

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.

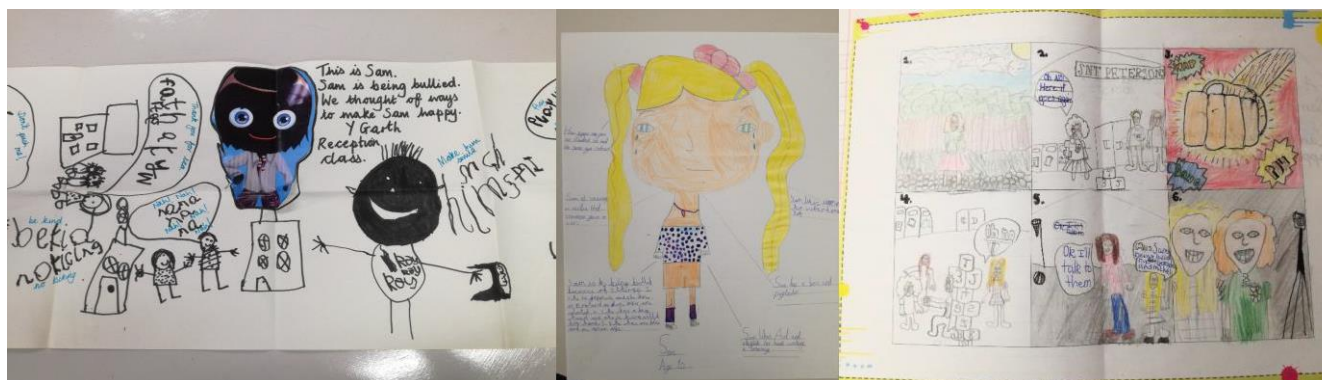
It is really important that the rules of circle time are set before the session so that pupils understand the need to listen and respond in an appropriate way. This ensures that the circle has a safe and open feel – this will allow the pupils to talk freely without feeling like they are being judged 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 3 / 4

ANTI-BULLYING WEEK		
Learning Objective / LNF	DIFFERENTIATED ACTIVITIES	Additional Information
<p>LO: To share their opinions on things that matter to them and explain their views.</p> <p>To recognise, name and deal with feelings in a positive way.</p> <p><u>Oracy Across the Curriculum</u> (Year 3) To listen carefully and make connections between what they are learning and what they already know.</p> <p>To contribute to group discussion, sharing ideas and information.</p> <p>(Year 4) After listening, respond, giving views on what the speaker has said.</p> <p>To contribute to group discussion and help everyone take part.</p>	<p>As the class settles distribute the Before and After survey to each child, ask them to complete this individually and then collect in. This short survey will be compared with the same survey delivered at the end of the sessions, which will enable you to track the impact of the activities on pupil wellbeing [Estyn Common Inspection Framework 2.1].</p> <p><u>WHAT IS BULLYING?</u></p> <p>ASK Pupils play the game ‘What Would I Do If...?’</p> <p>This game is a fun way of working out what we would do in different situations. Pupils play with their groups discussing how their families would react to a range of different situations. Pupils draw pictures to show what the people they live with might do if these things happened to them (See resource sheet.)</p> <p>Pupils sit in a closed, inward facing circle. Explain to the pupils that they are going to talk about bullying. <i>Who can tell me what bullying is?</i></p> <p>Give the following answer; Bullying is when you do something that makes someone feel unhappy. When it is bullying, it happens lots of times.</p>	<p>As a school we felt it was important to start the week off assessing the pupils’ understanding of what bullying actually is.</p> <p>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.</p> <p>It is really important that Circle Time Rules 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</p>

	<p>DEVELOP</p> <p>Use the bullying scenario PowerPoint. Put the cards (see resource) on the floor in the middle of the circle. Explain to the children that we are going to work in pairs. I want each pair to pick one card. Think about what is happening in this picture. <i>Do you think that it is bullying?</i></p> <p>Talk about this in your pair and then we will talk about it together.</p> <p>Give each pair a chance to talk about each of the scenarios and then ask them to feed back to the group.</p> <ol style="list-style-type: none"> 1) <i>What is happening?</i> 2) <i>Can you make a face that shows me how the children in your picture feel?</i> 3) <i>Is it bullying?</i> <p>For MA pupils you can feed in at this point what type of bullying this might be. Emphasise to all that none of these situations would be bullying if they only happened once, although this might make us feel upset and we might need an adult help to sort it out. Also emphasise that falling out with your friend does sometimes happen and is a normal part of learning how to get along with different people, whilst this can be upsetting this is rarely bullying.</p> <p>REFLECT</p> <p>Pupils work in pairs to draw a picture that shows what the child who is being bullied could do next. Draw the next picture along.</p> <p>Pupils write a key words alongside their drawing.</p> <p>Children to write sentences explaining how they would sort out the situation.</p>	<p>talk freely without feeling like they are being judged in any way.</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>Session also links to Article 19: The right to be protected from being hurt or badly treated. Teachers can download an easy read with symbols version of the UNCRC here.</p>
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	Children have to watch out for each other – practice falling into arms in pairs to strengthen trust.	
<p>LO: To take part in discussions with one other person and with the whole class.</p> <p>To recognise choices they can make, and recognise the difference between right and wrong.</p> <p><u>Oracy Across The Curriculum</u> (Year 3) To explain information and ideas using relevant vocabulary.</p> <p>(Year 4) To listen carefully to presentations and show understanding of main points</p> <p><u>Writing Across the Curriculum</u> (Year 3) To note down ideas to use in writing.</p>	<p><u>HOW CAN WE STOP BULLYING?</u></p> <p>ASK</p> <p>Pupils sit in a closed, inward facing circle with their partner and drawings from previous session. Go around the circle and ask the pairs to explain what they would do to sort out the situation they have been given.</p> <p>Make a class thought shower of ideas to tell us what we should do if we think bullying is happening. You should emphasise that the most important thing is to tell an adult.</p> <p>A suitable list might be...</p> <ul style="list-style-type: none"> • Tell an adult. • Go and find a friend to play with. • Explain to someone how you are feeling. • Join in with a different game. • Ask the person why they are doing what they are doing. • Talk to people at home. • Say that you don't like the way the other person is behaving. • Say that you don't think that's very kind. • Know that it is not your fault. <p>DEVELOP</p>	<p>Once we had discussed the meaning of bullying and dealt with any misconceptions the pupils had, we found ourselves naturally discussing how we could stop bullying happening at our school.</p> <p>Once again circle time was used to start this session. The pupils enjoyed the range of discussion activities that took place throughout the week as it gave them the opportunity to open up about certain issues and feelings that they had.</p> <p>When discussing the ways in which bullying can be stopped the children worked in groups and generated a wide range of ideas which they then shared with another group and then the whole class. We then gave the pupils the choice of a Diamond Nine or Zoom Lens Board to sort and order their strategies; thinking about the most and least</p>

<p>(Year 4) To gather ideas to plan writing.</p>	<p>Pupils work in pairs to sort the above list of strategies. Pupils sort the list giving reasons for the most effective and least effective. Pupils sort the above list independently, discussing why they ordered the way they have with their group.</p> <p style="text-align: center;">REFLECT</p> <p>Read the 'Say No To Bullying' poem at the end of this presentation. Reinforce the message that the pupils need to TELL someone if they are being bullied or they see someone else being bullied.</p>	<p>effective. It was interesting to listen to the discussions taking place the reasons behind the pupils ordering. Great opportunity for collaborative thinking.</p> <p>The poem was used at the end of the session as it reiterated the fact that children should TELL a trusted adult if they are being bullied or have seen someone else being bullied – I was pleased to see that the majority of groups decided that tell an adult was the most important way to stop bullying.</p> <p>This session links to Article 12: Your right to say what you think should happen and be listened to. Download an easy read with symbols version of the UNCRC here.</p>
<p>LO: To understand that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p>	<p><u>SAMANTHA JAYNE</u> Read "Samantha Jayne" poem to the class. Discuss any new vocabulary.</p> <p style="text-align: center;">ASK</p> <p>Ask the children to 'flag up' in response to simple statements. For example, <i>Flag up if you've ever felt left out, if you've ever left someone out of a game, if you've ever seen anyone alone in the playground, if you know someone who</i></p>	<p>This poem was taken from our PSE scheme of work 'SEAL' and is a resource I have used for many years. It was very effective for this mission because of the name, especially after some of my pupils discussed that Sam could stand for Samantha!</p>

<p>To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help.</p> <p><u>Reading Across the Curriculum</u> (Year 3) To accurately identify the topic and main ideas of a text, e.g. by highlighting, using key words of the text.</p> <p>(Year 4) To accurately identify the main points and supporting information in texts.</p> <p><u>Writing Across the Curriculum</u> (Year 3) To use visual information if relevant, e.g. labelled diagrams.</p> <p>(Year 4) To use visual information, e.g. illustrations, diagrams and graphs, which are clear and relevant to the written text.</p>	<p><i>doesn't have many friends, if you help people when they've been left out, if you think Samantha Jayne is happy.</i></p> <p><i>Can anyone think of their own statement?</i></p> <p>DEVELOP</p> <p>In pairs discuss how Samantha Jayne is feeling and why. Pupils illustrate the poem thinking about the key words and phrases that need pictures to represent them. Pupils draw Samantha Jayne, using the poem as inspiration. Pupils label with words from poem. Pupils create a character sketch of Samantha, labelling with key words and phrases.</p> <p>You could use this resource to help.</p> <p>REFLECT</p> <p>Sit class in a closed, inward facing circle. Split the children class into groups according to emotions that Samantha Jayne might feel (get children to generate these). Read the poem again and when the children think that Samantha Jayne is feeling "their" emotion they stand up. <i>If you saw Samantha Jayne in the playground on her own, what would you do?</i> Children flag up answers. <i>If you saw that no-one was working with Samantha Jayne in class, what would you do?</i> Children flag up answers. <i>If you noticed that no family came to school to see Samantha Jayne be part of a play or school event, what would you do?</i> Children flag up answers.</p>	<p>I read the poem to the class to role model the expression and feeling behind the words. The pupils then had the opportunity to re-read in their groups and discuss the meaning behind the vocabulary used by the author. Once again a great opportunity for collaborative thinking and discussion.</p> <p>I felt it was important to end this session with the trust catch again as I wanted to create a happy environment where the pupils felt safe and supported.</p> <p>This session links to the following rights: Article 12: Your right to say what you think should happen and be listened to. Article 19: The right to be protected from being hurt or badly treated. Article 15: Your right to meet with friends and join groups and clubs Article 31: Your right to relax and play.</p> <p>Download an easy read with symbols version of the UNCRC here.</p>
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	<p><i>When do you feel sad and lonely?</i> Each child given a chance to speak as object is passed around circle.</p> <p>Children have to watch out for each other – practice falling into arms in pairs to strengthen trust.</p>	
<p>LO: To recognise and challenge stereotypes.</p> <p>To understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p>To understand where individuals, families and groups can get help and support.</p> <p><u>Oracy Across the Curriculum</u> (Year 3) To contribute to group discussion, sharing ideas and information.</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 style="text-align: center;">ASK</p> <p>Ask the pupils to discuss the following questions with their partners. <i>Why might Sam be bullied? Mind map - Resource available. How is Sam different to others in his/her class? How is Sam feeling during the bullying? How could we help Sam? Would Sam feel different if someone helped? How?</i></p> <p style="text-align: center;">DEVELOP</p> <p>Once discussed with partners they create thought shower with their groups. Pupils then send one member of their group to envoy to the next group to discuss their ideas.</p> <p style="text-align: center;">REFLECT</p> <p>Ask pupils the following questions. Give them time to talk to a partner before asking for responses.</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, 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 detailed thought showers in their groups of their ideas. We used Enjoying Thinking Skill strategy for the pupils to share their ideas with other groups before coming back as a class to discuss them all. The pupils understood that these ideas were going to be the</p>

<p>To use talk purposefully to complete a task in a group.</p> <p>(Year 4) To contribute to group discussion and help everyone take part.</p> <p>To help a group to reach agreement, e.g. considering reasons or consequences, keeping focus on the topic.</p>	<ul style="list-style-type: none"> • <i>Is it ever right to think 'it's none of my business' when you see someone being unkind to someone else?</i> • <i>What should you do if you witness a bullying situation and you don't like the person being bullied?</i> 	<p>foundations for their story writing over the next few days.</p> <p>The pupils were keen to write their stories and knew who Sam was going to be, why they were being bullied and who was going to help him/her.</p>
<p>LO: To show an understanding of the ways in which one person (or group of people) can have power over another.</p> <p>To show an understanding of some ways of helping to make someone who is being bullied feel better.</p> <p><u>Writing Across the Curriculum</u> (Year 3) To note down ideas to use in their writing.</p> <p>(Year 4) To gather ideas to plan for writing.</p>	<p>SAM'S STORY (Part 1) Explain to the pupils that they are going to write Sam's story. They need to use their mind maps and character sketches to help them plan their stories.</p> <p>Pupils use storyboards to plan their stories.</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.</p> <p>Before each Big Write session the pupils have time to plan in a more formal way, using a range of strategies from flow charts, 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 wanted to do storyboards as we were looking at them</p>

		<p>in our animation topic. You do not need to use storyboards, any form of written planning will be beneficial.</p> <p>These plans were shared with partners and aspects to celebrate and ways forward discussed. 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>LO: To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help.</p> <p><u>Writing Across the Curriculum</u> (Year 3) To use adjectives and adverbs to expand simple sentences and phrases.</p> <p>To use connectives for causation and consequence, e.g. because, after</p>	<p><u>SAM'S STORY (Part 2)</u></p> <p>Pupils use their planning from previous session to write their story of Sam.</p> <p>Pupils write their stories using appropriate resources and strategies, for example storyboards, story maps and word banks.</p> <p><u>Reflect</u></p> <p>Pupils to either self-assess their own stories or peer-assess their thinking partner's story against the success criteria, using 2 Stars and a Wish.</p> <p>Distribute the Before and After survey to each child, ask them to complete this individually and then collect in. This short survey can be compared with the same survey delivered at the start of the sessions, which will enable you to track the impact of the activities on pupil wellbeing [Estyn Common Inspection Framework 2.1]</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.) The children have access to a range of resources such as word mats, word banks, thesaurus and dictionaries.</p> <p>This activity links to Article 29: Your right to be the best you can be. Teachers can download an easy read with symbols version of the UNCRC on</p>

<p>To use full stops, question marks, exclamation marks and commas for lists.</p> <p>(Year 4) To vary the order of words, phrases and clauses in sentences.</p> <p>To use connectives to show links within sentences.</p> <p>To use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission, e.g. it's (it is)</p>	<p>Record the whole class responses on your Teacher Evaluation. Please send this teacher evaluation to: Teacher Evaluation Children's Commissioner for Wales Oystermouth House Charter Court Phoenix Way Llansamlet Swansea SA7 9FS</p>	<p>the Children's Commissioner website here.</p>
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