Who can help? (2)

Year: Y1

Subjects and Issues

Bullying Feelings Friendship Resilience
Safeguarding Support networks
Relationships education Keeping safe
Getting help Emotions Online bullying

Teachers note: When teaching this theme to children it is now considered more helpful to use the terms aggressor instead of bully, target instead of victim. It promotes a balanced, non-blaming approach. Using neutral, behaviour-focused language makes conversations with children easier and reduces emotional defensiveness.

Introduction

Recall previous work on bullying. Ask the class what bullying means to make sure everyone understands. It might be useful to review the definitions of bullying from Lesson Plan Unkindness, Teasing or Bullying?

Remind children that bullying or behaving aggressively, unkindness and teasing can also happen online. Online is when someone is on a device like a smartphone, tablet or gaming console where they can message and talk to friends and families.

Ask the children what online bullying, teasing or unkindness look like? Might look like?

Responses to look out for, but not to introduce:

- Messaging within games like “You’re not my friend” or “Go away!”
- Classroom platforms where they can leave comments or emojis that are not nice
- Not letting someone join their game
- Kicking someone out of a game

- Teaming up against one player
- Sending repeated unkind stickers, GIF's, or emojis
- Sharing unkind photos
- Saying hurtful things using voice chat

Definitions

Unkindness: when someone says something that is not nice, or hurtful but they do this only once (a one-off).

Teasing: when someone makes fun of or jokes about someone but only once (a one-off).

Bullying: when someone is repeatedly unkind or hurtful to another person (it's ongoing, **not** a one-off).

Next, read aloud the story of Sleepy Sophie, then ask these questions:

- Is this bullying?
- How do we know?
- How is it making Sophie feel?
- Who can she go to get some help with this? Who should she tell?
- Have a think about the children who saw the bullying and didn't know what to do or say. Who could they talk to about it? What could they do to make things better for Sophie?
- Why do you think Rhianna is doing this?
- What can Sophie say to Rhianna?
- What does Rhianna need to say to Sophie?

It's important to explain why someone might behave in an unkind way [they may be feeling sad, frustrated or angry themselves]. Explain it's ok to feel like this, but that we must be careful not to upset anyone else with our angry actions or words. We can get help with these feelings instead – talk to a trusted adult.

Remember - we might be the one to spot someone who looks like they might be feeling sad or worried/ need help – e.g. crying or alone. What could we do to help?

- We can ask if they are ok
- Try and help them to feel better [give a smile, ask if they'd like a hug, ask if they want to play with you]

- We can talk to a trusted adult about it

If we are kind to each other, we can help each other feel happy and safe.

Activity

Which school rules help someone if they are being bullied (online or offline)?

Who can someone talk to at school or at home if they are being bullied (online or offline)?

Draw a picture of someone getting help if they are being bullied. Write a sentence underneath about who is helping them, e.g. a picture of a child talking to the teacher. Sentence – 'I can tell my teacher'.

Recap the key messages from SCARF lesson plan 'Who can help? (1)' about how to get help if no one seems to be listening, as follows:

Explain that sometimes the people who look after us can tell if we are worried about something. But sometimes - especially if they are very busy - they might not notice. Ask the children what they might do to get the helper to listen to them, examples of ideas might include:

- Find a good time - when they are not so busy
- Ask when a good time would be to talk to them
- Find another safe person who is not so busy
- Remember that there are safe adults at school that the children can talk to - teachers, teaching assistants, lunchtime supervisors etc.
- Other ideas...

Summing up

The children share what is in their pictures with the rest of the class and these are displayed.

Remember, if someone is unkind to someone, with their words or actions, it can make someone upset, worried, or even feel unsafe. But, if we show kindness to others instead, we can make them feel happy and safe.

Adapting lessons for learners with additional needs

Our additional Signposting and Support page provides further guidance on adapting SCARF lessons to meet the needs of learners with additional needs.

Version History

Tue, 17 Mar 2026

- Wording updated to include explanation of why someone might be unkind to others; what we can do to help if we see someone who's upset, reminder that kindness can make us feel happy and safe
- Key Vocabulary updated to include safe, unsafe

Tue, 03 Mar 2026

- Learning outcomes updated to include online content
- Subjects and issues updated to include online bullying
- Key vocabulary updated
- Introduction updated to include example responses to look out for
- Wording around bullying strengthened

Learning Outcomes

Children will be able to:

- Explain the difference between teasing and bullying;
- Understand that bullying can happen online;
- Give examples of what they can do if they experience or witness bullying;
- Say who they could get help from in a bullying situation.

Key Vocabulary

unkind
unkindness
tease
teasing
bullying
witness
experience
getting help
online bullying
aggressive
safe
unsafe

Resources needed

Drawing materials

Story sheet

Sleepy Sophie

Sleepy Sophie - Story sheet 1 copy for teacher to read out

DfE Relationships Education and Health Education statutory requirements

- Relationships Education Families and people who care for me 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- Relationships Education Caring friendships 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- Relationships Education Caring friendships 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- Relationships Education Caring friendships 4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- Relationships Education Respectful relationships 5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- Relationships Education Respectful relationships 6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- Relationships Education Being safe 5. How to recognise and report feelings of being unsafe or feeling bad about any adult.
- Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

DfE Relationships Education and Health Education statutory requirements (2025)

- Being Safe 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- Being Safe 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- Being Safe 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
- Caring friendships 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- Caring friendships 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- Caring friendships 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- Caring friendships 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
- General wellbeing 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- Online safety and awareness 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- Online safety and awareness 5. Online risks, including that any material provided online might be circulated, and that

once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

- Online safety and awareness 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
- Respectful, kind relationships 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
- Respectful, kind relationships 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
- Respectful, kind relationships 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- Respectful, kind relationships 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- Respectful, kind relationships 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

PSHE Association Learning Opportunities

- R9 . How to ask for help if a friendship is making them feel unhappy.