



**Title: Protecting Me/Abuse and relationships**  
**Part 3: Bullying**

**Level:** SECOND

**Links to Curriculum for Excellence**

Experiences/Outcomes	Benchmarks
<ul style="list-style-type: none"> <li>I know that all forms of abuse are wrong, and I am developing the skills to keep myself safe and get help if I need it. HWB 2-49a</li> </ul>	<ul style="list-style-type: none"> <li>Identifies abusive and bullying behaviour, for example, online, face to face and knows where to go for help.</li> </ul>

**Learning intentions**

- Children learn that all forms of abuse are wrong.
- Children are informed about sources of information and support.

**Success Criteria**

- I can identify the different types of abuse a child can experience.
- I know that all types of abuse are wrong.
- I build confidence in my own feelings and judgements about what feels safe/unsafe or okay/not okay for me.
- I can identify trusted adults who can help when I have a worry or a question.

**Resources to support this activity**

- PowerPoint slides
- Respect for All <http://www.gov.scot/Publications/2017/11/6766>
- Children’s Parliament Investigates Bullying <https://www.childrensparliament.org.uk/our-work/cpinvestigatesbullying/> (film 8 minutes 37)
- Human Dignity definition

**NOTE:** All learning establishments and community settings are expected to have good policy and practice in place to prevent and respond to bullying. There is national guidance provided **Respect for All**, and the national anti-bullying agency **respect me** provides support. It is likely that your setting has ongoing work under the banner of anti-bullying, better behaviour or relationships policy and practice. This activity does not replace your ongoing progress on addressing bullying and promoting positive behaviour, rather it is provided and delivered in the context of this group of RSHP activities that help children understand that no-one should be hurt or frightened, and that there are ways to seek help and support. The session might also act as a reminder of what has already been covered and achieved with a group when it comes to bullying.

**Respect for All:** <https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/>  
**respectme:** <https://respectme.org.uk/>

## Activity

1. Start in a circle. Take some time remembering what the children have been doing in recent learning activities – remembering their work on feelings, on finding an adult to talk to if they have a worry.
2. Explain that we want to start this session with some important feelings that are about how we behave towards others. Introduce the words below one at a time, first asking children what the word means to them, they may have seen or experienced something akin to the idea etc, slides follow with definitions to support discussion and examples:

- **Kindness** is when you are friendly and think about other people's feelings. Kindness is about what you say to others and what you do for them.
- **Trust** is when you can believe in someone. And they believe in you. Trust is when you can rely on someone.

**Note:** Having looked at their 5 adults in the previous session they can be reminded of why they picked an adult, using the idea of trust.

- **Empathy** means when you really try to understand what is happening to another person and how they feel. You might imagine what it is like to be in their situation. There is an expression that helps us understand what we mean by empathy: empathy is 'to put yourself in someone else's shoes'.

**Note:** Some children will know the word sympathy. Rather than them mixing these words up, explain that this word says empathy, that it is different from sympathy. So, sympathy means when you feel sorry for someone, maybe something has made them sad and you feel sorry that they are sad. But this word says empathy.

### **Human dignity** (over 2 slides)

- Every human being is important and special. We call this human dignity.
- Respect for human dignity means that we should be friendly and kind to others and it is wrong to hurt other people or make them feel bad about themselves.
- No matter how others treat you, they never have the right to take away your human dignity.
- When you learn what human dignity means to you, you are less likely to accept when other people hurt, discriminate or put someone down.

**Note:** This is somewhat more complex for children but essential for them to understand their rights, including their right to protection from harm. The explanatory slides are a starter for discussion which continues later in the lesson.

3. Having introduced these words, explain that you have done so because the topic today is **bullying**. And that you are going to watch a short film about the work some children have been doing to help us all understand how we can protect children from bullying – and these children think that we should all be kind, have trust in someone, have empathy for others and understand that we should all have our human dignity. Watch the Children's Parliament film (duration 8 minutes 37 seconds) <https://www.childrensparliament.org.uk/our-work/cpinvestigatesbullying/>

Have some discussion, immediate reactions to the film, returning to the whiteboard and the key words, ask the children to remember what was said about **Kindness, Trust, Empathy and Human Dignity**.

4. **Writing and/or talking about bullying.** Have the children take some time individually to write about bullying. Alternatively, this could be (or start with) a talking task in small groups. Provide some prompts on the slide. If children would like to, later they could read their opinions to the group.

**About bullying:**

How do you think it feels if you are being bullied?

If you were being bullied who would you tell?

How can we help a child who is being bullied?

How can we help a child who is bullying others?

5. **To end**, set the children a kindness challenge. Children like the idea of ‘random acts of kindness’. Have each child think of a kind thing they can do for another child in the class today or tomorrow, but that they should do so without making a fuss, or even saying they are doing it. At the end of the next day ask children if another person has been kind, and how. Some might guess, others might just notice kindness! Also, at the end of the day revisit the ‘My 5’ adults to reinforce.

**Additional ideas**

- Children can make posters drawing and using words to think of all the kind things people do for each other at school, at home or in the community.
- Use the key terms in other activities – for example, where a character in a book shows kindness or empathy or where something positive happens to a member of the class/group so they must feel good about themselves/proud which is good for their human dignity etc.

**Connecting with home**

- The first learning activity in this package has a suggested text for a note home to parents and carers in advance of this block of activity.
- The link to the Children’s Parliament Investigates Bullying film could be shared on the class/school/group website <https://www.childrensparliament.org.uk/our-work/cpinvestigatesbullying/> along with the **human dignity definition**.

**Further learning activities are available that connect to this RSHP curriculum content**

- When I feel safe/unsafe
- My 5 trusted individuals
- Physical abuse and neglect
- Sexual abuse

**Practitioner Notes**