



Our
Regretless
PSHCE

Pocklington Community Junior School

Overview of PSHE Curriculum

Autumn 1 (7 weeks)				
Theme	Year 3	Year 4	Year 5	Year 6
British Values	Democracy ,liberty, rule of law Approx 5 lessons	Democracy in more detail liberty, rule of law Link in with Ancient Greece Approx 5 lessons	Democracy, liberty, rule of law Approx 5 lessons	Democracy, liberty, rule of law Approx 5 lessons
Autumn 2 (8 weeks)				
Anti-bullying (including anti-bullying week 13th -17th November)	Approx 5 lessons	Approx 5 lessons	Approx 6 lessons	Approx 6 lessons
E-safety	Approx 4 lessons	Approx 4 lessons	Approx 3 lessons	Approx 3 lessons
Spring 1(5 weeks)				
SRE	Lessons link to Science: Animals/human life cycles Skeleton Body image Approx 4 lessons	Lessons link to Science: Digestive system Teeth Personal hygiene Approx 4 lessons	Lessons link to Science: Human life cycle and timeline Puberty and personal hygiene Relationships Reproduction Approx 6 lessons	Lessons link to Science: Lifestyle: exercise/diet/drugs Relationships Approx 3 lessons
Spring 2 (5 weeks)				
Sense of Identity	Approx 3 lessons	Approx 3 lessons	Approx 3 lessons	Approx 3 lessons
Summer 1 and 2 (14 weeks)				
Hazardous substances & risk taking behaviour	Approx 3 lessons	Approx 3 lessons	Approx 3 lessons	Approx 3 lessons
Outdoor safety and good risks	Approx 3 lessons	Approx 3 lessons Links to pedestrian training and swimming	Approx 3 lessons Links to cycle training	Approx 3 lessons
Anti-social behaviour	Approx 3 lessons	Approx 3 lessons	Approx 3 lessons	Approx 3 lessons
Empowerment	Approx 3 lessons	Approx 3 lessons	Approx 3 lessons	Approx 3 lessons



Pocklington Community Junior School

Scheme of Work for British Values

Key Objectives	Key learning to take place
<p>Years 3,4,5 & 6</p> <p>Democracy To know what democracy is and how it is applied in Britain</p> <p>Children will understand how the voting system works in Britain and how it fits in with the principle of democracy</p> <p>Part 1: Who rules Britain? How are our representatives elected?</p>	<p>In September when school council are elected, explain the process using the website below: lesson 1 together with the power point slides that go with lesson 1.</p> <p>Firstly ask the children to consider times when they may vote for something. E.g. To watch a film, to get a class treat, on X factor etc...</p> <p>Why do people like to vote? Establish the following:</p> <ul style="list-style-type: none"> • It prevents only one person deciding on a public matter • It allows the people to have their say so it is seen as fair • It helps people make a decision when people have different points of view <p>When is it not appropriate to vote? Discuss this to establish that sometimes one person has to make a decision that is best. E.g. Mr Reppold may have to decide to close the school if there is a flood.</p> <p>Look at the website below to find part 1 and tell children about the background of democracy and our voting system. http://www.gogivers.org/teachers/lessons/ks-2/params/l/7D7FB22B-DF7D-47D9-842D3F72ABF117A3/</p> <p>When school council voting takes place, re iterate the knowledge learnt so far</p> <p>Demonstration of Learning with Literacy links:</p> <ul style="list-style-type: none"> • Written explanation to show understanding of democracy and its importance and uses in our society today
<p>Year 4 Democracy continued in greater detail</p> <p>Part 2: What are the three governments to which we send our representatives?</p>	<p>Tie this in with the unit on Ancient Greece for Y4. They will do the above lesson then revisit in more depth when learning about the Ancient Greeks</p> <p>The PowerPoint attached to the website has detailed information and three lessons (only do parts 2 and 3 as part 1 was done above) http://www.gogivers.org/teachers/lessons/ks-2/params/l/7D7FB22B-DF7D-47D9-842D3F72ABF117A3/</p> <p>Demonstration of Learning with Literacy links:</p>

<p>What is each government responsible for?</p> <p>Part 3: How does our system of democracy protect our human rights? How can citizens participate in politics? How can children take part?</p>	<ul style="list-style-type: none"> • Plan an election campaign for a new imaginary party– write explanation of strategies • Write candidates speeches • Read speeches and plan questions to ask <p>Demonstration of Learning with Literacy links:</p> <ul style="list-style-type: none"> • Explain the difference between rights and responsibilities • Debate the effectiveness of our school council
<p>Years 3 & 4 The Rule of the Law</p> <p>To understand the need for rules and be able to recognise some in the world around them</p> <p>Years 5 & 6 The Rule of the Law</p> <p>To understand British laws and what it means to be a responsible citizen</p>	<p>What rules do you know about? Children discuss in pairs/ groups. Examples may be school rules/ sports rules/ rules on the road- highway. Some may also mention breaking the law by stealing or hurting people. Why are these in place? Discuss</p> <p>Demonstration of Learning with Literacy links:</p> <ul style="list-style-type: none"> • create piece of writing explaining the purpose of rules <p>Lots of useful links on this website including prison me no way which has a ks2 aspect to it which would be good for upper school. https://www.victvs.co.uk/british-values/ Click on British Values resources 2 and it is the 3rd section on this page</p> <p>Recommended to book the Prison Me No Way Primary team in to do a workshop with Upper School: info@pmnw.co.uk or call 01482 224382</p>
<p>Years 3,4,5 & 6 Individual liberty</p> <p>To understand what rights children have</p>	<p>What rights do you think you should have as children? Why? Are these rights being met? Discuss the thoughts and beliefs children have about this.</p> <p>Demonstration of Learning with Literacy links:</p> <ul style="list-style-type: none"> • Explain the difference between rights and liberties giving examples

<p>Years 5 & 6 Individual liberty To consider the rights of children across the globe</p>	<ul style="list-style-type: none"> • Research different rights that interest them and create posters or information sheets with these rights explored on them. <p>What is liberty? Discuss this term. What other words mean the same? Freedom/ independence What liberties are you aware of that you are entitled to?</p> <p>Look at the rights of the child from Unicef. Discuss some of the key points on there. Are there any that surprise you? Now ask again if they think their rights are met?</p> <p>Demonstration of Learning with Literacy links:</p> <ul style="list-style-type: none"> • Explain the difference between rights and liberties giving examples • Research different rights that interest them and create posters or information sheets with these rights explored on them. <p>https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf</p> <p>For years 5/6 develop this further by looking at lessons 3 – 6 below which explore children who do not have basic rights in other parts of the world. This site explores a number of excellent issues and is very literacy based. http://www.oxfam.org.uk/education/resources/childrens-rights</p> <p>Demonstration of Learning with Literacy links:</p> <ul style="list-style-type: none"> • Create persuasive pieces of writing linked to scenarios about children in third world countries
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Pocklington Community Junior School

Scheme of Work for Friendship/Anti bullying

Generally – lots of really great videos for all the below themes on this site –

they need to be checked for age appropriateness first

<http://www.bbc.co.uk/education/topics/zgttyrd/resources/3>

Key Objectives	Key learning to take place
<p>Years 3 & 4</p> <p>Celebrating diversity</p> <p>What makes us different</p> <p>What makes us unique and strong</p> <p>What is friendship</p>	<p>See Lesson 2 from below and follow it</p> <p>http://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Anti-bullying-week_Lesson-and-assembly-plans_Primary.pdf</p> <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Explain differences within the class • Justify why it doesn't matter that we are all different <p>Children's perceptions of what friendship means? Write a definition</p> <p>Why do we become friends with some people ? Explore the reasons why different children in the class chose different people to be their friends</p> <p>How do friendships work? Do we have to spend all our time with friends? Can other people be friends with our friends?</p> <p>Dynamics of friendship groups</p> <p>Use elastic to link a person to their friend. What happens when the friend goes to visit other people? Elastic stretches but is still the same when it goes back like friendship can be</p> <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Describe what is special about their friends and explain why

<p>What happens When friendships break down</p>	<p>What experiences children have had of this?</p> <p>Look at lesson 1 for rude and mean behaviour(leave bullying at this point) http://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Anti-bullying-week_Lesson-and-assembly-plans_Primary.pdf</p> <p>What might be said or done when you fall out with friends. Look at rude/ mean behaviour and use examples of statements said to decide what is rude/ mean How to deal with it demonstrated through role play scenarios</p> <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Create a poster explaining the definitions of kind/ rude/ mean behaviour • Explain using different scenarios, whether the person is being kind, rude or mean
<p>Years 5 & 6 Diversity & respect</p>	<p>What is meant by the word ‘diverse’? What makes us a diverse school? Is Pocklington a diverse community? – children’s perceptions</p> <p>‘Everybody is born equal’ Discuss this statement. What are children’s perceptions of this?</p> <p>What is meant by the word, ‘respect’? How do we show respect to other people in our school? In our Community?</p> <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Write a discussion piece based on the statement, ‘Everybody is born equal’ • Explain what is meant by respect and how we show it. <p>Discrimination Have children heard of this word? What does it mean? (def: the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex)</p>

	<p>What types of discrimination have children heard of?</p> <ul style="list-style-type: none"> • How could this lead to bullying <p>See task sheet (table) for listing types of discrimination, what it looks like and how it makes people feel. This table is found in the same folder on the staff shared area as this document</p> <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Choose one type of discrimination and explain how it can manifest itself and how it makes victims feel and what the consequences may be both to the victim and the perpetrator <p>Go back to lesson 1 and re examine the difference between different types of behaviour http://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Anti-bullying-week_Lesson-and-assembly-plans_Primary.pdf</p> <p>Clarify the difference between rude and mean and how this is different to bullying. Ensure children have clear understanding of this</p>
<p>Years 3,4,5& 6</p> <p>What is Bullying</p>	<p>What are the different types of bullying that the children are aware of – see website for ideas on role play of different scenarios</p> <p>Explore the reasons why some people may bully others What makes some people victims?</p> <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Write clear definitions of the difference between rude, mean and bullying behaviour • Explain why some people may bully others • Explain why some people may become victims of bullying <p>Cyber bullying – what is it? How is it different to other types of bullying? What can be the result of cyber bullying? (Loss of control once it has been posted online – travels widely). What effect does it have on the victim?</p>

<p>What is cyber bullying</p>	<p>Why might it be easier to cyber bully than face to face bullying(you cannot see the damage it is doing to the person – it is anonymous)</p> <p>http://news.bbc.co.uk/cbbcnews/hi/newsid_4440000/newsid_4440000/4440024.stm</p> <p>Follow the link to watch a video about a boy being cyber bullied and interview with the characters Click link/ go to ‘resources’ tab at the top/ scroll down/ click on image called ‘ Let’s fight it together’</p> <p>http://www.chatdanger.com/</p> <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Write advice column for people who are being cyber bullied • Write posters explaining the dangers and what to do if you are being cyber bullied
<p>How to deal with bullying</p>	<p>What to do if I am being bullied? In our school? Outside of school?</p> <p>What to do if I know other people are being bullied? In our school? Outside of school</p> <p>Assertiveness techniques (see Kidscape) https://www.kidscape.org.uk/advice/advice-for-young-people/dealing-with-bullying/how-to-respond-to-bullies/</p> <p>Power for good: Lesson 3 below http://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Anti-bullying-week_Lesson-and-assembly-plans_Primary.pdf</p> <p>Refer to our school procedures for reporting it. Who is your trusted person?</p> <p>Discuss the role of the bystander and the fact that it is everybody’s responsibility to report bullying</p> <p>Demonstration of Learning with Literacy links:</p>

- Write a non chronological report on the different types of bullying to go into a school magazine
- Write an advice page on what to do if you think you might be being bullied

Pocklington Community Junior School

Scheme of Work for E Safety

Key Objectives	Key learning to take place
<p>Years 3 & 4 How to protect yourselves online</p>	<p>Ask children to show with hands up, who goes online – on X box, play station, mobile phone, tablet etc...</p> <p>Discuss children’s current understanding of how to protect themselves online.</p> <p>Establish with them that it is important to protect your identity. What does this mean? (photo/name/DOB/address/ telephone number/school/places you play)</p> <p>The website below is for children and has really informative advice on how to stay safe online. Use with your class. https://www.thinkuknow.co.uk/8_10/control/</p> <p>A very informative website that will provide a good background and data on the importance of internet safety for teachers. https://elearningindustry.com/the-teacher-guide-to-keeping-students-safe-online</p> <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Create posters explaining how to keep yourself safe online • Create a personal checklist of actions they now need to take at home to make their practise safe
<p>Using search engines safely</p>	<p>What is a search engine? How to search effectively What to do if any inappropriate material appears What are pop ups? What to do if a pop up appears. Not clicking on tempting adverts eg “win money” etc</p> <p>A good book on Trolls: https://www.portsmouth.gov.uk/ext/documents-external/sch-bewarelurktrolls.pdf</p>

<p>Gaming online</p>	<p>https://www.portsmouth.gov.uk/ext/documents-external/sch-esafetytrolls.pdf</p> <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Create posters explaining how to use search engines safely • Write a question and answer page as a guidance for other children to refer to <p>Why do games have ages on them? Why it is wrong to play age inappropriate games – the dangers</p> <p>Friending ‘virtual’ people in games. Who are these people? Icons on screen – are they real friends? Why might they want to be your friend? What are the dangers?</p> <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Write a play script about a child who befriends someone on line and act it out • Write a short moralistic tale about someone who befriends a stranger online – what is the lesson to be learnt?
<p>Information sharing online</p>	<p>Is it your right to share information about other people on line? Why</p> <p>How might information be shared? Photos/videos – Instagram/Youtube</p> <p>Can I put information about myself online e.g Youtube videos?-What are the dangers? Who might look at them?</p> <p>Lesson plans together with short videos. Watch this first as it deals with a child photographing his friend’s privates and putting them online. It is a cartoon! https://www.nspcc.org.uk/globalassets/documents/advice-and-info/lesson_plan_alex.pdf</p> <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Write a reflection about how you would feel if information about you was shared online
<p>Years 5 & 6 Gaming online</p>	<p>Why do games have ages on them? Why it is wrong to play age inappropriate games – the dangers</p> <p>Friending ‘virtual’ people in games. Who are these people? Icons on screen – are they real friends? Why might they want to be your friend? What are the dangers? What should you do?</p>

Malware

Video online- Caught in the web
<https://www.youtube.com/watch?v=kgCNGvL0g1g>

Demonstration of Learning with Literacy links

- Write a play script about a child who befriends someone on line and act it out
- Write a short moralistic tale about someone who befriends a stranger online – what is the lesson to be learnt?
- Write a advice page for a magazine about what to do if you are being harassed by someone online

The second set of lessons on this link deals with malware. Click on the link then go to the icon in the bottom right hand corner called, My Computer is a Clean Machine
<https://staysafeonline.org/teach-online-safety/grades-k-2>

What is malware and how can you recognise it?

What to do if you think there is malware on your device

Demonstration of Learning with Literacy links

- Write a leaflet – purpose: to be sent out to all computer users- explaining what Malware is and how to avoid it

The dangers of sexting

This website has all the information you would need to know to teach this. Also a good site for young people to access.

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/>

What is sexting?

Why do young people sext?

What are the risks of sexting?)no control once images online/bullying)

What to do if someone wants you to send a photo

What to do if you are sent a photo that you are uncomfortable with

What is grooming? How does this link to sexting?

Demonstration of Learning with Literacy links

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| | <ul style="list-style-type: none">• Write a reflection on sexting and how you feel about it• Write an explanatory leaflet on sexting to inform your parents about what it is, the dangers and how to address it |
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Pocklington Community Junior School

Scheme of Work for Sex and Relationships Education

National Curriculum Science Objectives	Key learning to take place
<p>Year 3 Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Introduce the idea that male and females have different body shapes</p> <ul style="list-style-type: none">• Look at different images of well-known Disney characters (real children and teenagers) who are different heights and builds. Use these characters rather than children focussing on themselves and reflecting on their own bodies. This will reveal children’s knowledge and understanding and any misconceptions about growth and gender.• Order the class by age then by height to establish that we are all Year 3 but all different and the oldest are not always the tallest. Recognise that two people who are both 8 can be different heights and sizes.• Use felt board ‘peel away’ human body to reveal the skeleton underneath.• Use model skeleton to show where bones are and what they look like. Opportunity to explain the pelvic bone on females grows wider than on men to accommodate a growing baby. This is why women may have wider hips as they reach adulthood• Look at muscles on our arms and legs. Watch them work as we flex our joints.• Think about why some people may look broader and muscly. Establish that exercising our muscles helps them to grow. Discuss in terms of sports children do- relate to footballers – which muscles might they develop well? Gymnasts? Dancers? Swimmers? <p>What else is inside us that makes our bodies different builds?</p> <ul style="list-style-type: none">• Discuss the difference between muscles and other fleshy parts of our body. Nose/ ears/ breast tissue. Mention briefly that girls will develop breasts as they grow and this could happen any time between the ages of 8 and 16 and that it happens at different times for different people.

	<p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Simple explanations about how we are all built differently and give some reasons why that may be <p>Why do we need a skeleton?</p> <ul style="list-style-type: none"> • Explore the three main functions of support, protection and movement. • What makes our skeleton move? Explore in simple terms the concept of muscles and that we can see them working on our body. What parts of our body are muscles? Recap on the difference between muscles and other body tissue such as ears/ nose/breasts. <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Simple descriptions of the different bone groups • Annotated diagram of the human skeleton explaining different functions
<p>Year 4 Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p>	<p>Where does our food go when we eat?</p> <ul style="list-style-type: none"> • Learn about the digestive system and be able to name the key components such as mouth, throat, stomach, large intestine, small intestine, bladder & anus and in simple terms what their functions are. • As part of this objective, children should be introduced to the idea that waste food and liquid comes out of our bodies and the correct terms for these-males and females both have an anus for solid waste but girls have a urethra with an entrance that allows liquid (urine) to come out and boys have a urethra too but also a penis that allows liquid (urine) to come out. <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Simple explanations of the food's journey through our digestive system • Annotated diagram of the digestive system • A story of a piece of food as it travels through the digestive system <p>How do our teeth help us eat?</p> <ul style="list-style-type: none"> • Linking back to digestive system, examine the role of the teeth in our digestive system. • Practical activity chewing carrot or apple and thinking about which teeth they use for biting, chewing • What different teeth do we have and why? • Why is important to look after our teeth?

	<ul style="list-style-type: none"> • How can we look after our teeth? • When learning about keeping teeth clean, also discuss what other parts of our body do we need to keep clean? We wash our face, our hair. Relate to digestive system and waste products –Need to keep our privates clean and wash our hands after using the toilet <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Simple explanations of our different teeth and their functions • Instructions for good dental care • Explanation about why it is important for good general body hygiene
<p>Year 5 To describe the changes as humans develop to old age</p>	<p>What is the human lifecycle</p> <ul style="list-style-type: none"> • Draw a timeline to show changes in themselves so far. Use own photos to place on time line and talk about physical changes so far. • Add further stages of human cycle onto the timeline and discuss the changes that happen as we get older • Focus back in on the next change for them at their age: Puberty: • Explore the physical changes <p>Ensure that children can:</p> <ul style="list-style-type: none"> • Understand that puberty is individual and can happen at any time between 8 and 17 • Understand that the changes that happen at puberty are preparation for having children later in life • Both girls and boys together learn about external physical changes at puberty to boys and girls • Both boys and girls can explain menstruation and wet dreams and the association between the sex cells(sperm and ovum) and these changes • Both boys and girls know and can explain effective ways for managing menstruation and wet dreams <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Annotated diagram of the human lifecycle • Written explanation of the external and internal changes that happen to boys and girls at puberty • Write a question and answer booklet for Year 5s to help inform them about changes at puberty <p>Personal hygiene and how to manage it effectively</p> <ul style="list-style-type: none"> • Both boys and girls can understand and explain how the changes at puberty will affect their personal hygiene due to increased activity in sweat glands, oil glands and sex organs • Teach how to care for their bodies during puberty. Children to explore what it means to eat healthily, to wash thoroughly including face, underarms and sexual organs.

	<ul style="list-style-type: none"> • To be able to challenge gender stereo types around hygiene and grooming <p>Children are able to describe the changes in emotions and feelings that they may experience during puberty</p> <ul style="list-style-type: none"> • Children are taught how their feelings and emotions during puberty can affect their relationships with other people • Children explore strategies for managing their change in emotions <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Write a leaflet for Year 5s to help inform them about personal hygiene • Write a column for a school magazine – agony aunt style – about changes to emotions
<p>Describe the life process of reproduction in some plants and animals</p>	<p>Children can describe the lifecycles of some familiar animals: A bird, insect, amphibian, mammal eg cat</p> <ul style="list-style-type: none"> • Learn about the lifecycles of an animal in each of these groups and draw parallels. Do they all need an egg to reproduce? Are the eggs the same? Do all animals hatch from a egg? <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Create annotated lifecycles for different animals • Create a comparison chart for different animal’s lifecycles <p>Describe the lifecycle of a human (relate to previous work on timeline)</p> <ul style="list-style-type: none"> • How is human lifecycle different/ similar to that of other animal groups? • Understand that all life starts from an egg • Where are human eggs found? Link back to puberty lessons – What organs are inside our bodies that allow us to reproduce? • Learn about the main different sex organs found inside the human body and their functions • Teach the biology of human intercourse and how when the male and female sex cells come together it creates a new life

- Children can compare this with other animals that they are familiar with and recognise that humans give birth to live babies. Do any other animals that they are aware of? How does this compare to other animals such as birds? Interesting to look at kangaroo's lifecycle

Demonstration of Learning with Literacy links

- Create a comparative table showing the 5 main animal groups and how they reproduce (E.G. All start with egg/some embryos develop externally to the parent, other internally). EXT could be to include flowering plants in the table. Pollen= male sex cell, ovum = female, and draw comparisons with animals

Consider the relationships involved in reproduction

- Is there a right time to have a baby? Look back at the timeline that was created in previous lessons. Make a clear comparison between the point that humans reach sexual maturity once they have begun puberty and so can biologically have children then yet many choose not to. Do other species decide upon a 'right 'time to reproduce? Could investigate this- seasons when animals reproduce – why spring for a lot of animals?
- Discuss the fact that this does not mean that we have to have babies at this point in our lives. Discuss (using the time line) other points in the human lifecycle when having a baby could occur. Why might this time be more suitable?
- Some children will want to talk about the fact that they are adopted, fostered or the result of IVF. If this is raised then explain about the fact that some parents choose to have babies in different ways for different reasons. **Check beforehand for any children in your class who are fostered, Looked after, adopted and talk to their carers about this first. Is it right for their child to discuss this in this forum? Are there any sensitive issues that may arise?**

To learn what values are important to them in relationships

- Discuss different relationships that the children have with different people in their lives.
- Create a Brofenbrener (see appendix) diagram to show these relationship
- What are the different elements of trust they would expect with different people in each section of the diagram?

	<ul style="list-style-type: none"> • What are the different boundaries that should exist within the different groups in the diagram? • Which groups of people in the diagram might you expect an intimate relationship with? What is an intimate relationship? Define it. <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Create an annotated Brofenbrener diagram • Explain the different types of relationships people may have – family, friends, relatives, intimate and give examples
<p>Year 6 Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>To understand what is meant by having a healthy lifestyle.</p> <ul style="list-style-type: none"> • What is meant by a healthy lifestyle? Discuss the components : enough sleep, exercise, good diet, not doing anything to harm our bodies <p>To be able to explain the constituents and importance of a healthy diet and how exercise can help maintain a healthy body</p> <ul style="list-style-type: none"> • Relate back to puberty teaching in Year 5. What food groups do we need to eat from to maintain a healthy body as we grow? What food groups should we restrict and why? Link to changes in puberty e.g. oily skin and maintaining a healthy body weight. • Why is exercise important for a healthy body? How much exercise is enough? <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Write an information leaflet aimed at own age group giving advice on the best diet and exercise <p>To recognise the effect of drugs on the human body</p> <ul style="list-style-type: none"> • What is the difference between drugs and medicine? Can medicines be harmful(if taken in the wrong dose or taken what is not prescribed to us) Are all drugs harmful to us? What is children’s prior knowledge? Explore the dangers of alcohol, smoking and drug taking (they learn about this in detail at secondary school so do not explore every substance in detail) <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Non chronological report on the difference between drugs and medicines making explicit the dangers

To learn what values are important to them in relationships

- Recap on healthy relationships and how these can help us to lead a healthy lifestyle. Re look at the Brofenbrener diagram. How can our family and friends help us develop a positive lifestyle? Who are our trusted people at this point in our lives? Importance of confiding problems in someone.
- Discuss negative peer pressure and teach strategies to overcome it.(links in with unit on anti bullying and saying NO)

Demonstration of Learning with Literacy links

- Explanation of the different relationships in their lives and how they differ depending on who the person is

<p>Raise awareness of people trying to change our sense of identity and beliefs</p> <p>Who might try to change who we are and what we believe? Is this okay? Why?</p>	<ul style="list-style-type: none"> • A soldier <p>Give children chance to discuss in groups who they would sit next to and why? CT to assess children's attitudes and sense of stereo type whilst they are in groups. Invite children to give their response and discuss each one in turn. Reveal each person's case history e.g Bob Geldof charity worker.</p> <p>What have we learnt? Don't judge a book by its cover.</p> <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Write a reflective piece on what they have learnt • Write a short story based on one of the above scenarios on the bus which leads to the proverb: 'Don't judge a book by its cover'. <p>Ask children to refer back to their diagram in lesson one. Who are the people that influence them at the moment? What sort of influences are there? Share them in class and compile a list.</p> <p>Is it okay for people to try to change what we believe in? Deal sensitively with this issue but you could use some scenarios to illustrate this point.</p> <p>E.g. A child believes in God and is a Christian. Is it okay for someone to tell them that their religion is bad and that they shouldn't believe in it? Discuss children's viewpoints on this.</p> <p>Is the child doing any harm to anyone by believing in their religion? NO. Are they hurting anyone by believing in it? No. So therefore, they should be allowed to have their own beliefs and that should be respected.</p> <p>What other scenarios can the children think of? Has anyone ever tried to change what they believe in? E.g. Change who they are friendly with? Change what they like to do as a hobby?</p> <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Write a reflective piece on what they have learnt • Explain why it is acceptable to have our own beliefs as long as they do not harm anyone else either mentally or physically
<p>Years 5 & 6</p> <p>To explore own identity</p> <p>To begin to unpick their own identity through examining themselves in detail and what influences who they are.</p>	<p>Model for children a diagram which shows who you are (see exemplar). This will have image of self in the middle and then around the outside circles showing different aspects of self :</p> <ul style="list-style-type: none"> • Physical appearance • Personal appearance • Skills and talents and hobbies • Values you hold • How other people see you

<p>To explore our perceptions of others</p> <p>What are our perceptions of other people? Do we have stereotypes in our heads?</p>	<p>In outer circles write what has influenced each of these points (above)</p> <p>Discussion about our influences What are good influences?</p> <p>What other influences might there be in my life as I get older and will they always be good ones? How might they change who I am? Will this be for the better?</p> <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Diagram of influences on self • What influences may try to affect me positively and negatively in the future. How will I deal with them? <p>Remind children of the previous lesson about how we view other people from their appearance. Give scenario of a desert island survival trip. You have to choose your team of 5 from a list of photos: (these have been selected to show stereo types however each person will have a back story and skills that will be revealed to the group later.</p> <ul style="list-style-type: none"> • Biker • Suited man • Old lady • Soldier • Disabled person • Teenage girl(with a lot of make-up on) • Young man (stereotypical perception of a 'nerd') • Young man (sporty) • Homeless person <p>After teams have been chosen, give groups the back story on their choices and each person has a number of points assigned to them. Winning groups can be decided. Discuss their choices and why they made them? Were they stereotyping people in their original choice? What have they learnt from this exercise?</p> <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Written reflection on the exercise they have taken part in What have they learnt?
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<p>Raise awareness of people trying to change our sense of identity and beliefs</p> <p>Who might try to change who we are and what we believe? Is this okay? Why?</p>	<p>Ask children to refer back to their diagram in lesson one. Who are the people that influence them at the moment? What sort of influences are there? Share them in class and compile a list.</p> <p>Where does this start? Peer pressure. What might your peers try to influence you to do or think as you get older?</p> <p>What will be the repercussions for you? Discuss different scenarios.</p> <p>Is it okay for people to try to change what we believe in? Deal sensitively with this issue but you could use some scenarios to illustrate this point.</p> <p>Outside influences/ new influences such as joining a new team or sports groups.</p> <p>What if someone tried to influence the group to say that certain beliefs were right or wrong?</p> <p>Example 1 : black people should/should not be allowed in this club</p> <p>Example 2: We don't want people from a certain part of town in this club</p> <p>Example 3: Only certain religions are allowed in this club</p> <p>Discuss each one sensitively. It is important that the children recognise:</p> <ul style="list-style-type: none">• when influences are negative• that stereotyping and bias is wrong• that we have to be strong and stick to our own beliefs of what is morally and legally right and acceptable• that we should report any negative influences that we are worried about. <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none">• Write a series of scenarios and devise responses that demonstrate understanding of bad influences• Choose a scenario and explain why it would be unacceptable to be persuaded to follow it
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Pocklington Community Junior School

Scheme of Work for Risk Taking Behaviour

Key Objectives	Key learning to take place
<p>Years 3 & 4 Hazard awareness including substances</p> <p>To be able to identify the difference between safe and unsafe substances</p>	<p>To establish what is the difference between substances that can be used by children and those that cannot.</p> <p>Give empty packets and containers to children to sort into groups:</p> <ul style="list-style-type: none"> • What is safe for children to use on their own? • What should be only used under adult supervision? • What should never be used by children? <p>Resources: Empty packets of... Toothpaste, soothers, hay fever tablets, travel sick tablets, inhaler nail varnish remover, deodorant, hairspray, washing up liquid, bleach, paracetamol, calpol , superglue plus any others that are suitable.</p> <p>Establish by the end of the sorting and through discussion:</p> <ul style="list-style-type: none"> • Do children recognise which items they shouldn't be using without adult supervision (toothpaste, washing up liquid)? • Do they recognise the dangers of some common household items? • Which items should never be swallowed or put into the mouth • Which items should never be handled or allowed into contact with the skin and why • Which items must be administered by adults and why. <p>Follow up this session with further sessions depending on the needs of the class and their level of understanding.</p> <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Safety Posters • Written explanations • Annotated diagrams of packets showing dangers
<p>To identify other hazards in the home</p>	<p>To raise awareness of hazards that are in the home and why they are dangerous</p> <p>Show images of different rooms in the house with potential hazards. Eg kitchen with appliances, bathroom, upstairs room with open windows etc...</p>

	<p>In groups work through each picture discussing the dangers that the children can spot. Pay particular attention to the two groups:</p> <ul style="list-style-type: none"> • Those which are familiar and easily recognised by the children(fires, open windows, hot ovens) • Those which they do not recognise as a danger but need to know about (Irons left on, boiling kettles on edge of work surfaces, etc...) <p>Establish by the end of the session whether the children recognise the dangers seen in the pictures. Do they understand why they are dangerous? Can they explain how to keep safe when near these hazards?</p> <p>Demonstration of Learning with Literacy links:</p> <ul style="list-style-type: none"> • A safety plan for different rooms • Labelled annotated diagrams of different rooms showing the dangers • Explanations of why dangers occur in different rooms
<p>Years 3,4,5 & 6 Outdoor safety</p> <p>NB: this links to swimming lessons for Year 4, pedestrian training for Y4 and cycling proficiency for Y5 Canals and waterways trust to do whole school presentation</p>	<p>To raise awareness of outdoor dangers and be able to recognise the dangers and decide what is the best action to prevent them.</p> <p>General discussion to tune children in: What do you do outdoors? Group talk to list the types of activities they may do outside.</p> <p>Discuss following points: What are the dangers of being allowed outside for longer on lighter summer nights? Freedom to play on the street or go to the park. Be aware of:</p> <ul style="list-style-type: none"> • Strangers • Road safety – issues such as where is not safe to play (behind parked cars on the drive or road/ in the road/ especially on corners where cars may come round the corner and not see you • Straying away from your house – going off with friends without telling anyone where you are going. • Safe tree climbing – looking for safe ways both up and down/ dead branches/ animal dangers – wasps nests etc • Water dangers – is it safe to go into the beck? Pocklington canal? <p>Consolidate learning by giving situation cards to groups to discuss and roleplay. Eg: Your mum and dad have said you can play out for an hour. Your friends call on you and want you to go on a bike ride with them to Chapel Hill. It is a hot day and your friends suggest swimming in the canal. What should you do?</p> <p>Demonstration of Learning with Literacy links:</p>

<p>Safe risk-taking</p>	<ul style="list-style-type: none"> • Labelled annotated diagrams of different places showing the dangers • Explanations of why dangers occur in different places • Instructions on how to keep safe in different places/ scenarios • Class to create a summer holidays guide for children in school to help them keep safe <p>To be able to recognise good/ safe risks that challenge ourselves to build resilience</p> <p>Start the discussion to tune in with a discussion about challenging ourselves in school with work eg maths. How does it feel when you have achieved something that was difficult? Move on to other challenges outside the classroom – what do the children do that challenges them? Hobbies? Sports? Music? Etc...</p> <p>What is meant by risk taking? Can it ever be a good thing? Why? Class discuss. Establish that safe risks can be taken and are good if they have been carefully considered first and a judgement made before trying them?</p> <p>Give a whole class scenario to consider with a choice of answers eg.... Joe and his friends are playing near the stream and find a rope hanging from the tree. They want to swing on it to get across the stream. Should they:</p> <ul style="list-style-type: none"> • Use the swing • Try the swing by pulling on it • Not use the swing <p>Which choice did you make and why did you make that choice? Follow this up with other scenarios in groups to work through.</p> <p>Demonstration of Learning with Literacy links: To consolidate learning, children could:</p> <ul style="list-style-type: none"> • create some scenarios of their own with multiple choice answers • create a question and answer page for a children’s magazine
<p>Years 3,4,5 & 6 Anti-social behaviour</p>	<p>Why it is important to know what is right and wrong</p> <p>Give different age groups scenarios that involve right and wrongs that they might encounter and ask them to discuss them. Relevant issues may be:</p>

<p>To recognise right from wrong</p>	<ul style="list-style-type: none"> • Borrowing from a friend and not returning an object • Gifting items without parents' permission • Swapping and not returning • Giving gifts to try to win friends • Giving tuck money to others • Not wanting to play with someone else • Keeping friends to yourself /preventing others playing with them • Taking items from others schoolbags • Finding money on the floor and keeping it <p>This list is only a few examples of many that may be encountered in a school setting. These could be done as a circle time and each discussed and maybe role played within the whole circle or given to groups to rotate round each one and discuss. They could also be spilt into broad categories and explored over a few sessions eg friendship//possessions etc...</p> <p>Demonstration of Learning with Literacy links:</p> <ul style="list-style-type: none"> • Children could take a scenario each and explain the best resolution • Two sided argument about differing viewpoints
<p>Establish what is the difference between a truth and a lie</p>	<p>What does a lie look like? Is it ever okay to tell a lie? Why is telling the truth important? What are the consequences of not telling the truth?</p> <p>Ask children to try to define. What a lie is. Discuss their responses.</p> <p>Can they sort a series of statements into lies/ not lies? Are there any they are not sure about? Why were they unsure about some of the statements/ Establish that sometimes a lie can be made with the best of intentions e.g. to protect someone from something hurtful. Explore some examples of these. Are there any times when it is really not okay to lie? Explore some examples. E.g. times when someone's safety is at risk or if a crime is being committed etc...</p> <p>What might be the consequences of not telling the truth? Use scenario cards to explore some of these.</p> <p>Demonstration of Learning with Literacy links:</p> <ul style="list-style-type: none"> • Explanation of the difference between a truth and a lie • Two sided argument about differing viewpoints regarding the question, 'Is it ever okay to tell a lie'?

<p>Anti-social behaviour</p>	<ul style="list-style-type: none"> • Explanations of consequences of telling lies in different scenarios <p>To understand what is meant by anti –social behaviour, why it is anti –social and how to make the right choice</p> <p>Unless you feel your class has a need for more detail, this can be dealt with without going into a lot of depth by using a selection of scenario cards which can be worked through by the class as a circle time – all participate or group role play then perform / freeze frame and discuss.</p> <ul style="list-style-type: none"> • Graffiti- what is it/ is it ever okay (Banksy) why it is regarded as anti social • Vandalism – what is meant by this word/ what types of vandalism are there/ is egging a car vandalism a opposed to smashing a window? • Stealing – is there any difference between picking apples off someone’s tree from stealing sweets from a shop or taking a pound coin from your mum’s purse? • Anti-social language – why is some language seen to be anti-social? What types of words are these? (Be VERY careful not to compromise yourself by encouraging children to use unsuitable language in the classroom to illustrate the point). What effect does it have on people around us if we use such language? What effect does it have on ourselves? – reputation/ reaction from others may put us in danger etc... <p>Demonstration of Learning with Literacy links:</p> <ul style="list-style-type: none"> • Posters persuading children not to behave in anti social ways linked to one of the above. • Explanations of how anti social behaviour can affect self, relationships with others, the wider community
<p>Years 3 & 4 Empowerment</p> <p>Saying ‘no’</p>	<p>Starting with what we know -When are you comfortable saying no?</p> <p>Explore what are the situations in which you sometimes say ‘no’? Why is it easy and okay for you to say no at these moments? E.g. My mum says eat your broccoli and I say I don’t want to Why do you feel it is okay to say no to this? Establish about feeling safe in some situations so you can say no. e.g. with our families we may feel it is okay and acceptable to say no at times Share examples and establish why it is acceptable to sometimes say no to people.</p> <p>When should you say no when you sometimes don’t?</p> <p>Share examples of situations when you sometimes do not say NO but you know that you should. E.g. a child asks you to do something wrong such as say something unkind to someone else on the playground.</p> <p>Why might it be hard to say NO in this situation? What are the factors that are stopping you?</p>

What other situations similar to this can the children think of? Share them.

Establish that the key is the strength to actually be able to say NO to friends and people you may feel scared to confront.

Demonstration of Learning with Literacy links:

- Recount of a time that they can recall when they have or have not said NO
- A written reflection on the discussion about saying NO and how empowered they feel to do this

How do I develop the skill to say no and stand up for myself?

Role play is definitely the best route in to this.

Devise scenarios – maybe use some of the ones that the children have mentioned before.

<http://www.kellybear.com/TeacherArticles/TeacherTip21.html>

http://www.kellybear.com/Activity_Choices.html

Use conscience alley to allow children to experience pressure being put to them to not say no so they have to have resilience to resist it.

<http://dramaresource.com/conscience-alley/>

Demonstration of Learning with Literacy links:

- A written reflection on the discussion about saying NO and how empowered they NOW feel to do this
- Advice to others on good strategies to use to say NO

What do I do after I have said NO?

Discuss with the children when some incidents are okay being left if saying NO was enough and some which need reporting.

What do they think might need reporting? Discuss incidents where the following have been involved:

- Bullying
- Stealing
- Vandalism
- Unkind behaviour

Demonstration of Learning with Literacy links:

- A poster explaining what you should do if you are being coerced into / and /or witness the above

<p>Empowerment</p> <p>Saying 'no'</p>	<p>Why don't we say no in some circumstances? What might be the repercussions of not saying NO at the right time?</p> <p>Explore the reasons why we might go along with a suggestion?</p> <ul style="list-style-type: none"> • Peer pressure • Wanting to look cool and not lose face • Wanting approval from friends • The need to gain friends <p>Are these reasons good reasons to join in with things that may be wrong?</p> <ul style="list-style-type: none"> • Cause harm or damage to a person or object that you will later regret • Be untrue to yourself and your moral values • Gain a bad reputation • Get into trouble with authority – school/ police <p>Demonstration of Learning with Literacy links:</p> <ul style="list-style-type: none"> • Create an article for a 'kids' magazine on one of the above • Create a question and answer page for a magazine explaining/ giving advice <p>How to say NO to an older person (ie Y5/6/ 7) Prevention is the best way: Stay away from people / places/ where you know you may become drawn in/ tempted to get involved in something difficult.</p> <p>Egs from children of such scenarios. Could start off with scenario of a child who's friends have started smoking and they always meet on Chapel Hill to do this. Message: Don't go to Chapel Hill!</p> <p>Teach children good ways to 'escape' from tricky situations e.g. My parents need me back in 5 minutes as we have to go out My tea's ready now so I have to go</p> <p>Demonstration of Learning with Literacy links:</p> <ul style="list-style-type: none"> • Children could create written scenarios with explanations of how to resolve them • Write scripts for and make their own videos of how to say NO for each other to watch(create own GAP –younger / older)
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Pocklington Community Junior School

Scheme of Work for Friendship/Anti bullying

Generally – lots of really great videos for all the below themes on this site –

they need to be checked for age appropriateness first

<http://www.bbc.co.uk/education/topics/zgattyrd/resources/3>

Key Objectives	Key learning to take place
<p>Years 3 & 4</p> <p>Celebrating diversity</p> <p>What makes us different</p> <p>What makes us unique and strong</p> <p>What is friendship</p>	<p>See Lesson 2 from below and follow it</p> <p>http://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Anti-bullying-week_Lesson-and-assembly-plans_Primary.pdf</p> <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Explain differences within the class • Justify why it doesn't matter that we are all different <p>Children's perceptions of what friendship means? Write a definition</p> <p>Why do we become friends with some people ? Explore the reasons why different children in the class chose different people to be their friends</p> <p>How do friendships work? Do we have to spend all our time with friends? Can other people be friends with our friends?</p> <p>Dynamics of friendship groups</p> <p>Use elastic to link a person to their friend. What happens when the friend goes to visit other people? Elastic stretches but is still the same when it goes back like friendship can be</p> <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Describe what is special about their friends and explain why

<p>What happens When friendships break down</p>	<p>What experiences children have had of this?</p> <p>Look at lesson 1 for rude and mean behaviour(leave bullying at this point) http://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Anti-bullying-week_Lesson-and-assembly-plans_Primary.pdf</p> <p>What might be said or done when you fall out with friends. Look at rude/ mean behaviour and use examples of statements said to decide what is rude/ mean How to deal with it demonstrated through role play scenarios</p> <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Create a poster explaining the definitions of kind/ rude/ mean behaviour • Explain using different scenarios, whether the person is being kind, rude or mean
<p>Years 5 & 6 Diversity & respect</p>	<p>What is meant by the word ‘diverse’? What makes us a diverse school? Is Pocklington a diverse community? – children’s perceptions</p> <p>‘Everybody is born equal’ Discuss this statement. What are children’s perceptions of this?</p> <p>What is meant by the word, ‘respect’? How do we show respect to other people in our school? In our Community?</p> <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Write a discussion piece based on the statement, ‘Everybody is born equal’ • Explain what is meant by respect and how we show it.

<p>Discrimination</p>	<p>Have children heard of this word? What does it mean? (def: the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex)</p> <p>What types of discrimination have children heard of?</p> <ul style="list-style-type: none"> • How could this lead to bullying <p>See task sheet (table) for listing types of discrimination, what it looks like and how it makes people feel. This table is found in the same folder on the staff shared area as this document</p> <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Choose one type of discrimination and explain how it can manifest itself and how it makes victims feel and what the consequences may be both to the victim and the perpetrator <p>Go back to lesson 1 and re examine the difference between different types of behaviour http://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Anti-bullying-week_Lesson-and-assembly-plans_Primary.pdf</p> <p>Clarify the difference between rude and mean and how this is different to bullying. Ensure children have clear understanding of this</p>
<p>Years 3,4,5& 6</p> <p>What is Bullying</p>	<p>What are the different types of bullying that the children are aware of – see website for ideas on role play of different scenarios</p> <p>Explore the reasons why some people may bully others What makes some people victims?</p> <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Write clear definitions of the difference between rude, mean and bullying behaviour • Explain why some people may bully others • Explain why some people may become victims of bullying <p>Cyber bullying – what is it? How is it different to other types of bullying? What can be the result of cyber bullying? (Loss of control once it has been posted online – travels widely).</p>

<p>What is cyber bullying</p>	<p>What effect does it have on the victim? Why might it be easier to cyber bully than face to face bullying(you cannot see the damage it is doing to the person – it is anonymous)</p> <p>http://news.bbc.co.uk/cbbcnews/hi/newsid_4440000/newsid_4440000/4440024.stm</p> <p>Follow the link to watch a video about a boy being cyber bullied and interview with the characters Click link/ go to ‘resources’ tab at the top/ scroll down/ click on image called ‘ Let’s fight it together’</p> <p>http://www.chatdanger.com/</p> <p>Demonstration of Learning with Literacy links</p> <ul style="list-style-type: none"> • Write advice column for people who are being cyber bullied • Write posters explaining the dangers and what to do if you are being cyber bullied
<p>How to deal with bullying</p>	<p>What to do if I am being bullied? In our school? Outside of school?</p> <p>What to do if I know other people are being bullied? In our school? Outside of school</p> <p>Assertiveness techniques (see Kidscape) https://www.kidscape.org.uk/advice/advice-for-young-people/dealing-with-bullying/how-to-respond-to-bullies/</p> <p>Power for good: Lesson 3 below http://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Anti-bullying-week_Lesson-and-assembly-plans_Primary.pdf</p> <p>Refer to our school procedures for reporting it. Who is your trusted person?</p> <p>Discuss the role of the bystander and the fact that it is everybody’s responsibility to report bullying</p> <p>Demonstration of Learning with Literacy links:</p>

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| | <ul style="list-style-type: none">• Write a non chronological report on the different types of bullying to go iinto a school magazine• Write and advice page on what to do if you think you might be being bullied |
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