

# RELATIONSHIPS EDUCATION

## MODULE C Respectful Relationships

O21 - Responsibilities of bystanders and reporting bullying

Year 4  
Spring Term: Lessons 3-4



# Lesson Overview

## Lessons 3-4: Responsibilities of bystanders and reporting bullying

**Engage  
&  
Activate**

Whole Class & Paired Activities

Responsibility



20 minutes

**Explore  
&  
Explain**

Whole Class & Group Activities

Reporting bullying



40 minutes

**Elaborate  
&  
Reflect**

Whole Class & Independent Activities

Anti-Bullying Policy



40 minutes

**Evaluate  
&  
Review**

Whole Class & Paired Activities

How to get help



20 minutes

# Lesson Plan

## Lessons 3-4: Responsibilities of bystanders and reporting bullying

### Aim

To understand the responsibilities of bystanders and how to report bullying

### Lesson Objectives

In this lesson pupils will:

**Consider** the role of the bystander when bullying occurs

**Explore** how to report bullying

**Identify** where to access support regarding bullying

### Learning Outcomes

By the end of this lesson pupils will have:

**Identified** the responsibility of bystanders to bullying

**Explained** how to report bullying to others

**Know** how and where to get help when bullying occurs

### Key Vocabulary

bystander

report

trust

empower

### Resources



Resource sheets



Pens / Pencils



Post – it notes



Anti-bullying  
Policy



A4 Paper

# Lesson Plan

Engage  
&  
Activate

## Lessons 3-4: Responsibilities of bystanders and reporting bullying

Whole Class & Paired Activities

Responsibility

**Inform** pupils that in this lesson we will be **considering** how to report bullying, where to get help, and the responsibilities of bystanders when bullying is taking place.

**Introduce** learning objectives and learning outcomes.

**Discuss** key vocabulary and **share** definitions. **See** below.

**Review** previous learning:

- Bullying can be physical, emotional, verbal and online (cyber)
- Bullying can have long term effects on those being bullied
- Those being bullied and those bullying need help and support

**Read** the hadith:

The Messenger of Allah ﷺ said:

‘Whosoever of you sees an evil, let him change it with his hand; and if he is not able to do so, then [let him change it] with his tongue; and if he is not able to do so, then with his heart — and that is the weakest of faith.’

Muslim

**Ask** the pupils to **discuss** in pairs what they think this hadith means.

**Clarify** the point of, ‘change it with his hand’, means to take action! Not violence or hitting, but actual action.

**Ask** pupils to consider this hadith in relation to a bystander:  
What can we do if we see bullying taking place?

# Lesson Plan

Engage  
&  
Activate

## Lessons 3-4: Responsibilities of bystanders and reporting bullying

Whole Class & Paired Activities

Responsibility

**Watch** the video (4:00): Preventing bullying, about how to respond to bullying as a bystander:

<https://www.youtube.com/watch?v=eeqQCyQOCPg>

**Summarise** key points from the video; that we can respond to bullying by being an upstander and doing one of **four** things:

- Be a buddy
- Interrupt
- Speak out
- Tell someone

### Key vocabulary

**bystander** a person who is standing near and watching something that is happening but is not involved in it

**report** to give a description of something or information about it to someone

**trust** to believe that someone is good and honest and will not harm you, or that something is safe and reliable

**empower** to encourage and support the ability to do something

# Lesson Plan

Explore  
&  
Explain

## Lessons 3-4: Responsibilities of bystanders and reporting bullying

Whole Class & Group Activities

Reporting bullying

**Ask** pupils: How do we report bullying?

**Take** responses and **discuss**.

**Introduce Resource 1: TELL**

**Give one** copy to each group and go through the acronym.

**Ask** pupils to discuss in groups and then **role-play** how they would tell those they trust about either being bullied, being a bully or being a bystander to bullying.

**Ask** groups to **comment** on each role-play.

**Discuss** issues raised.

Lesson 3-4: Responsibilities of bystanders and reporting bullying

Resource 1

TELL

Use the acronym below to help you report bullying.

**T**

- Talk to a trusted person about what is happening:
- Teacher, parents, friends, relatives, someone who can help

**E**

- Explain exactly what has been happening:
- Who is doing this
- How it makes you feel

**L**

- Let them help you
- They may tell your teacher
- They may tell their trusted adult
- Let them get help
- Let them help STOP this

**L**

- LET'S DO THIS TOGETHER
- We all have to work together to STOP bullying
- Don't suffer in silence

TELL SOMEONE SO IT STOPS!

AMS UK v1

# Lesson Plan

Elaborate  
&  
Reflect

## Lessons 3-4: Responsibilities of bystanders and reporting bullying

Whole Class & Independent Activities

Anti-Bullying Policy

**Introduce** the school, 'Anti-Bullying Policy' and **summarise** the process outlined in your school.

**Ensure** the school's **Anti-Bullying Officer** or responsible adult is known by all pupils.

**Ask** pupils about the role of the school council and playground/ lunchtime buddies in helping to support the reporting of bullying.

**Introduce Resource 2:** Bystander facts, and **discuss** the impact of not responding to bullying as a bystander..

**Ask** pupils to **create** a poster on **A4** paper to add to the school's Anti-Bullying Policy.  
**Give** pupils **Resource 3:** Steps to report bullying, to support planning of their poster.

**Choose** the best examples to go to SLT to be included in the appendix of the policy.

Lesson 3-4: Responsibilities of bystanders and reporting bullying

Resource 2

Bystander facts: Did you know?.....

- More than half of the time, bystanders acted as silent observers.
- Most young people who watch bullying feel uncomfortable, but do nothing about it.
- Most bystanders feel they should step in but are scared.
- Child bystanders were present in 83% or more of bullying incidents.
- Between 80% and 90% of bystanders feel very uncomfortable.
- Only 25% of the time, bystanders stick up for victims.

AMS UK v1

Lesson 3-4: Responsibilities of bystanders and reporting bullying

Resource 3

Steps for reporting bullying

An addition to the Anti-Bullying Policy

Steps for reporting bullying

Top tips for bystanders

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# Lesson Plan

Evaluate  
&  
Review

## Lessons 3-4: Responsibilities of bystanders and reporting bullying

Whole Class & Paired Activities

How to get help

**Give** each pair of pupils **Resource 4**: Logos.

**Ask** them to **identify** logos that they recognise and whether they have been on the website or previously contacted the organisation(s).

**Discuss** each organisation and how they are there to help.

**Open up** websites to illustrate.

**Review** learning by referring to learning objectives and learning outcomes.

**Pose** questions to check understanding and clarify misconceptions using **think, pair, share**:

- What responsibility does a bystander to bullying, have?
- What should a bystander do? Name the **four** options.
- What does the acronym TELL mean?
- How do we report bullying?



Resource 1

TELL

Use the acronym below to help you report bullying.

T

- Talk to a trusted person about what is happening:
  - Teacher, parents, friends, relatives, someone who can help

E

- Explain exactly what has been happening:
  - Who is doing this
  - How it makes you feel

L

- Let them help you
  - They may tell your teacher
  - They may tell their trusted adult
  - Let them get help
  - Let them help STOP this

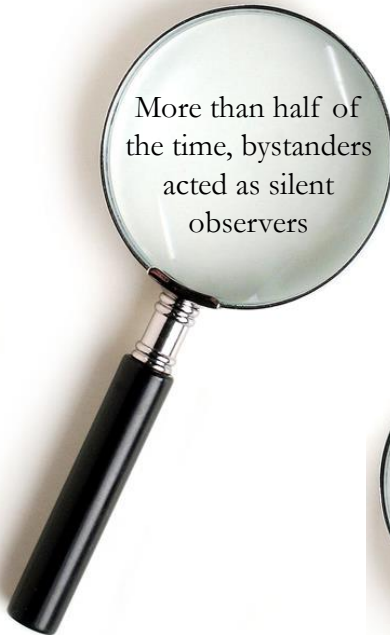
L

- LET'S DO THIS TOGETHER
  - We all have to work together to STOP bullying
  - Don't suffer in silence


**TELL SOMEONE SO IT STOPS!**

Resource 2

Bystander facts: Did you know?.....



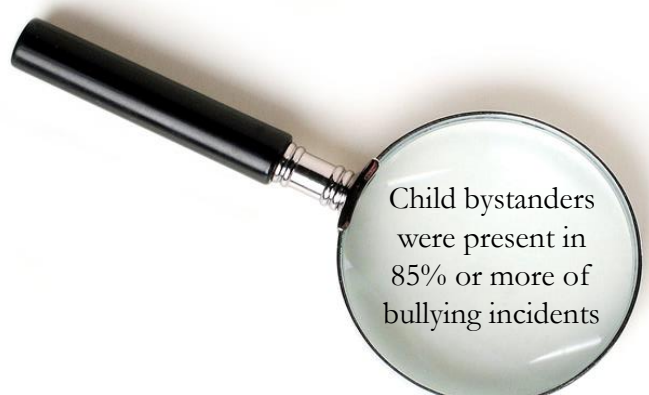
More than half of the time, bystanders acted as silent observers



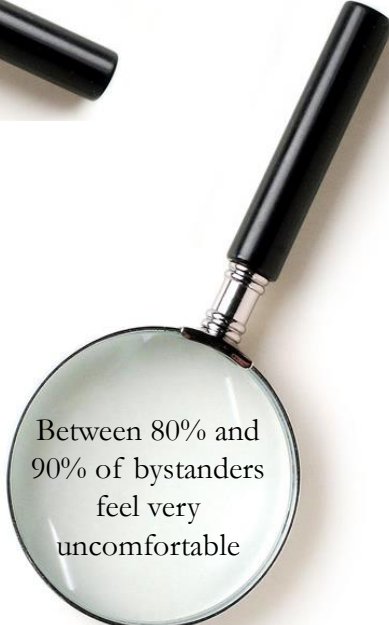
Most bystanders feel they should step in but are scared




Most young people who watch bullying feel uncomfortable, but do nothing about it



Child bystanders were present in 85% or more of bullying incidents



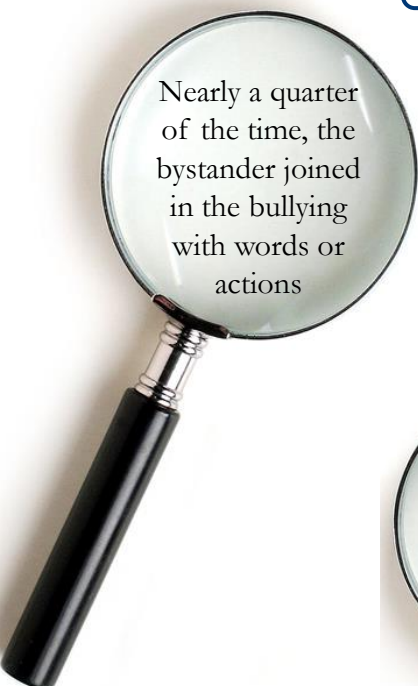
Between 80% and 90% of bystanders feel very uncomfortable



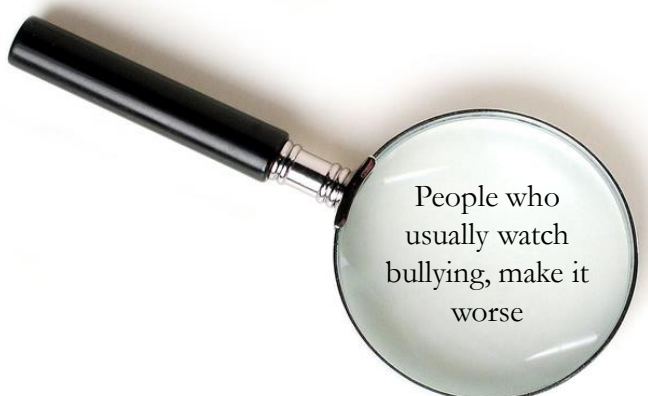
Only 25% of the time, bystanders stick up for victims

Resource 2

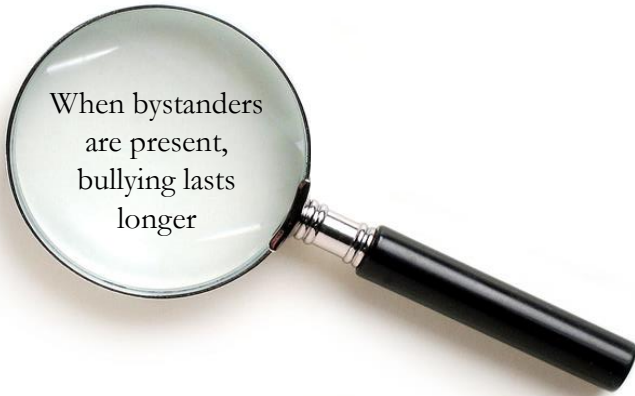
Bystander facts: Did you know?.....



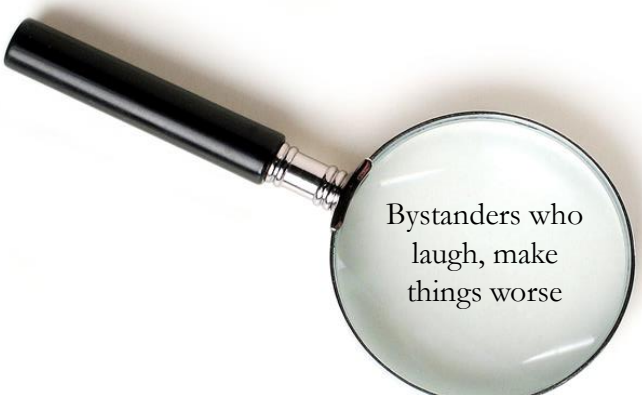
Nearly a quarter of the time, the bystander joined in the bullying with words or actions




People who usually watch bullying, make it worse




When bystanders are present, bullying lasts longer



Bystanders who laugh, make things worse



Bystanders encourage the bully to continue



Bystanders who try and stop bullying often make things better

Resource 3

Steps for reporting bullying

**An addition to the Anti-Bullying Policy**

Steps for reporting bullying

Top tips for bystanders

Resource 4

Logo identification

Do you recognise any of these Logos and do you know how each organisation can help you?

