

Bell's Brae Primary School

Anti Bullying Programme

March 2004

PRIMARY 1 ANTI BULLYING PROGRAMME

Curricular area	Key features/strands	Learning activities	Resources
PERSONAL AND SOCIAL DEVELOPMENT HEALTH EDUCATION (LEVEL A)	<ul style="list-style-type: none"> • Self awareness • Self esteem • Inter-personal relationships • Independence and inter-dependence <p>Emotional</p> <ul style="list-style-type: none"> • Recognise their own feelings about themselves and towards others • Show an awareness of caring and sharing • Show how they respect and care for themselves and others <p>Social</p> <ul style="list-style-type: none"> • Show simple ways of getting help • Show simple ways of avoiding incidents 	<p>The same but different stories – RME books (see RME guidelines)</p> <p>Praise – verbal - stickers on work – written positive comments</p> <p>Children go messages in the school</p> <p>Getting themselves ready for PE and Art</p> <p>Using the toilet properly (flushing the toilet)</p> <p>Link to the Golden Rules</p> <p>Tell auxiliaries – tell an adult</p> <p>Sit on chairs properly No running; queuing</p>	<p>What's the Score on bullying – years 0 – 3</p> <p>RME books</p> <p>Golden Rules</p>

PRIMARY 2 ANTI BULLYING PROGRAMME

Curricular area	Key features/strands	Learning activities	Resources
PERSONAL AND SOCIAL DEVELOPMENT	<ul style="list-style-type: none"> • Self awareness • Self esteem • Inter-personal relationships • Independence and inter-dependence 	<p>Try to fit into topics – <u>birthdays</u>, brothers, sisters, family Golden rules – yellow and red cards Being in a new class, new friends, new teacher; Where do you sit? What group are you in?</p>	What's the Score on bullying – years 0 – 3 Project boxes
HEALTH EDUCATION (LEVEL A)	<p>Emotional</p> <ul style="list-style-type: none"> • Recognise their own feelings about themselves and towards others • Show an awareness of caring and sharing • Show how they respect and care for themselves and others <p>Social</p> <ul style="list-style-type: none"> • Show simple ways of getting help • Show simple ways of avoiding incidents 	<p>Growing – looking after each other Finishing work – where to put it, what to do next, use of task board</p> <p>Plants, growing</p> <p>People who help us Dial 999 What to do if your teacher is ill Encourage movement around school on errands</p> <p>Playground – walking to school – lollipop lady Laces, school bags</p>	

PRIMARY 3 ANTI BULLYING PROGRAMME

Curricular area	Key features/strands	Learning activities	Resources
PERSONAL AND SOCIAL DEVELOPMENT HEALTH EDUCATION (LEVEL A) •	<ul style="list-style-type: none"> • Self awareness • Self esteem • Inter-personal relationships • Independence and inter-dependence <p>Emotional</p> <ul style="list-style-type: none"> • Recognise their own feelings about themselves and towards others • Show an awareness of caring and sharing • Show how they respect and care for themselves and others <p>Social</p> <ul style="list-style-type: none"> • Show simple ways of getting help • Show simple ways of avoiding incidents 	<p>We are all different Discussions with partner What do they like to do? What are their interests? What do they watch on television? Reporting back to the class – talking about their partner Work relating to Environmental Studies Senses project</p> <p>Acts of Kindness Listening to others Co-operating with others using manners Being a good friend How can we help?</p> <p>Everyone should feel safe How can this be achieved? Work related to Lerwick project.</p>	<p>“Bullying – identify, cope, prevent” (Lower) published by Prim Ed</p> <p>Class project boxes</p>

PRIMARY 4 ANTI BULLYING PROGRAMME

Curricular area	Key features/strands	Learning activities	Resources
PERSONAL AND SOCIAL DEVELOPMENT HEALTH EDUCATION LEVEL B	<ul style="list-style-type: none"> • Self awareness • Self esteem • Inter-personal relationships • Independence and inter-dependence <p>Emotional</p> <ul style="list-style-type: none"> • Recognise a range of feelings they, and other people, experience at different times • Communicate with others through a developing vocabulary relating to emotions and feelings • Recognise the value of friendships <p>Social</p> <ul style="list-style-type: none"> • Identify ways in which they can keep their environment clean, safe and healthy 	<ul style="list-style-type: none"> • Discussion – group/class • Relevant worksheets from pack • Circle time <p>• Watch video and discuss (class/group) Example of a girl with glasses being bullied – how would you feel?</p> <ul style="list-style-type: none"> • What makes a good friend? • Circle time <p>Watch programme 1 – vandals</p> <ul style="list-style-type: none"> • Discussion – class/group • Circle time 	<p>Rosie's World</p> <ul style="list-style-type: none"> • Video • Worksheets • Books (stories) <p>Rosie's World</p> <ul style="list-style-type: none"> • Video • Worksheets <p>What should I do? Channel 4 Learning video</p>

PRIMARY 5 ANTI BULLYING PROGRAMME

Curricular area	Key features/strands	Learning activities	Resources
PERSONAL AND SOCIAL DEVELOPMENT	<ul style="list-style-type: none"> • Self awareness • Self esteem • Inter-personal relationships • Independence and inter-dependence <p>Emotional (C)</p> <ul style="list-style-type: none"> • Use personal and interpersonal skills to relate to other people • Show ways of making and keeping friends • Recognise how circumstances can change emotions • Show safe ways of dealing with a range of situations, particularly those that may present risk 	<p>What is bullying? p2 – 11</p> <ul style="list-style-type: none"> • Definition of the term “bullying” • Types of bullying • How the victim and the person bullying feel • Who gets bullied? • Where does bullying happen? <p>Why do people bully? p12 - 23</p> <ul style="list-style-type: none"> • Identifying some reasons why people may bully • Recognising that people who bully may be hiding how they really feel • Peer pressure • Pupils identify situations that make them angry • Pupils consider how they feel when they are angry • Pupils suggest things they can do to control their anger 	<p>“Bullying – Middle ” published by Prim Ed p1 - 23</p> <p>Worksheets from book</p> <p>Pack of 4 posters from Prim Ed</p> <p>Googlebox video “Beat the Bully”</p>
HEALTH EDUCATION LEVEL C			

PRIMARY 6 ANTI BULLYING PROGRAMME

Curricular area	Key features/strands	Learning activities	Resources
PERSONAL AND SOCIAL DEVELOPMENT HEALTH EDUCATION LEVEL C	<ul style="list-style-type: none"> • Self awareness • Self esteem • Inter-personal relationships • Independence and inter-dependence <p>Emotional</p> <ul style="list-style-type: none"> • Use personal and interpersonal skills to relate to other people • Show ways of making and keeping friends • Recognise how circumstances can change emotions • Show safe ways of dealing with a range of situations, particularly those that may present risk 	<p>1 Discuss pupils perception of bullying – their own understanding Questionnaire from “Bullying” book</p> <p>2 Watch video</p> <p>3 Follow up discussion</p> <p>Select 1 or 2 topics from “How does bullying make you feel?” section from “Bullying” book (p24 – 33)</p> <p>Select 3 or 4 topics from “What can you do?” section from “Bullying” Book (p34 – 53)</p>	<p>“Bullying – Middle” published by Prim Ed p 24 to end</p> <p>Pack of 4 posters from Prim Ed</p> <p>Good Health video “No bullying here”</p>

PRIMARY 7 ANTI BULLYING PROGRAMME

Curricular area	Key features/strands	Learning activities	Resources
PERSONAL AND SOCIAL DEVELOPMENT HEALTH EDUCATION LEVEL	<ul style="list-style-type: none"> • Self awareness • Self esteem • Inter-personal relationships • Independence and inter-dependence <p>Emotional (D)</p> <ul style="list-style-type: none"> • Demonstrate an understanding of their emotional needs and strengths • Recognise ways behaviour can influence people's relationships • Recognise peer influences can affect choices they make <p>Emotional (E)</p> <ul style="list-style-type: none"> • Demonstrate responsible strategies to deal with a range of situations and emotions in relationships • Show ways in which they can seek help and advice <p>Social (D)</p> <ul style="list-style-type: none"> • Recognise issues of discrimination and the right to equal opportunity for all members of the community 		<p>“Bullying – Upper” published by Prim Ed</p> <p>Pack of 4 posters from Prim Ed</p> <p>Chain Letter Diaries</p>