

DL22: Key stage 2

Teachers can use this grid to think about cross-curricular opportunities to teach specifically about anti-bullying including homophobic bullying. They may find it helpful to use this in association with theme 3 of the SEAL resource pack, "Say no to bullying".

Teaching points for class:	Relevance to homophobic bullying:	Other curriculum opportunities:
To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help.	Pupils, in this context, can equally learn about the nature and consequences of homophobic bullying, including how to respond and ask for help.	Circle time: What is bullying? Why do people bully? Why might some be bullied? How can we stop it?
To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.	Homophobic bullying is anti-social and aggressive. Pupils understand this.	Circle time: Who experiences discrimination and bullying in society? What happens? Who does the bullying? Do similar things happen in school?
Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.	Pupils understand that the school makes and sets rules about homophobic bullying in order to stop it happening. Pupils have input into those rules.	Group work: What rules exist in society that protect minorities from discrimination? Why do these rules exist? What similar rules do we have in schools?
To recognise and challenge stereotypes.	Pupils understand that sometimes "boys don't act like boys" and "girls don't act like girls". Pupils understand that bullying someone in this context can be a form of homophobic bullying.	Project work: Do girls and boys behave in the same way? In what way are they different? How do we expect girls and boys to behave? What happens when they don't?

Teaching points for class:	Relevance to homophobic bullying:	Other curriculum opportunities:
<p>That differences and similarities between people arise from a number of factors.</p>	<p>Pupils understand that some people are lesbian, gay or bisexual and this does not make them inferior nor does it justify discrimination and bullying.</p>	<p>Different families: How are families shown on television and in the media? How does that differ to our own families? What similarities are there?</p>
<p>That their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view.</p>	<p>Pupils understand that not all young people will be the same as them, and bullying them for being "different" is unfair and unkind.</p>	<p>Group activity: Feelings tree. How do I feel today? What makes me feel better? What makes me feel worse? How does being bullied affect how I feel? How does bullying someone make me feel?</p>