



**MOUNT**  
ST MARY'S

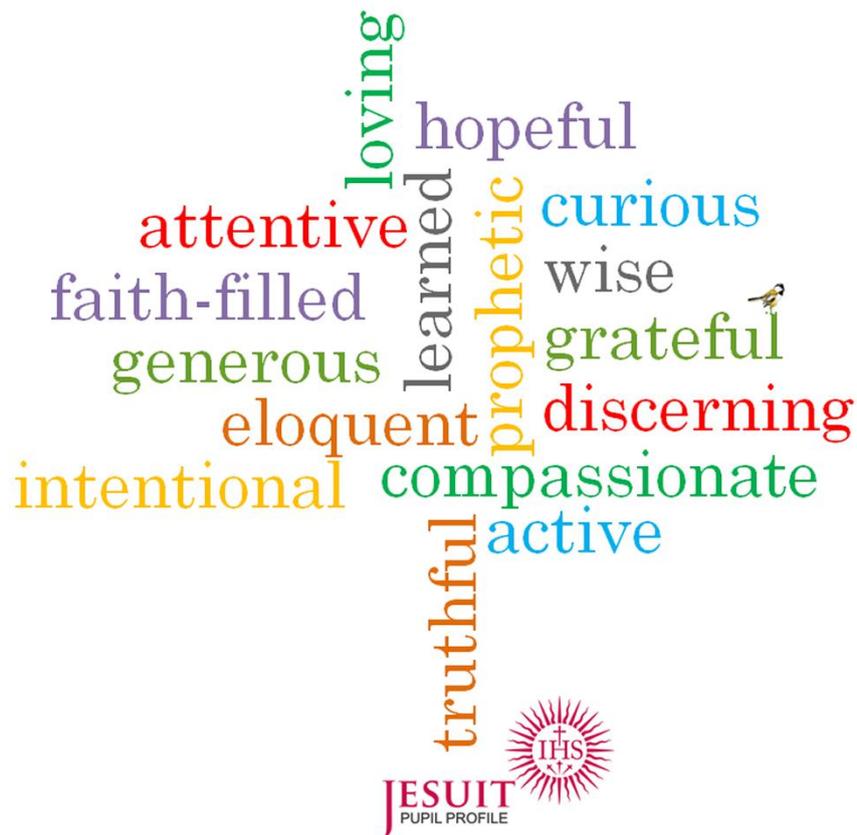
Educating men and women for others since 1842

Headmaster, Dr Nicholas Cuddihy, B.Rel.Sc., M.Sc., Ed.D

**PSHE POLICY**  
**2015-2016**

Personal Social & Health Education (PSHE) is a programme of learning through which children and young people acquire the knowledge, understanding and skills they need to achieve and succeed in their lives. As part of a whole school approach, PSHE develops the qualities and attributes, consistent with the Jesuit Pupil Profile, required by pupils to thrive as individuals, family members and members of society.

At Key Stage 3 PSHE is taught in a single timetabled period each week. At Key Stage 4 it is delivered within the Religious Studies Programme, this is allocated 4 periods per week. In Key Stage 5 PSHE forms part of the Ethics & Beliefs Programme which is taught in a single period each week to all Sixth Form students.





# Academic Subject: Scheme of Work



## Upper Elements: Autumn Term (i)

<b>Subject</b>	<b>PHSE</b>
<b>Unit/Topic</b>	<b>Citizenship &amp; Community</b>

<b>Lesson</b>	<b>Learning Objectives</b>	<b>Tasks/Activities</b>	<b>Resources Differentiation: Extension &amp; SEN</b>	<b>Independent Learning/Homework</b>
<b>1</b>	<p>i) To be able to identify and reflect upon feelings and experiences of their previous school</p> <p>ii) To have considered how a sense of belonging can be created with the new school environment</p>	<p>Citizenship Unit 1 Citizenship- what's it all about</p> <p>-Looking Back- ask pupils to think back to their first day at school, what do they remember? Consider the buildings, who they were with, the other children and grown-ups etc. Share these memories in pairs. Ask pupils to consider what they have now grown out of / away from in their previous school and what are they glad to put behind them?</p>	<p>PowerPoint Worksheet Information sheet</p>	<p>Complete 'Mind Map of Special Places.'</p>
<b>2</b>	<p>i) To have explored how different people experience a sense of belonging in different contexts</p> <p>ii) To have explored the concept of the class as a caring community</p>	<p>Looking Forward – Consider the differences between starting primary school and this school, are there any. Thought-Shower What I expected and what I found</p> <p>-In small groups consider what three things they have done to help themselves feel they belong, e.g. wear uniform, speak to someone who was alone</p>	<p>PowerPoint Worksheet Information sheet</p>	<p>'Interview a family member using the 'Friend For Life' questionnaire.</p>
<b>3</b>	<p>i) To have negotiated and formulated ground rules for the classroom</p> <p>ii) To have considered the advantages and disadvantages of co-operating in the classroom</p>	<p>What belonging means for me – Ask pupils to record individually their responses to the following questions</p> <p>-List as many groups as you can where you feel you belong, List as many places as you can where you feel you belong</p> <p>-Support, friendship, co-operation, sharing, helpful</p> <p>-List the feelings you might experience being in those groups and places. What is it about you that makes you feel you belong, gender, relationships, ethnicity, ability lifestyle, age etc. Complete the following sentences It's easy for me because; It's hard for me because; It would help me if. Provide an opportunity for pupils to discuss their recordings in small groups, discuss any issues that arise as a whole class</p>	<p>PowerPoint Worksheet Information sheet</p>	<p>Complete research (Task 1) using Library resources.</p>



# Academic Subject: Scheme of Work



4	<p>i) Recognise that good will is essential to positive and constructive relationships.  ii) Understand the importance of communicating confidently with their peers and adults.</p>	<p>What belonging means for others – Mix the class into non-friendship pairs. Ask each partner to record their responses to the following statements about their partner – The places they feel their partner would feel they belonged, the groups their partner would feel comfortable with, the hobbies / activities they would enjoy. Each pair should share their responses the partner should respond yes or no and say why for each statement. Each pair should negotiate one fact they have learnt about their partner they can share with the whole class. As a whole class do a round of one thing I didn't know about my partner is..., one thing I've learnt about myself is...</p>	<p>PowerPoint  Worksheet  Information sheet</p>	<p>Fill in the 'Emotional Responses' sheet.</p>
5	<p>i) Explore why rules/laws are important.  ii) Explain how respect for each other is essential to co-operation.</p>	<p>Building a caring classroom – Consider the following questions – What kind of place would you like our classroom to be? What stops it being like this? What are the things other people do or don't do that upset you in class? What do you do to others? How can we change this? What kind of rules might help? Develop a list of caring ground rules these should be displayed and referred to each lesson and owned by all members of the class.</p>	<p>PowerPoint  Worksheet  Information sheet</p>	<p>Complete 'Evaluation Sheet'.</p>

**Mount St Mary's College**  
**Spinkhill, Sheffield S21 3YL**  
**Tel: 01246 433388**

**[info@msmcollege.com](mailto:info@msmcollege.com) - [www.msmcollege.com](http://www.msmcollege.com)**



# Academic Subject: Scheme of Work



## Upper Elements: Autumn Term (ii)

<b>Subject</b>	<b>PHSE</b>
<b>Unit/Topic</b>	<b>Getting to Know You / What Makes a Person Healthy</b>

<b>Lesson</b>	<b>Learning Objectives</b>	<b>Tasks/Activities</b>	<b>Resources Differentiation: Extension &amp; SEN</b>	<b>Independent Learning/Homework</b>
<b>1</b>	Getting to know the class as individuals	Name; Significance of your name; Favourite food; Hope and Dreams for the Future.	Think, Pair, Share PP Slide 4	Finding out about our names – significance of
<b>2</b>	Guidelines for learning	Brainstorm and list guidelines in groups of 4. Report back. List, Discuss, Delete/Add as a class – Ownership. Copy into books.	Group task/discussion PP Slide 5	NAME FRAME
<b>3</b>	Library Induction	3 lessons with Ms Newton		
<b>4</b>	What Makes a Person Healthy?	Paired acty-Brainstorm ideas. Report back and share with class. Discuss. Delete/Add. Present in books with illustration.	PP Slides 5, 6, 7	
<b>5</b>	Introduction to Total Wellbeing	Intro to 4 types of wellbeing. Practise examples. Explain and show examples in books	PP Slides 8-13 Different examples for different abilities	
<b>6</b>	Personality	Complete a 'Personality' test: 'Lions, Beaver, Otter, Labrador' – Identifying traits most like/least like; Ranking and adding strengths and weaknesses.	Personality PP Extension Task – emojis for their personality	Word Cloud Personality Adjectives

**Mount St Mary's College**  
**Spinkhill, Sheffield S21 3YL**  
**Tel: 01246 433388**

**[info@msmcollege.com](mailto:info@msmcollege.com) - [www.msmcollege.com](http://www.msmcollege.com)**

*Company Registered in England No. 05884126; Registered Office: Mount St. Mary's College, Spinkhill, S21 3YL  
 Registered Charity No. 1117998*



# Academic Subject: Scheme of Work



## Figures: Autumn Term (i)

<b>Subject</b>	<b>PHSE</b>
<b>Unit/Topic</b>	<b>Diversity</b>

<b>Lesson</b>	<b>Learning Objectives</b>	<b>Tasks/Activities</b>	<b>Resources Differentiation: Extension &amp; SEN</b>	<b>Independent Learning/Homework</b>
<b>1</b>	To develop a climate of support, friendship and co-operation in the classroom  To establish ground rules for discussion in PSHE lessons.	Welcome the class. Objectives written on ppt to be displayed on interactive whiteboard ( <a href="#">slide 1</a> ) <b>Task 1 (10)</b> : Spare time activity. Read instruction on <a href="#">slide 2</a> . <b>Task 2 (5)</b> : Issue 'Sensitive issues' sheet (one per pair) and small sheet 'Guidelines for trust in PSHE lessons' one for each pupil. Give instructions on <a href="#">slide 3</a> . <b>Task 3 (10)</b> : Deciding the ground rules. Give instructions on <a href="#">slide 4</a> . Put pupils into groups of 4 or 5. Issue one large 'Guidelines for trust in PSHE lessons' to be filled in per group and direct pupils to share their ideas in order to come up with a list of ground rules that can be followed by all the class. <b>Task 4 (5)</b> : Share some of their ideas in class discussion. Show <a href="#">slide 5</a> . The issues discussed in PSHE can be sensitive, therefore it is important that we respect other people's views, even if we don't agree with them and that we don't ridicule people during discussion or gossip about class discussion outside the lesson. <b>Plenary (5)</b> : Consider also 'Basic classroom rights' ( <a href="#">slide 6</a> ). Review lesson objectives ( <a href="#">slide 7</a> ). <b>Explain that you will put together all their ideas into one 'Guidelines for trust in PSHE lessons' poster that will be on display each lesson.</b> Explain your expectation that all group members follow this.	<b>Resources:</b> - L1 PowerPoint - Sensitive issues sheet (One per 3 to 4 pupils) - Small sheet (A5) Guidelines for trust in PSHE lessons (One for each pupil) - A3 sheet Guidelines for trust in PSHE lessons (One per group of 4 pupils)	
<b>2</b>	<ul style="list-style-type: none"> <li>To respect the differences between people as you develop your own sense of identity</li> </ul>	<p>Starter (5 minutes) – Discuss differences between students. Look at slides and discuss foods.</p> <p>Main (20 mins) – Fill in Facebook profile proforma</p>	<p>Facebook page to fill in</p> <p>SEN – give pupils individual help where necessary while circulating the class if they don't understand how to fill in the profile</p>	

Mount St Mary's College  
Spinkhill, Sheffield S21 3YL  
Tel: 01246 433388

[info@msmcollege.com](mailto:info@msmcollege.com) - [www.msmcollege.com](http://www.msmcollege.com)



# Academic Subject: Scheme of Work



	<ul style="list-style-type: none"> <li>To recognise some of the cultural norms in society, including the range of lifestyles and relationships</li> </ul>	<p>Plenary (5 minutes) – Share profiles with others and discuss similarities and differences.</p>		
<b>3</b>	<ul style="list-style-type: none"> <li>To recognise how others see you and be able to give and receive constructive praise and feedback</li> </ul>	<p>Starter (10 mins) – Ask two students to read the picking a fight play script.</p> <p>Questions for discussion</p> <ul style="list-style-type: none"> <li>Is a conversation like this bound to lead to a challenge to a fight?</li> <li>How can we stop fights and arguments from starting?</li> <li>Can you suggest ways in which we can get on with people in life even though we don't always like or agree with their points of view?</li> </ul> <p>Main (15 mins) – Discuss praise in small groups using the questions on the power point as stimulus. Share feedback with group.</p> <p>Plenary (5 mins) – Praise chain on slide.</p>	<p>SEN – provide questions for discussion G&amp;T – allow more open ended discussion</p>	
<b>4</b>	<p>Understand our country has a diverse population. Know where our diversity comes from. Appreciate the benefits of diversity and celebrate difference.</p>	<p>Starter (5 mins) – Recognise that famous face</p> <p>Main (20 mins) Discuss diversity and what it means.</p> <p>Students fill in my views questionnaire. Collate answers in results table on the board. Analyse results in small groups then feedback for class discussion,</p> <p>Plenary (5 mins) – Go through slides on diversity of the Uk</p> <p><b>Two minute challenge</b></p> <ul style="list-style-type: none"> <li>In pairs, list things in your everyday life that are influenced or come from other countries. It can be a person in your family or a friend, music or food, fashion or sport.</li> </ul>	<p>SEN – guided discussion on results of questionnaire</p> <p>G&amp;T – analysis of questionnaire results</p>	

**Mount St Mary's College**  
**Spinkhill, Sheffield S21 3YL**  
**Tel: 01246 433388**

[info@msmcollege.com](mailto:info@msmcollege.com) – [www.msmcollege.com](http://www.msmcollege.com)

*Company Registered in England No. 05884126; Registered Office: Mount St. Mary's College, Spinkhill, S21 3YL  
Registered Charity No. 1117998*

		<ul style="list-style-type: none"> <li>List as many things as you can.</li> <li>Each pair will share as a class and there can't be any repetition.</li> </ul>		
<b>5</b>	<p>Understand our country has a diverse population. Know where our diversity comes from. Appreciate the benefits of diversity and celebrate difference.</p>	<p><b>Starter (5 mins) – Introduce task</b> Working in groups of 2-3s, you are going to create a pop group to enter the Diversity Factor! Your pop group needs to celebrate, respect and represent diversity in the UK and appeal to our diverse population!</p> <p><b>Main (20 mins)</b> Each group will have 20 minutes to create the following:</p> <ul style="list-style-type: none"> <li>✓ Pop group name</li> <li>✓ Pop group members (think about a diverse range of people)</li> <li>✓ Statement that sums up why your pop group has the Diversity Factor</li> <li>✓ Some sample song names, lyrics and / or dance moves</li> </ul> <p><b>Plenary – 5 minutes to practice next lesson we will perform.</b></p>	<p>SEN – provide copies of power point slides and discuss ideas with groups</p> <p>G&amp;T – Create some marking criteria for the judges</p>	
<b>6</b>	<p>Understand our country has a diverse population. Know where our diversity comes from. Appreciate the benefits of diversity and celebrate difference.</p>	<ul style="list-style-type: none"> <li>Each group will play judge once and will provide feedback.</li> <li>You should provide two ticks (positive feedback) and one target (area for development).</li> <li>Use your judging sheet to record your feedback.</li> <li>When providing feedback think about:             <ul style="list-style-type: none"> <li>Does the pop group include a mix of people?</li> <li>Did their pop group combine a mix of culture?</li> <li>Did it celebrate and promote diversity?</li> <li>Did they present their pop group effectively?</li> <li>We have no nasty judges in this competition, so always clap each performance.</li> </ul> </li> </ul> <p><b>Plenary – Discuss what we have learnt from this activity as a class.</b></p>	<p>SEN – guided questions on what we have learnt</p>	
<b>7</b>	<p>Recognise how differences can impact on the relationships between people</p>	<p><b>Starter – Provide key words, students need to come up with definitions. Go through answers (10 mins)</b></p> <p><b>Main (15 mins)</b></p> <ol style="list-style-type: none"> <li>Many adults are prejudice towards teenagers. In other words they have unfair thoughts about what 'teenagers' as</li> </ol>	<p>SEN – provide a key word definition match up sheet.</p>	

**Mount St Mary's College**  
**Spinkhill, Sheffield S21 3YL**  
**Tel: 01246 433388**

**[info@msmcollege.com](mailto:info@msmcollege.com) – [www.msmcollege.com](http://www.msmcollege.com)**

		<p>a social group are like. Write down all the things that adults think and say about teenagers.</p> <p>2) How many of these are true? Mark the ones which you think are accurate with a star</p> <p>Plenary question (5 mins)</p> <p>3) When people act on their prejudice thoughts, it becomes discrimination. Write down how many acts of discrimination against teenagers you can think of</p>		
<b>8</b>	Recognise how differences can impact on the relationships between people	<p>Starter (5 minutes) – Discuss what cultural differences are and think of examples as a group</p> <p>Main (20 mins) Fill in table looking at impact on relationships and benefits of the cultural differences</p> <p>Plenary (5 mins) – Discuss the impact that cultural differences have had on individuals lives.</p>	SEN – note examples on board for use in main task	
<b>9</b>	Recognise how differences can impact on the relationships between people	<p>Starter (5 minutes) – Read passage on racism and discuss any ideas with the students ensuring that they understand definitions.</p> <p>Main (20 minutes) - Give some examples of calls to ChildLine about racism. Choose three of the examples and write down what advice you would give if you were a ChildLine counsellor</p> <p>Plenary (5 minutes) – Share advice with class and discuss. Did anyone choose the same examples? Was their advice the same?</p>	Work in mixed ability groups to discuss the case studies.	
<b>10</b>	To begin to explore what community cohesion is and to think about positive promotion of community cohesion.	<p>Starter (5 mins) Look at the images of Britain that are displayed round the room. Choose 3 images that you think most strongly represents Britain for you. You also need to decide on the order of the ones that you select. Now join up with 2 other people and tell them which images you chose.</p> <p>Main (15 mins) You are a task force that has to organise a ‘Community Cohesion’ programme that will promote a positive change in some of the communities that you belong to. You will have 15 minutes to draft a plan that you can present to David Cameron. What can be done in your school community to promote community cohesion?</p>	SEN – nominate scribe and spokesperson within each group.	

**Mount St Mary’s College**  
**Spinkhill, Sheffield S21 3YL**  
**Tel: 01246 433388**

**[info@msmcollege.com](mailto:info@msmcollege.com) - [www.msmcollege.com](http://www.msmcollege.com)**



# Academic Subject: Scheme of Work



		<p>What can be done in your local community to encourage community cohesion?          What can be done by the Government to make people feel proud to be British?          Plenary (10 mins) - On the post-it note, write down two actions that you could take to help the communities that you belong to become more cohesive. Discuss ideas with class.</p>		
--	--	---	--	--

**Mount St Mary's College**  
**Spinkhill, Sheffield S21 3YL**  
**Tel: 01246 433388**

**[info@msmcollege.com](mailto:info@msmcollege.com) - [www.msmcollege.com](http://www.msmcollege.com)**

*Company Registered in England No. 05884126; Registered Office: Mount St. Mary's College, Spinkhill, S21 3YL  
 Registered Charity No. 1117998*



# Academic Subject: Scheme of Work



Figures: Autumn (ii)

<b>Subject</b>	<b>PHSE</b>
<b>Unit/Topic</b>	<b>Relationships &amp; Bullying</b>

<b>Lesson</b>	<b>Learning Objectives</b>	<b>Tasks/Activities</b>	<b>Resources Differentiation: Extension &amp; SEN</b>	<b>Independent Learning/Homework</b>
<b>1</b>	i) To understand the effects of name calling, labelling and stereotyping. ii) To identify ways of handling situation when name calling occurs.	PSHE Unit 8 Bullying -Do a round – If I were an animal, I would be....., because....? Is it true that animals have these characteristics? How did they get this reputation? -Individually record; something people sometimes call me that I am happy about; something people call me that I don't mind; something people call me that I don't like. Share thoughts and feelings with a partner. Altogether record the feelings they have identified. Is name calling bad? Are there times when you don't mind? When doesn't it matter and why? When do you hate it most? What makes it hurtful? -Explore the reasons why labelling and name-calling is hurtful. Discuss why it is personal and often untrue. Explore ways of dealing with it. Encourage the class to throw away the names they don't like in the bin.	PowerPoint Worksheet Information sheet -The Tulip Touch, Anne Fine, Hamish Hamilton. Psychological bullying and its effects. -The Panic Wall, Alice Rowe, Mammoth. One boy's experience of challenging bullying.	Complete 'Examples of Stereotyping' worksheet.
<b>2</b>	i) Consider the way in which labels handicap those with disability ii) Recount different types of bullying and abuse.	Give out a photo showing groups of people, including those with disabilities, to each group of 4 or 5. Ask for descriptions of people in the photo, drawing out stereotypes and the groups' responses to a person with disabilities. Discuss media portrayal of disability – how does this relate to labelling and stereotyping? Do we actually see a lot of people with disabilities in adverts or in television programmes? How does this feel for those people? Do young people with disabilities have obvious role models in the media? End by encouraging pupils to think that there is a human right	PowerPoint Worksheet Information sheet Egghead, Steve May, Mammoth. Year 8 boy is bullied and starts truanting with older boys -School Tales, Jill Dawson ed, Livewire. School student's writings about their experiences.	Complete the 'Role Models in the Media' stereotyping research sheet.

**Mount St Mary's College**  
**Spinkhill, Sheffield S21 3YL**  
**Tel: 01246 433388**

**[info@msmcollege.com](mailto:info@msmcollege.com) - [www.msmcollege.com](http://www.msmcollege.com)**

*Company Registered in England No. 05884126; Registered Office: Mount St. Mary's College, Spinkhill, S21 3YL  
 Registered Charity No. 1117998*

		to dignity, respect and freedom and remembering the importance of valuing each other as individuals.		
<b>3</b>	<p>i) To have considered ways of preventing bullying</p> <p>i) Pupils explore how to empathise with people different from themselves.</p>	<p>Read Tich Miller poem. Is this bullying, just by leaving someone out? How does Tich Miller feel every time the class plays games? Should the writer have done something? Get the pupils to role-play the poem and ask the person who played Tich Miller how they felt. The pupils can write a poem based on Tich Miller or one in which the poem develops in a different way.</p>	<p>PowerPoint Worksheet Information sheet Poem, Tich Miller, Wendy Cope, copied in Life size, Liz Swinden and Lesley De Meza</p>	Complete the 'Personal Response,' scenario sheet.
<b>4</b>	<p>i) Discuss how to recognise when pressure from others threatens personal safety and well-being.</p> <p>i) Develop effective ways of resisting pressures, including knowing when and where to get help.</p>	<p>Brainstorm safe/unsafe places - is this the same in school? In groups, record ideas for keeping safe and what can endanger safety. Take feedback and discuss whose responsibility are these things?</p> <p>-Focus on bullying: does it happen? Can it be prevented? How? What are bullies like? What are victims like? What message can we give about bullying? Re-form groups and ask them to compose two messages, one for possible bullies one for possible victims – display, peruse, discuss.</p> <p>-Relate to school bullying policy, review effectiveness and make recommendations for amendments</p>	<p>PowerPoint Worksheet Information sheet</p>	Pupils construct their own 5 point code of conduct to prevent and stop bullying.
<b>5</b>	<p>i) Evaluate the effectiveness of anti-bullying campaigns.</p> <p>ii) Explore how society/our community can become a more caring place.</p>	<p>Watch bullying in the work place clip.</p> <p>In discussion groups, use the scenario sheet to form 3 possible responses to each of the incidents.</p> <p>Whole class discussion: Teacher led exploration of responses and evaluation of each possible response.</p> <p>Vote with your feet exercise.</p>	<p>PowerPoint Worksheet Information sheet</p>	Complete 'Evaluation Sheet'.

**Mount St Mary's College**  
**Spinkhill, Sheffield S21 3YL**  
**Tel: 01246 433388**

**[info@msmcollege.com](mailto:info@msmcollege.com) - [www.msmcollege.com](http://www.msmcollege.com)**



# Academic Subject: Scheme of Work



## Rudiments: Autumn Term (i)

<b>Subject</b>	<b>PHSE</b>
<b>Unit/Topic</b>	<b>Society &amp; Cyber-Safety</b>

<b>Lesson</b>	<b>Learning Objectives</b>	<b>Tasks/Activities</b>	<b>Resources Differentiation: Extension &amp; SEN</b>	<b>Independent Learning/Homework</b>
<b>1</b>	i) Understand what anti-social behaviour means. ii) Explore the impact of anti-social behaviour.	Ask the group to define what they think anti-social behaviour is? Definitions of anti-social behaviour – see Together website for further detail § Harassment of residents or passers-by. § Verbal abuse. § Criminal damage. § Vandalism. § Noise nuisance. § Writing graffiti. § Engaging in threatening behaviour in large groups. § Racial abuse. § Smoking or drinking alcohol while under age. § Substance misuse. § Joyriding. § Begging. § Prostitution. § Kerb-crawling. § Throwing missiles. § Assault. § Vehicle vandalism.	PowerPoint Worksheet Information sheet - <a href="http://www.together.gov.uk">www.together.gov.uk</a> , the Governments ASB website	Complete 'Examples of Anti-social behaviour' preparatory worksheet.

**Mount St Mary's College**  
**Spinkhill, Sheffield S21 3YL**  
**Tel: 01246 433388**

**[info@msmcollege.com](mailto:info@msmcollege.com) - [www.msmcollege.com](http://www.msmcollege.com)**

*Company Registered in England No. 05884126; Registered Office: Mount St. Mary's College, Spinkhill, S21 3YL  
 Registered Charity No. 1117998*



## Academic Subject: Scheme of Work



2	<p>i) To have considered their actions and the consequences of their behaviour on others</p> <p>ii) Recount different examples of anti-social behaviour.</p>	<p>Ask pupils to consider which of the behaviours are most often attributed to teenagers – why is this the case? You may wish to use local or national press to highlight these issues.</p> <p>Group discussion based on stimulus exercise.</p> <p>Whole class feedback</p>	<p>PowerPoint</p> <p>Worksheet</p> <p>Information sheet</p>	<p>Complete the 'Personal Experiences,' research sheet.</p>
3	<p>i) To have considered ways of preventing bullying</p> <p>i) Pupils explore how to empathise with people different from themselves.</p>	<p>Consider if there are any of these behaviours that could be avoided through diversionary activities?</p> <p>What activities / facilities are available in College Activities Programme Sheffield/Derbyshire for young people? Pupils could produce a resource for all school pupils, the Connexions service may be able to support this activity.</p>	<p>PowerPoint</p> <p>Worksheet</p> <p>Information sheet</p>	<p>Complete the 'Personal Response to Anti-social Behaviour,' scenario sheet.</p>
4	<p>i) To develop strategies to avoid antisocial behaviour including cyber bullying.</p> <p>i) Develop effective ways of resisting pressures, including knowing when and where to get help.</p>	<p>What is Cyber bullying? Ask pupils to define ways in which you can be cyber bullied.</p> <ul style="list-style-type: none"> <li>o Picture/video-clip bullying</li> <li>o Phone call bullying via mobile phone uses silent calls or abusive messages.</li> <li>o Email bullying</li> <li>o Chat room bullying</li> <li>o Bullying through instant messaging (IM)</li> <li>o Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites.</li> </ul>	<p>PowerPoint</p> <p>Worksheet</p> <p>Information sheet</p>	<p>Pupils construct their own 5 point code of conduct to prevent and stop cyber-bullying.</p>
5	<p>i) Evaluate the effectiveness of anti-cyber-bullying campaigns.</p> <p>ii) Explore how Mount St Mary's can combat cyber bullying.</p>	<p>Watch Jenny's Story, Child net international an online lesson plan with pre and post film questions are available to download</p> <p>-Consider the case studies on cyber bully, discuss what the person being bullied should do next:</p> <ul style="list-style-type: none"> <li>o Alan's story - instant messaging</li> <li>o Nick's story – discussion board</li> <li>o Raymond's story – website</li> <li>o Judy's story –instant messaging</li> <li>o Greg's Story – text messaging</li> <li>o Joanne's story – email</li> </ul> <p>Based on last lesson's homework: Develop a Code of Conduct to prevent / avoid cyber bullying, a suggested list is available on <a href="http://www.antibullying.net/cyberbullying1.htm">www.antibullying.net/cyberbullying1.htm</a></p>	<p>PowerPoint</p> <p>Worksheet</p> <p>Information sheet</p>	<p>Complete 'Evaluation Sheet'.</p>

**Mount St Mary's College**  
**Spinkhill, Sheffield S21 3YL**  
**Tel: 01246 433388**

**[info@msmcollege.com](mailto:info@msmcollege.com) – [www.msmcollege.com](http://www.msmcollege.com)**

*Company Registered in England No. 05884126; Registered Office: Mount St. Mary's College, Spinkhill, S21 3YL  
Registered Charity No. 1117998*