



Year 5: Bullying matters

Subject Specific Vocabulary		Sticky Knowledge	How you can support your child at home
Strategies	A plan of action designed to meet a goal / aim.	- I can tell you what discrimination. - I can tell you what bullying is. - I can tell you how I would recognise bullying or abuse. - I can tell you how my friends or myself can get support if we ever need it.	Book: 'Feather Boy' by Nicky Singer
Differences	A way in which people are dissimilar.		Book: 'Bad Girls' by Jacqueline Wilson
Similarities	A way in which people are similar / have something in common.		<u>Other activities to do at home:</u>
Factors	A circumstance, fact or influence that contributes to a result.		What is bullying? Recap the STOP (several times on purpose) message taught at school. Can you make a STOP anti-bullying poster for school / to display in your community?
Consequences	A result or effect, typically one that is unwelcome or unpleasant.		What should we do if we see bullying? Recap the START (start telling and reporting trouble) message taught in school. Who would you tell? How could you tell? How would you report?
Discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex or disability.		How can you tell if someone is being bullied? Do they always look sad on the outside? Show your child the apple experiment. Have two apples. Treat one kindly and give it positive words 'you are the best apple'. Treat the other apple meanly. Say unkind words and phrases e.g. 'I hate you' and as you say each phrase drop it on the floor. After 10 minutes, look at the apples. They both look the same! Can we tell who has been bullied? Then cut them open and discuss what you can see. Afterwards write a summary called 'The Power of Words'.
Prejudice	A preconceived opinion that is not based on reason or actual experiences.		Discuss the different types of bullying – indirect, direct, cyberbullying. Is one type worse than the others? Should any of them be happening?
Trolling	A person who intentionally tries to instigate conflict, hostility or arguments in an online social community.		
Abuse	To be treated with cruelty or violence, especially regularly or repeatedly.		
Aggressive	Likely to attack or confront. Behaving in a determined and forceful way.		

Curriculum overview:

This unit focuses on the core theme 'relationships'.

During this unit, the children will learn that their actions affects themselves and others. They will develop strategies for getting support for themselves or others at risk. They will identify that differences and similarities arise from a number of different factors. They will understand the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language and trolling). They will consolidate their learning on how to recognise bullying and abuse in all of its forms.

What signs might we see? What should we do if we see them? Discuss. How do people bully? Why do people bully? How might a person feel who is being bullied? How might a person who is the bully feel?

- Explore banter vs name calling vs bullying. Write words on post it notes of things you might hear / say on the playground. How do we know what it is? What is the difference? What is OK? What is not? What does the phrase 'crossing the line' mean?
- Complete the toothpaste challenge with your child. Have a race. Who can get the toothpaste out of the tube the quickest? Explain we can all say words quickly in the moment without thinking. Can we get the toothpaste back in the tube? Can we take words back? No so what do we need to do before we say the words?