

## **Opportunities for anti-bullying teaching and learning in PSHE education**

### Introduction

Schools have a responsibility to keep children safe. They also have a duty of wellbeing to enable children to develop the understanding and learn the skills that will help them to keep themselves and others safe as they take increasing responsibility for their choices and behaviour throughout their lives. The purpose of all anti-bullying activity is both to reduce bullying in schools and to develop citizens who will be willing and able to challenge bullying behaviour - in all its forms - when it occurs.

Learning in PSHE education (PSHE and Citizenship, key stages 1 and 2 and Personal wellbeing, key stages 3 and 4) can contribute to positive relationships, supportive behaviour and school community that minimises bullying behaviour. PSHE education can also help young people to develop resilience. Whilst no-one should suffer bullying behaviour, resilience can help to minimise the impact such behaviour may have on our self esteem while we develop a strategy to manage this behaviour or seek support. Resilience will also help us to confront any bullying behaviour we witness being perpetrated on others.

Within the taught curriculum anti-bullying work needs to be set within a progressive PSHE education programme that encourages the values and develops the language, strategies and skills that help create and maintain positive relationships. Learning can be supported by

- 1) the SEAL programme which promotes the social and emotional skills that underpin effective learning, positive behaviour, staff effectiveness and the emotional health and well-being of all who learn and work in schools, and
- 2) participation in National Healthy Schools Programme, creating an ethos that consistently models supportive behaviour and positive relationships.

PSHE education can also provide a context to share the support and protocols the school offers to victims of bullying and, through discussion opportunities, for pupil voice to contribute to the school's policy and an evaluation of effectiveness of the policy.

When planning work in PSHE education to address bullying we need to develop learning that

- minimises the possibility of bullying behaviour occurring now and in the future, (*learning for prevention*)
- provides the skills to successfully manage bullying that young people may still experience or witness being used against others (*learning for incident management*)
- helps young people develop the resilience to support them to initially stand up to bullying behaviour against themselves or others and if necessary get help. (*learning for resilience*)
- enables young people to identify and feel confident to access, sources of support when they recognise they or someone else cannot successfully

manage what they are experiencing (*learning for accessing guidance and support*)

We also need to recognise that there are three roles that many young people will at some point experience;

- the person being bullied
- the bystander
- the bully or perpetrator (*and perhaps another – the ‘hanger on’ who does not initiate or lead the bullying but joins in the subsequent behaviour*)

It is important to recognise that the bystander maybe in the strongest position to intervene or seek help for the person being bullied.. Exploring our collective responsibility for our peers’ safety is a vital part of PSHE education. Bullying is less likely to be tolerated in a strong supportive classroom community, and should it occur, the person being bullied is less likely to be isolated and more likely to receive support.

While it is not always easy to ascertain the motive for bullying it is important to recognise that bullying may be specifically motivated for example racist, homophobic, transphobic or disability bullying. Specialist materials are available to provide additional support to schools.

Teaching and learning in PSHE education might include circle-time to develop communication and negotiations skills in order to build relationships; exploring appropriate children’s literature or case studies that offer opportunities to explore dilemmas, develop empathy, predict possible outcomes and construct alternative strategies, drama to develop and rehearse skills and whole class discussion.

The dialogue generated through PSHE education offers a unique opportunity for young people to understand existing school policy and a powerful opportunity for pupil-voice to inform and shape future reviews of school policy.

#### Curriculum opportunities for teaching and learning

There are many explicit opportunities in the PSHE education curriculum key stages 1 – 4 to explore bullying behaviour; contribute to developing positive relationships; and/or support the development of resilience. These are summarised below:

#### **Key Stages 1 & 2**

By the end of **key stage one** the non statutory framework for PSHE and Citizenship expects pupils will be able to:

- to recognise how their behaviour affects other people
- to listen to other people, and play and work cooperatively
- to identify and respect the differences and similarities between people
- that family and friends should care for each other
- that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

By the end of **key stage two** the non statutory framework for PSHE and citizenship expects pupils will be able to:

- realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- understand that that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help

### **Key Stages 3 & 4**

Developing the following concepts from the secondary PSHE education ***Personal wellbeing*** programme of study offers possible contexts to explore bullying and build on learning from the earlier key stages;

- Understanding that all our relationships affect everything we do in our lives and that relationship skills have to be learned and practiced
- Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.
- Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives

The following key processes or skills can be developed and rehearsed within a context of exploring bullying behaviour

- develop self-awareness by reflecting critically on their behaviour and its impact on others.
- use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences
- value differences between people and demonstrate empathy and a willingness to learn about people different from themselves
- challenge prejudice and discrimination assertively
- know when and how to get help

The learning opportunities within the PSHE education key stages 1- 4 that can contribute to reducing bullying include;

- take responsibility [for example,...for the needs of others, such as by acting as a peer mentor/supporter, as a befriender, or as a playground mediator for younger pupils; ...]

- feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take – feeling confident makes it easier to deal with bullying]
- participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting .... and the development of anti-bullying policy and strategy]
- make real choices and decisions [for example, about playground zoning and environment to create safe areas]
- meet and talk with people [for example, people who offer support to children and families; people who work in the school and the neighbourhood, such as religious leaders, community police officers]
- develop relationships through work and play [for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters – learning to respect difference and empathise with others]
- consider personal, social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]
- use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour
- find information and advice [for example, through help-lines such as Childline; by understanding about welfare systems in society]
- prepare for change [for example, transferring to secondary school – and thinking about how they might deal with – and support each other in handling - challenging situations including bullying].
- work as members of groups and teams for specific purposes, taking on different roles and responsibilities and identifying the range of skills and attributes needed for teamwork
- identify sources of help, support and accurate information and take responsibility for providing accurate information to others in a range of situations
- discuss contemporary issues in work; rights and responsibilities at work and attitudes and values in relation to work and enterprise.

Whilst we cannot take responsibility for their experiences outside of school we can try to ensure that schools are safe places and that we have prepared young people

as best we can to create and maintain positive relationships and protect their own and others safety.

## **Resources**

There is a huge amount of resource available to schools, teachers and pupils to support anti – bullying work. The following web links offer a selection of useful supplementary resources.

SEAL anti-bullying materials

Secondary schools:

<http://nationalstrategies.standards.dcsf.gov.uk/search/results/nav%3A46292+%22anti-bullying%22+args%3Asource%3Dlucene?solsort=score%20desc>

Primary schools:

<http://nationalstrategies.standards.dcsf.gov.uk/search/results/nav%3A46273+%22anti-bullying%22+args%3Asource%3Dlucene?solsort=score%20desc>

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/>

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/>

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/homophobicbullying/>

<http://www.teachernet.gov.uk/docbank/index.cfm?id=12626>

[www.teachers.tv/bullying](http://www.teachers.tv/bullying)

<http://www.childline.org.uk/Pages/Home.aspx?gclid=CNm7jpauj54CFZQA4wodghq9qg>

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Gender Identity Research and Education Society

Show Racism the Red Card

<http://www.srrc.org/>