

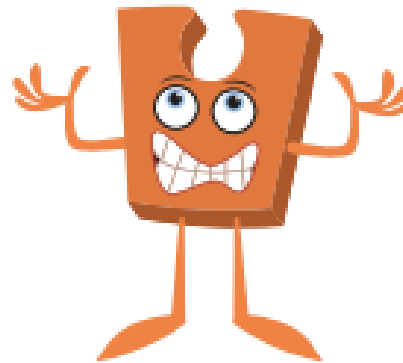


Learning Intentions:

- Know that people have differences and similarities.
- Know what bullying means.
- Know who to tell if they or someone else is being bullied or is feeling unhappy.
- Know skills to make friendships.
- Know that people are unique and that it is OK to be different.

Positive Affirmation:

I like who I am.



Social and Emotional Development Outcomes:

- Recognise ways in which they are the same as their friends and ways they are different.
- Identify what is bullying and what isn't.
- Understand how being bullied might feel.
- Know ways to help a person who is being bullied.
- Identify emotions associated with making a new friend.
- Verbalise some of the attributes that make them unique and special.

Imagine
Try New Things
Work Hard
Don't Give Up

Key Vocabulary:
Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.

Understand Others
Push Yourself
Improve
Concentrate

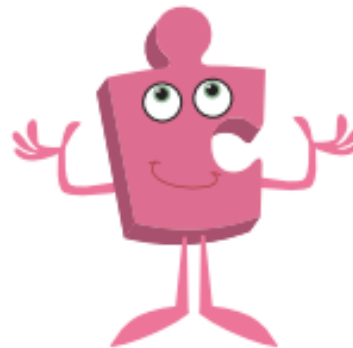


Learning Intentions:

- Know there are stereotypes about boys and girls.
- Know that it is OK not to conform to gender stereotypes.
- Know it is good to be yourself.
- Know that sometimes people get bullied because of difference.
- Know the difference between right and wrong and the role that choice has to play in this.
- Know that friends can be different and still be friends.
- Know where to get help if being bullied.
- Know the difference between a one-off incident and bullying.

Positive Affirmation:

I am welcoming to everyone around me.



Social and Emotional Development Outcomes:

- Understand that boys and girls can be similar in lots of ways and that is OK.
- Understand that boys and girls can be different in lots of ways and that is OK.
- Explain how being bullied can make someone feel.
- Can choose to be kind to someone who is being bullied.
- Know how to stand up for themselves when they need to.
- Recognise that they shouldn't judge people because they are different.
- Understand that everyone's differences make them special and unique.

Imagine
Try New Things
Work Hard
Don't Give Up

Key Vocabulary:

Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.

Understand Others
Push Yourself
Improve
Concentrate



Learning Intentions:

- Know why families are important.
- Know that everybody's family is different.
- Know that sometimes family members don't get along and some reasons for this.
- Know that conflict is a normal part of relationships.
- Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do.
- Know that some words are used in hurtful ways and that this can have consequences.

Positive Affirmation:

I deserve to be respected.



Social and Emotional Development Outcomes:

- Be able to show appreciation for their families, parents and carers.
- Use the 'Solve it together' technique to calm and resolve conflicts with friends and family.
- Empathise with people who are bullied.
- Employ skills to support someone who is bullied.
- Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary.
- Be able to recognise, accept and give compliments.
- Recognise feelings associated with receiving a compliment.

Imagine
Try New Things
Work Hard
Don't Give Up

Key Vocabulary:

Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.

Understand Others
Push Yourself
Improve
Concentrate



Learning Intentions:

- Know that sometimes people make assumptions about a person because of the way they look or act.
- Know there are influences that can affect how we judge a person or situation.
- Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying.
- Know what to do if they think bullying is, or might be taking place.
- Know the reasons why witnesses sometimes join in with bullying and don't tell anyone.
- Know that first impressions can change.

Positive Affirmation:

I am helpful and caring when my friends are sad.



Social and Emotional Development Outcomes:

- Try to accept people for who they are.
- Identify influences that have made them think or feel positively/negatively about a situation.
- Identify feelings that a bystander might feel in a bullying situation.
- Identify reasons why a bystander might join in with bullying.
- Revisit the 'Solve it together' technique to practise conflict and bullying scenarios.
- Identify their own uniqueness.
- Be comfortable with the way they look.
- Identify when a first impression they had was right or wrong.
- Be non-judgemental about others who are different

**Imagine
Try New Things
Work Hard
Don't Give Up**

Key Vocabulary:

Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.

**Understand Others
Push Yourself
Improve
Concentrate**



Learning Intentions:

- Know what culture means.
- Know that differences in culture can sometimes be a source of conflict.
- Know what racism is and why it is unacceptable.
- Know that rumour spreading is a form of bullying on and offline.
- Know external forms of support in regard to bullying e.g. Child line.
- Know that bullying can be direct and indirect.
- Know how their life is different from the lives of children in the developing world.

Positive Affirmation:

I celebrate my own culture as well as others.



Social and Emotional Development Outcomes:

- Identify their own culture and different cultures within their class community.
- Identify their own attitudes about people from different faith and cultural backgrounds.
- Identify a range of strategies for managing their own feelings in bullying situations.
- Identify some strategies to encourage children who use bullying behaviours to make other choices.
- Be able to support children who are being bullied.
- Appreciate the value of happiness regardless of material wealth.
- Develop respect for cultures different from their own.

**Imagine
Try New Things
Work Hard
Don't Give Up**

Key Vocabulary:

Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation.

**Understand Others
Push Yourself
Improve
Concentrate**



Learning Intentions:

- Know that there are different perceptions of 'being normal' and where these might come from.
- Know that being different could affect someone's life.
- Know that power can play a part in a bullying or conflict situation.
- Know that people can hold power over others individually or in a group.
- Know why some people choose to bully others.
- Know that people with disabilities can lead amazing lives.
- Know that difference can be a source of celebration as well as conflict.

Positive Affirmation:

I am inclusive and accept everyone's differences.



Social and Emotional Development Outcomes:

- Empathise with people who are different and be aware of my own feelings towards them.
- Identify feelings associated with being excluded.
- Be able to recognise when someone is exerting power negatively in a relationship.
- Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict.
- Identify different feelings of the bully, bullied and bystanders in a bullying scenario.
- Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens.
- Appreciate people for who they are.
- Show empathy.

**Imagine
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Key Vocabulary:

Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admirer, Stamina, Celebration, Conflict.

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Weekly Celebration:

Week 1 – Accept that everyone is different.

Week 2 – Include others when working and playing.

Week 3 – Know how to help if someone is being bullied.

Week 4 – Try to solve problems.

Week 5 – Try to use kind words.

Week 6 – Know how to give and receive compliments.

Links to Our British Values:

- **Individual Liberty** – appreciation for who we are, the choices we make and the freedom to be ourselves. Understanding and knowing our Human Rights.
- **Mutual Respect** – being aware of my own thoughts, feelings and beliefs and taking into account that my peers may feel/think/believe differently.
- **Respect and Tolerance** – we are one community and we celebrate the differences within it; we respect different cultures and religions.

Links to Relationship and Health Education:

By the end of Primary, pupils should know:

- How to be inclusive, unprejudiced and tolerant of those who are different from themselves.
- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- In school and in wider society, they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- How to form and identify healthy friendships/relationships.