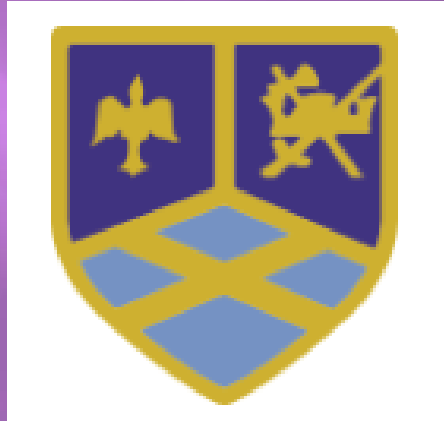


Welcome to St. Alban's



Transition Meeting
Year 3

Prayer



Dear Lord,

As your children begin their new chapter in Year 3, guide and protect them on their journey. Help them to look forward to all of the opportunities they have waiting for them. Help them to make the right choice and to be caring and kind like You. Help us to remember the words of Pope Francis, 'Jesus walks beside you each day, in every situation you are experiencing, in every thing you do and in all of your hopes and dreams.' Amen

Why are we here?

Our school mission statement:

Following in the footsteps of Jesus we
love, live and learn together.



The Year 3 Team

Miss Doherty ~ Class Teacher

Mrs Drury ~ Teaching Assistant and
Dog Mentor Programme.

Mrs McCann ~ Teaching Assistant



- ▣ **Key Stage 2 Phase
Leader: Miss Ingram**
- ▣ **SENCo: Mr Griffin**
- ▣ **Pastoral Lead: Mrs
Doherty**

Y3 class and Vinnie's journey

- ▣ Go Fund Me incredible support from the community- raised £45,000
- ▣ Physical Disability Support Service – advise us on how we can meet all children's needs in school. We are bound by law to meet the needs of all pupils. They advised that we move classrooms for Y3 to downstairs and the current Y1 children move to an upstairs classroom.
- ▣ We hope a new modular building will be in place in 2025 downstairs
- ▣ Planning application to be submitted etc
- ▣ Support from John Putnam – Wates Group – Project Manager
- ▣ We will have additional space for all children to access...SEN Hub room , small group teaching space, booster sessions etc



Modular building



- Facilities – classroom, cloakroom, toilets, ICT provision
- Children will have a transition period to support the move

Prayers to learn in Year 3

Year 3

This year, I have learnt and can remember these prayers...

<i>Prayer</i>	
Glory Be	
Prayer to the Guardian	
Eternal Rest	
Act of Sorrow	
The Confiteor	
The Angelus	

RE Curriculum

- ▶ Unit A – Belonging [PDF](#)
- ▶ Unit B – Reconciliation [PDF](#)
- ▶ Unit C – Advent [PDF](#)
- ▶ Unit D – Christmas [PDF](#)
- ▶ Unit E – We Listen to God's Word at Mass [PDF](#)
- ▶ Unit F – Lent [PDF](#)
- ▶ Unit G – Prayer [PDF](#)
- ▶ Unit H – Holy Week [PDF](#)
- ▶ Unit I – Easter [PDF](#)
- ▶ Unit J – The Eucharist is a Thanksgiving to God [PDF](#)
- ▶ Unit K – Pentecost [PDF](#)

Sacraments

- Commitment Mass- **Saturday 5th October** at 5:30pm (St. Dunstan's Church)
- First Holy Communion- **Saturday 14th June** (St. Dunstan's Church 12:30pm)

Sacramental Meetings and Masses at St. Dunstan's Church

▣ Sacrament of Reconciliation

- ▣ Saturday 8th March: 4pm Mass followed by Preparation Session.
- ▣ Saturday 22nd March: 4pm Mass followed by Preparation Session.
- ▣ Sacrament of Reconciliation: Week beginning Monday 24th March 2025

Sacramental Meetings and Masses at St. Dunstan's Church

❑ Sacrament of First Holy Communion

- ❑ Saturday 5th April: 4pm Mass followed by Preparation Session.
- ❑ Saturday 10th May: 4pm Mass followed by Preparation Session.
- ❑ Sacrament of First Holy Communion: Saturday 14th June 2025

Thanksgiving Masses

▣ Sacrament of First Holy Communion

- ▣ Thursday 19th June 2025: Thanksgiving Mass in school at 9:30am
- ▣ Saturday 28th June 2025: Thanksgiving Mass in Church at 4pm

Sacramental Preparation

- ▣ Children will begin their 'I Belong' books after Christmas.
- ▣ As part of your child's preparation for the Sacraments of Reconciliation and First Holy Communion, we encourage you to attend Mass as a family regularly.



Programme STRUCTURE

- EYFS
- Key Stage One
- Lower Key Stage Two
- Upper Key Stage Two

Module 1
Created and
Loved by God

Units:

- Religious Understanding
- Me, My Body, My Health
- Emotional Well-being
- Life cycles

Module 2
Created to
Love Others

Units:

- Religious Understanding
- Personal Relationships
- Keeping Safe

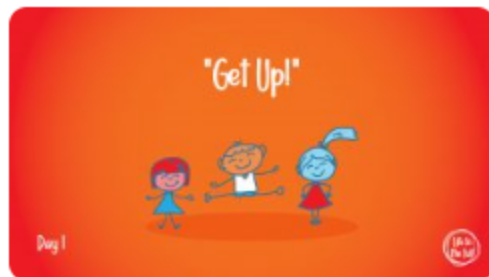
Module 3
Created to Live
in Community

Units:

- Religious Understanding
- Living in the Wider World

Various Sessions

Unit 1: Religious Understanding



Session 1: Get Up!

Over five days, children will hear and experience the Gospel story of Jesus healing Jairus' daughter. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God out of love and for love: they were designed for this purpose, which should inform how they live.



Go to Session



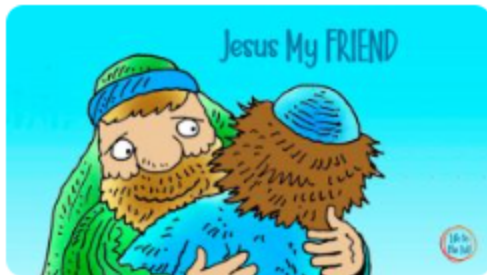
Session 2: The Sacraments

Building on the reflective sessions on the account of the raising of Jairus' daughter, this session unpacks the Sacraments of Baptism and Reconciliation. Children will understand that through prayer, the Sacraments and our friendships and relationships with others, we can have a foretaste of heaven.



Go to Session

Module 2: Created to Love Others



Unit 1: Religious Understanding

Unit 1 – Religious Understanding tells the parable of The Prodigal Son, showing that God loves us, and nothing we can do will stop Him from loving us. Children will also learn about different types of sin, and the importance of forgiveness in relationships.



Go to Unit



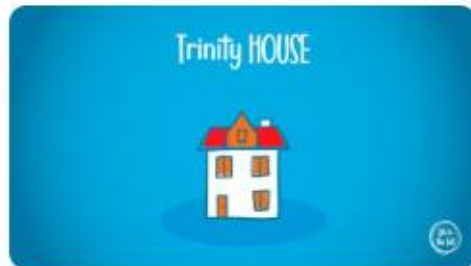
Unit 2: Personal Relationships

The sessions in Unit 2 – Personal Relationships help children to develop a more complex appreciation of different family structures, develop healthy relationships with family and friends and learn some strategies to use when relationships become difficult. Teaching also covers how to recognise discrimination and bullying, both physical and emotional. Children will learn strategies to develop resilience and resist pressure.



Go to Unit

Module 3: Created to Live in Community



Unit 1: Religious Understanding

Unit 1 – Religious Understanding explores in greater detail the community aspect of the Trinity and encourages children to think about what the Trinity means to them and how as they were made in God's image, they too are created to live in community.



Go to Unit



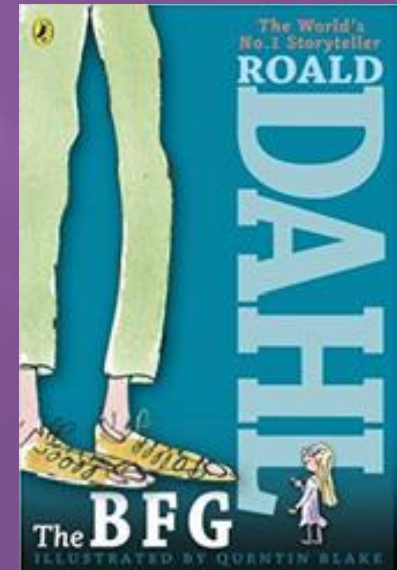
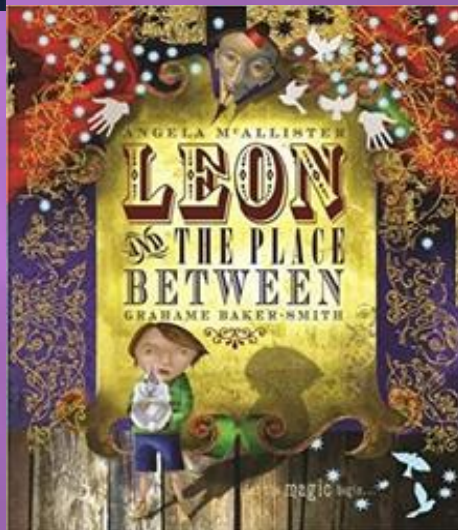
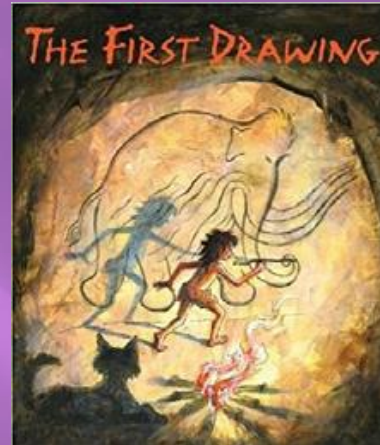
Unit 2: Living in the Wider World

In Unit 2 – Living in the Wider World, children will learn some of the principles of Catholic Social Teaching from Together For The Common Good, which will help them to live in communities in the way God intends. Teaching includes the common good, the human person, social relationships and stewardship.

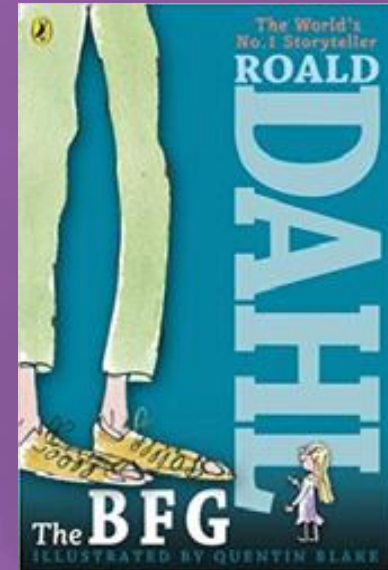
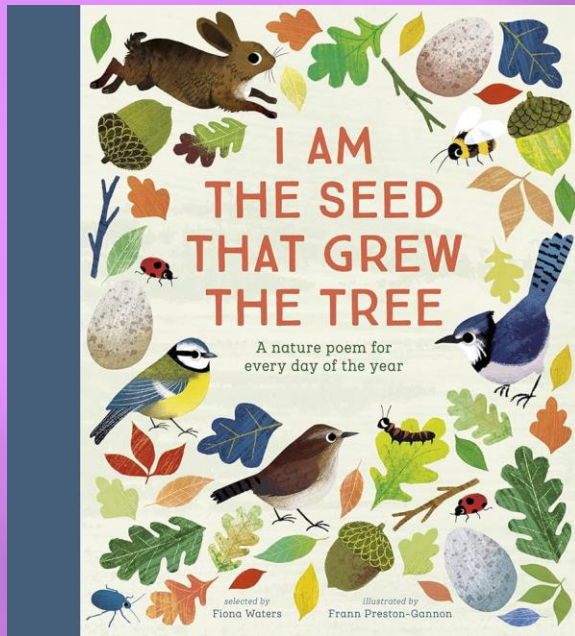


Go to Unit

Writing in the Autumn Term



Reading in the Autumn Term



Writing Expectations

Year 3 Writing Checklist

Working Towards the Expected Standard:

Pupil(s) are beginning to meet the following aims with support:		
To orally rehearse their ideas for writing and record their ideas using a modelled planning format.		
To demonstrate some understanding of purpose and audience (although this may not be sustained).		
To use the simple structure of a wider range of text types.		
To proof-read their work to check for errors and make simple improvements with guidance.		
To make more ambitious word choices (often reflecting those modelled by a teacher).		
To usually maintain the correct tense (including the progressive form).		
Uses the full range of punctuation from previous year groups including:	full stops, capital letters, question marks and exclamation marks.	
	commas within lists.	
	apostrophes to show possession and to form contractions.	
To begin to add inverted commas to mark direct speech (may not be consistent).		
To use a range of simple conjunctions (including some subordination).		
To spell some words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.		
To spell some words with suffixes correctly, e.g. usually, poisonous, adoration, etc.		
To apply all spelling rules from the KS1 guidance within the English Appendix 1.		
To begin to use neat, joined handwriting.		

Writing Expectations

Year 3 Writing Checklist

Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:	
To begin to use ideas from own reading and modelled examples to plan their writing.	
To demonstrate an increasing understanding of purpose and audience.	
To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).	
To proof-read theirs and others' work to check for errors with increasing accuracy, and make improvements.	
To make deliberate ambitious word choices to add detail.	
To begin to create settings, characters and plot in narratives.	
To start to organise their writing into paragraphs around a theme.	
To maintain the correct tense (including present perfect tense) throughout a piece of writing.	
To use the full range of punctuation from previous year groups.	
To use inverted commas in direct speech.	
To use subordinate clauses.	
To begin to use conjunctions, adverbs and prepositions to show time, place and cause.	
To use 'a' or 'an' correctly most of the time.	
To spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.	
To spell many words with suffixes correctly, e.g. usually, poisonous, adoration, etc.	
To begin to spell homophones correctly, e.g. which and witch.	
To spell some of the Year 3 and 4 statutory spelling words correctly.	
To use a neat, joined handwriting style with increasing accuracy.	

Writing Expectations

Year 3 Writing Checklist

Working at Greater Depth within the Expected standard:

Pupil(s) are confidently and independently able to apply their knowledge:	
To plan and write with an understanding of purpose and audience.	
To use the structure of several text types (including the use of simple layout devices in non-fiction).	
To proof-read theirs and others' work to check for errors, suggesting and making improvements.	
To make deliberate ambitious word choices to add detail, effect and to engage the reader.	
To create settings, characters and plot in narratives.	
To organise their writing into paragraphs around a theme.	
To maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement.	
To use the full range of punctuation from previous year groups.	
To use punctuate direct speech accurately, including the use of inverted commas.	
To use subordinate clauses (sometimes in varied positions).	
To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	
To use 'a' or 'an' correctly throughout a piece of writing.	
To spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial, etc.	
To spell most words with suffixes correctly, e.g. usually, poisonous, adoration, etc.	
To spell homophones correctly, e.g. which and witch.	
To spell many of the Year 3 and 4 statutory spelling words correctly.	
To use a neat, joined handwriting style with increasing accuracy and speed.	

Reading Expectations

Working Towards the Expected Standard:

Pupil(s) are beginning to meet the following aims with support:	
to use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	
to apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (as listed in English Appendix 1*) to begin to read aloud.	
to apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1*) to begin to read aloud.	
to begin to read further Y3/Y4 exception words (as listed in Appendix 1*).	
to develop a positive attitude to reading and understanding of what they read by: - beginning to use appropriate intonation and volume when reading aloud; - recognising and discussing the different features of a variety of texts; - discussing authors' choice of words and phrases for effect.	
to understand what they read, in books they can read independently, by: - asking and answering questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives; - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	
to retrieve and record information from non-fiction.	

Reading Expectations

Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:

to usually read fluently, decoding longer words with support, testing out different pronunciations.

to apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words they meet.

to apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1*) to read aloud and to understand the meaning of new words they meet.

to read most Y3/Y4 exception words (as listed in Appendix 1*), noting the unusual correspondences between spelling and sound, and where these occur in the word.

to develop a positive attitude to reading and understanding of what they read by:

- reading with an awareness of audience, (e.g. changes in intonation and pace);
- reading books that are structured in different ways for a range of purposes and participating in discussions about them;
- using appropriate terminology when discussing texts (plot, character, setting).

to understand what they read, in books they can read independently, by:

- predicting what might happen from details stated and implied.
- drawing simple inferences with evidence such as inferring characters' feelings.

to retrieve and record information from non-fiction using conventions such as indexes, contents pages and glossaries.

Reading Expectations

Working at Greater Depth within the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge:	
to read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.	
to apply their knowledge of root words, prefixes and suffixes/word endings (including all listed in English Appendix 1*) to read aloud fluently.	
to understand the meaning of new words through contextual cues.	
to read all Y3/Y4 exception words (as listed in Appendix 1*), discussing the unusual correspondences between spelling and sound, and where these occur in the word.	
to develop a positive attitude to reading and understanding of what they read by: - when reading out loud, selects a range of appropriate techniques (intonation, tone, volume, action) to show awareness of the audience; - discusses and compares texts from a wider variety of genres and writers referring to authorial style, themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings); - recognises and discusses some different forms of poetry (e.g. free verse, narrative poetry).	
to understand what they read, in books they can read independently, by: - discusses vocabulary used by the author to create effect; - identifies main ideas drawn from more than one paragraph and summarises these; - draws inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text; - justifies predictions with evidence from the text.	
to use all the organisational devices available within a non-fiction text to retrieve, record and discuss information.	
to use dictionaries to check the meaning of words that they have read.	

Year 2 Common Exception Words

after
again
any
bath
beautiful
because
behind
both
break
busy
child
children
Christmas

class
climb
clothes
could
cold
door
even
every
everybody
eye
fast
father
find

floor
gold
grass
great
half
hold
hour
improve
kind
last
many
mind
money

most
move
Mr
Mrs
old
only
parents
pass
past
path
people
plant
poor

pretty
prove
should
steak
sugar
sure
told
water
whole
who
wild
would

Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

Maths Curriculum

Autumn term	Number Place value FREE TRIAL VIEW	Number Addition and subtraction VIEW	Number Multiplication and division A VIEW		
	Number Multiplication and division B VIEW	Measurement Length and perimeter VIEW	Number Fractions A VIEW	Measurement Mass and capacity VIEW	
	Number Fractions B VIEW	Measurement Money VIEW	Measurement Time VIEW	Geometry Shape VIEW	Statistics VIEW

Foundation Subjects

History

Geography

Art

Spanish

Computing

RSE (Ten Ten)

PE

Music

DT

...knowing more and
remembering more

Science

Year 3	The Human Body The digestive system, teeth and senses, a healthy diet, nutrition, vitamins and minerals, skeletons and muscles for support, protection and movement.	Cycles in Nature Seasonal cycles and plants, animal migration. Life cycles of a plant and a frog.	Light How light travels, shadows, transparent and opaque objects, reflection, mirrors: plane, concave, convex, how shadows change throughout the day.	Plants Functions of plants: roots, stem/trunk, leaves and flowers, Life and growth, variety of plants, water transportation, seed formation and dispersal.	Rocks Sorting rocks, how rocks are formed, hardness and permeability, fossils, soil.	Forces and Magnets Forces, friction, magnets, magnetic poles, magnetic fields, law of magnetic attraction, compasses.
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The Human Body
Cycles in Nature
Light
Plants
Rocks
Forces and Magnets

History

Year 3	Stone Age to the Iron Age	Ancient Egypt	The Anglo Saxons, Scots and the Vikings	Law and Power (1154-1272)	The War of the Roses
	1. Mesolithic Hunter Gatherers 2. Life in Neolithic Britain 3. The Bronze Age 4. Stonehenge 5. The Iron Age	1. Locating Egypt and the River Nile 2. Life in Ancient Egypt 3. Religion and the Afterlife 4. Tutankhamun and Howard Carter 5. Hieroglyphics	1. Anglo Saxon England 2. The Scots and the Picts 3. Anglo Saxon Settlements 4. Anglo Saxon Culture and Religion 5. Who were the Vikings? 6. Viking Raids and Invasion 7. Alfred the Great 8. Viking settlements and Danelaw 9. Viking Religion and Culture 10. Edward the Confessor 11. The Norman Invasion	1. Henry II and English Common Law 2. Henry II and Thomas Beckett 3. The Holy Wars and Richard the Lionheart 4. King John and the Magna Carta 5. Simon de Montfort	1. An Introduction to the War of the Roses 2. Henry VI vs. Edward IV 3. Richard III and the Princes in the Tower 4. The Battle of Bosworth Field 5. Henry VII and the Tudors

The Stone Age to the Iron Age

Ancient Egypt

The Anglos Saxons, Scots and Vikings

Law and Power

Wars of the Roses

Geography

Spatial Sense	Settlements	Rivers	UK Geography: The South West	Western Europe	Asia- China and India
1. Maps, compasses and symbols 2. Symbols on maps 3. Grid References 4. A contrasting locality- San Francisco (Human Geography) 5. A contrasting locality- San Francisco (Physical Geography)	1. Settlements 2. Types of Settlements 3. Urban, Rural and Suburban areas 4. Population Density 5. What settlements need (Option fieldwork)	1. What is a river? 2. Rivers of Europe 3. Rivers of Africa 4. Rivers of Asia 5. Rivers of Australia, South America and North America	1. Introduction to the South West 2. Coastal areas and erosion 3. Landmarks and tourism 4. Agriculture and climate 5. Change over time	1. Countries and Settlements in Western Europe 2. Climate of Western Europe 3. Trade in Western Europe 4. France 5. A comparison of London and Paris	1. Locating India and China 2. Human and Physical Geography of India 3. Rivers of India 4. Human and Physical Geography of China 5. The Great Wall of China

Spatial Sense
 Settlements
 Rivers
 UK Geography: The South West
 Western Europe
 Asia- China and India

Art

Year 3 Summary Concepts in Art: Line, Form, Pattern, Symmetry Types of Art: Still life, History painting, Ancient Egypt, Architecture Skills: Painting, Drawing, 3D form, Collage, Printing, Mixed media Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, working with others to create an artwork	Painting Brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour Drawing Using lines, observation, detail, using a ruler, line weight, sketching, pencil techniques to show tone, chalk and charcoal to show tone, oil pastels – working dark to light 3d form Modelling with clay – sticking and carving, clay relief, model making with mixed media Collage Collage with paper and tissue paper Printing Mono-printing with polystyrene	Line Artists: Klee, Leonardo, Picasso, Rembrandt, Van Gogh, Moore, Hokusai Concepts: Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, printing to create lines Skills: continuous line drawing, line weight, drawing contour lines, mono-printing DRAWING PRINTING	Still Life and Form Artists: Warhol, Morandi, Stubbs, Cezanne, Moser Concepts: What is a still life, still life throughout history, using tone to create form, highlight, shade/shadow, cast shadow, mid-tone, using colour to create form Skills: Pencil techniques to show form and tone, cross-hatching, drawing still life – what you see, layering oil pastels DRAWING	Art of Ancient Egypt Art: The Great Sphinx, Bust of Nefertiti, Tutankhamun's death mask, Book of the Dead Concepts: Power of the Pharaohs represented in art, what is a bust, first use of paper, AE gods Skills: sketching, modelling in clay, creating patterns, making paper, drawing in profile 3D FORM DRAWING	Anglo Saxon Art Art: Sutton Hoo treasures, Lindisfarne Gospels, Bayeux Tapestry Concepts: Anglo-Saxon designs, interlocking and interlaced patterns, symmetry, illumination, embroidery Skills: Drawing fine detail, creating patterns, using different grade brushes, painting with watercolours, collage DRAWING PAINTING COLLAGE	Architecture Architecture/Architects: Parthenon, Callicrates), St Paul's Cathedral (Wren), Sagrada Familia (Gaudi), Grand Stupa Concepts: What is architecture/an architect, sculptures in relief - frieze (Parthenon marbles history), line and symmetry in architecture, features of architecture (towers/domes) Gaudi's use of curved lines, nature, mosaics and stained glass Skills: Using lines to create a design, working with clay to create a relief, building up and carving away, collage DRAWING PAINTING COLLAGE	Modern Architecture Architecture/Architects: Guggenheim Museum (Gehry), Scottish Parliament building (Miralles), Millau Viaduct (Foster), Serpentine Pavillion (Kere), London Aquatics Centre (Hadid) Concepts: modern vs traditional, function, inspiration, process: models and drawing, construction: engineers Skills: Showing tone in drawing, designing for function, observational drawing, using imagination when drawing, model making, problem solving, working as a team DRAWING 3D FORM
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Line
Still Life and Form
Art of Ancient Egypt
Anglo Saxon Art
Architecture
Modern Architecture

Class Artist – Autumn Term

Paul Klee



Attendance Matters

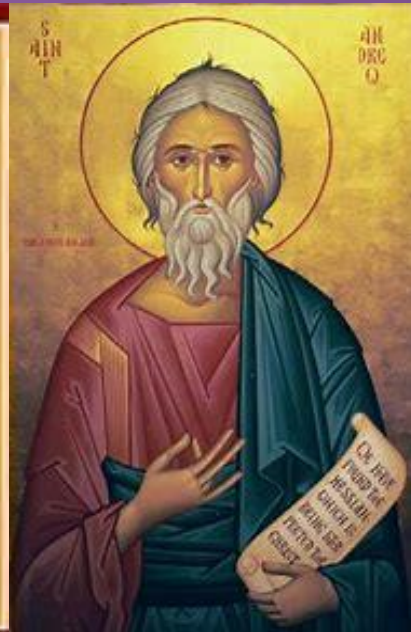
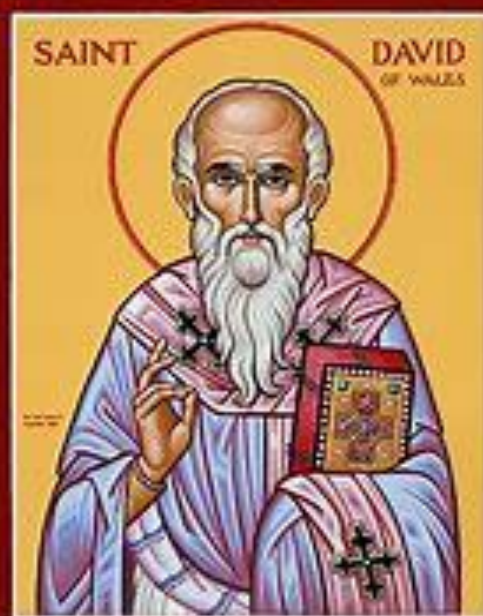
Fred's attendance is 90%, Sounds good?

90% attendance is $\frac{1}{2}$ a day missed every week.

If we look closer.....1 school year at 90% attendance = 4 full weeks of lessons MISSED.

Attendance during one school year	Equivalent days lost in school year	Equivalent sessions lost	Equivalent weeks Missed	Equivalent lessons Missed
95%	9 Days	18 Sessions	2 weeks	50 lessons
90%	19 Days	38 Sessions	4 weeks	100 lessons
85%	29 Days	58 Sessions	6 weeks	150 lessons
80%	38 Days	72 Sessions	8 weeks	200 lessons
75%	48 Days	96 Sessions	10 weeks	250 lessons
70%	57 Days	114 Sessions	11.5 weeks	290 lessons
65%	67 Days	134 Sessions	13.5 weeks	340 Lessons

House points



PE and Health

- ▣ Monday lunchtimes
- ▣ Tuesday afternoons
- ▣ Swimming ~Autumn One

Daily mile x2 a week.

2 Week Intense Swimming Block

Monday 30th September- Friday
11th October 2024 (afternoons)

- ❑ Towel
- ❑ Swimming costume
- ❑ Hat and goggles
- ❑ Trunks or swimming shorts (with an inner lining), which have been sold specifically as swim wear. The leg length should be **above the knee**.
- ❑ Long hair must be tied back or a swimming hat can be worn.
- ❑ No earrings- Cocks Moors policy

Planners



- ▣ Daily reading record
- ▣ Sign the correct pages
- ▣ Any issues and concerns or celebrations!

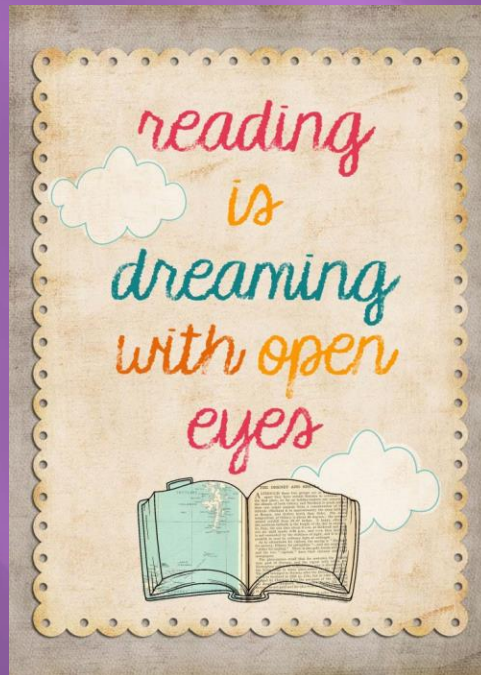
Homework

homework



Reading

- ▣ Reading every evening, please record reading pages and challenging words.



CPG Maths 10-minute workout books

▣ Handed out on a Friday to be returned the following Wednesday.

- Homework needs to be overseen and supported by parents but not completed by.
- Homework should not be marked by parents.
- If children needed support to complete a question then parents could indicate this next to the question - (S)

Parents to sign.

Letterjoin and TTRS

School Rules



Rewards



- ▣ Champions of Christ – acts of kindness in living out their faith.
- ▣ Gospel Virtues
- ▣ Shining Stars- Academic

▣Stickers

▣House points

▣Prize Draw at the end
of the day.

What wrong choice
did you make?



Which school rule did
you break?



How did it make the
other person feel?



What will you do
differently in the
future?



KiVa antibullying programme®



- An evidence-based programme to prevent and reduce bullying

Goals

- To prevent new bullying cases from emerging
- To tackle bullying cases effectively
- To minimise the negative effects caused by bullying



What is bullying?

- Harmful behaviour which is;
 - Repeated
 - Targeted at a relatively defenseless or a less powerful person



Someone is being bullied when one or more children:

- Say mean or hurtful things about them
- Make fun of them
- Ignore or exclude them
- Leave them out on purpose
- Try to make other children dislike them by saying mean things
- Hit, kick or hurt them on purpose.

Repeatedly

What is not bullying?

Bullying is not;

- An argument or a one off fight.

KiVa antibullying programme

Universal actions

1. Coordination of the programme
2. KiVa lessons and themes
3. Communication with the parents
4. Student and staff surveys
5. Posters, vests for breaktime and midday supervisors

Indicated actions

1. Tackling cases of bullying
2. The KiVa team in the school + cooperation with the classroom teacher

Universal actions

For all children



Activities included in the lessons and themes



Group discussion



Small group
discussion



Video



Visualisation
exercise



Learning by doing



Booklet
assignment

Indicated actions

When bullying cases emerge

- When a suspected bullying case comes to attention, the KiVa team follow a consistent approach.

Screening: is this bullying?

- **The KiVa team:** discussions with the bullied student and the bully/bullies.
- **Class teacher:** a discussion children who may have been bystanders.
- Follow-up discussion with the bullied student and the bully/bullies.

KiVa Team



Mrs McKinney



Mrs Donnellan



Mr Griffin



Mrs Doherty

Parents are always informed about the cases that have been addressed by the KiVa team.

More information...

- www.kivaprogram.net



Any questions?

