up with their own 'Kindness Spreads' role plays. Could we link them all together? How would each of the people in our role play feel?		
SUPPORT AND CHALLENGE	Children in mixed ability groups S – Adult to support EAL pupils using images to understand kindness C – Can they explain the impact of someone else's kindness?		
KEY VOCABULARY	Kind Kindness feelings	**RESOURCES**	♡ Kindness Goes Viral – alternative video
LESSON 6 QUESTION	**What is bullying?**		
KEY KNOWLEDGE			
END OF UNIT OUTCOME	Revision of key knowledge Outcome linked to The Big Question – create a structured fact page		
SUPPORT AND CHALLENGE	S -Visual prompts for each section C – Give explanations .		

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KEY VOCABULARY		RESOURCES	