

FOR SCHOOLS

Student Curriculum

Ages 3–18 across three stages. 32 sessions building emotional literacy, digital safety, and the social skills that make prevention structural, not aspirational.

2026 Edition · thebullyeffect.com

THREE STAGES. ONE INTEGRATED SYSTEM.

Early Years

Ages 3–5 · 6 Sessions

Feelings, friendship, and kind choices

15–20 min per session

Primary

Ages 6–11 · 12 Sessions

Emotional literacy and safe behaviour recognition

30–45 min per session

Secondary

Ages 12–18 · 14 Sessions

Power, digital dynamics, and social responsibility

45–60 min per session

EVERY SESSION INCLUDES

- Clear learning objectives aligned to wellbeing standards
- Facilitator delivery guide with timing, discussion prompts, and adaptation notes
- Age-appropriate student activities — role-play, scenarios, creative exercises
- Take-home discussion prompts connecting classroom learning to family conversation
- Integration guidance for existing PSHE/wellbeing timetable slots

STAGE 1

Early Years

Ages 3–5 · FS1/FS2 · 6 Sessions · 15–20 minutes each

Feelings, friendship, and kind choices. Delivered through circle time, story-based learning, and play.

- 01 **My Feelings Have Names** Naming and recognising emotions in ourselves and others
- 02 **How Do You Feel?** Understanding that other people have feelings too — empathy foundations
- 03 **Kind Hands, Kind Words** Distinguishing kind from unkind behaviour through concrete examples
- 04 **Who Can Help Me?** Identifying trusted adults and practising asking for help
- 05 **Playing Together** Sharing, turn-taking, and what to do when play feels unfair
- 06 **Our Kindness Promise** Creating a class commitment to looking after each other

Integration: Circle time, story time, dramatic play, art activities. Designed to reduce teacher workload, not add to it. No separate timetable slot required.

STAGE 2

Primary

Ages 6–11 · 12 Sessions · 30–45 minutes each

Building emotional literacy and safe behaviour recognition through age-appropriate activities.

- 01 **Feelings, Respect, and Belonging** Understanding emotions and what makes everyone feel included
- 02 **What Is Bullying?** Clear distinction between conflict, unkindness, and bullying
- 03 **When Something Feels Wrong** Recognising unsafe behaviour and trusting your instincts
- 04 **The Difference Between Telling and Tattling** Why reporting matters and how to do it
- 05 **Speaking Up with Confidence** Sentence starters, assertive tone, practising out loud
- 06 **Friendship Skills and Group Dynamics** Healthy friendships, exclusion, loyalty manipulation
- 07 **Early Digital Kindness** The Screenshot Rule, online/offline consistency
- 08 **Bystander Power** What bystanders can do — and why most don't
- 09 **Managing Big Feelings** Emotional regulation strategies for when things feel overwhelming
- 10 **What Happens After?** Understanding that adults take action when you report
- 11 **Our Class Agreement** Co-creating behavioural expectations as a community
- 12 **Review and Reflection** Consolidating learning and setting personal commitments

STAGE 3

Secondary

Ages 12–18 · 14 Sessions · 45–60 minutes each

Navigating power, digital dynamics, and social responsibility. Case studies and reflective exercises.

- 01 **Power, Status, and Social Influence** How social hierarchies create conditions for harm
- 02 **Modern Bullying Dynamics** Relational, digital, and coercive forms of harm
- 03 **Group Chat Ethics and Responsibility** What happens in the chat doesn't stay in the chat
- 04 **Recognising Coercion and Manipulation** When influence becomes control
- 05 **The Screenshot Economy** How one image can circulate, persist, and destroy
- 06 **Mental Health and Online Harm** The connection between digital experiences and wellbeing
- 07 **Evidence, Reporting, and Legal Frameworks** What the law says. What schools can do. What you can do.
- 08 **Assertive Communication and Boundary-Setting** Saying no without losing status or safety
- 09 **Bystander Leadership** From passive witness to active ally
- 10 **AI, Deepfakes, and Digital Truth** When you can't trust what you see, hear, or read
- 11 **Reputation and Digital Footprint** Building a digital presence you'd be proud of at 25
- 12 **Restorative Approaches** What real accountability looks like — beyond punishment
- 13 **Allyship Across Difference** Standing up across social boundaries and identity groups
- 14 **The Culture We Build Together** Co-creating norms and commitments as a community

Tone: Direct and sophisticated. These sessions treat students as capable participants in building a safer culture, not as passive recipients of information.

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Printed Workbooks

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Curriculum Integration

Timetable mapping support, teacher planning guides, assessment alignment.

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