



Autumn 2 - How do we treat each other with respect?

British Value Link: Mutual Respect

Lesson	Activity Outline	Knowledge and Skills	Context
1	<p><b>Anti-Bullying Week – Standalone Lesson</b></p> <p><b>Objective: I can identify bullying behaviours and reflect on what I can do to help stop bullying</b></p> <p><u>Activate:</u> Share and discuss the questions: What is bullying? What can we do to help stop bullying? Put the children into small groups and distribute a large piece of paper and set of coloured pens to each group. Ask each group to brainstorm what they consider bullying to be and to use the coloured pens to record their thoughts on the paper. Invite each group to share their thoughts. Define bullying and identify its various forms and associated behaviours – verbal bullying, physical bullying, social bullying and cyberbullying.</p> <p><u>Main Event:</u> Explain that bullying behaviours have serious consequences that can be long-lasting. Put children into pairs and give each pair a set of <a href="#">the effects of bullying sorting cards</a>. Ask the children to sort the cards into those they think are possible effects of bullying behaviours and those that are not. Invite the children to share their conclusions and then reveal those cards which described effects of bullying behaviours. Invite the children to share how they feel about what they have learnt about the effects of bullying. Explain that although bullying occurs, it has no place in our society and that it is our collective responsibility to take action and make choices which help to stop it. Ask the children to share what they think we can do to tackle bullying. Share solutions and</p>	<p>Knowledge: YR3 Developing an understanding of the impact of bullying and what to do if bullying occurs (friendships)</p> <p>Skills: Y3: To know that violence is never the right way to solve a friendship problem. Y4: To know that bullying can be physical or verbal. Y4: To know that bullying is</p>	<p>Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.</p> <p>Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not</p>



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	<p>strategies. Extend the discussion to include what we can do if we experience or witness bullying and the importance of asking for help. Explain that no one should suffer in silence. Ask the children to think about what it feels like when someone is kind or respectful towards them. Invite them to share their thoughts. Highlight that every person, no matter who they are or where they are from has the right to a happy, safe, healthy, and fulfilling life. Share the quote: we all have the power to choose how we treat others, and ask the children to take a moment of quiet to reflect on this. Give each child an <a href="#">Anti-Bullying Pledge Card</a> and ask them to write what kind and respectful act they pledge to do to help stop bullying. Invite the children to share their pledges if they feel happy to do so. These can be displayed and used throughout the school year.</p> <p>Floorbook expectation: pupil voice and images.</p>	<p>repeated, not a one off event. Y3 /Y4: To understand the different roles related to bullying including victim, bully and bystander. (friendships)</p>	<p>discouraging them from seeking support.  Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.</p>
2	<p><b>Objective: To know that friendships have ups and downs and that problems can be resolved.</b></p> <p><u>Activate:</u> Ask the children to think about what makes a healthy friendship. <b>Record their ideas on post-it notes to use for the pupil voice in the Floorbook.</b> Children can include words that describe friends, features of a good friendship and potential problems with friendships. Children could do this activity individually, in pairs, in table groups or as a class. Invite the children to share their ideas.</p> <p><u>Main Event:</u> Provide students with magazines, newspapers, scissors, glue, and large sheets of paper. Ask students to cut out images or words that represent different aspects of friendships, such as happy moments, conflicts, problem-solving, and resolution.</p>	<p>Knowledge: Y3: Exploring ways to resolve friendship problems (friendships)</p> <p>Skills: Y3: To know that violence is never the right way to solve a</p>	<p>CPOMs data has identified that there are friendship issues within this year group.</p>



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	<p>Instruct them to create a collage by arranging and gluing the cut-outs on the large sheets of paper.</p> <p>Encourage students to discuss their collages with their peers, explaining the emotions depicted in each section.</p> <p>Facilitate a class discussion on the ups and downs of friendships and how problems can be resolved.</p> <p>Floorbook expectation: pupil voice from the attention grabber and photo evidence from the main event.</p>	<p>friendship problem. Y3/Y4: To understand that everyone has the right to decide what happens to their body. (friendships)</p>	
3	<p><b>Objective: To explore the potential negative consequences of unhealthy relationships.</b></p> <p><u>Activate:</u> Ask children to reflect on what they learnt from the previous lesson. What qualities can they remember for healthy friendships?</p> <p><u>Main Event:</u> Use these scenarios that depict various negative relationship dynamics, such as peer pressure, bullying, or manipulative friendships:</p> <ul style="list-style-type: none"> <li>• My sisters, Beth and Sam, argue all the time. As soon as they are alone, they start shouting at each other.</li> <li>• My best friend is always telling me to do things, she even took my phone off me because I wouldn't stay out with her.</li> <li>• My brother waits for me when I come out of school because he doesn't like me walking home in the dark on my own.</li> <li>• My dad doesn't like my mum going out.</li> </ul>	<p>Knowledge Y3/Y4: Exploring physical and emotional boundaries in friendships (friendships) Y3/Y4: Exploring how my actions and behaviour can affect other people (respectful relationships)</p>	<p>Reflection of CPOMs data.</p> <p>Tackling friendship issues that arise from lunchtimes.</p>



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	<ul style="list-style-type: none"> <li>• My mum told my brother he wasn't allowed to see his friends for a week because he got into trouble at school.</li> </ul> <p>Ask students to work in pairs or small groups and create short skits demonstrating the negative impact of these relationships.</p> <p>Encourage students to think critically about the behaviours and emotions involved in these scenarios.</p> <p>After each skit, facilitate a class discussion about the negative impact and possible strategies for dealing with similar situations in real life.</p> <p>Floorbook expectation: QR codes of the skits from the main event, pupil voice, images.</p>	<p>Skills: Y3: To understand that there are similarities and differences between people (respectful relationships)</p>	
4	<p><b>Objective: To begin to understand the impact of bullying</b></p> <p>This lesson is taken from Kapow: <a href="#">Lower KS2 &gt; Y3 Family and relationships &gt; Lesson 3: Friendship: conflict versus bullying</a></p> <p><u>Activate:</u> Ask the children if they know what the word 'bullying' means. Ensure they have a clear understanding of what bullying is, including that it can: Be physical and emotional; Be by one person or a group of people; Happen online – harmful abuse including trolling and intimidation; Happen face-to-face; Be repeated not just a one-off falling out. To reinforce, read out the <i>Activity: Bullying or not?</i> and ask the children if they think there is bullying going on, or not. They could move around the room to show their response or stand up. With the statements that are 'not bullying', reinforce that some of</p>	<p>Knowledge Y4: Developing an understanding of the impact of bullying and what to do if bullying occurs (friendships)</p> <p>Skills: Y4: To know that bullying can be physical or verbal.</p>	<p>Children are not confident with articulating the different between conflict and bullying.</p>



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	<p>them are not kind behaviour, but they are not bullying. <b>Record their ideas on post-it notes to use for the pupil voice in the Floorbook.</b></p> <p>Ask the children:</p> <ul style="list-style-type: none"> <li>- Can you think of any instances of where bullying might happen online? (On chats, through gaming platforms.)</li> </ul> <p>Explain that hateful comments online are just as upsetting as in person, and that intimidating or bullying someone online is never acceptable. It can make people feel scared, frightened, lonely, hopeless or humiliated. People might choose to be hurtful online, rather than say things to people face to face. Ask the children why they think this might be.</p> <p><u>Main Event:</u></p> <p>Explain to the children they are going to watch a video about someone who was bullied. It is based on real experiences but it is an actor's voice.</p> <p>Show the children the video on link: <a href="#">'CBBC - Lara's bullying story'</a> on VideoLink up to 01:13. Stop the video at this point and ask the children how they think Lara is feeling.</p> <p>Put the children into groups and ask them to discuss what Lara should do next. Invite each group to develop a short role-play scene to show what happens if Lara takes their advice. Invite groups to share their role play with the class and discuss the outcomes they have devised. If necessary, correct any concerning responses such as hitting the bullies or trying to bully them.</p> <p><b>Record the role play to turn into a QR code.</b></p> <p>Floorbook expectation: QR codes from the main event, pupil voice, images.</p>	<p>Y4: To know that bullying is repeated, not a one off event.</p> <p>Y3 /Y4: To understand the different roles related to bullying including victim, bully and bystander. (friendships)</p>	
5	<p><b>Objective: To listen and communicate effectively.</b></p>	<p>Knowledge:</p>	<p>There have been some instances</p>



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<p>This lesson is taken from Kapow: <a href="#">RSE &amp; PSHE &gt; Lower KS2 &gt; Y3 Family and relationships &gt; Lesson 4: Effective communication</a></p> <p><u>Activate:</u>          Ask the children what we mean by ‘communication’.          Show the children the video on the link: <a href="#">'BBC Bitesize - Communicating with sign language'</a>.          Discuss as a class how Shaun communicates with other people, how he understands what other people want to say and how he lets other people know what he is thinking and wants to do. (Shaun uses sign language, pictures and facial expressions to talk and to understand).          Ask the children to get into groups of four to play charades, using the <i>Activity: Charades cards</i> provided. Words are forbidden, but facial expressions can be used to let teammates know if they are on the right track with their guesses.          Ask the children to name different ways in which we communicate, for example, talking, sign language, body language, writing and pictures. Explain that we communicate meaning in more than one way, and, the non-verbal cues are equally important. <b>Record their ideas on post-it notes to use for the pupil voice in the Floorbook.</b></p> <p><u>Main Event:</u>          Explain to children that when we communicate, it is important that we are clear about what we want and need and still be respectful. This is often called being ‘assertive’. When being assertive, it is important to be confident, clear, honest and stick to the message you want to give. It is useful to use ‘I’ statements to explain how you feel so that the other person doesn’t feel they are being attacked. (e.g. ‘I don’t want to play football today</p>	<p>Y3/Y4: Exploring how my actions and behaviour can affect other people.          Y3/Y4: Learning about the effects of non verbal communication. (respectful relationships)</p> <p>Skills:          Y3/Y4: To understand the courtesy and manners which are expected in different scenarios.          Y3/Y4: To know the signs of a good listening.</p>	<p>where children have been observed communicating in an unkind manner to their peers.</p>
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because I hate that I always have to go in goal’ is better than ‘You always make me go in goal, so I hate playing football with you.’)

Ask children to practise being assertive in the following scenarios:

- A friend keeps making up new rules in the game you are all playing so that they are never out.
- You want to play a different game than your friend suggested today.
- A family member always asks you questions about your day on the way home from school, and you would rather not talk about it.

Explain further to the children that some people may find it difficult to be assertive so we should be especially aware of the words they are using but also whether their facial expressions or body language communicates that they are feeling uncomfortable or annoyed.

Ask children how they can tell when someone is listening to them.

Ask the children how can they tell if someone is not listening to them.

As a class, go through the *Presentation: Being a good listener*, discussing any vocabulary or phrases with which the children are unfamiliar, such as empathy, sympathy, open questions, encouragement. Put the children into groups of three and give each group a copy of the *Activity: Good listening*. Explain that in their groups, the children will take turns to talk, listen and observe. The person observing will mark the listener and record the marks on their sheet. They will be looking for evidence of:

- Open and closed questions.
- Appropriate expression.
- Appropriate sounds or comments.

(respectful relationships)



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	<p>Floorbook expectation: pupil voice from the attention grabber and photo evidence from the main event.</p>		
6	<p><b>Assessment</b></p> <p><b>Objective: Big Finish – How do we treat each other with respect?</b></p> <p>Today the children will have their Big Finish – answering the Big Question from this term - <b>How do we treat each other with respect?</b></p> <p><u>Activate:</u> Start the lesson with a class discussion on the importance of treating each other with respect. Students can share their own experiences and examples of respectful behaviour. Encourage students to listen actively to their classmates and respond respectfully. This activity promotes communication skills and empathy.</p> <p><u>Main Event</u> The children need to create an blog about how we treat others with respect. Use these blogs and turn them into QR codes for the Floorbook.</p> <p>Floorbook expectation: pupil voice (we treat others with respect by...) and QRs from the main event</p>	<p>All of above knowledge and skills are relevant for today’s lesson.</p>	<p>Assess the children’s learning to see what they have learnt and if the lessons have been useful to their outlook on how we treat others with respect.</p>