

Final Outcome: We are working towards being able to answer 'agony aunt' problems showing our understanding of bullying and ways to address it in our society.

Component 6:

We should know:

Ways to make someone who is being bullied feel better.
Who we should go to if we suspect someone is being bullied.

What we will know after this sequence:

- Pupils know how to problem solve a bullying situation with others and understand why someone might be a bully.
- They can recognise the importance of understanding the problem before trying to solve it and will give appropriate solutions to a range of scenarios.

Vocabulary:

Remedy, solution, prevention, problem solving, perspective taking, viewpoint.

How will this feed into my next learning?

Children will then be able to problem solve different bullying scenarios to ensure the victim has a positive outcome and apply this to everyday life in the playground.

SEN:

Children to draw and label different outcomes for a range of situations involving different types of bullying.
Sentence stems to support agony aunt responses.



Component 4:

We should know:

Understand how a witness can be involved in bullying.
Know that witnesses' actions can result in a situation becoming better or worse.

What we will know after this sequence:

- Pupils will know why witnesses may join in with the bullying rather than tell an adult (peer pressure etc).
- They will understand the feelings of a witness to bullying.

Vocabulary:

Witness, escape, reason, victim, emotions, association, participate.

How will this feed into my next learning?

Children will then move on to focus on how they can help someone who is being bullied.

SEN:

Pre-teaching of zones of regulation (reminding children of how others present different emotions)



Component 5:

We should know:

Why witnesses may join in with the bullying rather than tell an adult.
Understand the feelings of a witness to bullying.

What we will know after this sequence:

- Pupils will know ways to make someone who is being bullied feel better and will be able to give examples of when they may have done this themselves.
- Pupils will know who we should go to if we suspect someone is being bullied.

Vocabulary:

Prevention, responsible, helpful, support system, protection, adults.

How will this feed into my next learning?

Children will apply their knowledge of how to help someone who is being bullied to try and resolve a variety of different scenarios.

SEN:

Pre teaching of key vocabulary.

Component 3:

We should know:

What it means to be a witness of bullying.
What they would like to see in the world and what they wouldn't like to see.

What we will know after this sequence:

- Pupils will understand how a witness can be involved in bullying and that this can be linked with indirect bullying.
- They will know that witnesses actions can result in a situation becoming better or worse and that they have a responsibility to act appropriately.

Vocabulary:

Witness, actions, consequences, outcome, distress, peer pressure.

How will this feed into my next learning?

Children's will apply their learning about witnesses' actions to explain the emotions the witness may be feeling.

SEN:

Children to work in mixed ability groups to explore different scenarios for scaffolding from peers.

Component 2:

We should know:

How it might feel to be a witness to bullying and also a target of bullying.

What we will know after this sequence:

- Pupils will know what it means to be a witness of bullying and will use the definition from our school anti-bullying policy.
- Pupils will be able to describe what they would like to see in the world and what they wouldn't like to see in regards to behaviours people present.
- Pupils can recall the different types of bullying (verbal, physical and indirect).

Vocabulary:

Witness, verbal bullying, cyberbullying, outcome, worldview.

How will this feed into my next learning?

Children will use their understanding of what it means to witness bullying to discuss how the actions of a witness can determine the outcome of the situation.

SEN:

Children to draw what they would like to see in the world in regards to behaviour.

TYPES OF BULLYING



Component 1:

We should know:

What bullying is.
How we can be a good friend.

What we will know after this sequence:

- Pupils will know how it might feel to be a target of bullying and will use appropriate vocabulary or drawings to portray that.
- Pupils will be able to show empathy with certain scenarios that may lead to bullying and can explain why or how a person may be feeling.

Vocabulary:

Bully, bullying, intention, target, emotions, loneliness, friendship.

How will this feed into my next learning?

Children will apply their knowledge of how it might feel to be a target of bullying to understanding what being a witness means and how it may feel to be a witness to bullying.

SEN:

Working in mixed ability groups to support scaffolding with peers.

