

Year 3 - HT2

Anti-bullying

Lesson	Lesson focus	Learning focus
1	Recognising bullying	Identify the key characteristics of bullying and distinguish bullying from one-off conflict or unkind behaviour.
2	Types of bullying, including online bullying	Recognise physical, verbal, social/relational and online bullying, and understand safe online reporting.
3	Why bullying can happen	Explore possible reasons behind bullying behaviour without excusing it or blaming the person being targeted.
4	Respecting difference and challenging prejudice	Value similarities and differences, recognise prejudice-based bullying and challenge stereotypes respectfully.
5	Feelings, impact and roles in bullying	Understand the impact of bullying on the person targeted, bystanders and the person displaying bullying behaviour.
6	Getting help and building a network of support	Identify trusted adults, practise help-seeking and understand why unsafe secrets should be shared.
7	Assertive communication and boundaries	Practise assertive, respectful communication while prioritising safety and adult support.
8	Responding to bullying in different contexts	Select safe responses to bullying at school, at home, in the community and online.
9	Being an active bystander	Understand the responsibility of bystanders to seek help and support someone safely.
10	Making school safer and reviewing learning	Identify features of safe environments and relationships, and propose practical anti-bullying actions.

Lesson 1

Year group	Year 3	Theme	Respectful Relationships
Unit	HT2 - Anti-Bullying	Key Vocabulary	respect, bullying, unkind, behaviour, repeated, deliberate, power, conflict, trusted adult, report
WALT	understand the key characteristics of bullying and know how to get help.		
Success Criteria	· I can explain that bullying is hurtful behaviour that is usually deliberate, repeated and involves an imbalance of power. · I can distinguish bullying from a one-off disagreement, accident or unkind act. · I can explain that bullying is never acceptable and identify a trusted adult I could tell.	Resources	Age-appropriate scenario cards; class ground rules; STOP reminder (if used by school); exit tickets.
Starter	Revisit agreed PSHE ground rules, including the right to pass and the importance of not naming real pupils. Present two fictional situations: a one-off disagreement and repeated targeted behaviour. Ask pupils what is the same and what is different.		
Main	Build a class definition of bullying from fictional scenarios. Emphasise repeated or persistent hurtful behaviour, intention and an imbalance of power. Use an agree/disagree/not sure continuum for a range of scenarios. After each response, pupils justify their view using evidence from the scenario. Clarify that conflict and unkind behaviour still need addressing even when they do not meet the definition of bullying. Reinforce that pupils should report concerns and keep seeking help until they are heard.		
Plenary	Pupils complete: "Bullying is different from a disagreement because..." and name one safe action they could take if worried about bullying.		
Assessment Opportunities	Teacher questioning during the continuum activity; listen for accurate use of repeated, deliberate and power. Review pupils' scenario justifications and exit tickets. Note pupils who can identify bullying accurately and those who need further modelling.		
Challenge	Explain why an imbalance of power can make it difficult for someone to stop bullying without help.	Support	Use visual symbols for repeated, hurtful and power. Read scenarios aloud and offer sentence stems: "I think this is/is not bullying because..."

Lesson 2

Year group	Year 3	Theme	Respectful Relationships
Unit	HT2 - Anti-Bullying	Key Vocabulary	physical, verbal, social, relational, online bullying, exclusion, rumour, privacy, report, block, trusted adult
WALT	understand different forms of bullying, including online bullying.		
Success Criteria	· I can identify physical, verbal, social/relational and online forms of bullying. · I can explain that the same expectations of respect apply online and offline. · I can describe safe steps for responding to online bullying, including saving evidence where safe and reporting to a trusted adult or platform.	Resources	Fictional behaviour cards; category headings; school online-safety procedure; device/reporting screenshots or teacher-created examples.
Starter	Revisit the class definition of bullying. Sort four simple fictional examples into “face-to-face”, “online” or “could be both”. Remind pupils that most social media services have minimum age requirements and that Year 3 pupils should use only age-appropriate services with adult guidance.		
Main	In groups, sort fictional examples under Physical, Verbal, Social/Relational and Online Bullying. Discuss exclusion, rumours, threatening looks, repeated hurtful messages and misuse of online games or accounts. Teach that respectful behaviour is expected online as well as offline, personal information should be protected, and worrying content or contact should be reported. Avoid asking pupils to disclose personal online experiences; use fictional examples and the school’s reporting route.		
Plenary	Give each pupil one scenario card. They identify the type of bullying and state one safe response and one person who could help.		
Assessment Opportunities	Observe accuracy during sorting; use targeted questions about why a scenario fits a category. Collect final scenario responses to assess whether pupils can identify the form of bullying and select an appropriate reporting action.		

Challenge	Explain how one incident can involve more than one form of bullying and why online bullying can spread quickly.	Support	Provide picture cues and pre-sorted examples before pupils sort independently. Pair pupils strategically and provide a reporting flow chart.
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Lesson 3

Year group	Year 3	Theme	Respectful Relationships
Unit	HT2 - Anti-Bullying	Key Vocabulary	choice, responsibility, jealousy, control, peer pressure, difference, stereotype, respect, help, consequence
WALT	understand some reasons why bullying may happen and why the behaviour is always wrong.		
Success Criteria	· I can suggest reasons why someone might choose bullying behaviour. · I can explain that a reason is not an excuse and the person being bullied is not to blame. · I can suggest safer, respectful choices and sources of help for everyone involved.	Resources	Fictional scenarios; emotion and choice cards; optional age-appropriate story; sticky notes.
Starter	Use a fictional character who feels jealous, left out or angry. Ask: "What might this person be feeling?" and "What choices could they make?" Separate feelings from behaviour: all feelings are valid, but hurtful behaviour is not acceptable.		
Main	Read several fictional bullying scenarios. In pairs, identify possible influences such as jealousy, wanting control, friendship difficulties, copying others, peer pressure or prejudice. For each, complete three prompts: "Possible reason...", "Why this does not excuse bullying...", and "A safer choice would be...". Reinforce that responsibility rests with the person choosing the bullying behaviour and that adults should help address both the harm and the underlying needs.		
Plenary	Pupils complete: "A reason for bullying is not an excuse because..." and add one respectful alternative choice.		
Assessment Opportunities	Use responses to the three-part prompt to assess whether pupils can distinguish explanation from excuse. Question pupils on responsibility and check that no response attributes blame to the target.		

Challenge	Compare two scenarios and explain how peer pressure or prejudice may influence behaviour while individual responsibility remains.	Support	Offer a bank of possible feelings/reasons and alternative choices. Use sentence stems and adult-led discussion.
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Lesson 4

Year group	Year 3	Theme	Respectful Relationships
Unit	HT2 - Anti-Bullying	Key Vocabulary	difference, similarity, equality, respect, prejudice, discrimination, stereotype, disability, race, religion, sex, sexual orientation
WALT	understand that bullying can be linked to prejudice and that everyone should be treated with dignity and respect.		
Success Criteria	· I can describe ways people can be similar and different. · I can explain that nobody should be treated unfairly or bullied because of a real or perceived difference. · I can recognise a stereotype or prejudiced comment and suggest a respectful way to challenge it or report it.	Resources	Inclusive fictional scenarios; similarity/difference cards; persona doll/puppet if used; class ground rules.
Starter	Use neutral cards showing varied interests, languages, family arrangements, abilities and appearances. Pupils identify similarities and differences without ranking them. Establish that difference is normal and does not make anyone more or less deserving of respect.		
Main	Use fictional scenarios in which a child is excluded or insulted because of a real or perceived difference, including race, religion or belief, disability, sex, family background or sexual orientation. Discuss what is unfair, how the person may feel, whether the behaviour could be bullying, and what a safe bystander could do. Introduce age-appropriate meanings of stereotype, prejudice and discrimination. Make clear that derogatory language is unacceptable and should be challenged and reported, without requiring pupils to repeat slurs.		
Plenary	Pupils complete: "Respecting difference means..." and choose one safe action for challenging prejudice.		

Assessment Opportunities	Listen for respectful language and accurate identification of unfair treatment. Use a short scenario exit ticket: identify the prejudice/stereotype, explain why it is wrong and give a safe response.		
Challenge	Explain how stereotypes can lead to unfair treatment or bullying even when someone thinks they are “only joking”.	Support	Pre-teach vocabulary with child-friendly definitions and visuals. Use carefully selected scenarios with one clear issue at a time.

Lesson 5

Year group	Year 3	Theme	Respectful Relationships
Unit	HT2 - Anti-Bullying	Key Vocabulary	target, bystander, witness, impact, feelings, wellbeing, empathy, pressure, choice, support
WALT	understand how bullying can affect people’s feelings, thoughts, behaviour and wellbeing.		
Success Criteria	· I can describe how bullying may affect someone’s feelings, thoughts and behaviour. · I can explain how bystanders may feel and why peer pressure can affect their choices. · I can show empathy and identify safe, helpful actions without sharing personal experiences.	Resources	Fictional story/extract; character cards; thought and speech bubble sheets; feelings vocabulary.
Starter	Using a fictional scene, identify the roles of the person being targeted, the person displaying bullying behaviour and the bystanders. Remind pupils that they do not need to share personal experiences in class and can speak privately to an adult afterwards.		
Main	Read an age-appropriate fictional extract. Groups track one character’s possible feelings, thoughts, outward behaviour and needs. Compare what a character may feel with what others can see. Discuss how fear of becoming a target, wanting approval or uncertainty can affect bystander choices. Emphasise that bystanders can seek adult help and that responsibility for bullying lies with the person choosing the behaviour, not the person targeted.		
Plenary	Pupils choose one character and write one supportive sentence and one safe action that could improve the situation.		

Assessment Opportunities	Assess character maps for accurate links between bullying and wellbeing. Use questioning to check understanding of peer pressure and safe bystander action. Monitor for disclosures and follow school safeguarding procedures where needed.		
Challenge	Explain how the same bullying incident can affect different people in different ways and how one helpful action may change the outcome.	Support	Provide an emotions word bank, visual scales and partially completed character maps. Allow oral responses instead of writing.

Lesson 6

Year group	Year 3	Theme	Respectful Relationships
Unit	HT2 - Anti-Bullying	Key Vocabulary	trusted adult, support network, report, concern, unsafe secret, evidence, help, Childline, safety
WALT	understand how to get help if bullying happens and how to keep asking until someone listens.		
Success Criteria	- I can name several trusted adults or services I could approach for help. - I can explain why bullying should not be kept secret and why telling is different from "telling tales". - I can describe what to do if the first person I tell does not help.	Resources	Support-network template; school safeguarding/reporting routes; Childline information; fictional help-seeking scenarios.
Starter	Discuss the difference between "telling to get someone into trouble" and "telling to keep someone safe". Use fictional examples. Revisit the principle that secrets about safety should be shared with a trusted adult.		
Main	Pupils create a Network of Support with trusted adults at home, school and, where appropriate, recognised services such as Childline. Model a clear help-seeking script: say what happened, how often, where, who was involved and what help is needed. Discuss why telling can feel difficult and practise what to do if the first adult is unavailable or the problem continues: tell another trusted adult and keep asking for help. For online bullying, include reporting tools and preserving evidence when safe.		

Plenary	Pupils identify three people or routes they could use for help and complete: "If I am not heard the first time, I will..."		
Assessment Opportunities	Check support networks for realistic, accessible adults/routes. Use paired fictional role-play to assess whether pupils can report clearly and persist appropriately. Use an exit question on unsafe secrets.		
Challenge	Explain why different situations may require different trusted adults or reporting routes.	Support	Provide a pre-drawn support network with examples of roles rather than names. Rehearse help-seeking language with an adult before role-play.

Lesson 7

Year group	Year 3	Theme	Respectful Relationships
Unit	HT2 - Anti-Bullying	Key Vocabulary	assertive, passive, aggressive, boundary, calm, confident, "no", choice, safety, report
WALT	understand how to respond assertively to unkind or bullying behaviour when it is safe to do so.		
Success Criteria	- I can distinguish assertive, passive and aggressive communication. - I can use a calm, clear statement to express a boundary when it is safe. - I can explain that personal safety comes first and that I should move away and get adult help if I feel unsafe or threatened.	Resources	Low-risk fictional role-play cards; communication-style cards; boundary sentence stems; calm-breathing prompt.
Starter	Teacher models the same low-risk request in passive, aggressive and assertive ways. Pupils identify voice, words and body language that communicate a clear boundary without threatening another person.		
Main	Practise short assertive statements such as "Please stop. I do not like that," "No, I am not doing that," and "That belongs to me; please give it back." Use only low-risk fictional scenarios and rotate roles so pupils are not repeatedly cast as a "bully". Introduce a "broken record" technique for safe situations: repeat the same calm boundary once or twice, then disengage and seek adult help. Make clear that pupils should not confront someone if they feel unsafe; moving away and reporting is the safer response.		

Plenary	Use a calm breathing exercise, then ask pupils to identify one assertive phrase and one situation where getting an adult immediately is the better choice.		
Assessment Opportunities	Teacher observation checklist during role-play: clear words, calm tone, appropriate boundary, safe decision and help-seeking. Ask pupils to explain why assertive does not mean aggressive or controlling.		
Challenge	Adapt an assertive response for face-to-face and online situations and explain when not to engage.	Support	Provide sentence cards, modelled examples and the option to practise with an adult or puppet rather than a peer.

Lesson 8

Year group	Year 3	Theme	Respectful Relationships
Unit	HT2 - Anti-Bullying	Key Vocabulary	context, safety, trusted adult, report, block, evidence, privacy, disengage, emergency, support
WALT	understand safe strategies for responding to bullying in a range of contexts.		
Success Criteria	- I can choose a safe response for bullying in different places and online. - I can identify an appropriate trusted adult or reporting route for each context. - I can explain when to disengage, move to safety and seek immediate help.	Resources	Context scenario cards; response strategy cards; school reporting procedures; online reporting flow chart; sticky notes.
Starter	Brainstorm safe strategies using fictional situations: move to a safer place, stay with others, use an assertive boundary if safe, tell a trusted adult, report/block online and keep evidence where appropriate. Remove "ignore it" as a stand-alone solution; concerns should be reported when bullying is repeated or harmful.		

Main	Groups rotate through scenarios set in school, on the journey to school, at a club, in a public place, at home and online. For each, pupils answer: What is the immediate safety need? Who can help here? What should be reported? What should the pupil avoid doing? For online scenarios, reinforce privacy, age-appropriate platforms, not retaliating or forwarding harmful content, and using reporting/blocking tools with adult support.		
Plenary	Groups present one scenario and justify their chosen response. The class checks it against three questions: Is it safe? Does it get help? Does it avoid making the situation worse?		
Assessment Opportunities	Assess group decision sheets and justifications. Use hinge questions to test whether pupils can match the context to an appropriate adult/reporting route and recognise when immediate safety takes priority.		
Challenge	Compare two possible responses and evaluate which is safer and more likely to stop the bullying.	Support	Use a simple decision tree: "Am I safe? Move away if needed. Who can help? Tell/report. What evidence or information is useful?"

Lesson 9

Year group	Year 3	Theme	Respectful Relationships
Unit	HT2 - Anti-Bullying	Key Vocabulary	bystander, witness, upstander, report, support, disapprove, include, safety, trusted adult
WALT	understand what a bystander can do safely when they see bullying happening.		
Success Criteria	· I can explain what a bystander is. · I can explain why watching, laughing, sharing or forwarding can make bullying worse. · I can choose safe bystander actions, especially reporting bullying to a trusted adult and supporting the person targeted.	Resources	Fictional bystander scenarios; target/continuum board; strategy cards; role-play prompt cards.

Starter	Present the statement: "What a bystander does can change what happens next." Pupils show agree/not sure/disagree and justify their view using a fictional example.	
Main	Explore safe bystander strategies: tell a trusted adult, get help from another responsible person, stay with or include the person targeted, encourage them to report, show calm disapproval if safe, and do not join in, laugh, like, share or forward harmful content. Use fictional role-play with a "freeze and replace" technique: pause the scene, invite a pupil to choose a safer bystander action, then discuss likely outcomes. Emphasise that pupils should not physically intervene or place themselves at risk.	
Plenary	Pupils complete: "A safe bystander helps by..." and "A bystander should not..."	
Assessment Opportunities	Observe role-play choices and explanations. Use an exit ticket asking pupils to select the safest response from three options and explain why adult reporting is important.	
Challenge	Explain how several bystanders working safely together can change the social power around bullying without confronting aggressively.	Support Provide strategy cards labelled Safe/Unsafe and rehearse one trusted-adult reporting response before role-play.

Lesson 10

Year group	Year 3	Theme	Respectful Relationships
Unit	HT2 - Anti-Bullying	Key Vocabulary	safe, unsafe, environment, supervision, inclusion, respect, reporting, charter, responsibility, action
WALT	identify ways to make school safer and reduce opportunities for bullying.		
Success Criteria	- I can identify features that help pupils feel safe in school. - I can suggest practical changes to spaces, routines or relationships that may reduce bullying. - I can contribute to a class anti-bullying charter that includes respect,	Resources	Simple maps of school/playground; green/amber/red stickers; class charter paper; review quiz.

	reporting and safe bystander action.	
Starter	In small groups, use a simple school map to mark places that generally feel well supervised and places where extra support might be helpful. Keep discussion general: pupils should not name individuals or publicly disclose incidents. Provide a private route to tell an adult about specific concerns.	
Main	Compare maps and identify environmental features linked to safety: visibility, supervision, inclusive activities, clear routines and accessible adults. Generate practical improvements and sort them into “we can do”, “staff can help with” and “school leaders/school council can consider”. Create a class anti-bullying charter covering respectful behaviour, inclusion, safe online behaviour, reporting concerns, bystander responsibilities and continuing to seek help until heard.	
Plenary	Complete a short review quiz covering the definition and types of bullying, prejudice, online safety, help-seeking, assertiveness and bystander responsibilities. Pupils add one personal commitment to the class charter.	
Assessment Opportunities	Compare review-quiz responses with learning from Lesson 1; assess map discussions and charter contributions for practical understanding. Use pupil explanations to identify misconceptions requiring follow-up. Any specific safety concerns are handled privately through school safeguarding procedures.	
Challenge	Prioritise three proposed school actions and justify which is likely to have the greatest impact and why.	Support Provide map symbols, suggested safety features and sentence stems. Allow pupils to contribute ideas orally or anonymously.