**PSHE – bullying**

**To know what it means to be a witness to bullying.**

**To know some ways of helping to make someone who is bullied feel better**

**Watch the bbc video clip ‘From bully to best friend’ (the link is on the timetable).**

Think about what you might/could do to help if they saw someone who was alone or looked sad in the playground.

**Remember the features of bullying:**

1. It doesn’t just happen once: it goes on over time and happens again and again

2. It is deliberate: hurting someone on purpose, not accidentally

3. It is unfair: the person doing the bullying is stronger and more powerful (or there are more of them) and even if the bully is enjoying it, the person being bullied is not.

**Read the story (below)**

Note for parents: Discuss what happened in the story. Ask your child what they think the word ‘gay’ means. Clarify the meaning of the word ‘gay’. Establish that it is a word that some people use wrongly and that it is not acceptable to use the word ‘gay’ as an insult or a hurtful word. Explain to the children, in a way appropriate to their maturity, that the word ‘gay’ refers to someone who is attracted to/loves a person of the same sex, i.e. it is when a boy has a boyfriend when he is older, or a girl has a girlfriend when she is older; it is when a person, when they are older, has a loving relationship with someone from the same sex.

**Activity**

Draw around both your hands so that the thumbs touch. Write a slogan such as ‘Stop bullying’ with one word in the centre of each of their hand prints. Write ideas on each of the fingers on their hand prints about how they could help someone who is being bullied.

**Story to read**

It was a bright sunny day in the playground and all the children were running, laughing and playing games. That is, except for Mark, who was stood on his own, close to the tree in the corner of the playground, trying to not be noticed by any of the other children. He looked sad and worried.

Just then, Simone and her friends began to move slowly and deliberately towards Mark and began to taunt and call him names and they began to make fun of his family. “There he is, stinky Mark who has no friends, his family stinks too”, sneered Simone. “You’re gay”, said Asha, looking at Simone as she said it to show Simone she was part of the gang. Tim and Maddy giggled and laughed, pretending to hold their noses. They all copied Simone: she was the one who said the nasty, cruel things every day.

Mark cringed and pushed himself nearer to the tree. He was expecting this: it happened every playtime and in the classroom or the corridors or wherever he was on his own and Simone or one of her gang was near him. It had been going on for weeks and Mark was feeling more and more unhappy and upset. He could hardly concentrate on his work at school; he also was finding it difficult to sleep as he was beginning to have nightmares. He feels sick every day and doesn’t want to come to school but he is frightened to tell his mum or his teacher.

On this day when Simone and her friends were being cruel to Mark, another boy, Olu, noticed what was happening. He felt very sick to see how Mark was being treated. As the bell went and Simone and her group ran off to push to the front of the line, Olu waited for Mark and spoke to him. “Are you OK? They were being pretty mean to you.”

Mark was a bit scared to say anything at first, so he nodded and tried to walk to the line before the teacher told him to hurry up. “You should tell someone”, said Olu.

“It’ll only get worse if I tell someone”, said Mark. “It happens all the time. I’ve just got to get used to it.”

“No, you mustn’t let it happen all the time. You must tell a teacher. I’ll come with you if you like”, said Olu.

“Would you?” said Mark, looking at Olu in disbelief.

“Of course,” said Olu.

The two boys asked the teacher if they could speak to her at lunchtime. She said that would be fine and when lunchtime came she listened very carefully to what the two boys had to say. The teacher praised Olu for encouraging Mark to tell her what was happening and she also said how brave and strong Mark had been to tell her everything. Mark told her what Simone and her gang said to him, how he was feeling and how it was affecting his school work; he even said that he was finding it difficult to sleep. The teacher told Mark that things would get better and he shouldn’t be feeling so unhappy or worried from now on. Mark felt relieved to have told someone what had been happening and he felt that the teacher now understood. She asked Mark if he felt he could tell Simone and her friends how he was feeling but he said he didn’t think he could do that. So the teacher said, “Would it be ok with you if I spoke with them and told them?”

Mark was a little bit worried but he agreed. Olu said he could play with him at playtime if he wanted to so he wouldn’t be on his own. Mark felt very happy about this.

The teacher then spoke with Simone and her friends. She said how someone in the class was feeling upset and worried about coming to school because other children were being cruel and calling names and bullying him. She asked the children if they knew the names that were being called.

Reluctantly, Asha said, “stinky” and “gay.’ The teacher then asked if they knew what gay actually meant. The children shook their heads. The teacher explained that the word ‘gay’ means someone who, if they are a boy, they have a boyfriend when they are older, or, if they are a girl, they have a girlfriend when they are older. She told the children how it is very unkind to call anyone names at all, especially if it is said in a cruel way; the teacher said that she didn’t expect anyone in her class to use the words ‘gay’ or ‘stinky’ about any other child.

The children looked very uncomfortable and sorry.

The teacher said to them that the person was feeling sick inside and had a pain in their heart as they had no one to play with and always felt scared that they would be called names or laughed at. She also told them that the person couldn’t sleep properly and had begun to feel ill every day in school. She said that she wondered if they could help.

The children began to look more uncomfortable and Tim and Maddy looked shocked that someone could be feeling this way.

“I didn’t realise he felt that bad”, said Maddy.

“I’m sorry”, said Tim.

“Well”, said the teacher, “now we know how he has been feeling, I wonder if you can think of any ways to help.”

“I can apologise and I won’t do it again”, said Maddy.

“I will see if he wants to play with me at playtime”, said Tim.

“Simone and Asha, do you have any ideas?” asked the teacher.

“I will apologise”, said Asha, “and I’ll see if he wants to help me take the register back to the office.”

Simone still looked uncomfortable, but said she would leave him alone and let him play games with them all at playtime.

“OK, that is great!” said the teacher. “I’m confident that you now will make sure that everyone in our class feels safe and happier, and I will be looking out for how you are helping to make that happen.”