

STORI SAM

Adnodd gwrthfwlio ar gyfer
Ysgolion Cynradd gan
Gomisiynydd Plant Cymru
Ysgrifennwyd gan Ysgol
Gynradd Penygawsi, Llantrisant

Fe fydd e'n gwella

SAM'S STORY

It will get better

An **anti-bullying resource** for
Primary Schools by the Children's
Commissioner for Wales

Written by Penygawsi Primary School,
Llantrisant



www.complantcymru.org.uk
www.childcomwales.org.uk



Ysgol Gynradd Penygawsi
Penygawsi Primary School

WHY DOES THIS RESOURCE EXIST?

When Sally Holland became the Children's Commissioner for Wales she consulted with more than 6000 children and young people to find out their priorities. Bullying emerged as the number one concern for children and young people in Wales. To see how children and young people felt this would best be addressed Sally launched [Sam's Story](#), where she consulted with more than 2000 children and young people to find out what young people think is the best way to prevent and tackle bullying. After listening to young people, one of Sally's key recommendations is that all young people of all ages have time to reflect on and discuss their relationships. This resource helps all primary schools in Wales to enable their pupils to have this experience through videos, activities and supporting guidance.

WHAT IS THE RESOURCE?

This resource was developed by Rebecca Rees a teacher at Penygawsi Primary School. Rebecca took a whole school approach to delivering the Sam's Story special mission in October 2016, developing a series of differentiated lesson plans for each key stage and adapting existing resources. The resource is the teaching approach Penygawsi took, outlined in a series of lesson plans with supporting information and relevant resources. It is a tried and tested whole school scheme of work that could be used during Anti-bullying week.

WHAT WILL THIS RESOURCE SUPPORT IN MY SCHOOL?

This will support your school to deliver pupil experiences related to their wellbeing, as specified in the [2017 Estyn Inspection Framework](#) and contains an integrated evaluation to track the impact of the activities on the wellbeing of your pupils. The resource is also linked to the [National Literacy and Numeracy Framework](#) and will support the development of LNF outcomes. Pupils will also reach an understanding of their rights, as laid out in the [United Nations Convention of the Rights of the Child](#) and this will help to develop healthy, confident individuals who can participate as ethical, informed citizens in their school community.

ADDITIONAL RESOURCES

[The Right Way, a Children's Rights Approach for Education in Wales](#), gives schools a principled and practical framework to safeguard the long-term needs and wellbeing of children and young people. The Children's Commissioner for Wales recommends that all education settings



implement a Child's Rights Approach and that this offers a coherent framework to underpin work on wellbeing, healthy behaviours and peer relationships. Schools can also access guidance and a wide range of teaching and learning resources to develop their public sector equality duties from the [Equalities and Human Rights Commission Wales](#).

Penygawsi Primary School takes a whole school approach to 'Sam's Story' – by Rebecca Rees

Having attended the Super Ambassadors training day in September, Penygawsi Primary School was clear on Sally's Special Mission from the outset. Having the opportunity to take part in some of the Sam's Story activities during the day as a member of staff helped me develop a good understanding of what the mission was and how we would use it in our school. Additionally, thinking time with the Ambassadors on the day to discuss the mission was invaluable - it meant we had a clear way forward before even returning to school! We were very much in agreement that the idea of Sam's Story was something we could take back to school.

We differentiated the resources so that we could involve the whole school including Nursery. It is important that matters such as bullying are addressed as a whole school to show consistency and reflect the team ethos we believe in. We want **ALL** our pupils to feel safe and we want the parents to know we have a whole school approach to dealing with bullying issues if and when they arise. Using the Sam's Story approach was a great way to introduce the topic of bullying and find out what it meant to our pupils.

In addition, I felt it was important to start the week off assessing the pupils' understanding of what bullying actually is. In order to do this, I asked teachers to carry out a range of circle time sessions with their classes to generate ideas and feelings around the subject of bullying. It was fundamental that the pupils knew what bullying actually is before they could think about Sam and their story. The pupils thoroughly enjoyed the opportunity to talk and 'off-load' certain feelings and anxieties around the issue.

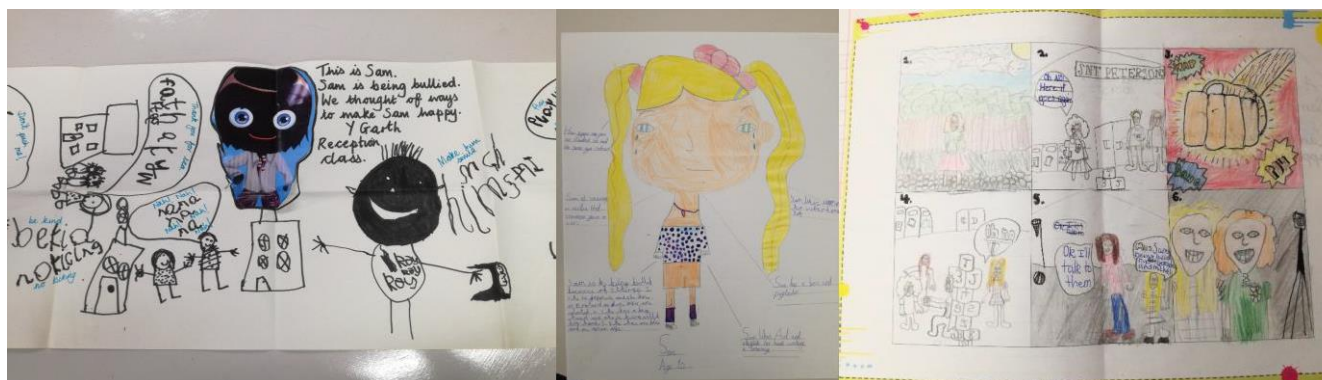
It is really important that the rules of circle time are set before the session so that pupils understand the need to listen and respond in an appropriate way. This ensures that the circle has a safe and open feel – this will allow the pupils to talk freely without feeling like they are being judged in any way.

As a school we are in the process of developing the use of ICT skills through the curriculum, which is why the Ambassadors and I researched different activities that we could use. We found VOKI and they loved it so I knew it would be something the pupils in other classes would enjoy! Who wouldn't want a virtual friend saying nice things to you after all?!



The Ambassadors and I met several times to look at the resources given from the Commissioner and then discussed what each year group could do to complete the mission set. The next step was to gather a range of resources and put packs together for each year group. The packs were then given to staff and explained by myself during a staff meeting the week before the event itself. Mr. Davies, the school's head teacher, took a whole school assembly the week before to explain what Anti-bullying Week is about and the importance of it. To start Anti-bullying Week off itself the Super Ambassadors took a whole school assembly where they introduced Sam and told a story about him/her. Furthermore, they explained in detail to all year groups what was going to happen throughout the week and that they were going to be carrying out a range of activities in their classes around the topic of Bullying.

In terms of the curriculum, as a school we start planning each activity by looking at the LNF and will always have either a literacy or numeracy focus for each lesson. The Sam's Story resources we put together had great Literacy links - Reading, Writing and Oracy. We were also able to link the mission to our PSE scheme of work, which is very important in all primary schools as the wellbeing of each child is at the forefront of what we do.



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DATE:

YEAR GROUP: Year 1/2

TERM: Autumn

ANTI-BULLYING WEEK		
Learning Objective / LNF	DIFFERENTIATED ACTIVITIES	Additional Information
<p>LO: To recognise what they like and dislike, what is fair and unfair, and what is right and wrong.</p> <p>To share opinions on things that matter to them and explain their views.</p> <p><u>Oracy Across The Curriculum</u></p> <p>To express an opinion on familiar subjects. (Yr1)</p> <p>To show understanding of what they have heard by asking questions to find out more information.</p> <p>To express opinions, giving reasons, and provide appropriate</p>	<p><u>WHAT DO WE SEE IN THE WORLD AROUND US?</u></p> <p>ASK Make “binoculars” using hands over eyes. <i>What can you spot in the classroom?</i> Share answers.</p> <p>In pairs children have to think of something they have spotted in the playground today. Share these with the class and decide whether we “like” these things we spotted or not.</p> <p>DEVELOP Pass an object around a circle – each child gets an opportunity to complete the sentence <i>I like to spot (sharing) in the playground/classroom/world because...</i></p> <p><i>Pupils draw something they would like to see through their “binoculars” onto a piece of paper.</i> <i>Pupils write about their scene, giving reasons why they would like to see it.</i></p> <p>REFLECT</p>	<p>The infant teachers felt it was important to start the week off on a positive note and discuss the world in which the children live – local and further afield, highlighting good points.</p> <p>The pupils enjoyed the circle time session discussing what they could see in their classroom and then discussing the things they liked and did not like. The pupils were encouraged to give reasons for their answers.</p> <p>It was important that Circle Time Rules were established as many pupils would talk at once and the teachers needed to ensure a safe and supportive environment was established from the outset.</p>

<p>answers to questions. (Yr 2)</p> <p>To show understanding of what they have heard by asking relevant questions to find out specific information.</p> <p><u>Writing Across The Curriculum</u></p> <p>To communicate purposefully in writing, e.g. may be supported by a drawing. (Yr 1)</p> <p>To use pictures, symbols, letters in sequence and familiar words to communicate meaning.</p> <p>To write for different purposes. (Yr 2)</p> <p>To write text which makes sense to another reader, which may include details and pictures.</p>	<p>As a class make a list of things we don't like to see; split into three categories: playground, classroom, and world. <i>Does bullying appear on any of these lists? Bullying is when someone is treated badly over and over again. Is bullying something we like? Or dislike? Why?</i></p> <p>Discuss in pairs then snowball until whole class has shared their ideas.</p>	<p>Teachers can use Children's Rights to establish this environment by creating a class charter. Download the Children's Commissioner primary online Know Your Rights poster to support your class to understand their rights.</p>
<p>LO: To experience the importance of belonging to a group.</p>	<p><u>WHAT IS BULLYING?</u></p> <p>ASK</p>	<p>In this lesson the children explored through drama the traditional rhyme of <i>Humpty Dumpty</i>. They looked at the negative effects of bullying on Humpty Dumpty and how, through</p>

<p>To understand more about what bullying is.</p> <p>To understand what we should do if we are bullied.</p> <p><u>Oracy Across The Curriculum</u> To contribute to conversations and respond to others, taking turns when prompted. (Yr 1)</p> <p>To listen to others, with growing attention, usually responding appropriately.</p> <p>To contribute to discussion, keeping a focus on the topic and taking turns to speak. (Yr 2)</p> <p>To listen to others with concentration, understanding the main points and asking for clarification if needed.</p> <p><u>Writing Across The Curriculum</u> To communicate purposefully in writing, e.g. may be supported by a drawing. (Yr 1)</p>	<p>Recite the nursery rhyme 'Humpty Dumpty' together as a class. Explain to the pupils that they are going to hear a different side of the story today. <i>The King was inviting all of Nursery Land to his party. Humpty Dumpty was invited, but he couldn't come as he had fallen and hurt himself.</i></p> <p><i>The Head Servant came into the kitchen and said he had heard gossip that Humpty had not had an accident, but someone had pushed him off the wall! He had heard that it was one of the King's soldiers that had done it, and two other soldiers stood by and just laughed.</i></p> <p><i>The King didn't know that Humpty's fall wasn't an accident, and thought Humpty was being his usual careless clumsy self. He said "I don't want Humpty at my party now, as his bandages will scare all my friends away."</i></p> <p>Talk about what the King has said and his behaviour towards Humpty. <i>Was he aware of the whole situation? How should we tell Humpty that he can't come to the party? What should we do about those soldiers?</i></p> <p><i>The servants meet Humpty and tell him what the King said. Humpty tells the servants that the soldiers pushed him off the wall, laughed and always called him 'Egg Head'.</i></p> <p><i>Humpty explains that what really hurt him was the soldiers who stood and did nothing to help him, and just left him broken on the floor.</i></p>	<p>cooperating, they can respond positively to his situation and challenge his exclusion from the group.</p> <p>The pupils enjoyed discussing the story and focussing on feelings. They were able to show empathy and linked these feelings to certain points in their own lives when they may have felt left out or had been name called.</p> <p>It was very important that at the end of the lesson the pupils are told the true meaning of bullying. The pupils need to understand that bullying is a repeated action and not something that happens once. Therefore, name calling isn't nice and if done once is mean but not bullying.</p> <p>Links to Article 19: The right to be protected from being hurt or badly treated.</p> <p>Teachers can download an easy read with symbols version of the UNCRC on</p>
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<p>To use pictures, symbols, letters in sequence and familiar words to communicate meaning.</p> <p>To write for different purposes. (Yr 2)</p> <p>To write text which makes sense to another reader, which may include details and pictures.</p>	<p><i>He says he really wants to come to the party. How can we help Humpty to tell the King what really happened?</i></p> <p>DEVELOP Discuss with the children the different emotions that Humpty would be feeling. For example, sad, unhappy, bullied, lonely, alone, hurt. Make a list of the words that the children offer, so that they can use them in further discussion.</p> <p>Pupils draw Humpty and use the words to help them describe how he is feeling at the beginning of the story, middle and end.</p> <p>In pairs, pupils create a time-line for the Humpty story, with key events indicated in words and pictures</p> <p>Pupils create a time-line for the Humpty story, with key events indicated in words and pictures. Pupils match feelings to each key event.</p> <p>REFLECT As a class decide on an action plan to help Humpty.</p>	<p>the Children's Commissioner website here.</p>
<p>LO To recognise, name and deal with their feelings in a positive way.</p> <p>To recognise choices they can make, and recognise the difference between right and wrong.</p>	<p>WHO IS SAM? Give the pupils the key information about Sam: <i>Sam is 10 years old and is a child in your school. Sam is being bullied. Sam could be a boy or a girl. Who is Sam and what does Sam look like?</i></p> <p>ASK Ask the pupils to discuss the following questions with their partners. <i>Why might Sam be bullied?</i></p>	<p>Another great opportunity for collaborative thinking and discussion. The pupils enjoyed discovering the mission and discussing who Sam might be. Many believed Sam was a boy and others thought Sam was a girl. The pupils understood that it didn't matter if Sam was a boy or girl,</p>

<p><u>Writing Across The Curriculum</u> To talk about what they are going to write. (Yr 1)</p> <p>To write words, phrases and simple sentences and read back own attempts.</p> <p>To use talk to plan writing. (Yr 2)</p>	<p><i>How is Sam different to others in his/her class?</i> <i>How is Sam feeling during the bullying?</i> <i>How could we help Sam?</i> <i>Would Sam feel different if someone helped? How?</i></p> <p>DEVELOP Once discussed create a class thought shower gathering ideas from every group. Pupils draw a picture of Sam. Pupils draw a picture of Sam and write a sentence about him/her.</p> <p>Here are some resources that could help you build a thought shower: Who is Sam? and Why is Sam bullied?</p> <p>REFLECT Ask the children to think about the different feelings Humpty had throughout the story. Discuss the different dynamics linked to these feelings, for example, <i>strong, sharp actions when you are cross, moving faster and slower depending on your feelings</i>. Ask the children to show and tell you what type of body actions they would use to explore the different feelings. Can the children guess the feeling from the action?</p>	<p>what mattered was they were being bullied and this wasn't right!</p> <p>A detailed discussion was had on how and why Sam might be bullied. The class generated an extensive list on the whiteboard of their ideas which they saved to use for their story writing the following day.</p> <p>The children were keen to write their stories and knew who Sam was going to be, why Sam being bullied and who was going to help him/her.</p> <p>The character sketches were a great way for those pupils who struggle to put their ideas in writing to illustrate their thoughts. Those pupils were able to orally explain their character and what was happening to them and how they felt. If done again, video evidence would be collected.</p> <p>This activity links to Article: 12 Your right to say your opinion and what should happen to you.</p>
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		Teachers can download an easy read with symbols version of the UNCRC on the Children's Commissioner website here .
<p>LO: To understand that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</p> <p>To share opinions on things that matter to them and explain their views.</p> <p><u>Writing Across The Curriculum</u> To use specific words which relate to the topic of their writing. (Yr 1)</p> <p>To form upper- and lower-case letters that are usually clearly shaped and correctly orientated.</p> <p>To use capital letters and full stops with some degree of consistency.</p>	<p><u>SAM'S STORY (Part 1)</u> As a class the pupils plan their story, looking at the structure of their writing (needs a beginning, middle and end.) explain to the pupils that they will use their planning to write their story of Sam.</p> <p>Pupils use story planner sheet from Special Mission to plan as a group.</p> <p>Pupils use story planner from Special Mission to plan in pairs.</p> <p>Pupils use story planner from Special Mission to plan their stories.</p> <p><u>SAM'S STORY (Part 2)</u> Pupils use their planning from previous session to write their story of Sam.</p>	<p>As a school we feel it is important to give pupils planning time before any extended piece of writing and this is why we did a selection of sessions running up to the story writing which acted as inspiration for the pupils' writing. Before each Big Write session the pupils have time to plan in a more formal way, using a range of strategies from planners, story mountains and storyboards. This allows the children to gather their ideas and start to place them together in a sequence of events.</p> <p>This year group used the planner template provided by the Children's Commissioner's office but you don't need to use the same template, any form of written planning will be beneficial. The pupil's plans were shared with the class allowing</p>

<p>To begin to use connectives to expand a point.</p> <p>To understand and use language appropriate to writing. (Yr 2)</p> <p>To use simple subject-related words appropriately.</p> <p>To form upper- and lower-case letters accurately and with consistent size.</p> <p>To use capital letters, full stops and question marks accurately, and sometimes use exclamation marks.</p> <p>To use connectives to write compound sentences.</p>	<p>Pupils write their story as a group and use a bank of words that they must include in their story of Sam.</p> <p>Pupils write their stories in pairs and use a word bank of WOW words that they can include in their story of Sam.</p> <p>Pupils use word bank of WOW words and sentence openers that they can include in their story of Sam.</p> <p>This activity links to Article 29: Your right to be the best you can be.</p> <p>Teachers can download an easy read with symbols version of the UNCRC on the Children's Commissioner website here.</p>	<p>discussion about good points as well as areas for improvement. The pupils were encouraged to put as much detail in their plans as possible as it would help the story writing process the following day.</p> <p>As a school we use the Big Write approach to extended writing which means the children have a set amount of time to write. The classroom is calm, with soothing music playing in the background, lights dimmed and candles used on each table (we use LED candles.) Before every Big Write the children are given a set of success criteria which they refer to throughout the writing process to ensure they are on target to meet their learning objective. Once they have completed their writing the pupils are encouraged to self-assess their work using a target well met sheet (see resources) which refers to the success criteria.</p>
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