



Year 6 Anti-bullying Week Planning

THEME:	Antibullying						
Duration	One week		Teacher: John Duckett and Jayne Narraway				
Dates of Unit of Work:							
SEN:		MABLES:		PUPIL PREMIUM:		VISITS/VISITORS:	
PURPOSE:	To understand the impact of bullying and hate crime, with particular reference to homophobia.						
Cross-curricular Opportunities	Music	Children are to learn the Newchurch version of Respect		Design and Technology	Designing and making anti-bullying t-shirts		
	Art	Graffiti art – We are committed to an environment of mutual respect					
	Core value link	Respect					
How will this be applied?	English	Creating a story and a script for an animation or play with an anti-bullying theme.					
How will this be applied?	Maths	Maths linked to enterprise					
How will this be applied?	ICT	Excel sheets to chart profit and orders. Using iPads to bring together the whole school Black or White video. Children to create an anti-bullying animated story.					

Date:	Learning Challenge: Can I explore what the term no outsiders' means and the impact on social and cultural exclusion?
<i>Outline of the session:</i> Key vocabulary: Included; excluded; diversity; difference; prejudice; culture; emotion; positive; negative; feelings vocabulary; unique; special Read the following quote by Desmond Tutu to the class: 'Everyone is an insider, there are no outsiders – whatever their beliefs, whatever their colour, gender or sexuality.' Archbishop Desmond Tutu, February 2004 Discussion Points: (15 minutes) • What do you think Desmond Tutu means by this? • What does 'no outsiders' mean? What would that look like? • Who might feel like an outsider? – In this school (no names), in our communities, in the world? Why? • What does it mean to include someone? • Why do people end up on the outside? What is that like for them? What impact does that have on our communities? Carry out an R Time session with the children, pairing them randomly. Ask pupils to: • Say hello to their partner, using their name and discuss 3 ways in which they're different from that person. • Discuss: what would the world be like if there were no outsiders? • Feedback some answers • Discuss: How would it feel to be on the outside? • Feedback some answers • Discuss: What would our school be like if we had no outsiders? What would it look like, sound like, feel like? • Feedback some answers. • Thank partner Activity 2: Being special, being different 20 mins Ask pupils to consider the ways in which they are different, and the special, unique things they bring to this classroom. Write some examples on the board. Highlight that some may be skills or talents, such as being good at maths or football, and some might be about their personality, such as making people laugh, being a good listener, being kind. Some people might bring something special because of their background, culture, family, etc. Ask pupils to complete the 'I'm a Star' worksheet, thinking about the unique and special thing they bring to the class, decorating the star accordingly. These will form part of a small class display which will reflect a celebration of the recognition of diversity in each classroom. Activity 3: Feelings Ladder 15 mins In small groups, ask pupils to write as many 'feelings words' on the coloured strips of card, and order them from what they consider to be the most positive feelings to have to the most negative feelings, sticking them onto a large sheet of paper in a ladder shape. Plenary: Whilst completing earlier tasks, ask pupils to consider how we can include others more in this class, and to write one answer on a small piece of paper. Put the answers in a hat and distribute them anonymously across the class at the end of the lesson. Ask pupils to try and work on that method of including others this week as many times as they can, and we will discuss the impact in the next session.	

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Date:	Learning Challenge: Can I help to create a safe place for discussion?	
<i>Outline of the session:</i>		
Talking about themes relating to racism requires maturity and compassion for others. While the activities in the week are intended to increase empathy and broaden children’s perspectives, certain discussions may cause prejudices and stereotypes to surface. In addition to this, some participants may express anger, frustration, discomfort, sadness or have difficulty accepting alternative views. Therefore, it is extremely important to dedicate some time to creating the right environment to keep all the children and adults safe. A useful and necessary way to encourage openness, positive behaviour and also to provide a safe space everyone is to introduce a classroom charter. Work collaboratively with the children to develop a working agreement that communicates expected standards of behaviour and interaction and ensures safety and respect. Try to include the following: Respect others: you will hear ideas and opinions that may be different or new to you or with which you disagree. As you participate and interact, try to take in new information without judgement and to keep an open mind. Make sure that your words and body language reflect a respectful attitude towards others. Learn by listening to others. Own your own values: Speak from the ‘I’ ‘I feel, or in my experience’ avoid, ‘you should’ or ‘you all think that’. If you are going to disagree with something, challenge the opinion or the behaviour not the person. Be open and honest: Ask questions without fear of judgement, there is no such thing as a ‘silly’ question. It is important to try and understand as much as possible; if you are not confident to ask questions publicly then speak to the facilitator privately. Respect confidentiality: Everything said in the room stays in the room. When sharing personal anecdotes, make sure to avoid using real names – don’t disclose any personal information about anyone else. Carefully consider what personal information you chose to share. Share ‘Air time’: You are encouraged to express your ideas and opinions. Take it in turns to contribute, help create a safe space where everyone is encouraged and feels comfortable to speak and don’t monopolise the discussions. You are not obligated to speak. It is fine to ‘pass’.		
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Date:	Learning Challenge: Can I explore bullying and homophobia?	
Outline of the session: Explain that this week we will be focusing on bullying. With pupils seated in a circle, start the session with a ‘no outsiders circle’, asking pupils to consider the class as a whole and say “We don’t have bullying here because....” moving around the circle until everyone has been included. Activity 1: Defining Bullying 20 mins Write the word ‘bullying’ on the board, and brainstorm as a class what we mean by bullying or words associated – types of bullying, for example. Repeat by writing the word ‘conflict’ on the board and discuss the difference between the two. Ensure that the main elements are highlighted of bullying being repeated, deliberate behaviour with a perceived imbalance of power between victim and perpetrator. Finally, discuss what is meant by the term ‘homophobia’ and ‘homophobic bullying’, highlighting to the class that someone can experience homophobic bullying whether they are gay or not – e.g. they might be picked on and called homophobic names because they are a boy who likes playing a girls sport, or a girl who is a ‘tomboy’. On the Smart Board, display the homophobic bullying statistics and discuss whether they are surprised by the information, and why they think people engage in homophobic bullying. Activity 2: Bystanders 15 mins Discuss what is meant by the term bystander (i.e. someone who sees bullying or conflict happening, but doesn’t necessarily do anything about it). Display the Bystander Photo on the Smart Board, and using the R Time model, randomly pair pupils and ask them to discuss the following: · Say hello to their partner, using their name and tell their partner if they had a super power, what would it be? · Look at the photo. Discuss: If you saw that happening, why would you NOT support the person being bullied? · Feedback some answers · Discuss: Why WOULD you support the person being bullied? · Feedback some answers · Discuss: how would you feel if you were that person being bullied? · Feedback some answers. · Thank partner Activity 3: Reacting to Homophobia 30 mins Place the children in groups, and give each a large piece of lining paper and some felt pens. Choose one person to lie on the paper and be drawn around, so that each group has a life-sized image of a person. Ask the groups to draw on the image of the person how they would feel if they were homophobically bullied. Consider how they would feel (linked to the Feelings Ladder), and where in their body would they feel that, e.g. butterflies in stomach, red face, tears, etc. Ask the children to also consider what they would think and say, adding thought and speech bubbles Activity 4: Class Charter 15 mins To sum up all the work completed over the session create a class charter. Discuss what is meant by a class charter, i.e. promises that we will make and sign to. Ask pupils to think about everything we’ve looked at over anti-bullying week and create a list of promises, e.g. ‘We promise to accept everyone’ ‘We promise to have no outsiders’.....etc Ask all pupils and the class teacher to sign the charter, and display it somewhere prominent.		
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Date:	Learning Challenge: Can I understand the history behind the Rainbow Flag and the Pride Parade?	
<i>Outline of the session:</i> Text: This Day in June. Split the children into groups of 4 and provide them with pictures from the text. • What do they see? • How would they describe the atmosphere in the images? • What do you think is happening? • What slogans can they see? • Why do you think these slogans are used? Explain to the children that these images are from a book which shares information about the Rainbow Flag and the Pride Parade which traditionally occurs in June but is also celebrated at different times throughout the year. Provide the children with an information sheet with the history behind the meaning of the words and the illustrations in the text. The children are to use this to complete a Market Place task where they will become experts on the one particular part of the parade history. The children will use only 10 words and as many symbols or images as they want to gather reflect their learning. Review the features of a non-chronological report and use the skeleton to identify a class organisation of the information. Key vocabulary is to be collected to support the children’s writing. Children are to use their notes to create an non-chronological report on The Gay Pride Parade as part of their independent write.		
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Date:	Learning Challenge: Can I write a poem/diary entry?	
<i>Outline of the session:</i> Read the text, 'I am Jazz'. Explore the children's understanding of transgender. Make use of the Genderbread Man poster to explain this to the children. https://www.transgendertrend.com/uk-cbbc-childrens-tv-i-am-leo/ Watch the video and listen to the feelings of Leo. https://www.bbc.co.uk/cbbc/shows/just-a-girl - What feelings might Jazz or Leo have? Talk to the children about the fears, thoughts, hopes, feelings etc. Gather a bank of ideas. The children can choose to either write a poem using all the imagery from their poetry work, or a dairy entry as a transgender person going to show them being bullied, their feelings before and after they were accepted as themselves.		
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Date:	Learning Challenge: Can I create an enterprise which promotes Anti-bullying?	
Outline of the session: Alongside Year 5, explore the different anti-bullying messages we want to portray. Make a list for the children to refer to. Explain to the children that they are going to initially design a tee-shirt which has an anti-bullying message. Criteria: • The design must be clear and vibrant • The message must be clear • The message must be linked to Newchurch • This message could have a Rainbow Flag, Pride message Once all the designs have been done, the children will link this t promoting British Values and use democracy to a vote on the top five designs for the class to go into the Year 5/6 catalogue. The children will need to cost out the price of a t-shirt, the transfer and then the profit margin for each t-shirt. The designs will then go out on a flier with an order form for the children to order their own t-shirts. These will be ready for collection on Thursday afternoon at the Market Place. Spreadsheets and maths opportunities to be exploited.		
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