

PSHE Planning - Year 5

HT2 - Anti-Bullying

Relationships Education

Lesson	Lesson focus	Learning focus
1	Defining bullying	Define bullying, including its key characteristics and different forms.
2	Bullying and the misuse of power	Explain how bullying can involve a misuse or imbalance of power.
3	Forms and effects of bullying	Compare different forms of bullying and their possible effects.
4	Challenging stereotypes about bullying	Recognise that bullying behaviours are not determined by sex or gender and can take different forms.
5	Factors, circumstances and stereotypes	Understand factors that may influence bullying behaviour while rejecting victim-blaming and stereotypes.
6	Prejudice-related bullying	Understand prejudice, discrimination and prejudice-related bullying.
7	Responding to prejudice-related bullying	Recognise prejudice-related bullying and identify safe, supportive responses.
8	Roles, feelings and bystanders	Understand the roles and feelings of people involved in bullying situations.
9	Responding safely and assertively	Understand safe strategies for responding to bullying, including assertive help-seeking.
10	Peer pressure and positive bystander action	Understand peer pressure in bullying situations and how bystanders can act safely.
11	Understanding online bullying	Understand online bullying, where it can occur and how it can affect people.
12	Online bullying: prevention, reporting and support	Understand strategies for preventing and responding safely to online bullying.

Lesson 1: Defining bullying

Year group	Year 5	Theme	Relationships Education
Unit	HT2 - Anti-Bullying	Key Vocabulary	Bullying, hurtful, repeated, intentional, power, physical, verbal, indirect, online, cyberbullying, feelings, behaviour
WALT	Define bullying, including its key characteristics and different forms.		
Success Criteria	• Describe the key characteristics of bullying. • Distinguish bullying from one-off unkind behaviour or conflict. • Identify physical, verbal, indirect and online forms of bullying. • Explain how an imbalance of power can be involved.	Resources	Bullying statements; Trouble poem; fictional bullying scenarios. Safe PSHE delivery: Use distancing throughout. Do not ask pupils to recount personal experiences publicly. Remind pupils how to speak privately to a trusted adult after the lesson.
Starter	Revisit agreed PSHE ground rules. Use a set of general statements about bullying. Pupils move or place a marker on an agree/not sure/disagree continuum and discuss their reasoning without referring to named individuals or personal incidents.		
Main	Read the poem Trouble or use an equivalent fictional scenario. Ask pupils what may be happening, how the characters might feel and what makes the behaviour bullying rather than a one-off disagreement. In pairs, pupils apply the class criteria to fictional scenarios and draft a concise definition of bullying. Draw out physical, verbal, indirect and online bullying.		
Plenary	Agree a class definition of bullying and identify the key characteristics: hurtful behaviour, repetition or the likelihood of repetition, and an imbalance or misuse of power. Reinforce that any harmful incident should still be reported even if it does not meet the definition of bullying.		
Assessment Opportunities	Baseline: record pupils' initial ideas from the continuum. Formative: question pupils as they classify fictional scenarios, listening for reference to repetition, harm and power. Endpoint: pupils write a definition of bullying and correctly justify whether one new scenario is bullying, unkind behaviour or conflict.		
Challenge	Give an ambiguous scenario and ask pupils to explain what additional information they would need before deciding whether it is bullying.	Support	Provide a visual checklist for 'hurtful/repeated/power' and pre-teach vocabulary. Allow pupils to sort illustrated scenarios before giving an oral explanation.

Lesson 2: Bullying and the misuse of power

Year group	Year 5	Theme	Relationships Education
Unit	HT2 - Anti-Bullying	Key Vocabulary	Bullying, power, imbalance, exclusion, intimidation, influence, physical, verbal, indirect, online, target, behaviour
WALT	Explain how bullying can involve a misuse or imbalance of power.		
Success Criteria	• Explain what an imbalance of power means. • Identify different ways power can be misused in bullying. • Apply the class definition of bullying to fictional scenarios. • Explain that reasons for bullying never excuse the behaviour.	Resources	Bullying scenarios; class definition from Lesson 1. Safe PSHE delivery: Keep all examples fictional and avoid assumptions about sex, gender, disability, race or family circumstances.
Starter	Revisit the class definition. In groups, sort fictional scenarios into Bullying, Not Bullying and Unsure. Discuss the 'Unsure' examples and identify what further information would be needed.		
Main	Explore how power can come from physical size, social status, group influence, access to information, repeated exclusion or an online audience. Pupils identify how power is being misused in each fictional scenario and suggest what could help restore safety and support. Avoid attributing power to protected characteristics.		
Plenary	Discuss possible reasons why someone might bully while making clear that explanations do not excuse harmful behaviour and the person targeted is never responsible for being bullied.		
Assessment Opportunities	Baseline: review pupils' scenario sorting. Formative: assess whether pupils can identify the source and misuse of power. Endpoint: pupils annotate a fresh scenario to show the bullying behaviour, the power imbalance and one safe source of support.		
Challenge	Compare two scenarios in which power is created in different ways and explain which factors make it harder for the target to respond safely.	Support	Use a power 'clues' word bank and highlight relevant details in a short scenario. Provide sentence stems such as, 'The imbalance of power is...' and 'A safe response would be...'

Lesson 3: Forms and effects of bullying

Year group	Year 5	Theme	Relationships Education
Unit	HT2 - Anti-Bullying	Key Vocabulary	Physical, verbal, indirect, online, cyberbullying, exclusion, rumour, privacy, impact, feelings, behaviour
WALT	Compare different forms of bullying and their possible effects.		
Success Criteria	• Give examples of physical, verbal, indirect and online bullying. • Explain possible effects of different forms of bullying. • Recognise that no form of bullying is automatically 'less serious'. • Compare similarities and differences between forms of bullying.	Resources	Fictional scenario cards; agree/not sure/disagree statements; bowl of water and food colouring/ink for rumour demonstration if appropriate. Safe PSHE delivery: Do not ask pupils to vote on which real experience is 'worst'. Keep debate focused on fictional behaviours and acknowledge that impact is individual.
Starter	In pairs, pupils create or sort short fictional examples of physical, verbal, indirect and online bullying. Review classifications as a class.		
Main	Use an opinion continuum with carefully worded statements about the impact of different behaviours. Pupils justify views and may change position after hearing another perspective. Demonstrate how rumours can spread using a drop of colour in water, making clear that online information can spread even faster and may be difficult to remove.		
Plenary	Groups identify common features across the four forms and explain why impact depends on context, repetition, audience, power and the needs of the person affected.		
Assessment Opportunities	Baseline: check classification of forms. Formative: listen for nuanced reasoning about impact rather than ranking harms. Endpoint: pupils compare two forms of bullying using at least one similarity, one difference and one possible impact.		
Challenge	Ask pupils to explain why the same behaviour may have different effects on different people and why adults should take all reports seriously.	Support	Provide four labelled headings with example cards. Use an impact word bank and comparison stems: 'Both...', 'Unlike...', 'This could affect someone by...'

Lesson 4: Challenging stereotypes about bullying

Year group	Year 5	Theme	Relationships Education
Unit	HT2 - Anti-Bullying	Key Vocabulary	Stereotype, assumption, bullying, behaviour, physical, verbal, indirect, online, exclusion, respect, difference
WALT	Recognise that bullying behaviours are not determined by sex or gender and can take different forms.		
Success Criteria	• Explain what a stereotype is. • Identify a range of bullying behaviours without assigning them to a particular sex or gender. • Explain why stereotypes can prevent bullying from being recognised or reported. • Challenge an unfair generalisation respectfully.	Resources	Mixed fictional bullying scenarios; stereotype/assumption cards. Safe PSHE delivery: This lesson intentionally adapts the older source material to avoid reinforcing sex-based stereotypes. Teach inclusively and do not invite pupils to generalise about groups.
Starter	Present statements such as 'Only boys use physical bullying' or 'Only girls exclude people'. Pupils identify these as stereotypes and explain why they are unreliable.		
Main	Use mixed, fictional scenarios featuring varied pupils and behaviours. Groups identify the behaviour, form of bullying, power imbalance, possible impact and safe response. Compare scenarios to show that any child can experience or display physical, verbal, indirect or online bullying. Discuss how stereotypes can cause adults or peers to miss warning signs.		
Plenary	Pupils complete: 'A stereotype about bullying is... This is unhelpful because... A better way to focus on the behaviour is...'		
Assessment Opportunities	Baseline: note responses to stereotype statements. Formative: assess whether pupils describe behaviour without gendered assumptions. Endpoint: pupils correct one stereotype and explain how stereotyping can make it harder to recognise or report bullying.		
Challenge	Evaluate a media-style claim about who bullies and rewrite it so it is evidence-aware, inclusive and focused on behaviour rather than identity.	Support	Pre-teach 'stereotype' and provide paired examples/non-examples. Use sentence frames and allow pupils to identify behaviours from pictures or short descriptions.

Lesson 5: Factors, circumstances and stereotypes

Year group	Year 5	Theme	Relationships Education
Unit	HT2 - Anti-Bullying	Key Vocabulary	Factors, circumstances, stereotype, behaviour, choices, emotions, empathy, responsibility, target, support
WALT	Understand factors that may influence bullying behaviour while rejecting victim-blaming and stereotypes.		
Success Criteria	• Suggest factors that may influence someone's bullying behaviour without excusing it. • Explain why stereotypes about people who bully or are bullied are unhelpful. • State clearly that nobody deserves to be bullied. • Identify where responsibility for bullying behaviour lies.	Resources	Fictional character profiles; stereotype statements. Safe PSHE delivery: Do not ask pupils to profile classmates. Avoid language suggesting that targets can prevent bullying by changing who they are. Reinforce that bullying is never the target's fault.
Starter	Pairs receive fictional profiles and predict how stereotypes might lead people to make inaccurate assumptions about who bullies or who is bullied.		
Main	Explore possible influences on behaviour, such as difficulty managing emotions, desire for status or control, group pressure or learned behaviour. Emphasise that these factors do not excuse bullying and that responsibility lies with the person choosing the harmful behaviour. Challenge ideas that a person's shyness, difference, disability, appearance or other characteristic makes them responsible for being targeted.		
Plenary	Use stereotype statements for a short agree/disagree discussion. Pupils explain why fixed labels can cause real bullying to be overlooked and may stop people seeking help.		
Assessment Opportunities	Baseline: identify stereotypes in the starter. Formative: listen for language that separates explanation from excuse. Endpoint: pupils respond to the statement 'Some people make themselves targets' by explaining why it is inaccurate and victim-blaming.		
Challenge	Explain the difference between understanding a factor that influences behaviour and excusing the behaviour. Apply this distinction to a fictional case.	Support	Use a two-column frame: 'Possible influence / Still responsible for...'. Provide explicit sentence stems: 'This might help explain..., but it does not excuse...'.

Lesson 6: Prejudice-related bullying

Year group	Year 5	Theme	Relationships Education
Unit	HT2 - Anti-Bullying	Key Vocabulary	Prejudice, discrimination, stereotype, protected characteristic, respect, racist, sexist, homophobic, disability, bullying, difference
WALT	Understand prejudice, discrimination and prejudice-related bullying.		
Success Criteria	• Define prejudice and discrimination in age-appropriate language. • Explain why differences should be respected. • Recognise prejudice-related bullying in fictional examples. • Explain why derogatory language targeting identity is unacceptable.	Resources	Fictional fairness scenario; diverse, age-appropriate images; scenario cards. Safe PSHE delivery: Do not simulate discrimination against pupils. Do not require disclosure of protected characteristics. Challenge discriminatory language immediately and follow school safeguarding/behaviour procedures.
Starter	Use a fictional scenario in which a made-up club gives an unfair privilege based on an arbitrary characteristic. Pupils discuss fairness and how it might feel, without the teacher actually discriminating between pupils.		
Main	Introduce prejudice as making an unfair judgement before knowing someone, and discrimination as unfair treatment linked to a characteristic. Use inclusive images and fictional scenarios to explore similarities and differences. Explain that bullying can be prejudice-related when it targets race, religion or belief, sex, disability, sexual orientation or another perceived difference. Focus on respectful language and the impact of derogatory terms without rehearsing slurs.		
Plenary	Create a class definition of prejudice-related bullying and identify safe actions: challenge safely, support the person affected, record/report, and tell a trusted adult.		
Assessment Opportunities	Baseline: assess pupils' fairness reasoning in the fictional starter. Formative: check definitions and scenario analysis. Endpoint: pupils explain the difference between prejudice, discrimination and prejudice-related bullying using one fictional example.		
Challenge	Analyse a scenario in which prejudice is present but repeated bullying is not yet established. Explain what should still happen and why adults should respond.	Support	Use clear definition cards and one example at a time. Provide a vocabulary mat and sentence stems: 'This is prejudiced because...' and 'A safe response is...'

Lesson 7: Responding to prejudice-related bullying

Year group	Year 5	Theme	Relationships Education
Unit	HT2 - Anti-Bullying	Key Vocabulary	Prejudice, discrimination, stereotype, identity, racist, sexist, homophobic, disability, reporting, support, trusted adult
WALT	Recognise prejudice-related bullying and identify safe, supportive responses.		
Success Criteria	• Identify prejudice-related bullying in fictional accounts. • Explain the possible impact of identity-based insults and exclusion. • Suggest safe advice for someone experiencing prejudice-related bullying. • Explain how to report concerns and seek support.	Resources	Fictional letters/scenarios; Three Monsters by David McKee or an appropriate alternative; large paper. Safe PSHE delivery: Use fictional accounts and distancing. Do not ask pupils to repeat slurs or disclose experiences. Ensure pupils know how to report discriminatory incidents privately.
Starter	Revisit prejudice and discrimination. Groups act as a fictional children's support team responding to anonymised letters about prejudice-related bullying. They identify the problem, feelings, unfair assumptions and sources of help.		
Main	Groups feed back and draft supportive, practical advice. If using Three Monsters, pause at key points to discuss exclusion and prejudicial attitudes, but avoid repeating discriminatory phrases unnecessarily. Relate the story to real-world principles: people can be targeted because of perceived race, culture, religion, disability, sex or sexual orientation, and this is unacceptable. Pupils sort possible behaviours into physical, verbal, indirect and online forms.		
Plenary	Finish the story or scenario and identify the author's message. Pupils name one way to support someone and one way to report prejudice-related bullying.		
Assessment Opportunities	Baseline: retrieve definitions from Lesson 6. Formative: assess scenario analysis and the quality of advice. Endpoint: pupils write a short response to a fictional pupil that validates the concern, rejects prejudice and gives two safe next steps.		
Challenge	Write advice that distinguishes what a peer can safely do from what requires adult intervention, and explain why.	Support	Provide a response template: 'What happened / Why it is wrong / How the person may feel / Who can help / What to do next'. Adult-supported reading can be used for complex scenarios.

Lesson 8: Roles, feelings and bystanders

Year group	Year 5	Theme	Relationships Education
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Unit	HT2 - Anti-Bullying	Key Vocabulary	Target, person bullying, bystander, follower, defender, feelings, behaviour, peer pressure, support
WALT	Understand the roles and feelings of people involved in bullying situations.		
Success Criteria	• Describe different roles that can occur in a bullying situation. • Explain that thoughts, feelings and behaviour may not always match. • Explain how bystanders and followers can affect a situation. • Suggest safe ways to become a supportive bystander or defender.	Resources	Bad Girls by Jacqueline Wilson or an age-appropriate fictional extract; role cards. Safe PSHE delivery: Do not ask pupils to reflect publicly on personal roles in bullying. Avoid fixed labels such as 'bully' for children; focus on behaviour and choices.
Starter	Read a fictional extract and identify roles such as target, person bullying, follower, bystander and defender. Make clear that these labels describe roles in a situation, not fixed identities.		
Main	Use hot-seating with fictional characters only. Explore what each character may think, feel and do, and why a bystander may feel pressure to join in or stay silent. Pupils identify safer alternatives, including getting adult help, supporting the target afterwards and not sharing or amplifying harmful content.		
Plenary	Give pupils time to ask anonymous questions. Revisit the meanings of target, bystander, follower and defender, and identify trusted adults in school.		
Assessment Opportunities	Baseline: assess role identification. Formative: listen for understanding of peer pressure and mismatches between feelings and actions. Endpoint: pupils choose a bystander response to a new scenario and explain why it is safe and helpful.		
Challenge	Explain how a bystander's action can either increase or reduce the power of bullying, including in an online group.	Support	Use role cards with thought/feeling/action prompts. Offer non-performance alternatives to hot-seating, such as writing a thought bubble.

Lesson 9: Responding safely and assertively

Year group	Year 5	Theme	Relationships Education
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Unit	HT2 - Anti-Bullying	Key Vocabulary	Assertive, passive, aggressive, report, trusted adult, support network, evidence, block, safety, bullying
WALT	Understand safe strategies for responding to bullying, including assertive help-seeking.		
Success Criteria	• Identify safe strategies for responding to bullying. • Name trusted adults and appropriate sources of support. • Explain why reporting bullying is not 'grassing'. • Distinguish assertive, passive and aggressive responses.	Resources	Continuum statements; support-network template; fictional scenarios. Safe PSHE delivery: Never imply that confidence or assertiveness prevents victimisation. State explicitly that bullying is never the target's fault and that direct confrontation is not required when it may be unsafe.
Starter	Use an agree/not sure/disagree continuum with statements about responding to bullying. Discuss why retaliation or violence can increase risk and why telling a trusted adult is a responsible safety action.		
Main	Teach assertive communication using fictional examples: calm voice, clear boundary, moving away when possible and seeking help. Pupils create a support network of trusted adults and appropriate services. For online bullying, include saving evidence, blocking/reporting where appropriate and not retaliating. Emphasise that strategies are options, not responsibilities placed on the target; adults are responsible for safeguarding and intervention.		
Plenary	Groups consider reasons someone may find reporting difficult and formulate supportive responses that reduce shame and blame. Reinforce that a child should keep telling trusted adults until they receive help.		
Assessment Opportunities	Baseline: capture views from the continuum. Formative: assess scenario responses and support-network choices. Endpoint: pupils select and justify two safe strategies for a fictional situation, including who they would tell.		
Challenge	Compare assertive, passive and aggressive responses and explain which elements are safest in different contexts, including when direct confrontation would not be appropriate.	Support	Provide scripted response cards and a support-network prompt. Allow pupils to identify trusted roles rather than writing personal names if preferred.

Lesson 10: Peer pressure and positive bystander action

Year group	Year 5	Theme	Relationships Education
Unit	HT2 - Anti-Bullying	Key Vocabulary	Bystander, defender, follower, peer pressure, influence, support, report, intervene, safety
WALT	Understand peer pressure in bullying situations and how bystanders can act safely.		
Success Criteria	• Explain why bystanders may find it difficult to act. • Describe negative and positive peer influence. • Identify safe defender/bystander strategies. • Explain individual responsibility not to join in or amplify bullying.	Resources	Fictional bullying scenarios; Support/No Support sorting cards; role-play prompts. Safe PSHE delivery: Do not encourage pupils to physically intervene. Make clear that seeking adult help is active, responsible bystander behaviour.
Starter	Define bystander, witness and defender. In groups, pupils identify roles in fictional scenarios and sort reasons why someone might hesitate to help and reasons why support matters.		
Main	Discuss peer pressure and how an audience can strengthen bullying. Pupils generate safe defender strategies: do not laugh/share/like; move away with the target where safe; get adult help; report online content; offer support afterwards; encourage others to help. Discuss why violence or risky confrontation is not an appropriate expectation. Pairs adapt a scenario to show a safe positive-bystander response.		
Plenary	Groups perform or narrate the revised scenario. The class identifies which actions reduced harm and increased support.		
Assessment Opportunities	Baseline: check definitions and initial strategy ideas. Formative: observe whether pupils distinguish safe intervention from risky confrontation. Endpoint: pupils produce a 'safe bystander plan' with three actions and explain how one action reduces the power of bullying.		
Challenge	Evaluate which strategies are appropriate when bullying is face-to-face, online, or involves a group, and justify when immediate adult help is essential.	Support	Provide a menu of safe actions and let pupils select from it before explaining. Use role cards and narration rather than acting where preferred.

PSHE Planning Template

Lesson 11: Understanding online bullying

Year group	Year 5	Theme	Relationships Education
Unit	HT2 - Anti-Bullying	Key Vocabulary	Online bullying, cyberbullying, messaging, group chat, gaming, social media, privacy, sharing,

			screenshot, report, digital footprint
WALT	Understand online bullying, where it can occur and how it can affect people.		
Success Criteria	• Identify ways digital technology can be used positively and harmfully. • Recognise examples of online bullying. • Explain possible impacts of online bullying. • Compare online bullying with face-to-face bullying.	Resources	Fictional online scenarios; agree/not sure/disagree statements; school online-safety policy/resources. Safe PSHE delivery: Do not encourage pupils to access age-restricted platforms. Avoid requesting personal account details or experiences. Reinforce privacy, consent before sharing images, and trusted-adult support.
Starter	List age-appropriate ways people communicate digitally, such as messaging, group chats, gaming platforms and school learning platforms. Discuss benefits, risks and respectful behaviour without assuming pupils use particular services.		
Main	Use a continuum to explore statements about online bullying, privacy, forwarding content and the impact of messages. Discuss features that can intensify harm: large audiences, rapid sharing, anonymity, content persisting or being copied, and bullying continuing beyond school hours. Use fictional examples only.		
Plenary	Create a class definition of online bullying and list examples such as repeated harmful messages, deliberate exclusion from online groups, sharing humiliating content, or using digital tools to intimidate someone.		
Assessment Opportunities	Baseline: assess pupils' initial definition. Formative: question reasoning on the continuum. Endpoint: pupils identify online bullying in a new scenario and explain two features that can increase its impact.		
Challenge	Compare the same harmful behaviour online and offline, explaining how audience, permanence, speed and anonymity may change the impact or response.	Support	Provide illustrated technology examples and a simple 'What happened? / Why harmful? / What next?' frame. Pre-teach privacy and digital footprint.

Lesson 12: Online bullying: prevention, reporting and support

Year group	Year 5	Theme	Relationships Education
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Unit	HT2 - Anti-Bullying	Key Vocabulary	Block, report, evidence, screenshot, privacy, password, trusted adult, platform, online safety, cyberbullying
WALT	Understand strategies for preventing and responding safely to online bullying.		
Success Criteria	• Describe practical online-safety strategies. • Explain how to respond if online bullying occurs. • Know how and why to preserve evidence and report concerns. • Identify trusted adults and appropriate reporting routes.	Resources	Fictional online-bullying scenarios; presentation materials; school Anti-Bullying/Online Safety Policy. Safe PSHE delivery: Follow the school's safeguarding, anti-bullying and online-safety procedures. Avoid promising confidentiality. If a pupil discloses harm, follow safeguarding policy rather than continuing the classroom discussion.
Starter	Groups analyse fictional online-bullying scenarios: what is happening, what the impact may be, what could reduce risk, and which adult or reporting route could help.		
Main	In pairs, pupils create a short Google Slides/PowerPoint-style safety presentation or poster. It should cover respectful communication; strong, private passwords; privacy settings; not retaliating; preserving evidence; blocking/reporting where appropriate; telling a trusted adult; and following school procedures. Explain that reporting tools vary by platform and pupils should use services only in line with age requirements and family/school rules.		
Plenary	Selected groups present. Peers use the success criteria to identify one strong safety message and one additional point that would improve the guidance.		
Assessment Opportunities	Baseline: assess responses to the starter scenarios. Formative: review presentations for accurate, safe advice. Endpoint: pupils complete an exit ticket giving three actions they could take if they or a friend experienced online bullying, including an adult-support action.		
Challenge	Create advice for a scenario where the harmful content has already been shared widely. Prioritise actions and explain why each step comes in that order.	Support	Provide a checklist of required safety points and a presentation template. Allow pupils to create a poster or oral recording instead of slides.