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| Lesson | Activity Outline | Knowledge and Skills | Context |
| 1 | **TBQ: What is respect?**  **By the end of the lesson, students will be able to:**   1. Define what respect means and identify examples of respectful behaviour. 2. Understand the importance of respect in relationships with peers, teachers, and family members. 3. Demonstrate respect for themselves and others through examples and role-play activities.  Evaluation of Prior Knowledge Prior to the lesson, teachers will conduct a brief discussion to gauge students’ existing understanding of respect. Questions such as "Can anyone tell me what respect means?" and "Why do you think it is important to be respectful to others?" will be posed. This will help to identify their baseline knowledge and guide subsequent discussions.  **Starter Activity**  Begin by presenting the students with a scenario that involves a lack of respect (e.g., a playground situation where one child is teasing another). Ask the class how they think the child being teased feels and discuss why respect matters.  Facilitate a brief discussion, encouraging students to share their thoughts. Use a whiteboard to record key points raised by students to refer back to later in the lesson.  **Input:** Introduce the concept of respect. Define it collectively, asking students to help create a definition on the whiteboard. For example, "Respect is treating others the way we want to be treated."  Introduce key vocabulary:   * + - **Respect**: valuing others’ feelings, thoughts, and rights.     - **Empathy**: the ability to understand and share the feelings of another.     - **Diversity**: recognition of and respect for the variety of identities and aspects of life in society.   + Discuss examples of respectful actions both in school and at home, prompting students to give real-life examples.   **Main Activity:**   * + Divide students into small groups and assign them each a different case study that involves situations of disrespect (e.g., bullying, exclusion, not listening).   + Each group will discuss their case study and come up with a role-play demonstrating both the disrespectful and respectful responses to the situation.   + After preparations, each group will present their role-play, and the class will discuss the respectful behaviours showcased.   **Plenary:**  As a whole class, return to the definition of respect and build a 'Respect Contract' on the whiteboard with contributions from each group.  Students will reflect on one thing they can do to show respect more often. | R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online | This lesson aligns with the Personal, Social, Health and Economic (PSHE) Education objectives outlined in the 2014 National Curriculum for England, specifically focusing on building students' understanding of respect, which falls under the broader theme of 'developing a healthy, safer lifestyle,' and 'developing good relationships and respecting the differences between people.' |
| 2 | **TBQ: Do I respect myself?**  **By the end of the lesson, students will be able to:**   1. Define self-respect and articulate its importance. 2. Identify specific actions they can take to demonstrate respect for themselves. 3. Explain how respecting themselves influences their relationships with peers and adults.   **Evaluation of Prior Knowledge**  Before the lesson, students will be asked:   * "Can anyone tell me what respect means?" * "Have you ever faced a situation where you had to stand up for yourself?"   This will help gauge their understanding of respect, particularly in the context of self-respect, and assess their comfort level in discussing personal experiences.  **Starter:**   * + Begin with a simple group discussion. Ask students to sit in a circle and pass a 'Talking Token.' Only the student holding the token may speak. Clarify that they should share their thoughts on what makes a person respectable (e.g. kindness, honesty).   + Provide prompts as needed to guide the discussion and encourage quieter students.   **Input:** Present a short story or video about a character who struggles with self-respect. Follow this with a discussion about the character’s choices and outcomes.  Define 'self-respect' together. Provide examples of self-respecting behaviours, such as refraining from negative self-talk and making healthy choices.  **Activity:** Divide students into small groups and provide them with a scenario where they must decide how to demonstrate self-respect (e.g. being pressured to do something they don't want to do).  Each group will create a short role-play to demonstrate their scenario's outcome, emphasising self-respect.  Encourage creativity in their presentations, such as adding music or props if available.  **Feedback:** After each group presents, hold a class discussion. Ask the following questions:   * + - "What did you notice about the different ways to show self-respect?"     - "How did each group's choices affect their outcomes?"   + Allow for peer feedback, nurturing a supportive environment where students can share constructive critiques.   **Plenary:** Conclude with each student writing down one action they can take this week to show respect for themselves (e.g., speaking positively to themselves, prioritising their health).   * + Share some examples aloud to reinforce the lesson's message. | 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 | This lesson plan aligns with the PSHE Education aims set out in the 2014 National Curriculum for England. The specific focus that students learn about personal well-being, self-respect, and social responsibilities. In this lesson, students will explore what it means to respect oneself and how this impacts their interactions with others. |
| 3 | **TBQ: How can I respect my friends?**  **By the end of the lesson, students in Year 4 and Year 5 will be able to:**   1. Define what respect means and identify acts of respect towards friends. 2. Discuss the impact of their actions on friends and relationships. 3. Create a personal plan of actions to show respect for their friends.  Evaluation of Prior Knowledge To assess prior knowledge, the teacher will begin the session with a brief discussion. Potential questions include:   * "What does it mean to be a good friend?" * "Can anyone give me an example of a time they felt respected by a friend?" * "Why do you think respect is important in friendships?"   These questions will help gauge students’ understanding of friendships and respect.  **Starter:**  Begin with a circle time, where each student states their name and one word they associate with 'respect'. This will help to create a comfortable atmosphere.  **Input:** Present a short PowerPoint that defines respect using age-appropriate language and images. Key points include:   * + - Respect means treating others how you would like to be treated.     - Discuss the different forms of respect: listening, valuing opinions, supporting friends.   + Facilitate a class discussion where students share their thoughts on each type of respect mentioned.   **Activity: Group Work**: Split the class into small groups. Each group will receive a scenario involving a conflict between friends (some provided by the teacher, others created by the students).  Each group discusses what might have gone wrong and how respect could have altered the outcome. They will then rewrite the scenario incorporating respectful actions.  After discussions, each group presents their rewritten scenario to the class, highlighting acts of respect.  **Plenary:**   * + Reconvene as a whole class. Discuss the common themes from the scenarios.   + Ask each student to share one action they can take this week to respect their friends.   + Create a 'Respect Pledge' poster that everyone can sign. | R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them | This lesson aligns with the 2014 National Curriculum in England, specifically within the Personal, Social, Health and Economic Education (PSHE) framework. Students will focus on understanding the importance of respect in relationships, which is crucial for their social development. The learning objective ties directly into the curriculum outcomes that emphasize developing positive relationships and understanding the emotions and feelings of oneself and others. |
| 4 | **TBQ: Am I respectful online?**  **By the end of the lesson, students will be able to:**   * Define what it means to be respectful online. * Identify examples of online respectful and disrespectful behaviour. * Create a set of guidelines for respectful online communication.  Evaluation of Prior Knowledge To gauge prior knowledge, the teacher will use an informal assessment at the start of the lesson through questioning:   * What do you think it means to be respectful? * Have you ever seen something online that you thought was disrespectful? What happened? * What do you think might happen if someone is not respectful online?  ****Starter Activity:****  * + Begin with a short video clip that showcases various online interactions, both respectful and disrespectful.   + Ask students to discuss in pairs what they observed in the video. This sets the stage for understanding respect in an online context.   + Regroup and ask pairs to share their insights.   **Input:**   * + Define 'online respect' with the class. Use the whiteboard to write down their ideas.   + Introduce key vocabulary (see Key Vocabulary section below).   + Present examples of respectful and disrespectful online behaviours on the board. Engage students by asking them to classify examples as respectful or disrespectful and explain why.   **Main Activity:**   * + Divide students into small groups. Each group will create a poster with '5 Rules for Respectful Online Communication.'   + Provide materials like large sheets of paper, coloured markers, and access to examples from the internet (with careful guidance regarding safe searching).   + Provide structured roles within each group (e.g., writer, presenter, illustrator) to ensure engagement and participation.   + Encourage students to think critically and creatively about what respectful communication looks like and to discuss real-world applications.   **Group Presentations:**  Each group will present their poster to the class, explaining their rules and the reasoning behind them. This encourages public speaking and reinforces learning through teaching.  **Plenary:**   * + Conclude the lesson with a whole-class discussion on what they have learned and the importance of being respectful online.   + Pose questions such as, “How can you apply what you’ve learned today in your own online interactions?” | R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online | This lesson focuses on the Personal, Social, Health and Economic Education (PSHE) aspect of the 2014 National Curriculum in England. Specifically, it aligns with the following outcome:  "Pupils should learn to understand the importance of respect for themselves and others, including when communicating online."  The lesson will address digital citizenship, helping students to understand respectful and responsible behaviour in an online environment, as well as the potential consequences of disrespectful interactions. |
| 5 | **TBQ: How can I respect different communities?**  **By the end of the lesson, students will be able to:**   1. Identify the key characteristics of gypsy and traveller communities and various religious groups. 2. Demonstrate an understanding of how to respect diverse cultures and beliefs. 3. Articulate ways in which they can support and include members of the wider community.  Evaluation of Prior Knowledge Prior to this lesson, students will have explored the theme of community in PSHE. Therefore, they should already have a basic understanding of what a community is, including various roles and responsibilities within it. Starter:  * + **Class Discussion**: Begin with a question: "What does the word respect mean to you?" This will activate prior knowledge and allow students to share their thoughts on respect. Include students' responses on the board.   + **Video Clip**: Show a short, engaging video clip about the gypsy and traveller communities, highlighting their culture and traditions. Ensure the video is age-appropriate and educational.   **Input:**  **Presentation**: Introduce key vocabulary such as 'culture', 'community', 'diversity', and 'beliefs'. Define these terms on the whiteboard and encourage students to contribute any additional words they feel are relevant. For example:   * + - **Culture**: The ideas, customs, and social behaviour of a particular people or society.     - **Community**: A group of people living in the same place or having a particular characteristic in common.   + **Discussion**: Facilitate a conversation about what respect looks like in the context of religious beliefs and cultural practices, using examples the students can relate to.   **Activity:**  **Group Work**: Divide the class into small groups and assign each group a specific cultural or religious group to research. Provide each group with large paper and markers for note-taking.  Students will need to find out:   * + - What are the key beliefs and practices of this group?     - What does respect mean to this group?     - How can we show respect to this community?   Each group will present their findings to the class, fostering a respectful atmosphere for questions and discussions.  **Plenary:**  Have students write one thing they’ve learned about a different community and one commitment they will make to show respect. This could include being inclusive in their play or learning more about different cultures. | L6. about the different groups that make up their community; what living in a community means  L7. to value the different contributions that people and groups make to the community | This lesson aligns with the 2014 National Curriculum for PSHE and focuses on developing pupils' understanding of diversity, particularly in relation to the gypsy and traveller communities and various religious groups. The aims are to foster respect and understanding for cultural differences, supporting the overarching objective of recognising and valuing diversity in society. |
| 6 | **TBQ: What can I do if I feel disrespected?**  **By the end of this lesson, students will be able to:**   1. Identify feelings of disrespect and their sources. 2. Discuss appropriate responses to feeling disrespected. 3. Demonstrate strategies for communicating feelings assertively. 4. Reflect on personal experiences of disrespect and how to manage them.   **Evaluation of Prior Knowledge**  Before the lesson begins, the teacher will assess students' prior knowledge about respect and feelings. This can be done through:   * A brief discussion where students are asked to share what respect means to them. * Utilising a ‘Think-Pair-Share’ activity, where students think about a time they felt respected or disrespected and share it with a partner, followed by sharing with the class if comfortable.   **Starter:** Begin with a brief discussion on the significance of respect. The teacher will write the word "RESPECT" on the board and then ask students to call out words they associate with respect (e.g., kindness, listening, valuing others).  **Input:**  The teacher will introduce the concept of feeling disrespected using age-appropriate language.  Students will be invited to consider different scenarios (e.g., someone interrupting them, mocking them). The teacher can use role-play to enact these scenarios.  After introducing the scenarios, discuss possible feelings associated with each scenario, such as sadness, anger, or confusion.  **Main Activity**  Divide students into small groups (4-5 students). Each group will receive a scenario card detailing an incident where someone feels disrespected. The groups’ task is to discuss the following:   * + - How does the person feel?     - What could they do when they feel disrespected?     - How can they communicate their feelings effectively?   Students will then create a short role play to demonstrate their scenario and response. Encourage creativity (props, dialogue) to engage students fully.  **Plenary:**  Each group presents their role play to the class.  Conclude the session with a circle time discussion. Students are invited to share an important takeaway that they have learned about managing feelings of disrespect. | R13. the importance of seeking support if feeling lonely or excluded | This lesson plan aligns with the 2014 National Curriculum for PSHE Education, specifically focusing on developing students’ understanding of respect and strategies for dealing with feelings of disrespect. The relevant outcome states that students should be able to "recognise and manage risks," "understand the importance of mutual respect," and "communicate effectively about their feelings." |
| 7 | **Assessment: What have I learnt about respect?**  This may contain: a poster on the wall that says respect, how does respect look? and what does respect look like? This may contain: a poster with the words how do you show respect? | As Above |  |