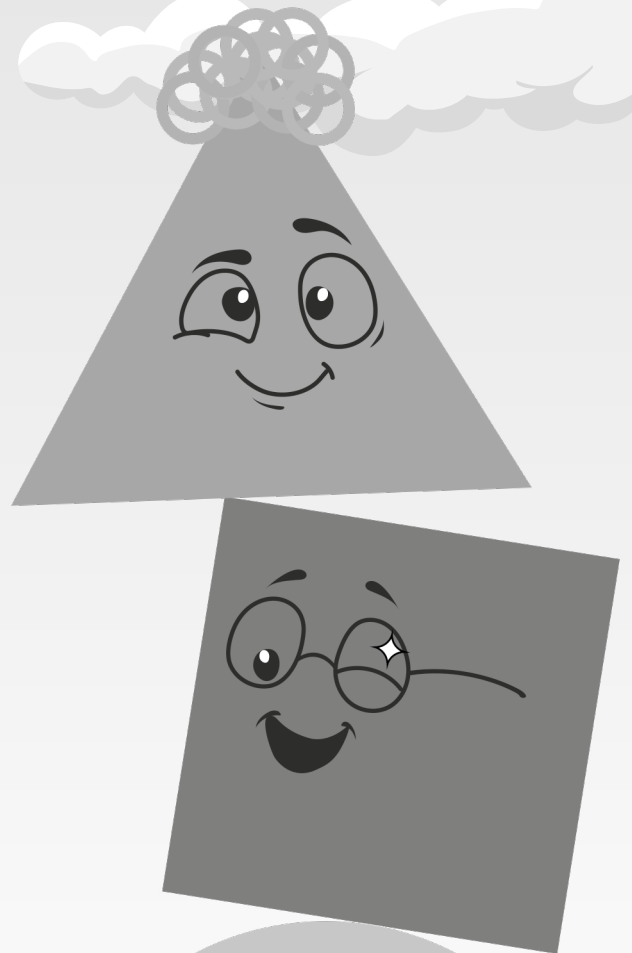




LEEDS BECKETT UNIVERSITY  
OBESITY INSTITUTE

# Every body deserves kindness

**Teaching Resource Pack**



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**wrapped.**  
CREATIVE THINKERS



# Every body deserves kindness

## Teaching Resource Pack



### Resource

Every body deserves kindness short animation:  
<https://youtu.be/regiwpu4YXc>

## Introduction and Background

As obesity rates in children continue to rise (Reception 9.6%, Year 6 22.1%<sup>1</sup>), so does the risk of weight related bullying. Sadly, too many children are experiencing bullying in primary school that is related to body size, shape or weight, hence the title 'Every Body Deserves Kindness'. This short animation was co-designed with children and their families to help address weight-related bullying and weight-shaming in primary school age children. This teacher training pack has been designed to help address this sensitive topic in a classroom setting. It links to Personal Social Health and Economic (PSHE) Association Programme of Study which is aligned to the National Curriculum and can be adapted and modified depending on the age and ability of the children. The target age group for the animation is 6-9 years from KS1 (aged 5-7 years) & KS2 (age 7- 9 years) and covers the following PSHE themes: Health and well-being (**H**), Relationships (**R**) and Living in the wider world (**L**)<sup>2</sup>.

There are five sessions in the pack, each with a 45 minute suggested delivery time. The PSHE Learning Opportunities related to these sessions have been highlighted below for ease. You can select an individual session, a mixture of sessions, or use as a themed module. As this topic may be new for some teachers, it may be helpful to review this 9 minute presentation from World Obesity Day 2025: <https://youtu.be/vkaiUgmf1FE> delivered by Louisa Ells, a Professor of Obesity, to provide background and context for the teaching plan, before session delivery. We hope you find the pack helpful, interesting and enjoyable.

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<sup>1</sup> National Child Measurement Programme, November 2024

<sup>2</sup> PSHE Association Programme of Study for PSHE Education (Key stages 1–5), Jan 2020

## Links to PSHE and related learning opportunities

| Session                                                                      | Learning Opportunities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Session 1 &amp; 2</b><br><b>What is obesity?</b>                          | <p><b>KS1</b></p> <p>H11. about different feelings that humans can experience.</p> <p>H13. how feelings can affect people's bodies and how they behave.</p> <p><b>KS2</b></p> <p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>R21. about discrimination: what it means and how to challenge it.</p> <p>L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Session 3</b><br><b>How can we manage unkind weight related bullying?</b> | <p><b>KS1</b></p> <p>R5. that it is important to tell someone (such as their teacher) if something makes them unhappy or worried.</p> <p>R6. about how people make friends and what makes a good friendship.</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do.</p> <p>R9. how to ask for help if a friendship is making them feel unhappy.</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying.</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others.</p> <p><b>KS2</b></p> <p>R13. the importance of seeking support if feeling lonely or excluded.</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p> |

| Session                                                        | Learning Opportunities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Session 4</b><br><b>How can bullying make someone feel?</b> | <b>KS1</b><br>H12. how to recognise and name different feelings.<br>H14. how to recognise what others might be feeling.<br>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things.<br>H16. about ways of sharing feelings; a range of words to describe feelings.<br><b>KS2</b><br>H17. to recognise that feelings can change over time and range in intensity.<br>H18. about everyday things that affect feelings and the importance of expressing feelings.<br>H19. a varied vocabulary to use when talking about feelings; about how to express feelings.                                                                                                                                                                                                                                                                                                                |
| <b>Session 5</b><br><b>How can we improve self worth?</b>      | <b>KS1</b><br>H21. to recognise what makes them special.<br>H22. to recognise the ways in which we are all unique.<br>H23. to identify what they are good at, what they like and dislike.<br>R23. to recognise the ways in which they are the same and different to others.<br>L6. to recognise the ways they are the same as, and different to, other people.<br>L14. that everyone has different strengths.<br><b>KS2</b><br>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.<br>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. |

| Session       | Learning Outcome                                                                                                                                                                                                          |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Session 1     | Physical health (food choices, exercise, dental health, sleep):<br><a href="https://pshe-association.org.uk/resource/health-education-ks1-2">https://pshe-association.org.uk/resource/health-education-ks1-2</a>          |
| Session 2 & 3 | Mental health and emotional wellbeing:<br><a href="https://pshe-association.org.uk/resource/mental-health-emotional-wellbeing-ks1-2">https://pshe-association.org.uk/resource/mental-health-emotional-wellbeing-ks1-2</a> |
| Session 4 & 5 | Relationships: Friendship and bullying:<br><a href="https://pshe-association.org.uk/resource/friendship-and-bullying">https://pshe-association.org.uk/resource/friendship-and-bullying</a>                                |

# Teaching Tips

Managing conversations about weight related bullying with children aged 6-9 is not easy, and requires careful planning, sensitivity and care. It's important to approach the subject in a positive, non-judgmental way to ensure that children feel supported, especially if there are higher weight children in your class. The main focus is that there is Zero Tolerance for any form of bullying in school. Here are a few tips that may help;

## 1 Make it Fun and Educational

- Frame the session in an educational, positive way, helping children to understand the importance of healthy habits, moving their bodies, and emotional well-being.
- Use fun activities and visuals to explain the session content – talking and art activities work well.

## 2 Use Positive Language

- Focus on health, fitness and well-being rather than appearance or weight. Avoid using terms like “fat” “chubby” or “overweight.”. Other terms that could be used are “higher weight” or “bigger body”.

## 3 Avoid Shaming or Blaming

- Avoid language that could make a child feel ashamed or guilty about their body. Ensure that they know that their worth is not defined by their weight, shape or appearance.
- Emphasise that every body is different, and it's important to focus on feeling good, not just looking a certain way.

## 4 Encourage a Healthy Mindset

- Focus on building self-esteem. Teach children that being healthy is not about being perfect but about making choices that help their bodies feel good and be strong.

## 5 Respect Their Emotions

- If the child expresses concerns or confusion about their body, listen and offer reassurance. Let them know it's okay to have different feelings and that you're there to support them.

## 6 Avoid Comparisons

- Don't compare one child to another, even in a positive way. Every child grows and develops at their own pace, and comparisons can foster negative feelings.

## 7 Create a Positive, Supportive Environment

- By focusing on overall well-being, good habits, and a positive mindset, you can help children develop healthy relationships with their bodies, without the pressure of focusing on weight or appearance.

Read through the package and select the sessions you feel will be of most use for your class in relation to their age and ability.

# Session One – What is obesity? Part One

Before introducing the animation video, it is important to set some baseline knowledge so that the children have a foundation on which to build further learning. This session involves a 'question and answer' section. It aims to reduce the stereotypes and stigma that are often associated with obesity, such as being portrayed as lazy or greedy, and equips the children with more sensitive vocabulary. It will help them understand that obesity is a disease and not a lifestyle choice. This could be conducted as a discussion group or to make this more interactive, the teacher could pretend to be a health professional being interviewed on a radio/TV show and the children could ask the questions. This may keep the children more engaged.

## Q&A Activity

### **Q: What is obesity?**

A: Obesity means having too many fat cells in your body which can increase your weight and may make you feel unwell. This is a word used by the doctors and nurses to describe obesity which is a disease like asthma or diabetes. It is a disease that cannot be passed on to another person, which means that you can't catch it from someone else. Sometimes the word obesity makes people feel sad and uncomfortable.

### **Q. Can you think of any other words that may be used?**

A. Higher weight, bigger body.

### **Q: What do you think causes weight to increase?**

A: There are lots and lots of things that can lead to us gaining weight. This includes things like;

- how our bodies work – illness, medication, hormones and genetics.
- the environment we live in and access to healthy foods – fast food outlets and take aways, ultra processed food high in fat, salt and sugar (HFSS) and food poverty.
- how much we are able to move around – less time playing out, more gaming, social media, high costs of leisure activities.
- how happy we feel – we tend to eat more sugary foods when we are sad to give us comfort.

### **Q: Is it wrong to blame someone who has a bigger body?**

A: Yes – nobody chooses to live with higher weight, it is caused by lots of different factors, many of which we have no control over.

### **Q: Can a doctor help someone living in a bigger body to feel better?**

A: Yes – and there are lots of other people that can help too such as nurses, sports trainers, dieticians, counsellors, teachers, dentists and even your family.

Continued over page...

## **Q. Can you think of some of the things that these people could help with?**

Ask the children to identify a professional that they think can have a role in helping people become healthier and fitter. There will hopefully be a range of choices to explore. It is important from this section that children understand that there are a variety of people who can help and that these professionals often work together to support children to lead a healthy life.

- Doctor and Nurse – can help with any medical problems such as checking the blood, managing sleep, prescribing medicines.
- Dietician – can help by looking at the foods we eat and changing unhealthy eating habits.
- Sports Trainer – encouraging us to have fun and move more.
- Counsellor – can help us share our worries, and to feel happier and build up confidence and self esteem.
- Teacher – can help us learn more about health and feeling good about ourselves.
- Dentists – can help keep our teeth clean and healthy, and to prevent tooth decay.
- Family – can help and support you to eat healthily and move more.

Ask the children to identify a professional that they think can have a role in helping people become healthier and fitter. There will hopefully be a range of choices to explore. It is important from this section that children understand that there are a variety of people who can help and that these professionals often work together to support children to lead a healthy life.

**In box; Draw or select a professional and write/say what they can do that can help you become healthy.**



**In the box; Draw or select a professional and write/say what they can do that can help you become healthy.**

**Dietician**



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**Counsellor**



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**Family**



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**Sports Trainer**



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**Teacher**



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**Dentist**



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**Nurse**



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**Doctor**



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# Session Two – what is obesity? Part Two

## What is obesity?



### Resource

**Read:** Mum, what is OBESITY? ISBN: 9798322976752

**Available to order from:** [www.mumwhatisobesity.com](http://www.mumwhatisobesity.com)

This book helps to explain the issues previously explored in Session One and can be a powerful conversation starter, designed to help families, educators, teachers and caregivers talk about obesity with children in a compassionate, stigma-free, and scientifically accurate way. It is written in simple, age-appropriate language, free from weight bias or stigma, and based on the most up-to-date scientific knowledge.

## Follow on Activity – Card Sorting:

Cut out the following cards and jumble them up, ask the class to put them into the following ‘true’ or ‘false’ table (cards are currently ordered in their correct position in the table):

**Obesity is  
a disease**

*(True)*

**People choose to  
live with obesity**

*(False)*

**Obesity is about what  
someone looks like**

*(False)*

**Lots of  
different things  
cause higher  
weight**

*(True)*

**People should not be  
blamed or bullied for  
having a bigger or  
different shaped body**

*(True)*

**People develop  
higher weight  
just because  
they eat too much**

*(False)*

| True | False |
|------|-------|
|      |       |

**IMPACT:** These two sessions should help children to understand that obesity is a disease, which is caused by many different things, and that nobody chooses to live with obesity. It outlines key people who may help.

# Session Three – How can we manage unkind weight related bullying?

Following on from Session Two – the aim of this session is to illustrate how weight can negatively impact a person, and can lead to unkind weight related bullying.



## Resource

**Show:** Every body deserves kindness short animation:  
<https://youtu.be/regiwpu4YXc>

Here are two scenes from the animation:

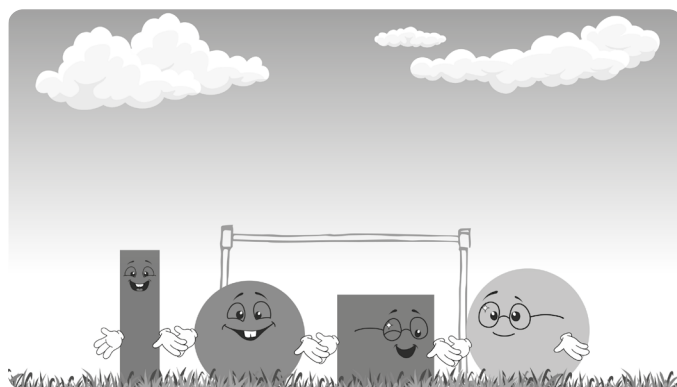


**Tell me 3 things you noticed happening in the above scene:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Tell me 1 thing that you learnt from this scene:**

1. \_\_\_\_\_



**Tell me 3 things you noticed happening in the above scene:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Tell me 1 thing that you learnt from this scene:**

1. \_\_\_\_\_

**IMPACT:** These sessions should help children understand and respect differences and the importance of seeking adult help when needed.

# Session Four – How might weight related bullying make a person feel?

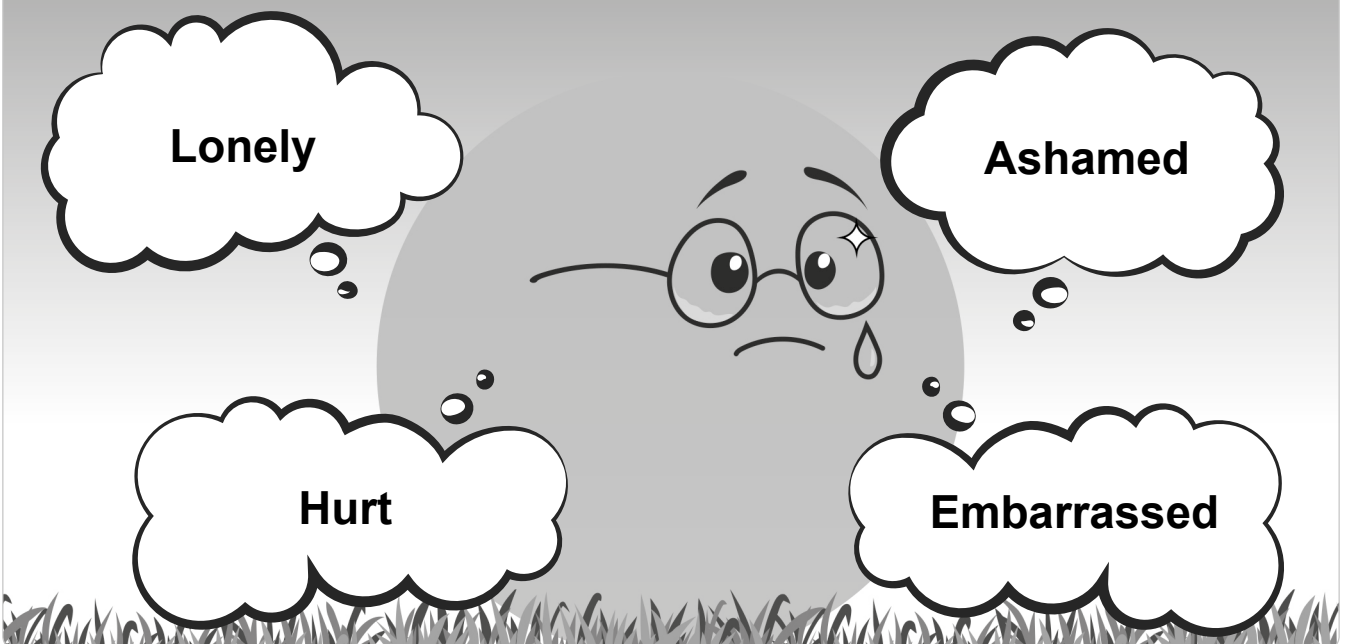
## How to manage weight related bullying

In the video it says that 'bullying can hurt a lot'.

How might bullying or teasing about weight make someone feel?



Example:



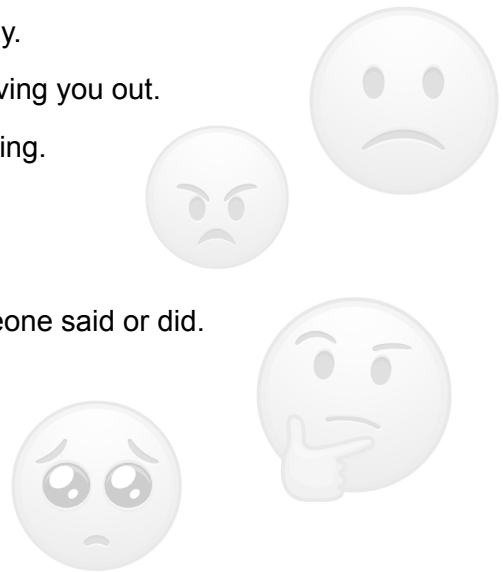


# Activity – Emotions and Feelings around Bullying and Teasing

Ask the group to come up with suggestions of how someone might feel who is being bullied. For older children this may be through drama or role play, and for younger ones use the following picture cards.

## Other examples of how children may feel in relation to bullying and teasing about weight for KS1:

1. **Sad** – Feeling unhappy or upset because of being treated badly.
2. **Lonely** – Feeling alone because others are being mean or leaving you out.
3. **Fearful** – Being scared of what might happen because of bullying.
4. **Tearful** – Crying because of hurtful words or actions.
5. **Confused** – not understanding why someone is being unkind.
6. **Hurt** – Feeling sad or upset because of something mean someone said or did.
7. **Angry** – Feeling mad or upset.
8. **Scared** – Feeling afraid or worried.
9. **Sad Heart** – Feeling sad or hurt inside.
10. **Unhappy** – Not feeling good because of being picked on.



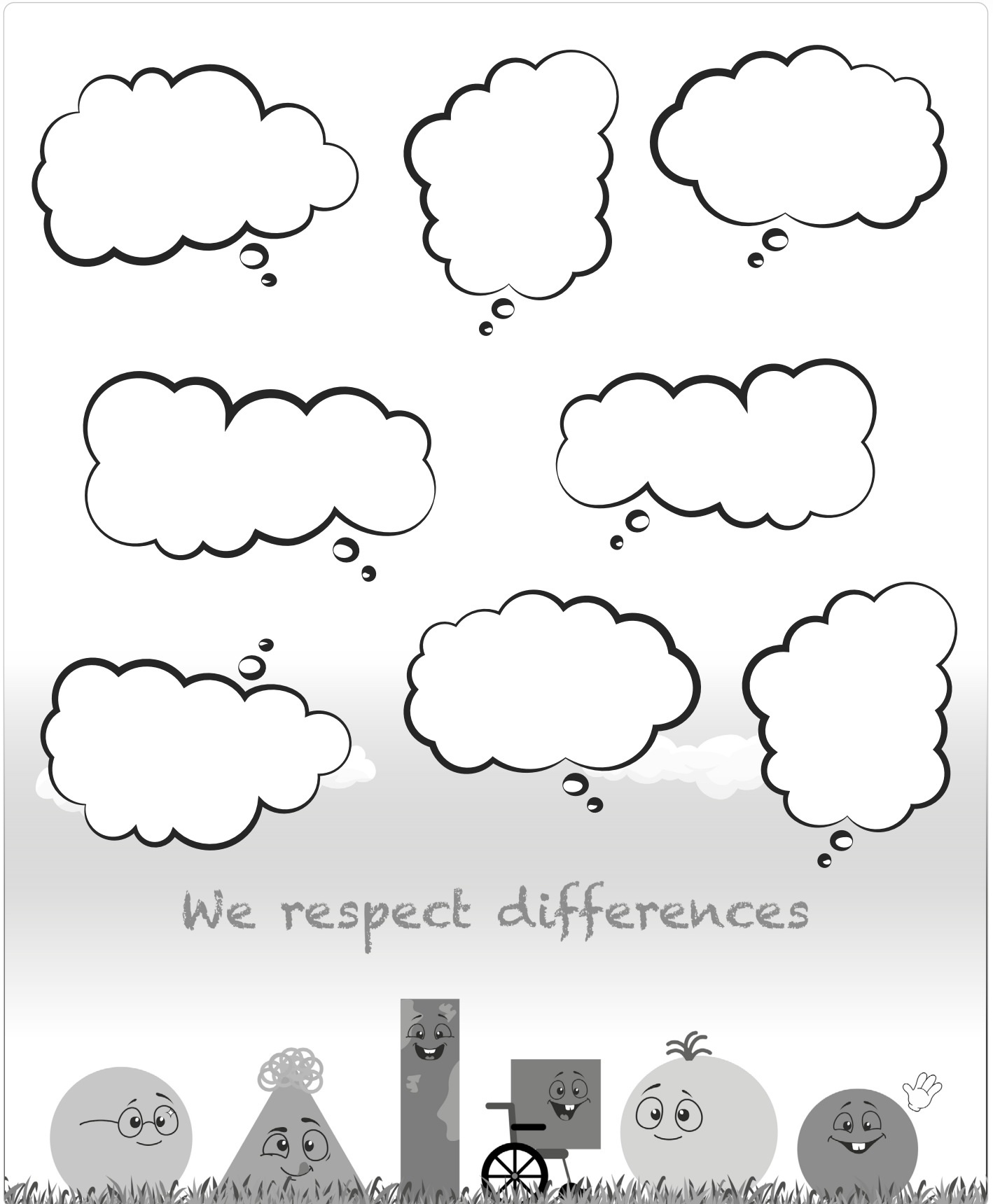
## Other examples of how children may feel in relation to bullying and teasing about weight for KS2:

1. **Emotional Pain** – Feeling hurt or upset inside.
2. **Loss of Confidence** – Feeling less sure of yourself because of negative treatment.
3. **Isolation** – Feeling left out or separated from others.
4. **Depression** – Feeling very sad, like nothing is fun or interesting anymore.
5. **Anguish** – Deep sadness or mental suffering caused by constantly being picked on.
6. **Self-doubt** – Questioning yourself and your abilities because of cruel comments.
7. **Low Self-esteem** – Feeling bad about yourself or thinking you're not good enough.
8. **Distress** – Feeling very worried or upset because of being hurt by others.
9. **Stress** – Feeling worried or anxious.
10. **Shame and humiliation** – Feeling embarrassed or bad about yourself. Not feeling good enough.



**Q. Can you think of words that show we respect people's differences?**

Pop your answer in the clouds.



## Q. How can we help someone with weight bullying?

Helping someone who is experiencing weight bullying can make a significant difference to their mental and emotional well-being. Here are some ways you can help:

### For children:

- Remember every body is different – no one is better than anyone else.
- Use kind words and kind hands.
- Surround yourself with people who support you. Bullying can have lasting effects, but with the right support, you can feel strong and can overcome it. Be proud of who you are.
- Playing together is important – we all have different skills and abilities.
- If you are being bullied or witness bullying, tell an adult and get support.

### For Teachers/Mentors:

#### 1 Offer Emotional Support

- Talking to them about how they are feeling helps. You may not be able to change things straight away but it helps to talk. Remind them that their worth is not defined by their size or shape. Point out their strengths and qualities that have nothing to do with their appearance. Ensure partnership work with parents to continue emotional support, such as signposting to appropriate agencies or counselling services.

#### 2 Build Self-Esteem and Promote Body Acceptance

- Focus on activities that promotes body positivity. Positive affirmation is really important. Give lots of praise even for little achievements. Encourage children to engage in creative, physical activities (dance, sports, or games) that make them feel happy, focusing on what their bodies can do, rather than how they may feel/look while doing it. Explain social media images are not always what they seem.

#### 3 Promote Diversity and Inclusivity

Expose children to diverse role models, including people with different body shapes, sizes, skin tones, and abilities. This helps them realise that everyone is different.

**IMPACT:** This session should highlight the impact of weight related bullying and the hurtful consequences. It presents some coping strategies for both children and teachers.



# Session Five – How can we improve self worth?

## Self Acceptance – Class activity:

The animation shows us that we all have different body sizes and body shapes, and we all look different. This is something we should all celebrate.

How do you see yourself? Draw a picture of yourself in the mirror and write three positive things about yourself. What is it that makes you different or unique?

Write or draw three positive things about yourself and if you can, share these with your class.

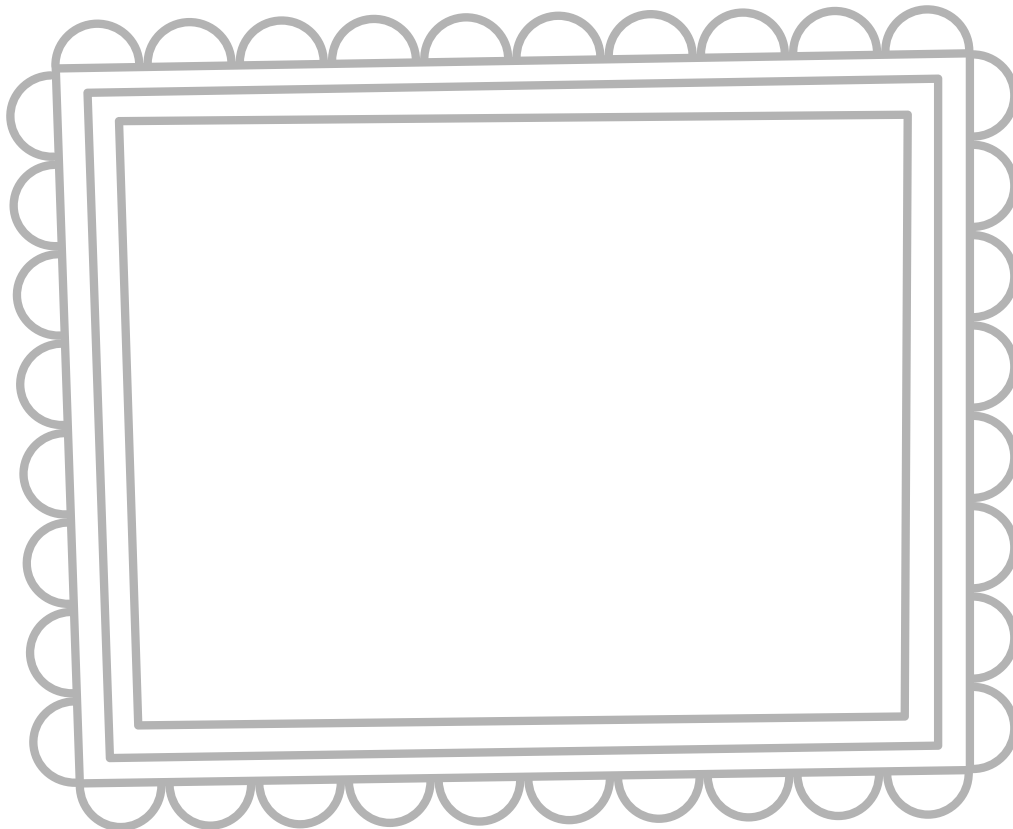
1.

2.

3.

I am different because

This is brilliant because



**IMPACT:** This activity helps children to understand that we are all different, and being different is good. It helps children to respect their own strengths.



# Summary Activity

## Assessing the unit of learning

For consolidation of learning the children could create a poster on 'something you have learnt' – for example anti-bullying, people who can help you, being different, or self importance. These could be displayed. They could also complete an evaluation form to see what they gained from their learning. At the end of the module there could be a little award ceremony to present them with a certificate of achievement.



**The thing/s you liked most about the session/s:**



**The thing/s you did not enjoy about the session/s:**

**List 3 things you learnt:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

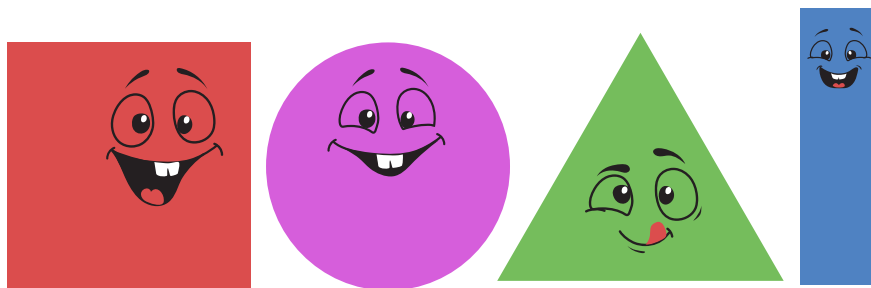
**How much did you enjoy the sessions (please tick a box):**

|                                    |                                                                                     |                          |
|------------------------------------|-------------------------------------------------------------------------------------|--------------------------|
| I did not like the sessions at all |  | <input type="checkbox"/> |
| The sessions were OK               |  | <input type="checkbox"/> |
| I enjoyed them very much           |  | <input type="checkbox"/> |

School logo



LEEDS  
BECKETT  
UNIVERSITY



# We are a Body Positive School

where we respect and celebrate  
our differences

This is to certify that

---

Has successfully completed the 'Every Body Deserves Kindness' course.

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Signature

---

Date

**What is obesity?**



**Can you think of any other words that may be used?**

**What do you think causes weight to increase?**

**Is it wrong to blame someone who has a bigger body?**

**Can a doctor help someone living in a bigger body to feel better?**

**Can you think of some of the things that these people could help with?**

## Appendices – Session One

**Dietician**



**Counsellor**



**Nurse**



**Family**



**Sports Trainer**



**Doctor**



**Teacher**



**Dentist**



## Appendices – Session Two

**Obesity is  
a disease**



**Obesity is  
about what  
someone  
looks like**

**People choose  
to live with  
obesity**

**People develop  
higher weight  
just because  
they eat  
too much**

**Lots of  
different things  
cause higher  
weight**

**People should  
not be blamed  
or bullied for  
having a bigger  
or different  
shaped body**

# Appendices – Session Two

| True | False |
|------|-------|
|      |       |

## Appendices – Session Three



Tell me 3 things you noticed happening in the above scene:

1.

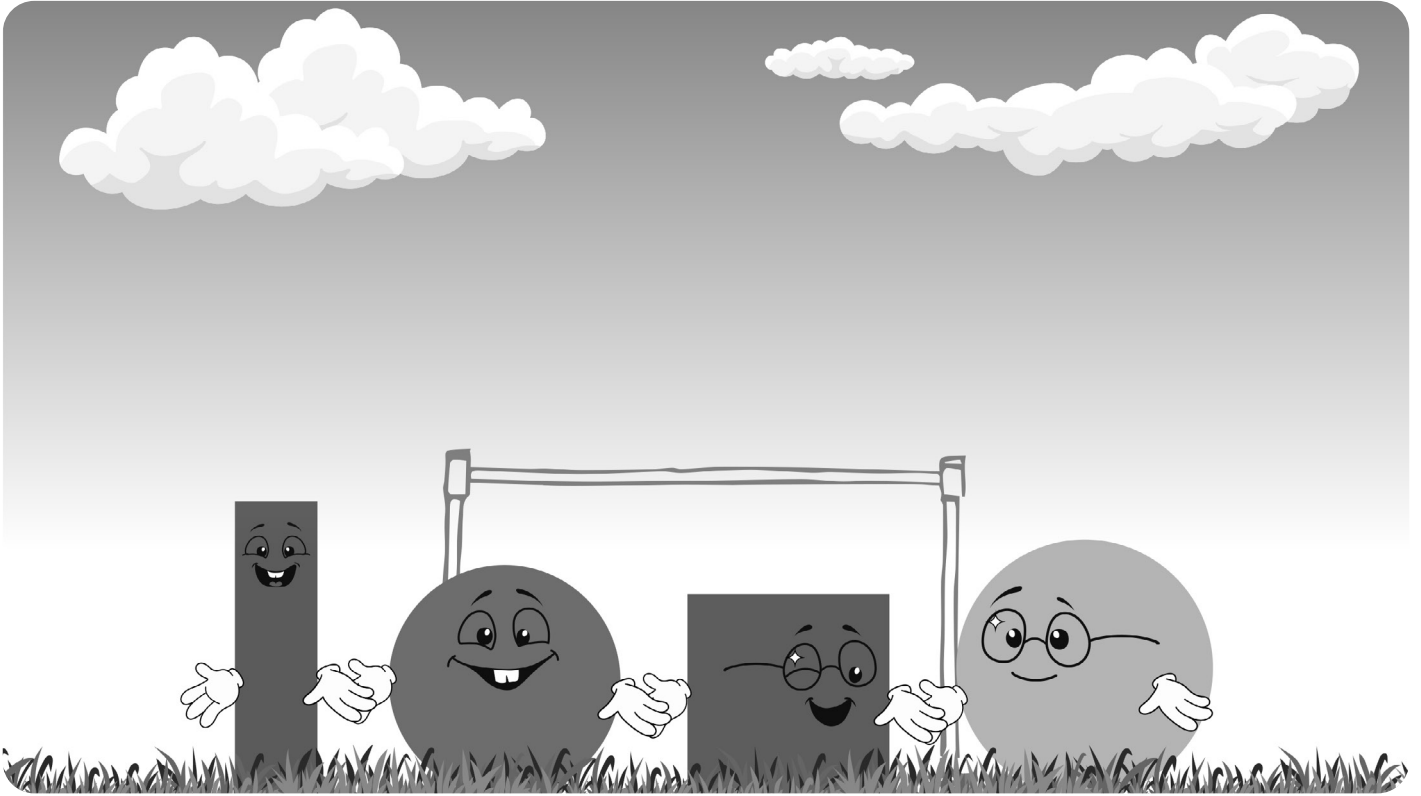
2.

3.

Tell me 1 thing that you learnt from this scene:

1.

## Appendices – Session Three



**Tell me 3 things you noticed happening in the above scene:**

1.

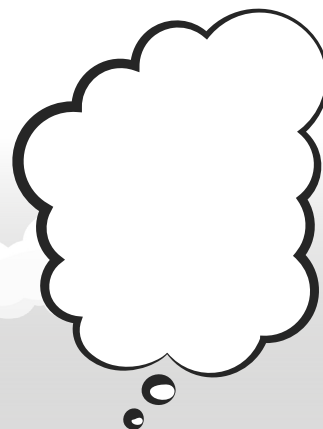
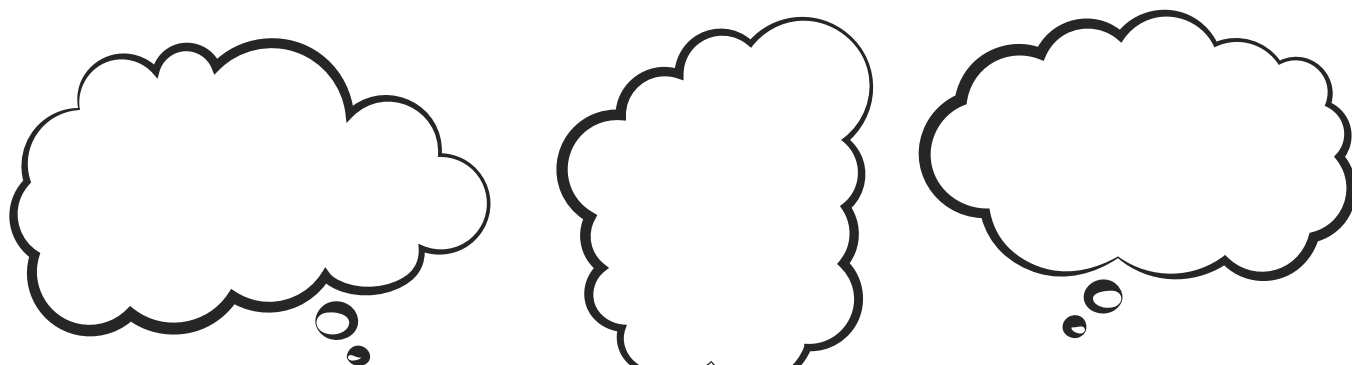
2.

3.

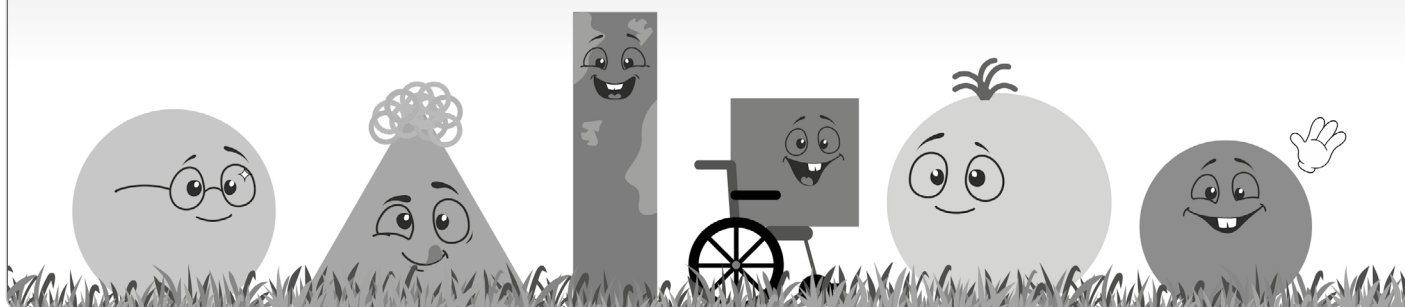
**Tell me 1 thing that you learnt from this scene:**

1.

## Appendices – Session Four



We respect differences



## Appendices – Session Five

The animation shows us that we all have different body sizes and body shapes, and we all look different. This is something we should all celebrate.

How do you see yourself? Draw a picture of yourself in the mirror and write three positive things about yourself. What is it that makes you different or unique?

Write or draw three positive things about yourself and if you can, share these with your class.

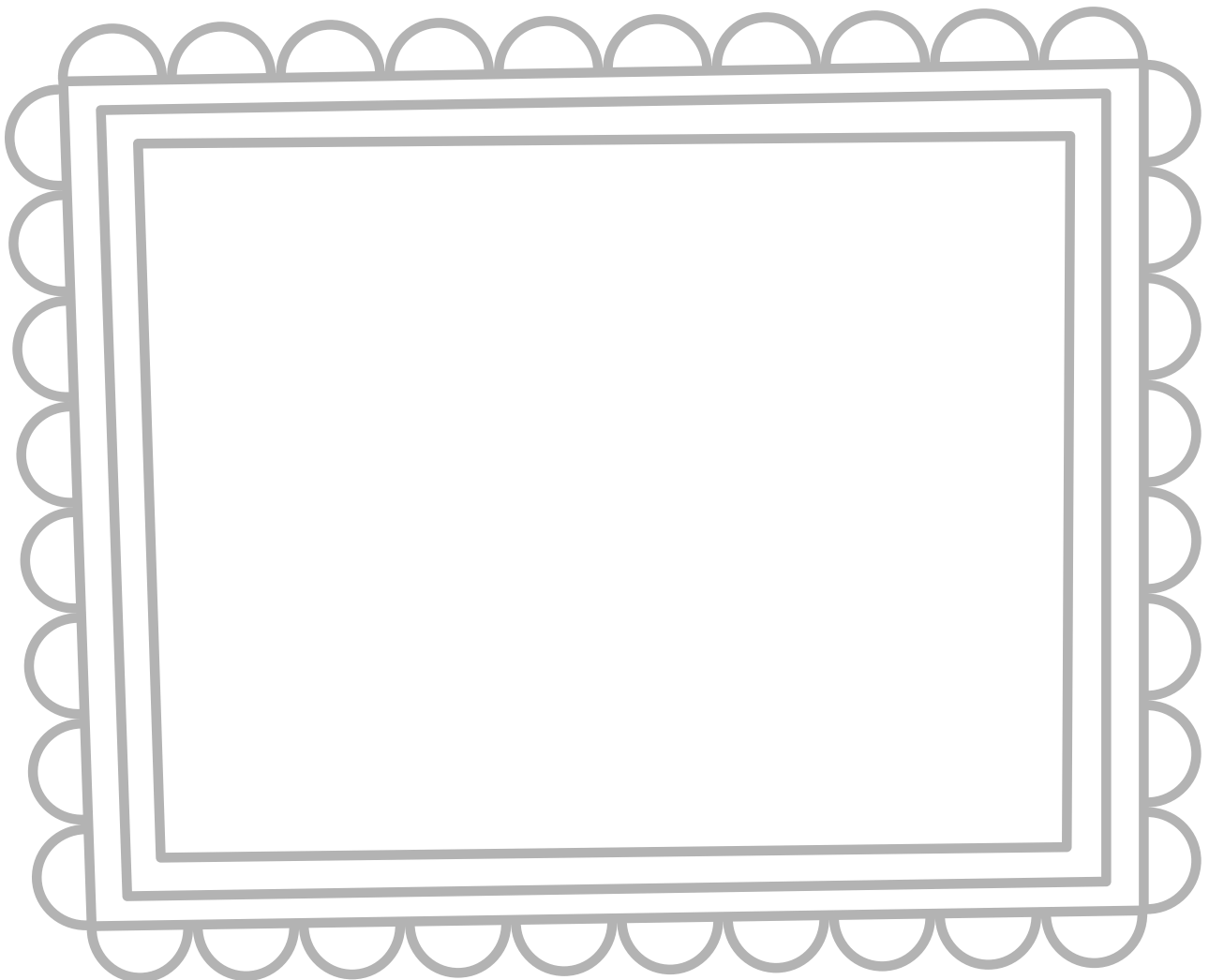
1.

2.

3.

I am different because

This is brilliant because



## Notes