



Anti-Bullying Week 2024

MONDAY 11TH TO FRIDAY 15TH NOVEMBER

PRIMARY
SCHOOL PACK
FOR SCHOOLS
IN WALES

CHOOSE

RESPECT



#ANTIBULLYINGWEEK



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Anti-Bullying Week 2024 takes place from Monday 11th - Friday 15th November with the theme 'Choose Respect'. It is coordinated by the Anti-Bullying Alliance, which is based at leading children's charity the National Children's Bureau. This year we have worked with children and young people up and down England, Wales, and Northern Ireland to decide the theme.

This Anti-Bullying Week we urge adults and children alike to come together to have discussions about what it means to disagree respectfully, how to avoid resorting to bullying, and how we can all choose to lead by example. Join us in choosing respect!

ANTI-BULLYING WEEK 2024: 'CHOOSE RESPECT' CALL TO ACTION

From playgrounds to the Senedd, our homes to our phones, this Anti-Bullying Week let's 'Choose Respect' and bring an end to bullying which negatively impacts millions of young lives.

This year, we'll empower children and young people to not resort to bullying, even when we disagree and remind adults to lead by example, online and offline.

Imagine a world where respect and kindness thrives — it's not just a dream, it's in the choices we make. Join us this Anti-Bullying Week and commit to 'Choose Respect'. What will you choose?

**CHOOSE
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Odd Socks Day

TUESDAY 12TH NOVEMBER

This year **Odd Socks Day** is taking place on the **Tuesday of Anti-Bullying Week**, to **avoid a clash with Armistice Day**. Odd Socks Day is a chance for schools to celebrate Anti-Bullying Week in a positive way by asking pupils and staff to wear odd socks to school. There is no pressure to wear the latest fashion or buy expensive costumes. All you need to do to take part is wear odd socks, it could not be simpler!

Odd Socks Day will take place on the second day of Anti Bullying Week, **Tuesday 12th November** to help raise awareness for Anti-Bullying Week.

It comes with a pack for schools, including posters and flyers, and a pack for the workplace, to help you get involved. Find them [HERE](#).



ABOUT THIS PACK

The ideas in this pack are designed to help schools and other settings for children and young people to celebrate and take part in Anti-Bullying Week. This year our pack has been designed to suit primary school settings in Wales. Although it is mainly designed for classroom and assembly delivery for key stage 1 and 2 (for key stage 1 you may need to spend more time explaining terminology), the pack can be easily adapted to deliver to smaller groups and online, as well as to different age groups where appropriate.

The pack contains an **assembly plan, lesson plan, and cross-curricular activity ideas** that are designed to encourage pupils to think critically about how we can 'Choose Respect' to address bullying both online and offline. The pack and supporting resources are available both in Welsh and English medium.



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GETTING READY FOR ANTI-BULLYING WEEK 2024

CHOOSING RESPECT

As part of this year's Anti-Bullying Week campaign, we are urging everyone to think about how we can 'Choose Respect' instead of bullying, and how we can role model this behaviour. Before planning your activities, please think about what respect looks like, and how you can deliver this message to your pupils.

We know that the term 'respect' can mean different things to different people. When we talk about respect, we talk about showing that you value someone, including valuing their feelings, views, and opinions, even if they differ from yours. We also talk about accepting and understanding others, giving them the same consideration you would expect for yourself.

The focus isn't only on your pupils. During our consultations with schools and young people, we frequently heard about the importance of adults' role modeling respectful behaviour. With this in mind, we encourage you to lead by example, and to be clear with your pupils that even if we do not agree with or get along with someone, it doesn't mean that we should not choose to treat them with respect.

LET PUPILS LEAD!

This year's Anti-Bullying Week has a particular focus on choosing respect, and who better to explore and share this topic than young people themselves. Anti-Bullying Week is a great way to get pupils involved in planning for their own learning. Why not ask them to get involved in planning for parts of the week, with adult support?



There are lots of ways you can get pupils involved in Anti-Bullying Week:

- Allow a group of pupils to plan and deliver a school assembly or part of a lesson.
- Ask pupils what they think about bullying in their school community, ask if they think it happens, ask where it happens, ask what they'd like to see their school do to prevent and respond to it?
- Ask pupils what activities they'd like to see delivered during Anti-Bullying Week.
- Review the school's current Anti-Bullying Policy with pupil feedback, asking them what they think, if it's easy to understand and if they have any other suggestions.



BE MINDFUL

Whilst we try to make Anti-Bullying Week a celebratory event and a chance to raise awareness of bullying, for some pupils, particularly those that might be being bullied or those bullying, Anti-Bullying Week can be hard. Therefore, it's important to consider this during planning to ensure all lessons and activities are delivered sensitively.



As the adult delivering the session:

- Read through the contents of these resources, handouts, and videos to ensure they are suitable for your school e.g., do you need to consider if case studies need names changing? Or if they should be adapted for some of your pupils?
- Consider any pupils who are currently experiencing or witnessing bullying and identify how you will tackle this before delivering the session.
- Be aware of any changes in pupil behaviour during the session as this may highlight a bullying-related issue.
- Try to avoid pupils from disclosing personal information or specific incidents during the session but remind them an adult in school will be available to talk to them afterwards.

REMINDER

During the session, make sure pupils are taught:

- How to report bullying or anything they are worried about.
- That there are people who care and can help if they are struggling with a bullying-related issue.
- Where to find their school's Anti-Bullying Policy.



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GUIDANCE AND CURRICULUM MAPPING

Learning activities and the cross-curricular activities within this pack could contribute to certain areas of the curriculum that pupils should know by the end of primary school. In this section you will find the relevant guidance and legislation in relation to anti-bullying in schools, and a clear curriculum mapping linked to this pack.



The Anti-Bullying Alliance has a suite of free CPD-certified anti-bullying courses for anyone that works with children and young people. [Find out more HERE.](#)

The Anti-Bullying Alliance's website is full of free tools & information. This includes resources exploring what bullying is, tools for preventing and responding to it, and guidance on where to find advice and support. [Find out more HERE.](#)

GUIDANCE

Here you will find guidance, that is relevant in relation to bullying, for schools in Wales.



Relevant guidance for schools in Wales:

- [Rights, respect, equality: guidance for schools](#) – Welsh Government guidance to help schools deal with bullying. Includes reference to banter and bullying.
- [Keeping learners safe](#) – Schools colleges in Wales must have regard to it when carrying out their duties to safeguard and promote the welfare of children. Includes much information relating bullying
- [Behaviour management in the classroom: guidance for primary schools](#) – Guidance to help primary school teachers minimise and deal with disruptive behaviours.

CURRICULUM FOR WALES MAPPING



Curriculum mapping for Primary schools in Wales.

One of the four purposes of the Curriculum for Wales is to support learners to become healthy, confident individuals and the characteristics of this include being able to build relationships based on mutual trust, respect, and developing their mental and emotional well-being by developing and empathy.

The mandatory Health and Well-being Area of Learning and Experience (Area) provides a holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. The fundamental components of the area are physical health and development, mental health and emotional and social well-being. Relationships and Sexuality Education (RSE) is also essential to supporting this and should provide learners with the experiences, knowledge, and skills to support learners in recognising healthy, safe relationships and understanding, and developing respect for differences between people.

RELATIONSHIPS AND SEXUALITY EDUCATION (RSE) CODE:



Practitioners should consider learners' developmental appropriateness for learning in each phase of the RSE Code.

- [Cross-cutting themes for designing your curriculum](#) - Hwb (gov.wales)



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RELATIONSHIP AND IDENTITY



Phase 1

- Ability to act with kindness, empathy and compassion in interactions with others immediate to them including family, friendship and peer relationships.
- Recognising learners' rights to be treated fairly, kindly and with respect.

Phase 2

- Ability to form and maintain relationships which are equitable, respectful and kind with a range of others.
- How understanding and use of effective communication, decision-making, managing conflict and refusal skills are part of ensuring your own and others rights and part of friendships and relationships.
- Recognising how people's relationships with others shape who they are and their happiness.

EMPOWERMENT, SAFETY, AND RESPECT



Phase 1

- Recognising harmful behaviour including behaviours which are discriminatory and the right to be free from discrimination.
- Ability to interact with others in a way that is fair.
- Recognising the right to be free from harmful, abusive and bullying behaviour.
- An awareness of how to recognise positive and harmful behaviours, including bullying.
- Ability to share with a trusted adult when faced with harmful behaviours.
- Beginning to recognise that other people have thoughts, feelings and opinions that are different.

Phase 2

- Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online.
- Recognising the value of non-discriminatory behaviours and when and how to take safe action to respond to and challenge discriminatory behaviours.
- Understanding of the right for everyone to be free from harm or abuse.
- How to seek support for oneself, and offer support to others.
- How to be a good friend and advocate for others.
- Understanding how behaviours may be perceived by others offline and online.
- Recognising which steps to take to keep safe from harm both in offline and online friendships.

HEALTH AND WELL-BEING AREA OF LEARNING AND EXPERIENCE



[Health and Well-being: Introduction](#) - Hwb (gov.wales)

How we process and respond to our experiences affects our mental health and emotional well-being.

Progression step 1

- I can notice and communicate my feelings.
- I have an awareness of the feelings of others.
- I am aware of when others are kind to me and when I am kind to others.



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Progression step 2

- I can notice and communicate my feelings.
- I can pay attention to the feelings of others and I am learning to think about why they may feel that way.

Progression step 3

- I can see the benefits of communicating about feelings as one of a range of strategies which can help promote positive mental health and emotional well-being.
- I can ask for help when I need it from people I trust.
- I can empathise with others.
- I can understand how and why experiences affect me and others.

Our decision-making impacts on the quality of our lives and the lives of others.

Progression step 1

- I have developed an awareness that my decisions can affect me and others.

Progression step 2

- I can recognise that my decisions can impact on me and others, both now and in the future.

Progression step 3

- I can recognise that some decisions I make will have a long-term impact on my life and the lives of others.



Healthy relationships are fundamental to our wellbeing.

Progression step 1

- I can communicate my needs and feelings in my relationships.
- I can get along with others with and without support.

Progression step 2

- I can communicate my needs and feelings in my relationships, and notice the needs and feelings of others.
- I can make friends and try to resolve disagreements, seeking support when needed.

Progression step 3

- I can communicate my needs and feelings, and respond to those of others.
- I can make and maintain relationships that matter to me, identifying conflict and taking steps to resolve it.



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ASSEMBLY ACTIVITIES

OBJECTIVES



To reinforce the importance of choosing respect over bullying and educate the school community on how to report bullying.



MATERIALS AND PREPARATION

Please carefully review the Getting Ready for Anti-Bullying Week section of this pack and click the links below to download the relevant files:



- [Anti-Bullying Week 2024: Primary Assembly PowerPoint Welsh version](#)
- [Anti-Bullying Week 2024: Primary Assembly PowerPoint English version](#)

ROLE PLAYING ENTRANCE

As the children are walking into the assembly, have two teachers (if appropriate for your school) act out contrasting behaviours that demonstrate good and bad examples of respect.

- **Teacher 1 (Respectful Behaviour):**
This teacher welcomes the children with a smile, a handshake, or a wave, and always speaks politely.
- **Teacher 2 (Disrespectful Behaviour):**
This teacher is demanding, pointing to where the children need to sit, using short, clipped sentences like "Over there!", turning their face away as people look at them, and tutting.

As the children settle and wait for the assembly to start, call the teachers who were 'greeting' the children to the front. Welcome pupils and introduce the theme of the assembly as part of Anti-Bullying Week. Thank the 'greeters' for their role play and emphasise that their behaviour was not what normally happens on the way to assembly.

Ask the children to reflect on how they felt about the differences in the way they were treated upon arrival:

1. **Feelings from the 'Rude' Teacher:**
Ask the children to think of words that describe how the 'rude' teacher made them feel. Examples might include: sad, upset, angry, alone, concerned.
2. **Feelings from the 'Kind' Teacher:**
Now, ask the children to think of words that describe how the 'kind' teacher made them feel. Examples might include: happy, joyful, positive, welcomed, together.

Compare the two groups of words with the children, highlighting the differences. Explain that today we are looking at what respect means.

Emphasise that the rude teacher was not being respectful to others, whereas the kind teacher showed everyone a great deal of respect.



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WHAT IS RESPECT? WHAT IS BULLYING?

Display Slide 3 & 4 of the Presentation

This slide gives the definition of 'respect'. Explain this definition to the pupils, ensuring they understand its importance and how it applies to their everyday interactions.

Ask pupils the following questions:

- How can we show respect to each other in school?
- Should we be showing respect to everyone?

School's Definition of Bullying

- Clearly outline the school's [definition of bullying](#).
- Discuss how pupils can recognise bullying behaviour.
- Explain the steps for reporting bullying in the school and where pupils can find the school's anti-bullying policy.

In everyday life, we can choose to be rude, to bully or to show people respect. If we choose to be rude or mean, we can make others feel sad, unhappy, or alone. This can be seen as bullying and unkindness towards others. However, if we choose kindness and respect, we can make others feel welcomed and happy at school.

At our school, we value each other and it's important to make the right choices by showing respect to everyone.

INTERACTIVE DISCUSSION

We Choose Respect Pledges

- **Pledge discussion:** Ask the pupils if they are willing to make a pledge to choose respect, even in challenging situations. Emphasise that respect should be shown to everyone, whether we are close friends or have disagreements. Explain that you will be covering these pledges in lessons during Anti-Bullying Week.
- **School/setting-wide expectation:** Explain that our school expects everyone—pupils, teachers, parents, and visitors — to always choose respect. Explain that everyone is welcome and must be shown respect even when it's hard.
- **Suggestions for choosing respect:** Invite pupils to raise their hands and suggest ways we can show respect. Examples might include: Saying something kind, helping each other or respectfully agreeing to disagree.
- **Year-Round Commitment:** Emphasise that anti-bullying and respect are not just for Anti-Bullying Week but are expected all year round. Reinforce the idea that choosing respect is something we should always be trying to do.
- **Pledge Chant:** Conclude by asking the children to shout together: "I choose, you choose, we choose respect!" as you show the final slide.

CLOSING

- **Anti-Bullying Week activities:** Inform pupils that during Anti-Bullying Week, we will focus on how to choose respect over bullying. Outline some of the planned activities and mention any special events, such as Odd Socks Day, if applicable.
- Remind pupils of the school's anti-bullying policy and where they can find it. Arrange for a copy to be sent home with each pupil.
- Remind the pupils who in the school they can talk to if they are worried about bullying.
- **Thank everyone for their participation and attention.**



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LEARNING ACTIVITIES

DURATION



A range of activities could be delivered as part of several lessons. Please check what has been covered in the Assembly Guide that has already been used.

OBJECTIVES



- Understand what respect means to us, our school, and self-respect.
- Learn why it's important to respect each other.
- Explore the theme of 'Choose Respect' for Anti-Bullying Week.
- Develop strategies to show respect in various situations.

MATERIALS AND PREPARATION

Please carefully review the Getting Ready for Anti-Bullying Week section of this pack and click the links below to download the relevant files. Watch the Primary School Film before showing it to pupils to ensure it is appropriate for your class. Additionally, check the names and content of scenarios (page 12 & 13) before using, to avoid any discomfort for pupils or staff.



- [Anti-Bullying Week 2024: Choose Respect – Primary Lesson PowerPoint slides](#)
- [Primary Handout 1: Respect in Action Role Play Scenarios](#)
- [Primary Handout 2: Respect Pledge Cards](#)
- Wool or string (if applicable)
- Whiteboard and markers

1. INTRODUCTION

Welcome and film discussion

- Begin with a brief welcome and introduction to Anti-Bullying Week. (slides 1 & 2)
- Ask pupils to share what they think 'respect' means. Write key words on the whiteboard.

Discussion points

- What shows respect?
- How does it make people feel? Good and bad?
- Does respect earn respect back?

2. DEFINING 'RESPECT' AND 'BULLYING'

Defining bullying

Ask if pupils know the school definition of bullying? Show your definition or use [ABA's definition](#) on slide 4. Discuss why it's important for everyone to understand what bullying is, including how to recognise it, how to seek help for ourselves and others, and even how to recognise when we might be engaging in bullying behaviour ourselves.

Group activity - defining respect

- Divide pupils into small groups.
- Give each group flipchart paper and pencils or pens.
- Ask each group to write or draw what respect means to them, examples of respectful behaviour, and why it's important.
- After 10 minutes, have each group share their work with the class.
- Show the dictionary definition of respect (slide 6) and ask how it compares to your own. Try to agree your own shared definition.

Key discussion points

- Is it important we respect everyone?
- What does it feel like to not be respected?
- Do we show respect for ourselves?
- How do we show each other respect?
- How does our school encourage us to be respectful?



3. RESPECTFUL DISAGREEMENTS AND CONFLICT RESOLUTION

Understanding disagreements and conflict

- Begin by explaining that disagreements are a natural part of life, but how we handle them is important.
- Ask the class: "What happens when we disagree with someone?" and "What is conflict?" (or "What are arguments?" for younger year groups). Write their responses on the board.
- Explain that today, they will learn how to handle disagreements and conflict or arguments in a way that respects everyone involved.

What does a respectful and disrespectful disagreement look like?

Provide some quick scenarios (see below for examples) of conflict. Ask them what a disrespectful response would sound like and what a respectful response would sound like.

- Two friends arguing over which game to play during break time.
- A group project where some pupils want to do things differently.
- Someone feeling left out when their friends make plans without them.

You can use the examples we have on slides 9 and 10 to help you give them ideas.

Think carefully about disrespectful disagreement phrases such as:

- "That's a stupid idea, mine is way better."
- "You're wrong, and you don't know what you're talking about."
- "No one cares about what you think."

Encourage them to use respectful disagreement phrases such as:

- "I don't think we will agree so shall we do something else we both like?"
- "I get what you are saying, but I think..."
- "I don't want to argue with you, you're my friend ..."

Conflict Resolution Steps

On a large paper or card, create a list of Top Tips for Dealing with Disagreements with input from the pupils. Ask for suggestions, you can also show our list on slide 11:

- Stay calm and listen to the other person.
- Use kind and respectful language.
- Try to understand the other person's point of view.
- Find a solution together.
- If needed, ask for help from a teacher or adult.

Discuss how following these steps can help prevent conflicts from escalating into bullying. Remind pupils that it's okay to disagree, but it's important to do so respectfully. Encourage them to practice these conflict resolution steps whenever they face a disagreement, helping to create a more positive and respectful environment.

4. RESPECT IN ACTION: ROLE-PLAYING

Adapting to Your Class

This activity (using the scenarios below and Handout 1) can be tailored to fit the age, ability, and structure of your school:

- **Group Work:**

If your pupils can read the scenarios independently, divide them into small groups and provide each with a handout. They can either work through all the scenarios, acting them out and discussing what made each action respectful or disrespectful, or they can be assigned one scenario to prepare and present to the class for discussion.



- **Guided Class Activity:**

For pupils who may be younger or need more support, you can read the scenarios aloud as a class, then act them out or discuss them together. Alternatively, split the class in half, with an adult leading each group in the activity.



- **Assembly Planning:**

This activity can also be incorporated into assembly preparation. After working on the scenarios in class, pupils can perform their role plays during assembly, followed by a discussion on respect.



- **Creative Role Play:**

Instead of using the scenarios below, encourage pupils to create their own role plays, illustrating both respectful and disrespectful behaviours, and then present them to the group.



- **Mixed Age Interaction:**

If your school has mixed-age classes or opportunities to come together across year groups, older pupils can act out the scenarios while younger pupils observe and comment on the respectful or disrespectful behaviours.



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Important Considerations

Be mindful of any potential unkindness or bullying that could arise during role-playing. Not all pupils may feel comfortable acting in front of the class, and that's perfectly fine.

Key Questions to Discuss:

- How did the characters feel?
- Which actions improved or worsened the situation?

Scenarios

Scenario 1: The New Pupil

The scene: A new pupil has just joined the class. During break time, they are sitting alone in the playground.

Disrespectful role play:



- A group of pupils walks by, notices the new pupil, and starts whispering and giggling about them.
- They decide not to invite the new pupil to play, leaving them feeling alone and sad.

Respectful role play:



- One pupil notices the new pupil sitting alone and invites them to join their group.
- The group says hello to the new pupil and asks them about their hobbies.
- They include the new pupil in their game, making them feel welcome.

Scenario 2: Sharing Materials

The scene: During a lesson, pupils are asked to share pencils, glue, and scissors.

Disrespectful role play:



- One pupil refuses to share the pencils with their group, keeping all of them.
- The other pupils feel annoyed and left out because they can't take part.

Respectful role play:



- The pupil with the pencils shares them with the rest of the group.
- They take turns using them, and everyone contributes to the project.
- The group works together, and everyone feels included.

Scenario 3: Teasing a Classmate

The scene: A pupil makes a mistake while reading aloud in class, and another pupil begins to tease them.

Disrespectful role play:



- One pupil laughs at the reader and makes fun of their mistake.
- The other pupil feels embarrassed and upset, and doesn't want to read anymore.

Respectful role play:



- Another pupil steps in and says it's not kind to laugh at others.
- The pupil who made the mistake is helped by another pupil, who says, "It's okay, everyone makes mistakes."
- The pupil who was unkind says "sorry."

Scenario 4: Disagreeing with a Friend

The scene: Two friends disagree about what game to play during playtime.

Disrespectful role play:



- One friend wants to play their game and does not listen to the other pupil's ideas.
- They argue, and both end up feeling upset and not playing together.

Respectful role play:



- The friends take turns to listen to each other's ideas.
- They decide to compromise by playing one game first and then the other.
- Both friends are happy because they showed respect by caring about each other's feelings.

Scenario 5: Using Hurtful Words

The scene: During group work in class, one pupil makes a comment that hurts another pupil's feelings by accident.

Disrespectful role play:



- The pupil who made the comment does not say sorry. They laugh and say it was a joke.
- The hurt pupil feels even worse and does not want to speak any more.

Respectful role play:



- The pupil realises their comment was hurtful.
- They say, "I'm sorry, I didn't mean to hurt your feelings."
- The other pupil accepts the apology, and they continue working together respectfully.

Scenario 6: Respecting Different Opinions

The scene: In class, pupils are asked to share their favourite books.

Disrespectful role play:



- One pupil interrupts another, saying, "That book is boring! How can you like that?"
- The pupil feels sad and does not want to talk about their books anymore.

Respectful role play:



- The pupil listens carefully to the other's opinion, even if they disagree.
- They wait their turn to speak and say, "I see why you like that book. My favourite is different because..."
- Both pupils feel respected, and the discussion continues in a positive way.

5. THE IMPORTANCE OF RESPECT

Why Respect Matters

Have a further group discussion using these questions:

- Discuss why it's important to respect each other.
- How does respect help in making friends and solving problems?
- How does respect create a positive school environment?

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Interactive Activity: Respect Web



- **Setting Up:** Arrange the class in a circle. Depending on the number of pupils and available materials, you can either work in smaller groups or as one large circle.
- **Creating the Web:** Begin with one pupil holding a ball of wool or a roll of string. They should say something respectful, then pass the wool or string to another pupil while holding onto the end. If physical materials aren't available, you can draw the web on a computer or whiteboard as you go.
- **Building Connections:** Continue passing the wool or string until everyone is connected, forming a unique web.
- **Discussion:** Reflect on how each person's actions are interconnected and influence the entire group.
- **Key Message:** Emphasise that respect is a shared responsibility, and it's essential to ensure no one breaks the web of respect.

6. CHOOSING RESPECT

Theme Discussion: Choosing Respect

- Explain that the theme for Anti-Bullying Week is 'Choose Respect'.
- Discuss what it means to choose respect every day.
- How can we make choices that show respect?

7. CREATING A RESPECT PLEDGE

Share Handout 2: Respect Pledge cards to each pupil

- Ask pupils to write down one way they will choose respect this week.
- Invite a few volunteers to share their pledge with the class.
- You could have pupils keep their pledges to themselves or make a pledge display.

8. CLOSING

- Summarise key points of the lesson.
- Thank the pupils for their participation.
- Show slide 17.
- The topic of bullying can be difficult for some pupils to discuss. It's important to remind pupils that they will always find help at their school. Remind them that they can always talk to anyone they trust, and any staff member they are comfortable talking to at school, but that the school staff shown on the slides are always ready to listen.
- It's always nice to end a serious topic with a positive note. Ask pupils to share what they enjoyed most about the lesson and what the positive messages they are taking away from it. Perhaps write down how they will choose respect going forward and even how the school staff and anti-bullying policies can help them to do so.



#ANTIBULLYINGWEEK



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CROSS-CURRICULAR IDEAS

Creating an anti-bullying environment requires a whole-school effort. To maximise the impact of Anti-Bullying Week, involve pupils and adopt a cross-curricular approach. We've provided activity suggestions below to help you integrate the messages of Anti-Bullying Week 2024: 'Choose Respect' into other lessons.

Be sure to incorporate displays around the school and inform parents and carers about how they can participate. Additionally, make sure school clubs, transportation staff, and breaktime supervisors are aware of your Anti-Bullying Week plans.

RESPECTFUL CREATIVE WRITING



Pupils write a short story or poem about a character who faces a difficult situation but chooses respect instead of responding with unkindness. After writing, they can pair up to read each other's stories and discuss how the characters' choices impacted the outcome.

READING



Ask pupils to be 'respect detectives' when reading books or stories. This can either be something to assign as homework, or during independent reading, or something to do as a class during story time or active reading sessions.

While reading, have pupils identify moments in the story where a character shows respect to someone else. Encourage them to think about how this respect is shown and why it's important to the story.

MATHS: MEASURING RESPECT



Have pupils record on a tally chart each time they notice another pupil in the school displaying respectful behaviour, over several days. Ask pupils to translate their tally charts into a bar graph or line graph to show trends over time. This could be done through Anti-Bullying Week to investigate whether respectful behaviour increases over the week.

SCIENCE: CHAIN REACTION OF RESPECT



In a lesson about cause and effect, discuss how one act of respect can lead to positive outcomes in a classroom or community, much like a chain reaction in science. Pupils can create simple chain reaction models with dominoes, linking the concept to respect.

ART: RESPECT COLLAGE



Pupils create a collage using drawings, magazine cutouts, or their own words that represent what respect means to them. The collages can then be displayed around the school as part of an Anti-Bullying Week: Choose Respect display.

DRAMA: RESPECT ROLE-PLAYS



In groups, pupils create and perform short role plays (could use the ones from the lesson plan above) where characters face a conflict and must choose between respecting or disrespecting each other. After each performance, the class discusses the outcomes and how choosing respect made a difference.

MUSIC: RESPECTFUL RHYTHMS



Pupils work together to create a class song or rap with lyrics about respect and anti-bullying. They can focus on themes like inclusion, kindness, and standing up for others. The song can be performed during assembly or shared with the school. You may want to use 'Choose Respect' by Andy and the Odd Socks who are Anti-Bullying Alliance patrons!

HISTORY: HISTORICAL FIGURES OF RESPECT



Pupils learn about historical figures who exemplified respect and kindness, such as Martin Luther King Jr., Florence Nightingale or Mahatma Gandhi. They can then create a timeline or write a short paragraph about how these figures' choices to respect others impacted the world.

PHYSICAL EDUCATION: TEAMWORK AND RESPECT



During PE, organise team-building exercises that require cooperation and respect. You could do an obstacle course or just a team sport that involved working together. After the activities, discuss how choosing respect made the games more fun and successful for everyone, reinforcing the idea that respect is crucial in teamwork.

ICT: DIGITAL RESPECT



Pupils design a digital poster or meme that promotes respectful online behaviour and anti-cyberbullying. They can use software like Canva or a simple drawing tool, and their work can be shared on the school's website or social media to spread the message of choosing respect online. They could also display their tips about how to keep respectful online.



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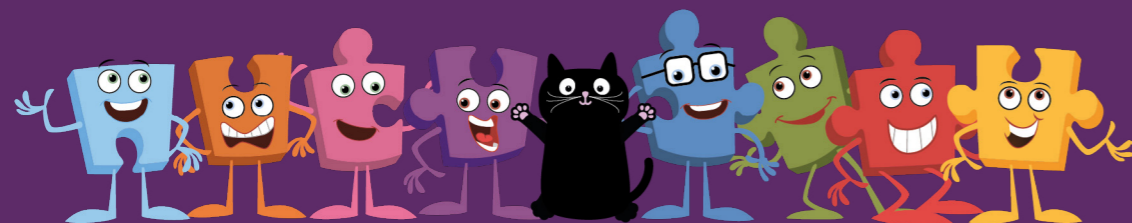
Jigsaw Education Group have developed fantastic **FREE resources** for Anti-Bullying Week 2024 to support the theme 'Choose Respect'.

- Join our Virtual Push-Play Workshop with Nik Perring
- Whole School Assembly exploring key questions about respect
- Additional Lesson Plans including scenarios for children to explore (ages 7-13)
- Recommended Book List (KS1, KS2 and KS3/4)
- Downloadable Posters (pdf)

These free extra resources extend and enhance the anti-bullying content already being used in Jigsaw schools in these weeks.

Jigsaw RE is celebrating Inter-Faith week, which refers to encounters that aim to increase understanding between people of different faith groups. Whilst the term 'faith' implies a religious belief, inter-faith is increasingly inclusive of those with non-religious worldviews.

- Inter-faith Week - Recommended Book List
- **Learn more!** Article: Inter-Faith: exploring opportunities and challenges when sharing and learning about different faiths in our communities



BBC Teach want to empower your class to 'Choose Respect' this Anti-Bullying Week by taking part in a new KS2 Live Lesson.

The 30-minute interactive programme will feature special guest experts and curriculum-linked activities for 7-11-year-olds.

Curriculum links

KS2/2nd Level Relationships Education/Health Education/Personal Development and Mutual Understanding/ Health and Wellbeing for 7-11 year-olds.

How to get involved

Watch on Tuesday 12th November at 11am on BBC Teach at the link below or on CBBC.

GET INVOLVED



Let BBC Teach know you'll be joining with your class or school by emailing live.lessons@bbc.co.uk with the words Anti-Bullying Week in the subject heading, for the chance of a shout-out for your class or school on the BBC Teach live commentary page.



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VOTESFORSCHOOLS

Join in a national conversation about bullying and have your voice heard with VotesforSchools.

This year, VotesforSchools are leading the biggest ever national conversation and vote for children and young people about bullying. The focus will be on dealing with conflict and disagreements with respect. We want to hear what your pupils have to say!

Sign up today for the following free resources:

- Activities for every age group discussing conflict, disagreements & respect
- Access the award-winning VotesforSchools platform that brings oracy to life in your school
- Invitation to a live student webinar, to share your pupils' opinions with the nation.

GET INVOLVED



Premier League
**Primary
Stars**

This Anti-Bullying Week, take a stand and choose respect with Premier League Primary Stars! We've launched a new **FREE resource** that supports discussion around tackling bullying and promotes a culture of inclusion.

Join the team of more than 71,000 teachers who have already inspired pupils with the magic of football. Our fun, curriculum-linked materials are free and easy to use, featuring engaging worksheets, films, and special appearances from Premier League footballers.



Twinkl has developed **FREE resources** in both English and Welsh, for Anti-Bullying Week 2024 and beyond. All resources are ideal for both in-school and at-home learning.



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OTHER THINGS YOU CAN DO FOR ANTI-BULLYING WEEK 2024

1. [Odd Socks Day](#) takes place this year on the Tuesday of Anti-Bullying Week, where we ask schools and organisations to wear odd socks to school to celebrate what makes us all unique.
2. [Sign up to be a supporter of Anti-Bullying Week](#) online where you can download a certificate for your school to display. Please state if you would like to receive your certificate in Welsh or English.
3. Display the [Anti-Bullying Week Poster](#) around school.
4. You can share our [Anti-Bullying Week Pack for parents and carers](#) among parents and carers in your school.
5. We have [free CPD anti-bullying online training](#) available for all school staff on our website. It covers a range of topics including bullying and the law, what is bullying, cyberbullying, and many others. 1,000s have accessed it so do not delay – complete today!
6. [Review your anti-bullying policy](#) as a school. We have some handy tips to help with developing your anti-bullying policy. Anti-Bullying Week is a great opportunity to review your policy as a school.
7. **Please share your activity with us on social media.** Use the hashtag #AntiBullyingWeek and #ChooseRespect. We love to see what you're doing. Share with us your videos, artwork, and messages.



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ABOUT THE ANTI-BULLYING ALLIANCE

Anti-Bullying Week is coordinated by the Anti-Bullying Alliance (ABA) in England, Wales, and Northern Ireland. We are a unique coalition of organisations and individuals, working together to achieve our vision to: stop bullying and create safer environments in which children and young people can live, grow, play, and learn. We welcome membership from any organisation or individual that supports this vision and support a free network of thousands of schools and colleges.



The ABA has three main areas of work:

1. Supporting learning and sharing best practice through membership
2. Raising awareness of bullying through Anti-Bullying Week and other coordinated, shared campaigns
3. Delivering programme work at a national and local level to help stop bullying and bring lasting change to children's lives

ABA is based at leading children's charity the National Children's Bureau.

We'd like to extend a massive 'thank you' to the following:

- The Welsh Government for their support in helping us bring Anti-Bullying Week to schools in Wales.
- All the young people involved in developing the theme this year. Particularly those young people from the 'Young Anti-Bullying Alliance'



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CHOOSE

RESPECT



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Please share your 'Choose Respect' activity with us online!



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