



Excellence and Enjoyment: social and emotional aspects of learning

Say no to bullying
Revised Early Years Foundation Stage version



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Red set

Introduction

This theme aims to develop and revisit four of the key social and emotional aspects of learning covered in previous themes, through a focus on bullying – what it is; how it feels; why people bully; how we can prevent and respond to it; and how children can use their social, emotional and behavioural skills to tackle this crucial problem. The four aspects of learning in which knowledge, skills and understanding are developed are self-awareness, empathy, managing feelings and social skills.



Learning Opportunities for the Early Years Foundation Stage are described below.

Description	Development Matters/Look, listen and note: Ages and stages 30–50 months, 40–60+ months
<p>Children will have had opportunities to appreciate and celebrate differences, and to understand how it feels and how important it is to belong to a group. They will have begun to learn that bullying can happen when one person is unkind to another, and when someone has more power (for example, if they are bigger, or have a toy that everyone wants). They will recognise common forms of unkindness and bullying, such as name-calling, leaving people out, and intimidation. They will have revisited uncomfortable feelings, such as fear and sadness, associated with bullying and unkindness. Children will have had opportunities to appreciate how someone might feel when they are called names or are left out, and will have thought about this in terms of fairness. The importance of telling an adult will have been stressed and modelled.</p>	<p>I know I belong in my classroom. I like the ways we are all different and can tell you something special about me. I can tell you some ways in which children can be unkind and bully others. I can tell you how it feels when someone bullies you. I can be kind to children who have been bullied. I know who I could talk to in school if I was feeling unhappy or being bullied. I know what to do if I am bullied.</p>

Planning

Ideas from practitioners who piloted these materials are noted in the right-hand margin of this booklet. The ideas include ways in which teachers and practitioners planned for diversity in their class or group, for example to support the learning of children for whom English is an additional language, and of children with special educational needs.



Key vocabulary (to be introduced within the theme and across the curriculum)

same/different	bullying
included	deliberate/on purpose
belonging	by accident
unkind	power
name-calling	left out

Key points from the assembly or group time

1. Laura has been the target of bullying behaviours by Natasha and her friends for a long time. She feels really unhappy and does not want to go to school.
2. At last she tells her teacher, and writes down how she feels, so that her teacher can tell Natasha and her friends.
3. The teacher meets with Natasha and her friends and reads them what Laura has written. They feel very uncomfortable and say they didn't realise. She asks them what they will do to make things better for Laura and they each take turns to think of something.
4. Laura is happy in school now – Natasha and her friends have stopped using bullying behaviours, and Natasha even asks her if she would like to play sometimes.
5. In the playground we see another child who is the target of bullying behaviours from two different children.

Suggested whole-school or setting focus for noticing and celebrating achievement

Using the school or setting's usual means of celebration (praise, notes to the child and parents or carers, certificates, peer nominations and so on), children could be put forward for a variety of awards during the week, to be given out at the celebration assembly. These should be given for such behaviours as being kind to someone who was feeling left out, being a good friend or listener, refusing to join in with unkind behaviour, sharing a personal experience and so on.

Red set: Early Years Foundation Stage, Development Matters 30–50 months

Core learning opportunity: personal, social and emotional development

This learning opportunity explores the beginnings of identifying bullying behaviour.

It is built around a story which illustrates being unkind to others, name-calling and imbalance of power.

The Development Matters Statements explored here are as follows:

- Have a sense of personal identity
- Feel safe and secure and show a sense of trust
- Form friendships with other children
- Begin to accept the needs of others, with support

Tell the story below, using the picture *Sean and the building* area from the resource sheets, and your own illustrations on a magnet board, or presenting it as a puppet show.

Sean was playing in the building area in his nursery, when along came Julie. She walked into the building area to join in, but Sean said:

'You can't play. You're a girl and girls are not allowed in here.'

Julie looked unhappy; she had tears in her eyes as she walked away. It wasn't long before someone else came to join in. This time it was Lyndon.

'You can't play in here. Boys with black hair can't join in here!'

Lyndon looked a bit surprised and shocked that Sean had spoken to him like that. He walked away feeling really upset and sad. A little while later Kaltun came along and tried to join in. Sean said:

'You can't play in here. You are too fat and only thin people can play here.'

Kaltun was really sad, and she was angry too. Why should he be so rude to her? She thought about what she could do. She decided to get someone to help her. She went to find her teacher, Miss Rashid, and she said:

'Sean was horrible, he made me hurt inside, he made me sad – please can you make him stop it?'

Alex, who is autistic, often prefers to play alone, so his support worker prepared him for this story by developing a social story (using photos of himself in the different situations) and a 'script' to learn which helped him to politely say 'I want to play by myself now'.



At this point in the story, stop and ask the children what they think they would do if this happened to them.

Ask: 'What was it that Sean did to make Kaltun feel hurt?' and 'What do you think Miss Rashid could do to make Sean stop being unkind?'

This gives opportunities to explore how this kind of behaviour can turn into bullying.

Sean needs help to understand how to be kind. Make sure you use this opportunity to think about how helpful it was to Kaltun to share her feelings and tell the adult about it.

Miss Rashid went to talk to Kaltun and Sean together to find out what had happened. As she did this, Julie and Lyndon watched her. They were both feeling too upset to talk about what happened to them.

Miss Rashid listened carefully to Sean as he explained he didn't want fat people in his game. She tried to help him to see how that had made Kaltun feel. She explained she was looking for really kind people in her class and that he was expected to share and treat people nicely. He said sorry to Kaltun, and with Miss Rashid's help they worked together making an aeroplane from the bricks.

When I told the story, the children held up feelings pictures mounted on sticks to show how they thought the characters might have felt.



Ask the children: 'Do you think Miss Rashid will have to do anything else to help Sean to be kind?'

Communication, language and literacy

Make a book with the children showing a possible bullying scenario, by inviting children to pose for photographs.

You could use the core story ideas or make up your own. Involve the children in discussing what the endings to the story could be. Stage these endings and take photographs.

When putting the book together, make plain flaps to cover all ending pages so that children reading the story can choose different endings.

This provides an opportunity for children to really think about being kind or unkind, as well as the importance of telling an adult. The book itself will mean that the children can revisit this important area again and again to add to their understanding.

During the week's work on bullying, you might also want to use some of the following texts:

Hug by Jez Alborough (Walker Books) ISBN: 0744592879. Good for exploring emotions, particularly loneliness, and needing a hug. A baby monkey gets upset because he sees others hugging and can't find his mum for a hug.

My Dad by Anthony Browne (Corgi) ISBN: 0552546682. Uses analogies about Dad's qualities.

Oi! Get off our train by John Burningham (Red Fox) ISBN: 009985340X. Good for discussing rejection, as animals want to join the train and initially are not allowed to. Sharing leads to fun.

When I'm big by Debi Gliori (Walker Books) ISBN: 184428784X. Good for discussing changes as we get bigger and things we will be able to do to change the balance of power.

Problem solving, reasoning and numeracy

This activity is a sorting game focusing on celebrating differences.

Make a collection of pictures showing a range of people of different ages and in different walks of life. Ensure that people from many different cultures are represented.

You may be able to use pictures of the children in your class too.

Ask the children to choose a card and to tell you something about the person on it. See what observations they come up with and supplement them with your own.

Once the children have the idea, you could ask them how many pictures they can find of people who are young, people who are old, people who have black hair, black skin, white skin, fair hair, turbans, trousers, saris, skirts and so on. Depending on your group's abilities, you could give them two or three categories at once, or one at a time.

You could play this on the floor if the pictures are bigger, and use hoops to make collections. Children could also play this game at home.

Be ready to discuss the children's observations, ensuring that you take the opportunity to explore inaccurate assumptions. Focus on celebrating the differences as the children use their mathematical skills to sort the pictures.

Provide examples of Chinese and Bengali numbers and writing from different languages for children to use in the mathematics and graphic areas of your setting. Newspapers are a good source of texts in different languages, but always seek texts from your own school community first. Also, make sure that you have notices, captions and posters in different languages all around the room.

Knowledge and understanding of the world

Involve the children in drawing or taking photographs of the aspects of the indoor and outdoor setting that they each like best. Draw out the idea that we are all different and have different preferences.

Physical development

Work on games that help all children to belong to the group. There are many to choose from, and the activity below is one example.

The activity is a parachute game (with younger children it may be better to do this with half the group or class at a time). Ask all children to sit around the edge of the parachute when it is on the floor. If there are handles, they could hold them to help stretch the parachute out flat.

Ask if one person would like to sit in the middle. Explain that they are going on a boat ride and that the rest of the group is going to help them to get back home safely.

Begin when the child is sitting in the middle of the parachute. They may need reassurance that nothing terrible will happen!

Ask the children to imagine a lovely warm sunny day when the waves are really small because the water is calm. The boat is rocking gently and you can hear the seagulls calling. Slowly the waves get bigger and bigger. The children round the edge should be asked to help make the parachute move up and down. They have to work as a team. You then continue the story, creating a storm until the boat is tipping dangerously and you need everyone's help to get the boat rider back home safely. At the end, the waves get smaller and smaller until the storm is over.

Use this opportunity to stress the importance of being part of the group. Without each one of you we couldn't have got our friend back home.

Creative development

Make available a range of audio resources that capture different moods. As the children choose and listen to them, talk about the choices they have made and how the music makes them feel. The children might be able to talk about feelings like 'happy', 'sad' or 'angry'. They might want to move to the music, showing how they feel through the way their body moves.

Ask them what their body would show you if someone had been unkind to them or if someone had been very kind.

You could relate this to bullying and suggest that they look out for people who may be sad or unhappy, but perhaps can't tell you why because they are too shy. Perhaps they could do something kind to change the way their bodies move?

Ongoing activities

This will help all children to feel as though they belong to the group.

Play lots of name games that either welcome children to school or say goodbye. Saying goodbye by name gives the child the feeling that they will be missed until tomorrow.

You can say or sing this song to any tune you think sounds good.

'Let's say hello to Jane, let's say hello to Peter, let's say hello to Kaltuun, you're welcome here today.' Carry on with this until you have named every child. Include yourself too!

These songs need to be used often, daily if you can manage it or several times a week if not.

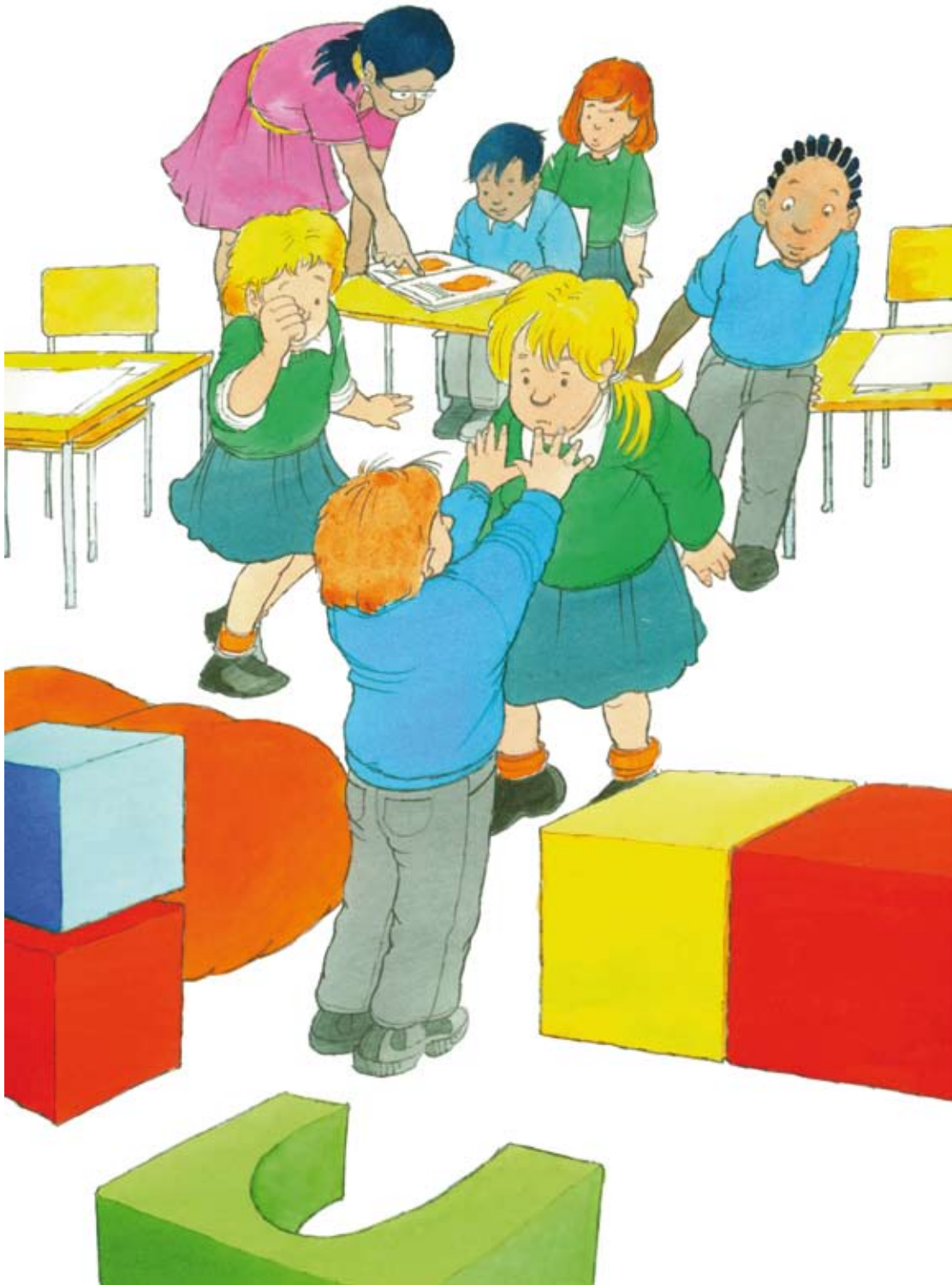
Create a big class weaving picture over the week and leave it somewhere so that children can do a bit when they have time. Attach sticky labels to the end of each piece of material for name writing, so that you can track who has taken part. Explain that it's important for everyone to help, otherwise we can't call it a class weaving. We need everyone's help.

We did lots of work on names, as they are so important in our development of identity. We asked parents and carers to come in and tell us about their child's name – where it comes from, why the child was given it and what it means.



Red set resource sheet: Early Years Foundation Stage, Development Matters 30–50 months

Sean and the building area



Red set: Early Years Foundation Stage, Development Matters 40–60+ months

Core learning opportunity: personal, social and emotional development

This learning opportunity takes the form of a puppet show. It explores ideas about what bullying is, working towards identifying and labelling bullying. It focuses on feelings of intimidation and the experience of name-calling. It also provides opportunities to point out that children who bully come in all shapes and sizes, and are not always the biggest and strongest.

The Development Matters Statements explored here are as follows:

- To have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others
- To have a developing respect for their own cultures and beliefs and those of other people
- To understand what is right, what is wrong and why
- To understand that people have different needs, views, cultures and beliefs, that need to be treated with respect
- To work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously
- To use talk to organise, sequence and clarify thinking, ideas, feelings and events

You will need four puppets, one of which is smaller than the other three.

One day Squeak mouse had nobody to play with at playtime. He looked around the playground and saw Snappy shark.

'Want to play with me, BIG TEETH?' said Squeak.

Snappy shark didn't like what Squeak mouse had said to her, but she was a bit frightened of Squeak, so she thought she had better say she would play.

'OK,' said Snappy shark, looking a bit worried.

Squeak mouse said, 'Right then, I want you to go and find Sniffy rabbit and call him BIG EARS.' Snappy shark knew this wasn't kind, she knew it wasn't right, but she was too frightened not to do it.

I prepared some props: some 'big teeth', some cut-out 'big rabbit ears', and a roly-poly toy hedgehog and gave them to the three children in my class with language difficulties. They enjoyed 'acting out' the part of the animal using the props.

Stop and ask the children what they think she was frightened about. Ask whether they have ever felt like that before.



Snappy shark found Sniffy rabbit and said, 'BIG EARS, BIG EARS. You've got BIG EARS.'

Then she went back to Squeak mouse, who had been watching her. Squeak looked pleased and said, 'Right, now I want you to find Henry hedgehog and tell him he is fat. Hurry up, off you go.'

Snappy shark knew what she was doing was unkind and wrong, but she was still too frightened to stop doing what Squeak had told her to do, and it felt sort of powerful making people upset in the playground.

Stop and ask the children to show you what they think 'powerful' means, using their bodies. Explore their ideas, drawing out the concept of being able to make someone else do something.

Snappy shark went off to find Henry hedgehog and said, 'You are a fatty, fatty, fatty.'

Sniffy rabbit and Henry hedgehog began to cry. They felt very sad and unhappy inside, really miserable. Their feelings were hurt.

The next day, at playtime, Squeak mouse found Snappy shark and gave her more nasty things to say to Henry hedgehog and Sniffy rabbit. Snappy was so frightened she didn't know what to do! This carried on the next day too, and the day after that, until Henry hedgehog got so sad and upset that he told his Mum, who came to school and told the teacher.

The teacher asked all the animals in the class if they had any ideas about what they could do about what had been happening at playtime.

Stop and ask if anyone knows what is happening. They might say that Squeak and Snappy are being unkind or calling names. They might say they are bullying. Don't introduce the word if the children don't.

Ask the children what they think the animals and their teacher should do. This will give opportunities to discover what they already understand about this.

'What could Snappy shark have said to Squeak mouse if she didn't want to do these unkind things?'

'How could she have got help if she was frightened?'

'Who do you think were being nasty and unkind in the story?'

'If you had been watching, what do you think you could have done to help?'

Communication, language and literacy

Tell a story using different scenarios and scenes, such as the outdoor play area, group or classroom, dining hall and so on.

Focus on bullying being verbal, subtle or physical. Add empty speech and thought bubbles to a magnet board, inviting the children to think about what will go in them.

- 'What might this person say if they were teased or bullied?'
- 'How do you think that might make them feel?'
- 'What would their face look like?'
- 'What could they say to the adult to get help?'
- 'I wonder what their body might feel like inside.'

You will find out a great deal from the children about what they understand about bullying, as well as getting them to compose their own speech bubbles.

During the week's work on bullying, you might also want to use one of the following texts:

Ruby by Maggie Glen (Red Fox) ISBN: 0 09 986550 5. Good for discussing being different, and feeling you don't belong. A bear is stamped with S: she thinks it means special, but she finds out it actually means S for seconds. She decides to prove she is really special. Lots of scope for discussion.

The Shopping Basket by John Burningham (Red Fox) ISBN: 0 09 989930 2. Good for discussing name-calling and perhaps for exploring why we do things that we know are wrong when we are frightened.

Problem solving, reasoning and numeracy

Make a large die, big enough to stick hand-drawn numbers on. If it's really big it can be used on the floor or outside. Use numbers from different cultures. Have a Chinese die, a Bengali die, an Arabic die and so on. You could add dots as well as numerals to start with.

Play physical games such as jumping the number of times shown on the dice, flapping your arms the number of times shown on the dice and so on.

This focuses on celebrating differences, essential when considering bullying.

Knowledge and understanding of the world

Provide materials for the children to design and make their own musical instruments, using boxes, pots, materials, elastic bands and so on. Explain that they will be using the instruments to make their own mood music. Provide real musical instruments, including instruments from diverse cultures, for them to explore first.

Physical development

This is a good activity for creating a sense of belonging to the group.

Magic drawing

You will need a large piece of paper and lots of different colours and types of pens. The paper needs to be large enough to get your whole group round. If necessary, you could split your group into two, with the sub-groups taking turns, as long as you use the same piece of paper for both groups. Every child should have a different colour or type of pen.

Explain that you are going to make a very special magic drawing, by getting everyone to help you.

Ask the children to take their pen for a walk and see how many people they will touch on the way.

Display the drawing in the class and praise the children for working really well together and making this magic picture possible.

Creative development

Use home-made instruments to make mood music to go with the stories the children have helped to tell using speech bubbles.

Make paintings of 'feeling faces', focusing on the emotions evoked by name-calling and other bullying situations. Make a display of these to help children read how people feel in the outdoor area and in the class or group room. Display a rich vocabulary to go with them.

We made sure that a variety of good skin-tone paints were available for the children, in order to reflect diversity.



Ongoing activities

Create a listening classroom

Make sure that you create times when the children know they can come and find you.

Try a special notebook which they can write their name in so that you can come and find them when you have time.

You could try having a Dictaphone™ which they can talk into to tell you something if it's a time when you really can't listen. You can then get back to them individually later.

Make a symbol in the class that can be put in a focal point when you are free to listen to worries or concerns.

Take children's worries and concerns seriously, and always thank them for telling you.

Closing activity

Great for team building, belonging and creating a sense of a whole group.

Pass the ribbon

Using a ball of ribbon, stand in a circle and march on the spot while passing the ribbon round to each child in turn, so that everyone is holding a part of the circular ribbon. As this is done, sing to the tune of *Hickory Dickory Dock*:

'We are a brilliant class,

We're friendly and caring and kind.

We say kind things,

We share our toys,

We are a brilliant class.'

Audience: Headteachers, teachers and practitioners in primary schools, nursery schools, middle schools, special schools and early years settings

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