

Friendship and bullying

KS2, Y5-6, lesson 3: Bullying and its impact



Bullying and its impact

This is the last of three lessons about friendship and bullying for key stage 2 pupils in year 5 or 6. This lesson focuses on different types of bullying and its impact. Pupils will explore the link between peer influence and bullying behaviour, and learn about the potential signs that someone is experiencing bullying.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. These lessons would work well as part of wider learning about respectful relationships, including friendships and being safe.

Learning objective

To learn about the impact of bullying and how to seek support.

Learning outcomes

Pupils will be able to:

- identify different types of bullying, including online
- describe the role of peer influence and how to manage this in relation to bullying
- explain the impact of bullying on someone, and how to safely report and seek support for bullying, if it is witnessed or experienced

Resources required

- Box or envelope for questions
- Resource 1: Different types of bullying [one per pair]
- Resource 2: Yasin and Muhit – part 1 [one per pair or group]
- Resource 3: Yasin and Muhit – part 2 [one per pair or group]

Lesson summary

Activity	Description	Timing
		(Total: 60 mins)
1. Introduction	Introduce the learning objective and outcomes. Revisit ground rules and set up the question box.	2 mins
2. Baseline assessment	Pupils respond to questions about bullying in small groups.	10 mins
3. Different types of bullying	Pupils match definitions with the descriptions of different types of bullying.	5 mins
4. Peer influence and bullying	Pupils read a cartoon strip about bullying and peer influence, and suggest how a character could have acted differently.	15 mins
5. Helping Muhit	Pupils consider the impact of bullying on someone's emotions and their everyday life, and then suggest the potential signs that someone is experiencing bullying.	10 mins
6. Reflection and endpoint assessment	Pupils revisit the baseline assessment, changing or adding to their ideas. They reflect on ways they could be an upstander.	10 mins
7. Signpost support	Remind pupils of the importance of talking to a trusted adult if they or anyone they know experiences bullying.	8 mins

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include relevant subject knowledge and guidance on establishing a safe classroom environment, including sharing ground rules, the limits of confidentiality, approaching the topic sensitively and handling questions effectively.

This lesson includes specific references to bullying. Refer to the teacher guidance notes for advice on sensitive teaching approaches in response to experiences of bullying pupils may have and any additional vulnerabilities.

Key words

bullying

impact

verbal

physical

online

social

peer influence

prejudice

Baseline assessment



2 mins

Introduction [slides 9-10]

Introduce the learning objective and outcomes. Explain that today's lesson will explore the different forms that bullying can take, how peer influence can play a role in bullying behaviour and what to do if pupils experience, or someone they know experiences, bullying.

Set up the question box and remind pupils of the ground rules, including any more relevant relating to the lesson content, for example, discussing general situations rather than sharing personal stories and not making assumptions about others.



10 mins

Baseline assessment activity [slide 11]

Ask pupils to draw a person outline in their book and, working on their own, respond to the question: 'What is bullying?'. Ask them to write their ideas around the outside of the person.

Then, ask pupils respond to the question, 'What impact might bullying have on someone?', by writing their ideas inside the person.

Avoid prompting pupils, and circulate whilst they are working so that you can gauge their current knowledge, understanding and attitudes about bullying. This will also give you an idea of their learning from the previous lessons and may identify any misconceptions or areas of focus for this lesson.

Ask pupils to keep these sheets and put them to one side, as they will be returned to later.

Core activities



5 mins

Different types of bullying [slides 12-14]

Ask pupils to draw on their ideas from the baseline assessment activity, and together create a shared definition of bullying. Compare the group's definition with this example, and ensure it covers the same elements: *Bullying is behaviour that hurts someone physically or mentally, is repeated and deliberate, and usually involves a power imbalance.*

Ask pupils what they understand by 'power imbalance' and, if necessary, explain that this means the person carrying out the bullying behaviour is in a position of power in relation to the person experiencing the bullying behaviour. This could be for different reasons such as being older, bigger, or more influential in their peer group.

Then, using **Resource 1: Different types of bullying**, ask pupils to work in pairs to match the types of bullying with the definition by drawing lines between them on the sheet. This could also be done as a whole class activity using **slide 13**. Once completed, take feedback and ensure pupils are aware of the correct definitions using **slide 14**.

Highlight that some types of bullying may be more obvious than others, and that it can be difficult to know when or how someone is experiencing it. Tell pupils that they will explore some of the potential signs of bullying later in the lesson.



15 mins

Peer influence and bullying [slides 15-16]

If necessary, briefly explain the meaning of 'peer influence' to pupils, using **slide 15**:
When someone chooses to do something they wouldn't usually do, because they want to feel accepted or valued by someone else.

Explain that sometimes peer influence can be positive, like when friends encourage each other to try new things. It can also have a negative impact – someone might feel pressured

into doing something that makes them feel uncomfortable or unsafe, and even take part in behaviour that harms someone else, such as bullying.

In pairs or small groups, pupils read **Resource 2: Yasin and Muhit – part 1** and respond to the following questions:

- What types of bullying does Muhit experience?
Verbal (teasing, starts low-level but gets worse), online (receiving unkind texts) and social (spreading rumours/insults).
- Why does Yasin go along with Tilly and send the message to Muhit?
He wants to feel accepted by Tilly/impress her; he feels good/cool/powerful and he hopes that Tilly will think so too; he's scared of what Tilly will do/say if he doesn't; he is worried Tilly might be unkind or bully him too; he thinks if he does it just once Muhit will find it funny/won't be upset.
- When Tilly makes a joke about Muhit's clothes early in the story, what could Yasin do or say here instead of going along with Tilly?
Being honest with Tilly and telling her how he is feeling, for example "I don't feel comfortable saying those things/with you saying those things"; speaking out and telling Tilly that the behaviour is wrong; telling a trusted adult or reporting the behaviour; talking to Muhit and asking if he is OK.

Draw out the importance of challenging bullying behaviour and doing so early before a situation becomes more serious. This can shift a person or group's thinking about what is happening and help others to see the behaviour is unacceptable.

Support: Pupils create and rehearse one or two phrases that Yasin could say to Tilly (see examples above).

Challenge: Pupils create a new ending for the cartoon strip in which Yasin acts differently and helps to stop the bullying.



Helping Muhit [slides 17-19]

In small groups, ask pupils to read **Resource 2: Yasin and Muhit – part 2** and briefly summarise the impact of Muhit's experience of being bullied. Ask pupils to consider:

- how he feels
- his behaviour
- other effects on his everyday life.

Then, ask pupils in their groups to make a list of signs that might help someone to spot that someone else is being bullied and write these in their exercise books.

Pupils' suggestions might include: Feeling down; crying often; becoming withdrawn or quiet; being alone; not sleeping or eating well; being angrier than usual; not wanting to go to school; feeling scared to walk to school; afraid of being on their own; finding it hard to concentrate on school work; enjoying activities less; a decrease in confidence.

Once completed, ask pupils to discuss in pairs what Yasin eventually did to help Muhit. *Pupils might say: saying sorry for his part in the bullying; offering to walk with Muhit to school; suggesting that they talk to a teacher about what is happening/offering to help Muhit talk to a teacher at school; standing up for Muhit by telling Tilly how he is feeling/about the impact of the bullying; telling Tilly that she should leave Muhit alone.*

Then, ask pupils to add what else someone could do to help if they witness bullying? *Pupils might suggest: let the person know they witnessed the bullying and offer to help; 'call out' the bullying or tell them to stop (if the person feels safe to do so); leave the incident and find an adult to help; report the bullying to a member of staff/trusted adult; support the person experiencing bullying by walking around school together/sitting with them at lunch.*



Support: Pupils focus on how Muhit's experience of bullying made him feel, for example: scared, upset; lonely/isolated; sad; ashamed; or embarrassed. Then, ask pupils to highlight or underline the places in part 2 where Yasin helps Muhit. For example, *Yasin: Maybe we could tell someone at school? Is there a teacher you trust? I can help you.*

Reflection and endpoint assessment



10 mins

[slides 20-21]

Ensure any remaining questions in the question box have been addressed. Ask pupils to return to their body outlines from the baseline assessment and ask them if there is anything they would like to change or can add, in light of their learning in this lesson. Remind pupils that the outcomes for this lesson were related to different types of bullying, its impact on someone, and the role of peer influence. This should be done in a different colour pencil, and will provide evidence of pupil progress and inform future teaching.

Lead pupils in a personal reflection by reminding them of how Yasin could have acted differently in 'part 1' of the story, and then how he helps Muhit in 'part 2'. Explain to pupils that someone who sees what is happening and intervenes, or speaks up to stop the bullying, is called an 'upstander', because they are standing up for the person who is experiencing the bullying.

In their books, ask pupils to write down how they think they could be an upstander if they were ever to witness someone being bullied. As this is a personal reflection, pupils are not required to share these thoughts with the rest of the class.

Signposting support



8 mins

[slide 22]

Ensure that pupils know it is important that they talk to someone if they have any questions or worries about friendships and bullying. Reiterate that bullying should never be a normal part of someone's life and that if they experience, or someone they know experiences it, that it is important to talk to a trusted adult in school or outside of school. You might want to draw pupils' attention to your school's anti-bullying policy and to relevant members of staff or initiatives that are designed to reduce bullying (e.g. peer mentoring programmes, or anonymous reporting systems).

Remind pupils they can find additional support on the Childline website: www.childline.org.uk/kids or they can phone 0800 1111 to talk to someone.

Pupils could also get advice on dealing with bullying from the 'Advice for young people' page on the Kidscape website: www.kidscape.org.uk/advice/advice-for-young-people.

Extension Activity

Anti-bullying campaign [slide 23]

Using some of the topics covered in the lesson, pupils plan an anti-bullying campaign for their school. They could include:

- understanding what bullying means and its impact
- different types of bullying
- top tips for managing peer influence
- how to be an upstander