



Rules & laws

L Lower

- **Lesson 1: The need for rules – road safety**
- **Lesson 2: The need for rules – inventing a game**
- **Lesson 3: The need for school rules**
- **Lesson 4: The need for school rules – Easy Street School**
- **Lesson 5: The Golden Rule**


LU Lower/Upper

- **Lesson 6: Using the Internet carefully**
- **Lesson 7: Cyberbullying**

U Upper

- **Lesson 8: Rules for living – the Ten Commandments**
- **Lesson 9: Rules across the main world religions**
- **Lesson 10: Do as you would be done by**
- **Lesson 11: Making the law – how bills become laws**
- **Lesson 12: Making the law – ‘there ought to be a law about it’**
- **Lesson 13: Breaking the law – crime**
- **Lesson 14: Enforcing the law – the role of the police**
- **Lesson 15: Disobeying the law – the case of the Suffragettes**

Lesson 7: Cyberbullying

LU  45-60 mins

Aim

To help children achieve an understanding of cyberbullying and its possible consequences, to enable them to be in a position to identify it and consider some of the ways in which it can be handled.

Learning outcomes

Children should be taught:

- to face new challenges positively ... and make responsible choices;
- to realise the consequences of anti-social and aggressive behaviours, such as bullying ... ;
- to resolve differences by looking at alternatives, making decisions and explaining choices;
- to recognise the different risks in different situations and then decide how to behave responsibly ... ;
- that pressure to behave in an unacceptable or risky way can come from a variety of sources ... ;
- to understand the need to keep themselves safe;
- to realise the nature and consequences of ... bullying and aggressive behaviours, and how to respond to them and ask for help;
- where individuals ... can get help and support.

Resources

- **Resource sheet F&R7a: Cyberbullying cards** (several sets, preferably pre-mounted or laminated on card)

Activity

NB: This is an essential topic for children to understand, as they are quite susceptible and can easily be drawn into activities of which they are not truly aware.

Talk to the children about bullying, which they may have already covered in other lessons. Ask:

Key Questions ?

What is bullying? What is the likely impact on the victim?

What is cyberbullying? What might it involve?

Discuss the responses. Ensure that the children are clear about what cyberbullying means. It is the use of electronic forms of communication to embarrass, harass, target or threaten another person. It occurs among young people, but an adult may be involved. Point out that when grown-ups take part in cyber-harassment or cyberstalking, it is a crime that can have very serious legal consequences, including imprisonment.

Draw attention to all forms of cyberbullying – e.g. being embarrassed in front of others, being tormented, humiliation, identity theft, rejection or exclusion, posting or sending information or images concerning another person, repeated harassment, etc.

Talk through each of these points. Ask:

Key Questions ?

What do these things mean?

Why are they wrong?

What are the dangers that might result?

If you are aware of any forms of cyberbullying that the children do not mention (these are changing all the time) introduce the terms now.

Make sure that the class has a good understanding of the issues. Discuss with the children how they would deal with anyone who is bullying or attempts to bully them online.

Draw up a list of points on how cyberbullying can be prevented before it happens, and on how to deal with cyberbullying when, and if, it does arise. Mention such points as:

- blocking the sender;
- keeping the message – it could be later used as evidence;
- not replying to threatening or unwelcome messages – retaliation is not the answer;
- respecting yourself and others – remember that pictures posted online are there forever. They give

out messages about your personality. Be careful not to give the wrong messages;

- telling someone you trust about any issues that are troubling you, at an early stage.

Split the class into groups of four to six. Supply each group with a set of cards. Explain that they are to place the cards face down on the table and take turns to select one, which they are to read aloud. They should then explain to the rest of the group what it is an example of, and give reasons why it is wrong or unsafe. You could model this if needed – e.g. ‘I have sent a message to my friend pretending to be a boy in my class’; this is an example of using someone else’s identity.

Further suggestions

Children could use the cards to create their own cyberbullying game.

Differentiation

By outcome.

Rules and laws
Resource sheet R&L7a

Key Stage 2
Part 1

Cyberbullying cards

I put a picture online. I can delete it and nobody would be able to find it.	Parental controls are useful.
I receive a text in which the sender calls me names.	I receive a text from a friend saying that he is a boy in my class.
I receive a text I don't like. What should I do?	I receive an unkind text. I delete it.
A friend I know and chat to online wants to meet. Should I make arrangements?	I have set up a page on a social networking site. I have given my age, date of birth and address.
My friends are texting each other about somebody else in our class. I don't like what they are saying. What should I do?	I have been playing a game online. A friend I've made (but never met) has contacted me several times. He/she is being over-friendly and sometimes tells other players things about me that are untrue. I don't like it. What should I do?
I told a friend a secret. I have now found out that he/she has shared this with others online.	An online friend asks me to send him/her a picture of myself. Should I?

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PSHE Resource File Key Stage 2 Part 1
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