

Final Outcome: We are working towards designing an award for a pupil who has earned the respect of their classmates.

Component 6: To design an award for a pupil who has earned respect.

What we will know after this sequence:

- Children will consider how to convince someone how good they are at something.
- They can consider the qualities required of someone who shows they have earned the respect of others.
- They can rank qualities in importance and justify their rankings.
- They can consider how they can earn the respect of their peers.



Vocabulary: Qualities, peers, justify, rank, advice.

How will this feed into my next learning:

I will use my knowledge of showing respect to ensure that I show respect in society and the school community, and demonstrate ways of earning respect.

SEND: To be in mixed ability groups to support their understanding and to have pictorial representations if needed as well as word banks and sentence stems to structure 'talk'.

Component 4: To practise behaving in respectful ways.

What we will know after this sequence:

- Children will discuss ways of showing respect and how this is an important life skill.
- They will participate in role plays to practise respectful listening skills.
- They will recognise the difference made to people's feelings of respectful listening.

Vocabulary: respectful, appreciate, practise, life skill, listening.

How will this feed into my next learning:

I will use my knowledge of showing respectful behaviour to consider the difference between demanding and earning respect..

SEND: To work in mixed ability groups to support their understanding of different scenarios. Support to reflect upon scenarios they have experienced.

Component 5: To distinguish between demanding and earning respect.

What we will know after this sequence:

- Children will understand what the words 'demanding' and 'earning' mean.
- They will use a story to consider how demanding and earning respect can lead to different responses from others.
- They can consider examples from their own experience of earning or demanding respect.



Vocabulary: Earning, demanding, upset, aware

How will this feed into my next learning:

I will use my knowledge of demanding and earning respect to produce a trophy to award to someone who has earned respect.

SEND: To have visual representations of different feelings. To be in mixed ability groups to support their understanding of different scenarios and to have pictorial representations if needed as well as word banks and sentence stems to structure 'talk'.

Component 3: To listen carefully to others' views

What we will know after this sequence:

- Children will identify how it feels to experience disrespectful behaviour.
- They will consider the motivations for behaving in a disrespectful way.
- They will consider situations in which disrespectful behaviour relating to listening can occur.



Vocabulary: Interruption, challenging, focus, disrespectful, interest, controversial.

How will this feed into my next learning:

I will use my knowledge of motivations to behaving disrespectfully to practise behaving in respectful ways.

SEND: To have visual representations of different feelings and scenarios. To give alternative communication opportunities.

Component 2: To explore vocabulary related to respect.

What we will know after this sequence:

- Children will define and explain 'Command' words: respect, appreciate, consider, recognise, accept.
- They will link these words to the theme of 'respect'.
- They will recognise disrespectful behaviour and consider the causes of this.

Vocabulary: respect, appreciate, consider, recognise, accept, disrespect.

How will this feed into my next learning:

I am going to use my knowledge of respect to look at possible motivations for behaving in disrespectful ways.

SEND: To have visual representations of different feelings and to have scenarios that may be relevant to them or that they have experienced or witnessed.

Component 1: Respect (Contender Level Unit 1): To explore the meaning of respect

We should know:

- Different types of bullying, including direct, indirect and physical

What we will know after this sequence:

- Children will define the word 'respect'.
- They will understand how to tell if you are being treated with respect.
- They will complete a survey about respect.



Vocabulary: respect, appreciate, consider, recognise, accept

How will this feed into my next learning:

I will use my knowledge to then explore further what the following command words mean and how I may implement them in my own life and actions: respect, appreciate, consider, recognise, accept.

SEND: Lots of visuals and role play opportunities to identify respect. To give alternative communication opportunities to enhance participation.

