Y2 Autumn 2 What is bullying?

Year 2 Autumn 2 What is bullying? Theme :Relationships Behaviour; bullying; words and actions; respect for others		
PoS Core theme 1 Health and wellbeing	**Core theme 2 Relationships**	**Core theme 3 Living in the wider world**
	Managing hurtful behaviour and bullying **R10.** that bodies and feelings can be hurt by words and actions; that people can say hurtful things online **R11**. about how people may feel if they experience hurtful behaviour or bullying **R12**. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult **Safer relationships** **R16**. about how to respond if physical contact makes them feel uncomfortable or unsafe **R17**. about knowing there are situations when they should ask for permission and also when their permission should be sought **Respecting self and other** **R21**. about what is kind and unkind behaviour, and how this can affect others **R22**. about how to treat themselves and others with respect; how to be polite and courteous **R24**. how to listen to other people and play and work cooperatively **R25**. how to talk about and share their opinions on things that matter to them	

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Prior Learning:
Year 2 Autumn 1 – What makes a good friend Year 1 Summer 2 – How can we look after each other Year 1 Summer 1 – Who helps us to keep safe

End points :-
•how words and actions can affect how people feel •Understand about different types of bullying – (including cyberbullying), Understand the impact of bullying, responsibilities of bystanders (primarily to report bullying) and how to get help •how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe •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 including cyber bullying •Same principles apply to inline relationships as face to face including the importance of respect for others online including when we are anonymous •What sorts of boundaries are appropriate in friendships with peers and others including in a digital context
Key vocabulary Cyber bullying Teasing Deliberately Respect Permission and consent Boundaries Protected characteristics

Relationship Education – graduated age appropriate programme links

Relationship
Respectful relationships
Conventions of Courtesy and manners
Importance of self-respect and how this links to their own happiness
That in school and wider society they can be expected to be treated with respect by others, and they should show respect to others including those in authority
Understand about different types of bullying – (including cyberbullying), Understand the impact of bullying, responsibilities of bystanders (primarily to report bullying) and how to get help
Importance of permission seeking and giving in relationships with friends, peers and adults
On Line Relationships
Same principles apply to inline relationships as face to face including the importance of respect for others online including when we are anonymous
Being safe

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Pupils should know
What sorts of boundaries are appropriate in friendships with peers and others including in a digital context,

Physical health and mental well being : Primary

Bullying (including cyber bullying) often has a negative and often lasting impact on mental well being
Where and how to seek support (including recognising triggers for seeking support)– who to speak to in school if they are worried about their own or someone else's mental well being, or ability to control their emotions (including issues arising on line)
Internet safety and harms
Consider the effect of their online actions, know to show respectful behaviour online and importance of keeping information private

Citizenship	Character Education –	British values	Careers Curriculum
	Beamont core values	Rule of Law	
	Aspiration	Tolerance and respect	
	Belonging	Democracy	
	Compassion	Individual Liberty	
	Respect	Protected Characteristics Equality Act	

Spiritual	Moral	Social	Cultural
ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England	use of a range of social skills in different contexts, for example working and socialising with other pupils, from different religious, ethnic and socio-economic backgrounds	understanding and appreciate the range of cultural influences that have shaped their own heritage and that of others
knowledge of, and respect for, different people's faiths, feelings and values			understanding and appreciate the range of different cultures as an essential element of their preparation for life in modern Britain
sense of enjoyment and fascination in learning about themselves, others	understanding of the consequences of their behaviour and actions	willingness to participate in a variety of communities and social settings, including by volunteering,	ability to recognise,

and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences	interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues	cooperating well with others and being able to resolve conflicts effectively acceptance and engagement with the fundamental British values	and value, the things we share in common across cultural, religious, ethnic and socio-economic communities knowledge of Britain's democratic parliamentary system and its role in shaping history and values, and continuing to develop willingness to participate positively to artistic, musical, sporting and cultural opportunities interest in exploring, improving understanding and respect for different faiths and cultural diversity and to understand, accept and respect diversity.

Sequence of lesson to follow
Lesson Plans and resources DfE approved

https://pshe-association.org.uk/_hcms/mem/login?hsLang=en

Build your programme (pshe-association.org.uk)

PSHE Association power points, resources linked to topic – click on the purple links to download

NB: You will need to be logged in to the PSHE Association to access

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| Autumn 2

What is bullying? | **Relationships**

Behaviour; bullying; words and actions; respect for others

PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25 | • how words and actions can affect how people feel
• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe
• 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 | 1 decision - Relationships (£)

PSHE Association - Consent lesson packs |
| Spring 1 | Living in the wider world | • how jobs help people earn money to pay for things they need | Environment Agency - Caring for the Environment |