

Lesson objectives		Resources
Learn what is meant by bullying? Explore the difference between bullying and falling out. Review different scenarios – which may, or may not, be bullying. Discuss ways to be an ‘upstander’ – not a bystander. Formulate a class charter about how we should treat others. Develop skills of informed decision-making.		Online slides – What is bullying? Pupil worksheet – Impact Pupil worksheet – Let’s talk about it: Is it bullying? Pupil worksheet – What could an upstander do? Support sheet – Let’s talk about it: Is it bullying? Support sheet – What could an upstander do?
Pol-Ed Passport focus		
Informed decision-making. Pupils will be encouraged to think about the differences between bullying behaviour and falling out. The lesson will develop pupils’ abilities when considering some key questions about how to respond to bullying and unkind comments, and encourage them to be an upstander to protect and support other people.		
Lesson walk through		
Starter	Pupils are reminded of the definition of bullying behaviour and then consider what a power imbalance might look like.	
Key knowledge	When does banter become bullying behaviour? The differences between bullying behaviour and falling out. Pupils will learn about why identifying somebody as a bully or a victim is unhelpful, before learning about being an ‘upstander’. There is a brief mention of a restorative conversation which could be further developed.	
Practice	Pupils will reflect on some potential bullying behaviour and then what an upstander could do in the face of bullying behaviour and/or falling out and then developing a class charter about how we should treat each other.	
Personal reflection	Pupils will consider the impact that the lesson has had on: themselves, their families and friends, their community and their country.	
Common misconceptions		
When children have a relational conflict (i.e. fall out) parents will frequently call it bullying. Actually, it may be more about misplaced banter and relational conflict, which, although probably not as pernicious as bullying behaviour, can be deeply wounding. Identifying children and young people as a bully, or a victim is unhelpful, and it is probably better to talk about people who have been bullied and people who bully/display bullying behaviour.		
Further signposting and support		
Further reading: McLaughlin, C., Byers, R., & Oliver, C. (Eds.) (2012). <i>Perspectives on Bullying and Difference</i> The Anti-Bullying Alliance has an in-depth website: anti-bullyingalliance.org.uk The Police Race Action Plan sets out changes across policing to improve outcomes for Black people who work within or interact with policing. assets.college.police.uk/s3fs-public/Police-Race-Action-Plan.pdf		

PSHE association program of study

- H18.** about everyday things that affect feelings and the importance of expressing feelings.
- H19.** a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.
- H20.** strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.
- H24.** problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.
- R10.** about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.
- R11.** what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.
- R13.** the importance of seeking support if feeling lonely or excluded.
- R14.** that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.
- R15.** strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.
- R16.** how friendships can change over time, about making new friends and the benefits of having different types of friends.
- R17.** that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.
- R18.** to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.
- R19.** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.
- R20.** strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.
- R21.** about discrimination: what it means and how to challenge it.
- R25.** recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.
- R28.** how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.
- R30.** that personal behaviour can affect other people; to recognise and model respectful behaviour online.
- R31.** to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.
- R32.** about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.
- L4.** the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.
- L15.** recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.

Below are some other PSHE values that may be covered by discussion within the lesson from the questions posed in the lesson itself and the considerations in the lesson plan.

H21, H22, H32, H38, R1, R26, R27, R29, R33, R34, L1, L3, L8, L9, L10, L11, L16