

# 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](http://www.complantcymru.org.uk)  
[www.childcomwales.org.uk](http://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.

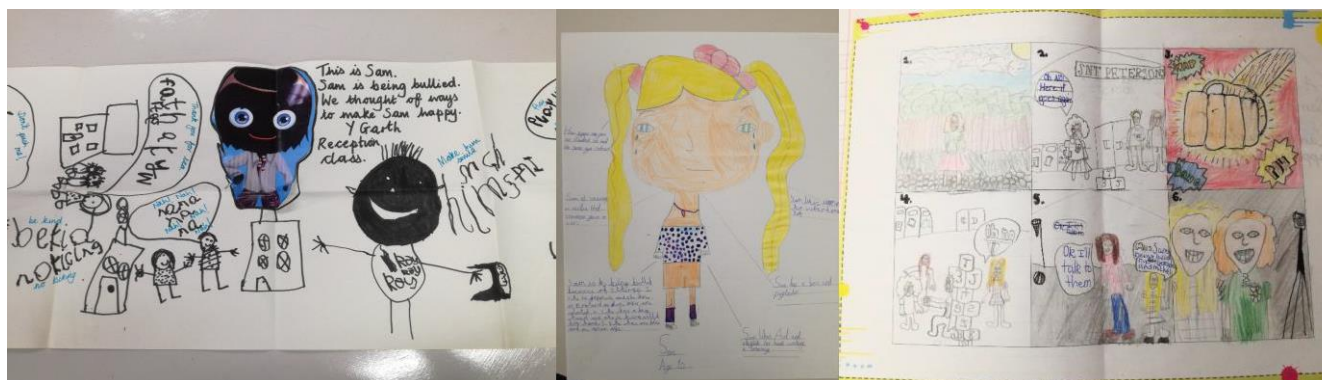
It is really important that the rules of circle time are set before the session so that pupils understand the need to listen and respond in an appropriate way. This ensures that the circle has a safe and open feel – this will allow the pupils to talk freely without feeling like they are being judged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



#### Disclaimer

The Children's Commissioner for Wales accept no responsibility for the actual content of any materials suggested as information sources in this resource, whether these are in the form of printed publications or on a website.

In these materials icons, logos, software products and websites are used for contextual and practical reasons. Their use should not be interpreted as an endorsement of particular companies or their products. The websites referred to in these materials existed at the time of publishing. Please check all website references carefully to see if they have changed and substitute other references where appropriate.



DATE:  
YEAR GROUP: Year 5 / 6

ANTI-BULLYING WEEK		
Learning Objective / LNF	DIFFERENTIATED ACTIVITIES	Additional Information
<p><b>LO: To talk and write about their opinions, and explain their views, on issues that affect themselves and society.</b></p> <p><b>To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</b></p> <p><b>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</b></p> <p><u>Oracy Across the Curriculum</u> To explain information and ideas,</p>	<p>As the class settles distribute the <a href="#">Before and After survey</a> 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><b><u>WHAT IS BULLYING?</u></b> Without explaining why, show the pupils the video 'For The Birds' on the Literacy Shed <a href="http://www.literacyshed.com/the-thinking-shed.html">http://www.literacyshed.com/the-thinking-shed.html</a></p> <p><b>ASK</b> <i>What might this film be about? Does the film have a message?</i> In pairs pupils discuss the theme of the video. Children may say that the small birds were mean to the big bird because he is different. Discuss the following questions: <i>Who are the mean ones? Why are they mean? Are any of the small birds worse than others? Is there a moral to the story? Could we give it a new title?</i></p> <p><b>DEVELOP</b> Display the following three words: <i>Rude</i></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</p>

<p>exploring and using ways to be convincing, e.g. use of vocabulary (Year 5)</p> <p>To listen to others, asking questions and responding to both the content and the speakers' viewpoints (Year 5)</p> <p>To express issues and ideas clearly, using specialist vocabulary and examples. (Year 6)</p> <p>To follow up points in group discussions, showing agreement or disagreement giving reasons. (Year 6)</p>	<p><i>Mean</i> <i>Bullying</i></p> <p>Use these as a basis for discussing the differences between these types of behaviour. Remind the pupils of the definition of bullying: <i>the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.</i></p> <p>Place the three words around the classroom. Read a range of statements and ask the pupils to move to the word they think each scenario links to. Discuss the children's answers.</p> <p><b>Pupils create a scenario picture to represent each word.</b> <b>Pupils create a scenario picture for each word, adding speech bubbles to each picture.</b> <b>Pupils create a three box comic strip for each of the words.</b></p> <p><b>REFLECT</b> Divide the class into small groups. Give each group a card showing one of the four behaviour types: rude, mean, bullying and kind. Ask each group to plan a role play that demonstrates this behaviour type. Allow 10 to 15 minutes' planning time, and then get the groups to perform their role play one at a time in front of class. The rest of the class then need to guess which behaviour type they are acting out.</p>	<p>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.</p> <p>I decided to use a video stimulus with the older pupils as it was great way to introduce the issue without actually using the word bullying in the introduction of the lesson myself. The children responded well to the video and a great discussion was had. I thoroughly recommend this website for many visual stimuli to introduce new topics and genres of writing.</p> <p>Teachers can use Children's Rights to establish this environment by creating a class charter. Download the Children's Commissioner primary online <a href="#">Know Your Rights</a> 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</p>
--	---	--

		download an easy read with symbols version of the UNCRC <a href="#">here</a> .
<p><b>LO: To resolve differences by looking at alternatives, making decisions and explaining choices.</b></p> <p><b>To recognise the different risks in different situations and then decide how to behave responsibly.</b></p> <p><u>Oracy Across the Curriculum</u> To listen to others, asking questions and responding to both the content and the speakers' viewpoints. (year 5)</p> <p>To respond to others with questions and comments which focus on reasons, implications and next steps. (Year 6)</p> <p><u>Writing Across the Curriculum</u> To use techniques in planning</p>	<p><b>WHO IS SAM?</b> 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><b>ASK</b> Ask the pupils to discuss the following questions with their partners: <i>Why might Sam be bullied?</i> <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><b>DEVELOP</b> <b>Pupils complete thought showers in a group.</b> <b>Pupils complete a mind map explaining:</b> <u>Who Sam is</u> / <u>Why they are bullied</u> / <u>How they are bullied</u> / <u>How could we help.</u> <b>Pupils organise their information in their chosen way, explaining:</b> <u>Who Sam is</u> / <u>Why they are bullied</u> / <u>How they are bullied</u> / <u>How could we help.</u></p> <p><b>REFLECT</b></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 pupils generated detailed thought showers and mind maps of their ideas. We used Snowballing Thinking Skill strategy for the pupils to share their ideas with each other in pairs and then in groups before coming back as a class to discuss them all. The pupils understood that these ideas were going to be the foundations for their story writing over the next few days.</p>

<p>writing, e.g. mind-mapping, sequencing, placemat activities. (Year 5)</p> <p>To use a range of strategies to plan writing, e.g. notes, diagrams, flowcharts. (Year 6)</p>	<p>Pupils create a character sketch of Sam, focusing on the ideas generated from the mind map session. These character sketches will be used as inspiration for their story writing next session.</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>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 <a href="#">here</a>.</p>
<p><b>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.</b></p> <p><b>To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help.</b></p> <p><a href="#">Reading Across the Curriculum</a></p>	<p><b><u>SAMANTHA JAYNE</u></b> <a href="#">Read "Samantha Jayne" poem</a> to the class. Discuss any new vocabulary.</p> <p><b>ASK</b> 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 doesn't have many friends, if you help people when they've been left out, if you think Samantha Jayne is happy.</i> <i>Can anyone think of their own statement?</i></p> <p><b>DEVELOP</b> In pairs <a href="#">discuss how Samantha Jayne is feeling</a> and why. <b>Pupils draw Samantha Jayne, using the poem as inspiration. Pupils label with words from poem.</b></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>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 pairs/groups and discuss the meaning behind the vocabulary used by the author. The pupils were asked to relate to Samantha Jayne and link the poem to</p>



<p>To infer meaning which is not explicitly stated, e.g. what happens next? Why did he/she do that? (Year 5)</p> <p>To infer ideas which are not explicitly stated, e.g. writers' viewpoints or attitudes (Year 6)</p> <p>To read closely, annotating for specific purposes. (Year 6)</p>	<p>Pupils create a character sketch of Samantha, labelling with key words and phrases.</p> <p>Pupils create a feeling, hopes and fears character profile of Samantha. Using the poem as evidence the pupils write profile statements. "I know Samantha is..... because the poet writes....."</p> <p><b>REFLECT</b></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).</p> <p>Read the poem again and when the children think that Samantha Jayne is feeling "their" emotion they stand up.</p> <p><i>If you saw Samantha Jayne in the playground on her own, what would you do?</i> Children flag up answers.</p> <p><i>If you saw that no-one was working with Samantha Jayne in class, what would you do?</i> Children flag up answers.</p> <p><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>When do you feel sad and lonely?</i> Each child given a chance to speak as object is passed around circle.</p>	<p>a real life situation or possibly another book/poem they had read. Once again a great opportunity for collaborative thinking and discussion.</p> <p>Many pupils felt as though they could relate to Samantha in many ways, showing a sense of empathy and sympathy. The work produced after reading the poem showed the pupils' understanding of the words and how they thought Samantha felt.</p> <p>I felt it was important to end this session with a circle time session as I wanted to create a happy environment where the pupils felt safe and supported.</p> <p>This session links to the following rights:</p> <p>Article 12: Your right to say what you think should happen and be listened to.</p> <p>Article 19: The right to be protected from being hurt or badly treated.</p> <p>Article 15: Your right to meet with friends and join groups and clubs</p> <p>Article 31: Your right to relax and play.</p>
---	--	---

		Download an easy read with symbols version of the UNCRC <a href="#">here</a> .
<p><b>LO: To show an understanding of the ways in which one person (or group of people) can have power over another.</b></p> <p><b>To show an understanding of some ways of helping to make someone who is being bullied feel better.</b></p> <p><u>Writing Across the Curriculum</u> To use techniques in planning writing, e.g. mind-mapping, sequencing, placemat activities. (Year 5)</p> <p>To use a range of strategies to plan writing, e.g. notes, diagrams, flowcharts. (Year 6)</p>	<p><b><u>SAM'S STORY (Part 1)</u></b> Explain to the pupils that they are going to write Sam's story. They need to use their thought mind maps and character sketches to help them plan their stories.</p> <p>Pupils use <a href="#">story planner template</a> to plan their story. Pupils use the <a href="#">story mountain template</a> to plan their story. Pupils to use <a href="#">story flowchart</a> to plan their story.</p> <p><b>REFLECT</b> Ask pupils the following questions. Give them time to talk to a partner before asking for responses.</p> <ul style="list-style-type: none"> <li>• <i>Is it ever right to think 'it's none of my business' when you see someone being unkind to someone else?</i></li> <li>• <i>What should you do if you witness a bullying situation and you don't like the person being bullied?</i></li> </ul> <p>Ask whether they think that any of their ideas have changed since they began their work on bullying. Ask: <i>'In what way?'</i> and <i>'Why do you think your ideas have changed?'</i></p> <p><b><u>SAM'S STORY (Part 2)</u></b> 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 flow charts, story mountains and storyboards.</p> <p>This allows the children to gather their ideas and start to place them together in a sequence of events. 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>Pupils use word bank of wow words to include in their story of Sam.</p> <p>Pupils use connective and sentence starter word mats to help them write their story of Sam.</p> <p>Pupils are encouraged to use thesaurus to find adventurous synonyms and dictionaries to help spell unfamiliar words when writing their story of Sam.</p> <p><b>REFLECT</b></p> <p>Pupils peer assess their thinking partner's story against the success criteria, using either 2 Stars and a Wish or WWW (What Went Well) and EBI (Even Better IF).</p> <p>Distribute the <a href="#">Before and After survey</a> 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>Record the whole class responses on your <a href="#">Teacher Evaluation</a>. 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>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 – the children choose the level of support they need as we encourage our pupils to be VIPs (Very Independent Pupils).</p> <p>Before every Big Write the children help the teacher to generate 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 either peer or self-assess their work. They must refer to the success criteria when doing so. Aspects to celebrate are under lined in red pen (tickled pink) and ways forward underlined in green (green for growth).</p>
--	---	---

		<p>These aspects to work on are looked at in the editing session the next day.</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 the Children's Commissioner website <a href="#">here</a>.</p>
--	--	--