

## Topic: Respecting ourselves and others

### *Recognising respectful behaviour; the importance of self-respect; courtesy and being polite*

In this topic, we will learn:

- To recognise respectful behaviours
- How to model respectful behaviour in different situations
- The importance of self-respect and their right to be treated respectfully by others
- What it means to treat others, and be treated, politely
- The ways in which people show respect and courtesy in different cultures and in wider society

#### Lesson 1 - Ground rules

Learning objective(s):

- To recognise respectful behaviours (*in school*)


### **Our starting point**


- What do we mean by rules?
- When are rules needed?
- Why do we follow them?


- What can happen if rules are not followed?

*"Rules are there to follow" "Things you are allowed or aren't allowed to do"  
"We need them to keep safe" "They are needed in school, at home, at the pool, on transport, everywhere!" "If we had no rules, there would be chaos! There would be lots of dangers"*

#### **Rule**

 We wash our hands.

 We ask to go to the toilet.

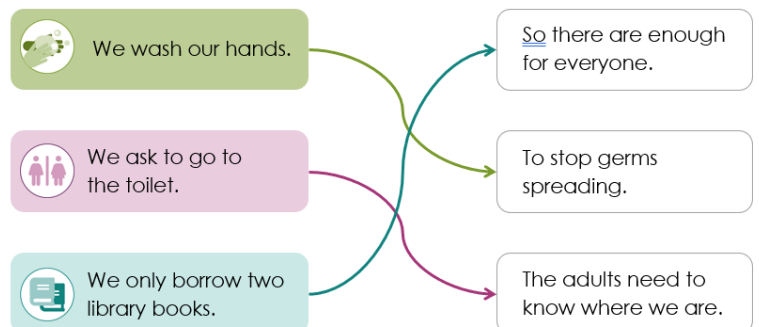
 We only borrow two library books.

#### **Reason for the rule:**

So there are enough for everyone.

To stop germs spreading.

The adults need to know where we are.



We then thought about rules that we have around the school and why we have them:

Subject	Rule	Purpose	What could happen if there was no rule?
PE	No screaming and shouting	50 children that have sensitive hearing so it have to cover their ears.	children won't like it because it would be too loud
Writing	always start a name, place with a capital letter	so you don't get your spelling wrong	you could be spelling words incorrect.
Maths	always do 1 digit per square	so it looks neat.	it would look scruffy.
Assembly	Sit nicely and cross your legs.	so people can get through with show respect.	people wouldn't be able to get through!

"everyone deserves to feel comfortable"

Subject	Rule	Purpose	What could happen if there was no rule?
assembly	don't interrupt the teacher by talking	so every body can listen.	you might get told off and be sent back to class
Writing	When you have a idea put your hand up	so everyone can share ideas "don't spoil it for others"	you will not be able to hear other people's ideas
PE	don't scream and shout	because it may hurt other people's ears.	people won't be able to hear the instructions.
		"you won't hear the teachers instructions"	

Subject	Rule	Purpose	What could happen if there was no rule?
Assembly	don't shout out	so other children will not get a turn	everyone will know the answers
PE	2 people hold a branch at once	it's heavy and dangerous	They could get hurt
Maths	if you need help put your hand up	so you don't interrupt anyone	people can get confused
Science	listen	so you know what to do	you could get into trouble

"so everybody can hear the instructions"

Subject	Rule	Purpose	What could happen if there was no rule?
History	Don't talk while teacher is talking	because if you would be rude and stop other people listening and learning	It would be really noisy "it would interrupt learning"
Maths	Share equipment evenly	because if you didn't share equally I could make you upset	Everyone would be shouting "someone could go without"
PE	Take of taller jewellery	because if you might get caught "dangerous"	because you might have stitches
Assembly	Sit with your class in line	because you might trip over	because everyone might run to a space "it would cause problems and people could be hurt"

Subject	Rule	Purpose	What could happen if there was no rule?
Assembly	don't shout out	so you don't hurt people's ears and don't interrupt the teacher	It will be chaotic "we can't hear other ideas"
Morning jobs	Share pencils	because it will be fair for everybody	It won't be fair they will feel annoyed
Lunch	don't talk with your mouth full	It's rude and disgusting	You can choke "it's polite for others"

Once we had discussed our ideas, we focused on PSHE and created our own ground rules to follow during PSHE lessons and discussions:

- PSHE ground rules in Year 3**
- We treat each other with respect and kindness.
  - We use kind words and kind actions.
  - We can pass if we want to.
  - We use the correct names for things.
  - We don't share stories about ourselves, our family or our friends without permission.
  - We listen to each others thoughts.

## Lesson 2 - Valuing Friendship

### Learning Objective(s):

- To learn how to treat others respectfully and politely
- To learn what makes a good friend

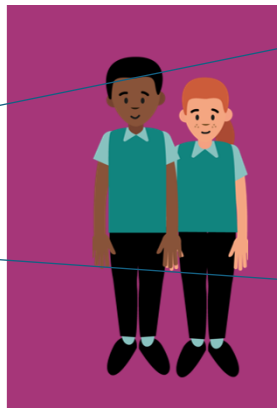
### Starting point (Baseline assessment):

What makes a good friend? - Discussion

We then explored friendship case studies and considered ways in which friends spend time together, have fun together and treat each other well. Here are some examples:

### Friendship case studies

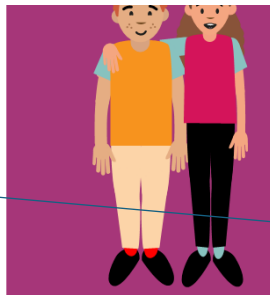
This is me and my friend Nancy, we have been good friends since Reception. We like sitting together and working on tricky problems in Maths. We often play games like tag at break times, but on other days Nancy plays football and I play basketball. When I fell out with someone on the basketball team, I told Nancy how I was feeling. It felt good to have someone to talk to.



"If you've been good friends for a long time, you trust and care a lot for each other"

"If you've been good friends for a long time, you trust and care a lot for each other"

My friend Kai and I love playing together at home. Our mums are best friends, so we've known each other since we were born. We live on the same street, so we see each other at weekends. We don't go to the same school but if Kai has a friend over from his class, we watch films together. Soon it's my birthday party and I'll invite Kai.



"It's important to let your friends play with others too"  
"You could even make new friends"

Once we had looked at the case studies, we thought about how each friendship looks different, but that doesn't matter.

## How to maintain a friendship



## Our 'top tips' to maintaining friendships:

### How to maintain a friendship



- Keep encouraging each other
- play together fairly
- Make each other laugh
- listen carefully to each other
- share and adapt

- you can help them and keep them safe
- Don't hurt them
- Make them laugh
- sit next to them to feel comfortable
- Hold their hand

What would you do if...

- They wanted to play with someone else?  
I would say only for a bit so we could play with somebody else was being unkind to your friend? run over to the teacher and tell on

### How to maintain a friendship



- Be kind to your friends.
- Be helpful when your friends get hurt.
- encourage and support <sup>them</sup>
- make them happy when they win or lose
- make sure to help them in learning
- have good behavior if you want to be a friend.

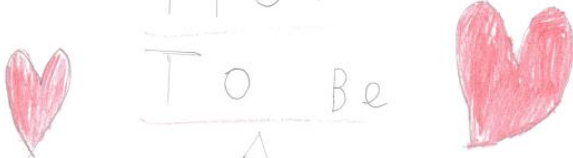
### How to maintain a friendship




- play together and play with others. "let your friends play with others"
- give them a cold compress if they hurt them self
- take it in turns with them.
- encourage and support on sports day and always
- make them feel welcome.

Our 'how to be a good friend' posters:


HOW  
To Be  
A Good Friend




Be encouraging  
you can do it!




Make each other laugh



Play games



help each other when hurt



What a Good Friend  
Looks Like



kind


trust

encourage

good listener

share

Forgiving our friends is  
Really nice





If you don't forgive your friends they might fall out with you so make sure


Nothing says or hurts your friends

Don't push your friend or they won't be besties.


So stay in touch

Friendship is



Right and




trying to


encourage other people to

never hurt and

disrespect each other to actually



see your friendship and exceed it



## Lesson 3 - Friendship challenges

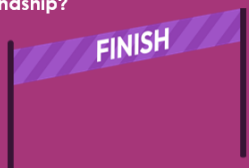
### Learning Objective(s):

- To understand their right to be treated respectfully by others
- To learn ways to repair conflict respectfully

### What's our starting point?

Fathima and I were so excited about sport's day. We both love running and signed up for the sprint race. Before the race, we both agreed that if one of us won, the other would be happy for them. Just before the finish line, Fathima overtook me and she ended up winning, and I got second place! I'm really sure she cheated. I was feeling so rubbish at that moment I told her I didn't want to be friends anymore. She said, "Fine by me!" and walked away....

- How might Sasha and Fathima be feeling?
- What has caused the 'falling out'?
- What could help Sasha and Fathima to repair the friendship?



First, we looked at a story example of two friends that had a problem. We considered how the situation made them feel, what caused the problem and how they could solve it.

"Fathima must have felt jealous and cross that she didn't win"

"Sasha should have been feeling happy and proud but her friend spoiled it. She's probably feeling a bit upset and annoyed now"

"I think that Fathima should say sorry" - **TEACHING POINT: Sorry does help to show you care, but it doesn't take the action away.**

"Fathima needs to remember that sometimes we need to keep our jealous feelings inside and be proud and happy for our friends" "Celebrating our friends is important" "We must not spoil happy moments for our friends - that's not what good friends do"

We then looked at a variety of scenarios and decided whether they were easy, harder or difficult conflicts to repair:

"It is tricky when you live so far away but you can talk over the phone or write messages"

"I do video chats with my friend from my old school so that she knows I still want to be her friend"

"Sometimes when we grow up we make new friends, but we need to remember to say hello to our old friends"

"Maybe setting up a time to play together would help"

**Eric** has been friends with **Mason** since year 1. Mason and his family have moved and he has started going to a new school. Eric is finding it hard to keep his friendship with Mason as he lives really far away now.

**Jasmine** usually plays football with her friend **Amber** at lunchtime. Amber has a new friend in the class, **Ayesha**, and instead of playing football, she plays tag with Ayesha. Jasmine is really upset that she didn't come to football and ignores Amber when she comes back to class.

**Alex** and **Sophia** both want a turn on the new bikes in the playground. Sophia has her go, but she won't let Alex have a turn. Alex gets really angry and shouts at Sophia.

**Jesse** and **Serena** have been friends since they were at nursery. They used to spend lots of time together and went to the same after-school club. Now they're in Year 3, they have different clubs and don't see each other much. Jesse has tried to wave at Serena in the playground, but she seems busy playing with her new friends.

"You can like different things but still be friends"

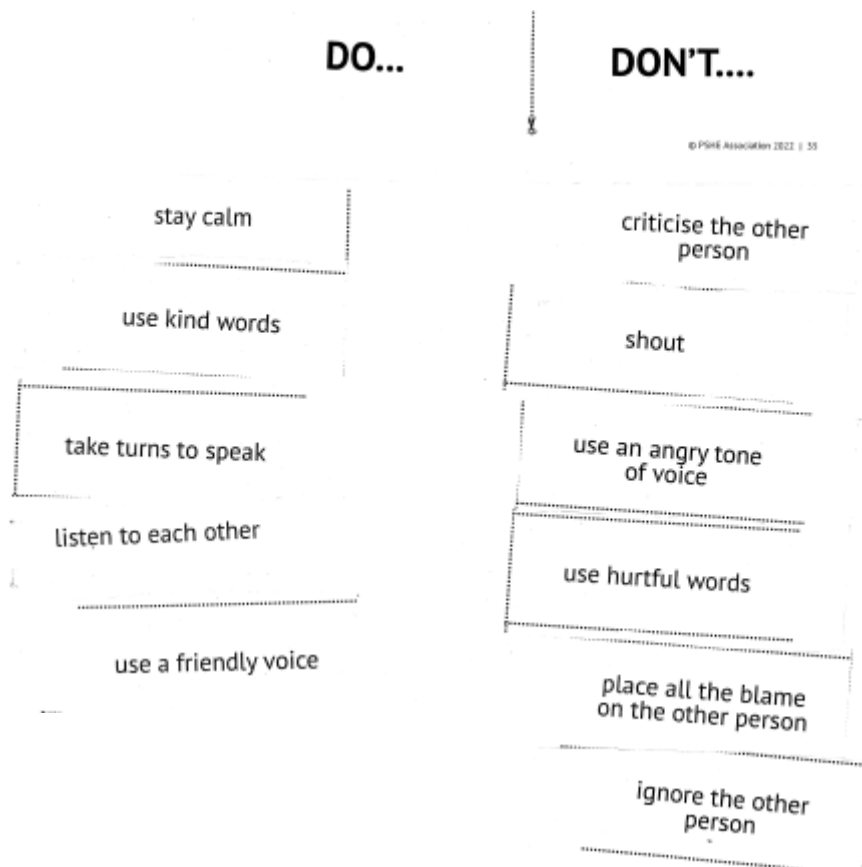
"If you talk to your friends about what is making you feel sad, it is easy to fix it"

"Taking turns is an easy thing to fix. Just use a timer!"

"An adult can help if taking turns is tricky. They can tell you when your time on the bike is up"

Friendships	Easy to repair	Harder to repair	Difficult to repair
Eric and Mason			✓
Jasmine and Amber		✓	
Alex and Sophia	✓		
Jesse and Serena		✓	

We then considered ways to repair conflicts and sorted ideas into dos and don'ts:



We ended the lesson by giving advice to the characters in our stories. We thought about ways to resolve the conflict positively:

## Lesson 4

### Learning Objective(s):

- To learn the ways in which people show respect and courtesy in different cultures and in wider society
- To learn about respectful behaviour in different settings/scenarios (including online)