



# Anti-Bullying Week 2024

MONDAY 11<sup>TH</sup> TO FRIDAY 15<sup>TH</sup> NOVEMBER

SECONDARY  
SCHOOL  
PACK

CHOOSE  
RESPECT



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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?**

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# Odd Socks Day

## TUESDAY 12<sup>TH</sup> 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 secondary school settings in Wales. Although it is mainly designed for classroom and assembly delivery for key stage 3 and 4, 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 **assembly activities, learning activities, 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.



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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, what disagreeing respectfully means, 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

The learning actives and cross-curricular activities within this pack could contribute to certain areas of the curriculum that pupils should know by the end of Secondary 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 Secondary 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 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 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.

## RELATIONSHIP AND IDENTITY



### Phase 3

- Ability to develop and understand the importance of equity, mutual respect, and affection in relationships with others.
- Understanding and use of effective communication, decision making, managing and resolving conflict, and refusal skills in a range of different contexts and types of relationships, offline and online, including intimate relationships.
- Understanding how to speak out about harmful behaviours directed at them or others.

## EMPOWERMENT, SAFETY, AND RESPECT



### Phase 3

- Developing a sense of individual and social responsibility to others, including consideration of how we respond to behaviours that are discriminatory, disrespectful and harmful, offline and online.
- Recognising harmful, abusive or coercive behaviour in personal relationships



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## 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 4

- I can advocate 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 identify people and groups who can help me with my mental health and emotional well-being.
- I can empathise with others and understand the value of demonstrating this through actions which are compassionate and kind

### Progression step 5

- I can identify when to seek help based on a good understanding of my mental health and emotional well-being.
- I can empathise with others which helps me to be compassionate and kind towards myself and others.

**Healthy relationships are fundamental to our wellbeing.**

### Progression step 4

- I can show a developing awareness of the complex nature of relationships.
- I can communicate my needs and feelings, and respect those of others.
- I can form and maintain healthy relationships with a wider circle of people.
- I can respect other people's points of view and use this to help resolve conflict

### Progression step 5

- I can show an understanding of the complex nature of relationships in a range of contexts and an understanding of how they are influenced by a range of factors.
- I can make meaningful connections with others, valuing safe, healthy and equitable relationships in a range of contexts.
- I can take steps to avoid conflict and to remove myself from unsafe relationships. I can draw on support systems for myself and others when needed.



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# ASSEMBLY ACTIVITIES

## OBJECTIVES



The objective of this assembly is to introduce Anti-Bullying Week 2024's theme, 'Choose Respect', by defining bullying, exploring the meaning of respect, and discussing how to practice and promote respect in our school community.

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



## INTRODUCE THE THEME

### Display Slides 1 & 2

Say that it is Anti-Bullying Week this week and explain the theme of Choose Respect. Show the Anti-Bullying Week 2024 Call to Action on [slide 2](#). Presenter should read aloud or ask a pupil to do so.

### Display Slide 3

Reminder of the definition of bullying. You can either use [ABA's definition](#) or insert your own.

### Display Slide 4

Question is "How well do we, as a society, show respect to one another?"

### Ask for feedback and suggestions

Can we all think about events that have happened over the last 12 months in the media when people have and haven't shown respect towards others. For example, people in the news, on YouTube, and on social media. Make sure you have positive and negative examples e.g. respect shown to other athletes in the Olympics and how debates take place at Prime Minister's Questions.

State that a culture of respect is vital to how people feel and how we want our school to be.

## UNDERSTANDING RESPECT

### Display Slide 5

This slide has the definition of respect from the dictionary. Tell the pupils that today we are going to learn about the importance of respect – what does respect mean to you and what might it mean to others? How does it feel to be disrespected?



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Say that the dictionary definition of having respect is to 'have due regard for (someone's feelings, wishes, or rights)'. Ask for more examples of what respect means from the audience e.g. it means being thoughtful and considerate of other people's feelings, behaving in a polite manner etc.

Say that at school, we encourage pupils to be nice and polite, and to say please and thank you, but this simple act is only a part of showing respect. You should also be mindful of respecting people's differences – we are all different in some way, and we all need to understand how to celebrate this diversity in order to truly respect each other.

## RESPECT IN ACTION

Display **Slide 6** which outlines our respect in action cycle

Explain that respect comes in three interconnected forms:

### 1. Respecting Yourself:

- a. Ask: What does it mean to respect yourself?
- b. Discuss actions like acknowledging achievements and avoiding negative self-talk.

### 2. Respecting Others:

Consider these questions:

- i. "Am I treating others the way I want to be treated?"
- ii. "Can I communicate without causing conflict?"
- iii. "How do my actions impact others?"

### 3. Being Respected:

Everyone deserves to have their space and dignity respected.



## SET THE TONE AND EXPLAIN YOUR ACTIVITY FOR THE WEEK

Insert the relevant school staff photos and names and **Display Slide 7**

Remind pupils that they can always speak with school staff to share their concerns. And although they can speak to any staff member they feel comfortable with, the staff displayed on the slide have a particular role relating to pupil wellbeing. Explain ways that bullying can be reported in school.

To end the session, remind the pupils of some of the Anti-Bullying Week activities taking place in school they can get involved in.



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# ACTIVITIES GUIDE

## DURATION



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

## OBJECTIVES



- **Understand and define respect:** Pupils will explore and define the concept of respect, including its importance in maintaining positive relationships, how it interlinks with bullying, and how it influences interactions, particularly when disagreements occur.
- **Explore strategies for respectful disagreements:** Pupils will identify and practice strategies for managing conflicts and disagreements respectfully, emphasising how to avoid bullying behaviours and maintain constructive communication.
- **Recognise and respond to disrespect:** Pupils will learn how to recognise and address disrespectful behaviour, including how to support others who are being disrespected, and promote a culture of respect in various settings, including online and in-person interactions.

## 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 Secondary School Film before showing it to pupils to ensure it is appropriate for your class. Additionally, check the names and content of scenarios (page 13 & 14) before using, to avoid any discomfort for pupils or staff.



- [Anti-Bullying Week 2024: Choose Respect – Secondary Lesson PowerPoint slides – Welsh version](#)
- [Anti-Bullying Week 2024: Choose Respect – Secondary Lesson PowerPoint slides – English version](#)
- [Secondary Handout 1: Choose Respect – Poem](#)
- [Secondary Handout 2: Reverse the Clock](#)

## INTRODUCTION



### Display Slides 1 & 2

Introduce the theme for Anti-Bullying Week and the plan for today. Explain that talking about bullying and respect might be hard and you are there if they are worried about anything. Explain how they can seek support and report bullying at school.

### Display Slide 3

Remind them of your definition of bullying or you can use the [Anti-Bullying Alliance's definition](#).

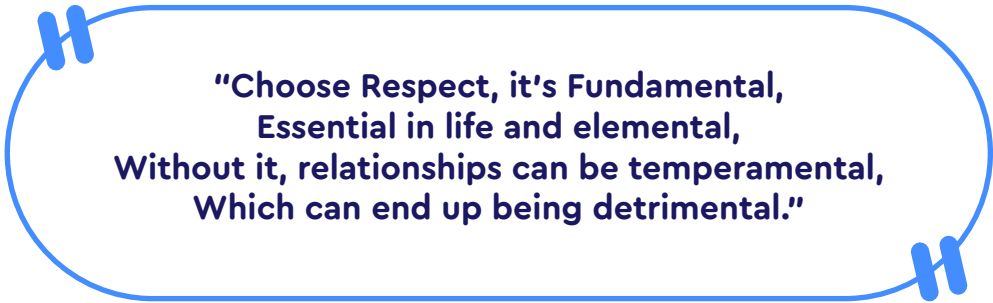
Establish the ground rules that the class need to follow today to discuss issues about respect and how we should treat each other. For example: listen to all opinions, agree to respectfully disagree, only one person to talk at once in a whole class discussion, no personal comments or naming of anyone in discussions.

### Display Slide 5 – Choose Respect 2024 Poem

Explain that the 'Choose Respect' poem was written by young people and that we will be going back to the poem in sections through the course of these activities.

## WHAT HAPPENS IF WE DON'T RESPECT EACH OTHER? IS IT IMPORTANT?

Continue to read **Slide 5** – With the following message from the poem:



**“Choose Respect, it's Fundamental,  
Essential in life and elemental,  
Without it, relationships can be temperamental,  
Which can end up being detrimental.”**

Ask what the meaning of this could be and if they agree with the words? Is it a fundamental need to be respected in life? What happens when we're not respected?



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Ask some pupils to share who the most influential person in their lives is and the ways in which they show respect. This can be someone they know or someone famous.

Ask them what happens to people who are not shown respect, encouraging them to reflect on the impact this can have.

Display **Slide 6** – Show the definition of respect:

**"To have due regard for the feelings, wishes, or rights of others."**

Display **Slide 7** – Ask the question:

**"Is respect something that is earned?"**

Discuss whether we can live in a world where we only respect those who earn it, or if respect is something that is equally given to all?

Display **Slide 8**

Ask them to go into pairs, groups, or even individually and consider the question:

**"What does respect mean to me?"**

Come back together and consider if there are any words or phrases being used regularly in pupils' discussions about respect. You could make your own definition of respect and / or create a word cloud using a free word cloud generator online to display this. You may also want to link these words back to your school values or ethos.

## CAN WE ARGUE, DISAGREE OR EVEN DISLIKE EACH OTHER, AND STILL BE RESPECTFUL?

Display **Slide 9** – With the following message from the poem:

**"Choose to Respect everyone's perspective,  
A difference in opinion, that's our prerogative.  
Listen to others and be appreciative,  
Rather than inconsiderate and argumentative."**

Ask what pupils think is meant by this section. Start a conversation about the concept of how we manage conflict, disagreements, and even disliking each other without resorting to bullying.

Display **Slide 10** – Ask the questions:

**"Is it possible to disagree and argue respectfully without resorting to bullying?"**

**"Is it important that we know how to disagree respectfully without resorting to bullying?"**

You may want to put them in groups to discuss these questions. You may also want to refer to times in the news, reality tv, or the latest sports event where there have been disagreements or bullying, and how it got to that point. How could we prevent it in the future?



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Below are some quotes from our Young ABA group discussing if it's possible to disagree and remain respectful:

"I think respect is always a choice."

"Respect is just another word for being kind."

"I would say that respect goes both ways."

"You might need to step away from the situations sometimes."

"I try to listen to what the other person is saying and try to keep an open mind."

Ask pupils to write their top 5 tips on how to make sure disagreements and differences of opinions are able to be respectful. Give them 10-15 minutes to come up with their list and present it back to the class. As they share their ideas, note down the common themes.

Compare them with our top tips:

- 1. Active listening:** Make a genuine effort to listen to the other person's perspective without interrupting. This shows respect and allows for a better understanding of their point of view.
- 2. Use "I" statements:** Frame your thoughts and feelings using "I" statements (e.g., "I feel..." or "I think...") to avoid sounding accusatory and to take responsibility for your own emotions.
- 3. Stay calm and take breaks:** Taking deep breaths or a short break if you feel overwhelmed can help you stay collected. If the conversation becomes too intense or emotional, suggest taking a short break to cool down and revisit the discussion later. This can prevent escalation and allow for more rational dialogue. Clearly define and respect personal boundaries. If a conversation becomes too heated, it's okay to suggest continuing it later or in a different setting.
- 4. Focus on behaviour, not character:** Critique specific actions or behaviours rather than attacking the person's character. For example, "I didn't like how you interrupted me" is better than "You're so rude".
- 5. Seek common ground:** Identify areas of agreement or shared goals. This can help to build a bridge between differing opinions and foster a more cooperative atmosphere.
- 6. Agree to disagree:** Recognise that it's okay to have different opinions and that not all disagreements need to be resolved. Sometimes, agreeing to disagree respectfully is the best course of action.
- 7. Don't resort to making things personal:** Avoid name-calling, swearing, or derogatory remarks. Respectful language sets a positive tone and helps keep the conversation productive.
- 8. Reflect and learn:** After a disagreement, reflect on the experience to understand what you can learn from it. Think about how you can improve your communication and handle conflicts more effectively in the future.



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## HOW DO WE RESPOND WHEN PEOPLE ARE BEING DISRESPECTFUL?

Display **Slide 15** – With the following message from the poem:

**"Choose to respect the disrespectful,  
Don't allow them to feel powerful.  
Don't fight back with words that are hurtful,  
Or act impulsively and end up regretful."**

Ask what is meant by this passage and if it's possible to challenge disrespect with respect?

Distribute **Handout 2: Reverse the Clock** to make sure they have a handout in each group (ideally groups of 2-5), ask them to consider how they would reverse the clock for the three scenarios to prevent disrespect from happening. At what moment did it go wrong in each scenario, and how could someone challenge respectfully? Remind pupils they could use their list of top tips about remaining respectful during disagreements to help them with this activity.

Bring pupils back together and ask them to share their thoughts for each scenario. You can use our suggestions in the boxes below to help guide this feedback discussion.

### Scenario 1: Group Project Disagreement

During a group project discussion, Bryn and Aled are trying to decide on the theme for their presentation. Aled wants to focus on environmental issues, while Bryn prefers technological advancements. As the discussion progresses, Bryn feels that Aled is not listening and blurts out, "Your ideas are always stupid, Taylor. Everything has to be your way!"

#### Reverse the clock



- **Active listening:** Bryn could have listened to Aled's complete idea and reasons for choosing environmental issues.
- **Use "I" statements:** Bryn could have said, "I feel that a technology focus might be more practical because..."
- **Stay calm:** Bryn could have taken a deep breath or suggested a short break if feeling frustrated.
- **Focus on behaviour, not character:** Bryn could have critiqued the idea by saying, "I think environmental issues might be too broad for our timeframe."
- **Seek common ground:** They could have looked for a way to combine both ideas, like exploring technological advancements in environmental protection.



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## Scenario 2: Classroom Disagreement

In a classroom debate about school uniform policies, Carys and Aeron have different views on dress codes. Carys believes they are needed for encouraging people to follow school rules, while Aeron thinks they limit personal expression. As the debate gets heated, Aeron interrupts Carys multiple times and finally says, "Your argument makes no sense because you never think things through. You just copy what the teachers say."

### Reverse the clock

- **Active listening:** Aeron could have listened to Carys' complete argument without interruption.
- **Use "I" statements:** Aeron could have expressed their view by saying, "I feel that dress codes limit personal expression because..."
- **Stay calm:** If Aeron felt overwhelmed, they could have taken a deep breath or suggested a pause in the debate.
- **Focus on behaviour, not character:** Aeron could have critiqued the argument by saying, "I think dress codes are overly restrictive."
- **Agree to disagree:** Recognise that it's okay to have different opinions and respect each other's views without resorting to personal attacks.

## Scenario 3: Social Media Dispute

On social media, Brownwen posts an opinion about a controversial topic. Rhys strongly disagrees and writes a comment, "You're so ignorant and embarrassing. How can you even think that way? You should just stay off the internet if you're going to spread rubbish."

### Reverse the clock

- **Use appropriate language:** Rhys could have avoided insults and used respectful language.
- **Active listening:** Rhys could have tried to understand Brownwen's perspective by asking questions.
- **Use "I" statements:** Rhys could have commented, "I disagree with your opinion because..."
- **Stay calm:** Rhys could have taken a moment to cool down before responding.
- **Seek common ground:** They could have tried to find any points of agreement or understanding to foster a more respectful dialogue.

Discuss how important it is to go back to our ways to disagree respectfully to try to avoid situations turning disrespectful and even to bullying. Explain how these skills are important not just for your relationships with others in life but also are very useful in your future careers.



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## STANDING UP FOR PEOPLE WHEN THEY ARE DISRESPECTED

Display **Slide 17** – With the following message from the poem:

**“Choose to respect the disrespected,  
Respect is something that is reflected.  
Respect can prevent someone from feeling rejected,  
Respect is a cycle that is interconnected.”**

Explain that it is vital that we look out for those that are being disrespected. Remind them that we don't have to agree with people - or even like them - to show them respect, or stand up for their right to be respected.

In groups (or as a whole class if short on time), ask pupils to consider a time that stands out to them of when someone has stood up to resolve the disrespect and/or bullying of others. This could be something they've seen on TV, in films, books, history, politics, or anywhere else.

Pupils could think about someone they admire because of the way they stood up for someone being disrespected, and you could ask for some of these examples to be shared.

## CHOOSING RESPECT

Display **Slide 18** – With the following message from the poem:

**“Choose to make respect an easy decision.  
I choose, you choose, we choose respect.”**

Show pupils the 'respect in action' diagram on slide 19 and ask them what they think this means. Allow them to think and discuss.

Make it clear for pupils that this interlinking cycle is so important in our school, other settings, and all our relationships. It is possible to have different opinions, backgrounds, and characteristics, and live life together with respect and positivity.



Ask pupils to reflect on what they have learned today about respect, and how it links with bullying.

If you have time, you could consider asking groups to create their own 'Choose Respect' Poem.

## TO CLOSE

Display **Slide 20**

The topic of bullying can be difficult for some pupils to discuss. It's important to remind pupils 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 positive messages they are taking away from it. Perhaps write down how they will choose respect going forward.



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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.

## IT: CREATING A DIGITAL CAMPAIGN AGAINST BULLYING



- 1. Introduction:** Discuss the role of digital media in shaping perceptions and the importance of respectful communication online.
- 2. Activity:** In groups, pupils will design a digital campaign (e.g., social media posts, a website, or a short video) that promotes respect and raises awareness about the effects of bullying.
- 3. Presentation:** Each group will present their campaign to the class.

Pupils will learn how to use digital tools responsibly and creatively to advocate for respect and combat bullying.

## RSE AND RELIGION, VALUES AND ETHNICS (RVE)



The purpose of this lesson is to encourage a group discussion on the impact of showing respect even in the face of criticism and hostility. The focus is on how we can disagree respectfully, even when facing disrespectful and challenging behaviour.

### Questions for the pupils:

- Can you think of examples in the media where you have seen people use hate speech or hate crimes to others?
- How could this be addressed respectfully?
- Can you think of examples in the media where people show empathy and compassion to people who are being offensive?

Share the examples below of how you can engage with people you don't agree with respectfully:

1. Don't assume bad intent.
2. Ask questions.
3. Pause: change the subject or walk away and come back to it later.
4. Make the argument in a clear way.

## SCIENCE: THE IMPACT OF BULLYING ON MENTAL HEALTH



- 1. Introduction:** Discuss with pupils the physiological and psychological effects of bullying on individuals.
- 2. Activity:** Have pupils research and create a brief report on how bullying affects mental health. Focus on scientific studies and findings.
- 3. Presentation:** Pupils will present their findings in small groups or as a class discussion.

Pupils will understand the biological and psychological impact of bullying, highlighting the importance of respect in maintaining mental health.

## MODELLING RESPECTFUL DISAGREEMENT



Read out a statement of opinion such as "cats make good pets". Ask the pupils who agree with the statement to move to one side of the room and the pupils who disagree to move to the other side. The pupils who are not sure should stay in the middle of the room. The 'agree' and 'disagree' pupils should then have a short debate to attempt to encourage those in the not sure area or the opposite side to join their side.

Can they respectfully disagree without getting personal? Other statements to use:

- Football is the best sport.
- Children under the age of 15 should not be allowed to decide what time to go to bed.
- Summer is better than winter.



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## EXPRESSIVE ARTS



Ask pupils to design an eye-catching poster that features a list of 'Respect rules' to be displayed in the classroom. You could also create a poster or creative way of displaying the poems made in the lesson plan above.

Ask pupils to design a piece of artwork that represents the theme 'Choose Respect'. It could depict a scene with people in it, it could be a still life with objects that represent respect, or an abstract piece that represents respect. Ask pupils to write up a short explanatory paragraph explaining the piece.

In drama, ask pupils to re-enact the scenarios from the lesson and reverse the clock in real time in their productions. This could feed into your assemblies.

## HISTORY: HISTORICAL CASES OF BULLYING AND SOCIAL CHANGE



**1. Introduction:** Discuss historical instances of bullying or social exclusion, such as the treatment of certain groups during historical events (e.g., segregation, persecution).

**2. Activity:** Assign pupils to research a historical figure or event related to bullying or exclusion. They should focus on the social impact and how respect, or lack thereof, played a role.

**3. Presentation:** Pupils will present their findings and discuss how these historical instances have shaped modern views on respect and bullying.

Pupils will see how bullying and disrespect have been addressed historically and recognise the importance of respect in fostering social change.

## WELSH/ENGLISH: ANALYSING LITERATURE ON RESPECT AND BULLYING



**1. Introduction:** Discuss how themes of respect and bullying are portrayed in literature.

**2. Activity:** Provide excerpts from novels, short stories, or poems that address bullying or the importance of respect. Pupils will analyse the text, focusing on characters, themes, and author's message. You can find suggestions for books on our website or allow pupils to bring in their own suggestions.

**3. Discussion:** Facilitate a discussion on how literature reflects and influences our understanding of respect and bullying.

Pupils will gain insights into how literature explores and addresses themes of respect and bullying, enhancing their empathy and understanding.



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## 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:

- Lessons & assemblies 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**



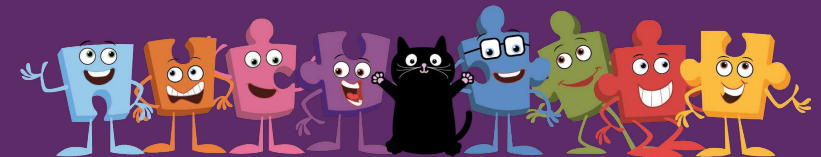
Twinkl has developed **FREE resources** in both English and Welsh, for Anti-Bullying Week 2024 and beyond. All resources are ideal for both in-school and at-home learning.



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 (11-16)
- Whole School Assembly exploring key questions about respect
- Additional Lesson Plans including scenarios for children to explore (ages 11-12)
- Recommended Book List (KS3 and KS4)
- Downloadable Posters (pdf)

These materials are freely available to ALL schools, and enhances and extends the anti-bullying content already built into the current programme for schools already using Jigsaw.



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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



## #ANTIBULLYINGWEEK

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



## ANTI-BULLYING ALLIANCE



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