# Anti-bullying – Year 7

National surveys suggest that a significant number of children and young people think that bullying is ‘a big problem’ or ‘quite a big problem’ in their school. Bullying damages children and young people’s physical and emotional wellbeing, including their self-confidence and ability to build and sustain relationships. A significant number of children and young people who have experienced being bullied report experiencing mental health issues, including anxiety, depression, self-harm and suicidal ideation as a result.

This film focuses on developing pupils’ understanding of the key characteristics of bullying and enables them to develop, explore and apply definitions of bullying to a range of situations including ‘cyberbullying’. The pupils also explore the differences in the way different genders engage in bullying, reasons why bullying happens and develop their understanding of prejudice-related bullying including the role that stereotyping plays in this type of bullying. They will consider the feelings of all those affected by bullying including the longer term impact that bullying has on people’s emotional and physical wellbeing. Through role play, the pupils explore the negative and positive effects of peer pressure in a bullying situation and how the behaviour and response of bystanders can improve or worsen a situation. The film demonstrates PSHE teaching and learning methodologies including Circle Time, use of images, scenarios and role play including Forum Theatre.

## Sensitive issues

When teaching about bullying, it is Important to be aware of any current personal issues for pupils, including pupils who may have experienced being bullied in the past or those who may have been witnesses to or perpetrators of bullying. You will also want to be aware of pupils who could be susceptible to being bullied and therefore could feel uncomfortable during activities that focus on learning about bullying. As ‘being different’ is sometimes used as a reason for bullying someone, it is important to be sensitive to the individual differences between the pupils in the class, and note where these differences may make some pupils more vulnerable to being bullied than others. Vulnerable groups may include pupils from different racial and cultural backgrounds, children who follow a faith or certain beliefs, pupils living in same sex parent/carer households and pupils with additional needs and disabilities. Pupils who fail to conform to typical forms of gender behaviour are often targeted by their peers. This can result in sexist, sexual and/or homophobic, biphobic or transphobic name-calling and social exclusion.

It is advisable to ensure that the ground rules you have negotiated with the pupils include strategies that will enable all pupils, including those who have experienced bullying in some way, to participate safely and contribute with security and confidence. These rules should include not mentioning or naming individual pupils when discussing examples of bullying. It is particularly important when using role play to ensure that all pupils are comfortable with the roles that they undertake, for example, a pupil who has been bullied may feel very uncomfortable taking on the part of a bullied person during a role play. Pupils should be given the freedom of choice and the permission to pass in activities such as Circle Time.

## Wider Context

Teaching about bullying should form part of a whole school approach to anti-bullying work and become an integral part of the way in which schools promote and encourage positive relationships. It will help to support the school’s work on British Values and life in modern Britain through introducing pupils to activities which explore rules and the law, responsibility for behaviour, respect for others, harmony and the negative effects of discrimination. Anti-bullying work will be most successfully taught within the context of a comprehensive PSHE programme of work including complementary learning around ‘Healthy Relationships’, ‘Emotions’, ‘Rights, Rules and Responsibilities,’ and ‘Personal Safety’ and ‘Diversity and Communities’.

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| Activity | Content | Methodologies |
| Introduction | Welcome  Aims of session  Ground Rules | Circle Time |
| Activity 1 | Exploring the impact of bullying including how it makes us think and feel | Use of photos and group discussion |
| Activity 2 | Exploring what constitutes bullying including the different forms and types of bullying | Sorting scenarios – Bullying/ Not Bullying/ Unsure |
| Activity 3 | Exploring ways of responding to bullying in order to keep ourselves and others safe. |  |