



Eden Park Primary and Nursery School

Roger Respect

“FOLLOW THE THREE R'S: - RESPECT FOR SELF. - RESPECT FOR OTHERS. - RESPONSIBILITY FOR ALL YOUR ACTIONS.” - DALAI LAMA

“THE RIGHT TO BE RESPECTED IS WON BY RESPECTING OTHERS.” - VASYL SUKHOMLYNSKY

Definition

At the heart of respect is caring.

It is the act of giving attention and showing care. It is caring enough to be concerned how your own actions impact upon others. It is showing that you care about their well-being and feelings.

It is achieved by listening.

It is taught when we show respect to others.

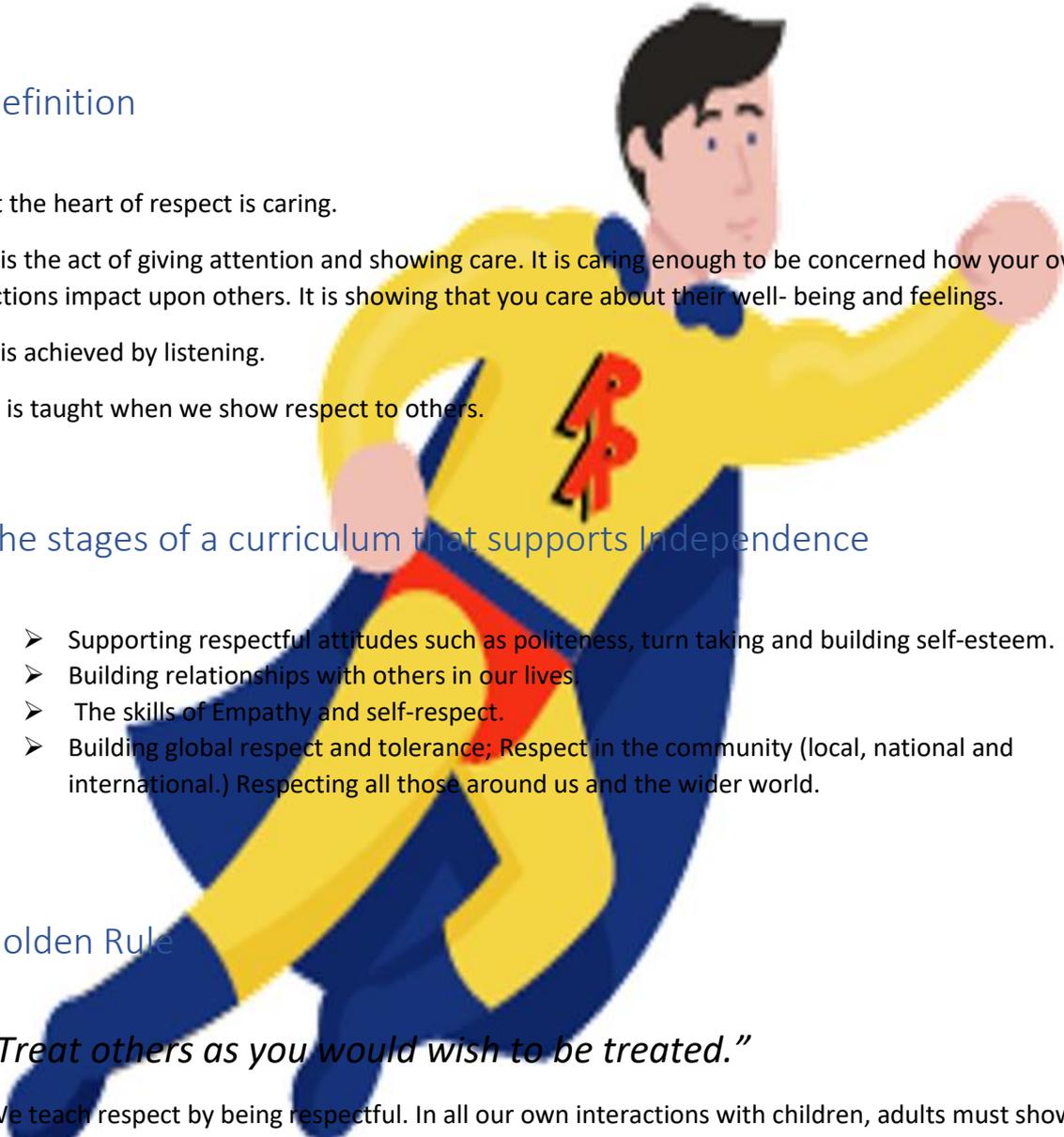
The stages of a curriculum that supports Independence

- Supporting respectful attitudes such as politeness, turn taking and building self-esteem.
- Building relationships with others in our lives.
- The skills of Empathy and self-respect.
- Building global respect and tolerance; Respect in the community (local, national and international.) Respecting all those around us and the wider world.

Golden Rule

“Treat others as you would wish to be treated.”

We teach respect by being respectful. In all our own interactions with children, adults must show respect. This means that even when angry, we need to curb those emotions and focus on the act and not on the person.





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Promotion through behaviour modification

When a child has done something wrong, focus on the **lack of respect** that they have shown. This may be to an object, a resource or a person. Focus on this lack of respect at all times, so point it out when a child has called out, been impolite, not listened. Misbehaviour needs to be linked back to this value having been ignored.

When dealing with a larger act of misbehaviour, focus on what the child did wrong. Have them articulate this. The child will often want to talk about what others did wrong to them. They are talking about being disrespected.

Once the disrespect that the child has shown is identified, focus on the choice the child had NOT to do this. What could they have done differently? Focus on problem-solving alternatives to the actions that they took. Here you are focussing on teaching, not preaching. Consider reparation rather than punishment.

Above all, do all of this with respect. We need to be calm as, if angry, our negative emotions cloud our interactions. It may however be a situation where an immediate response is required (for instance a child is at risk.) If this is the case, always return to discussing the misbehaviour later as well. It is at these calmer times that the modification will occur.

*The child needs to see their act in terms of what **they** did wrong to others, not in terms of what **others** did wrong to them.*

“MANNERS AND POLITENESS WILL NEVER BECOME OLD-FASHIONED.”

— AULIQ ICE





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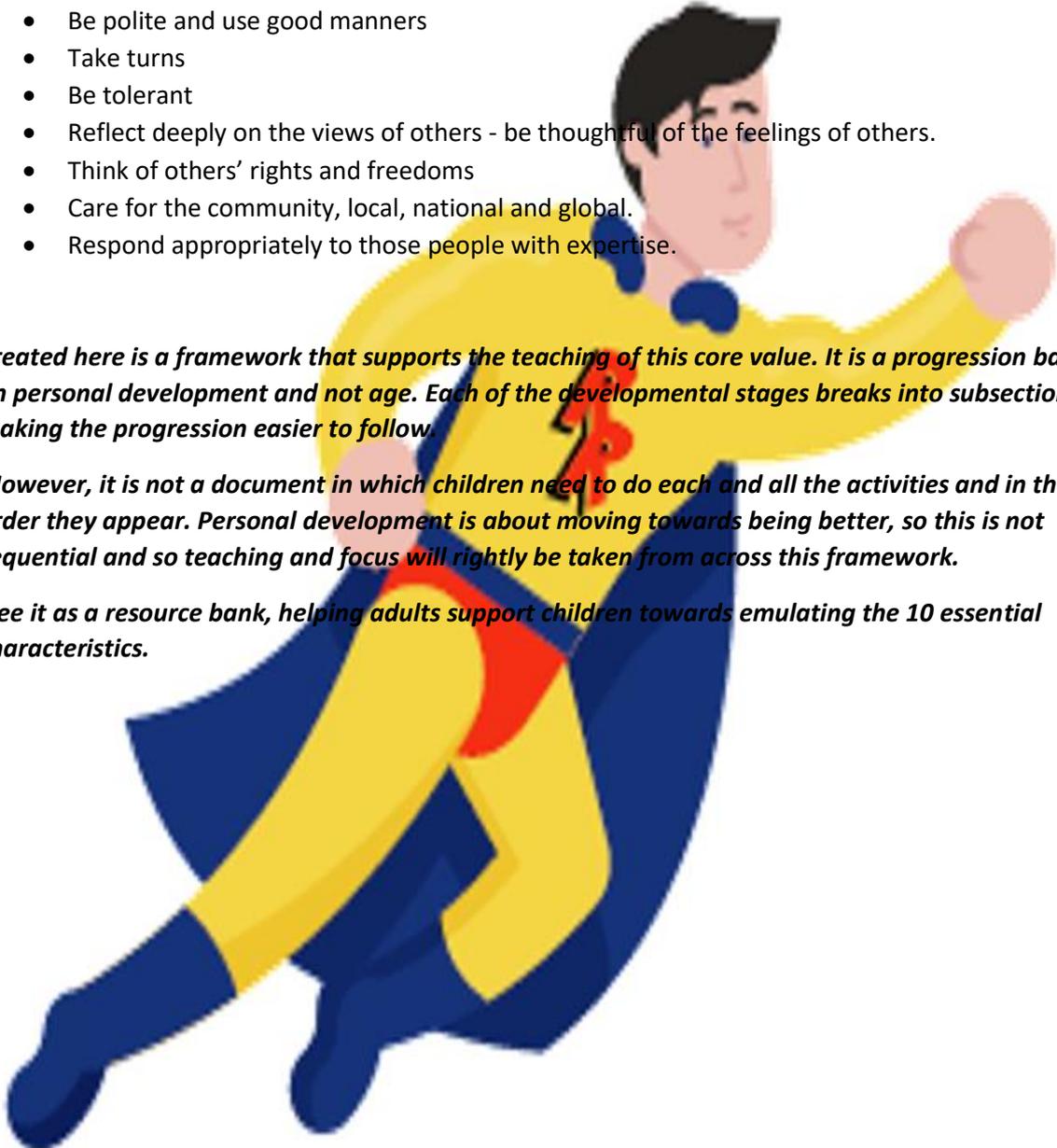
Roger Respect's Characteristics

- Be a good listener and take notice of other views.
- Treat all people fairly
- Be responsible and take responsibility for your own actions
- Be polite and use good manners
- Take turns
- Be tolerant
- Reflect deeply on the views of others - be thoughtful of the feelings of others.
- Think of others' rights and freedoms
- Care for the community, local, national and global.
- Respond appropriately to those people with expertise.

Created here is a framework that supports the teaching of this core value. It is a progression based on personal development and not age. Each of the developmental stages breaks into subsections making the progression easier to follow.

However, it is not a document in which children need to do each and all the activities and in the order they appear. Personal development is about moving towards being better, so this is not sequential and so teaching and focus will rightly be taken from across this framework.

See it as a resource bank, helping adults support children towards emulating the 10 essential characteristics.





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Supporting Respectful Attitudes

The child is supported to be able to show respect to others and the area that surrounds them.

Principles and guidance:

- Children learn to look after areas around them and to be reminded that this is a team effort. (Class monitors, pupil leadership, play leaders, children working across age groups at lunchtimes, caring for others, care for the classroom)
- Children learn the importance of simple rules and how to keep them. Form a class agreement of the rules and display.
- Children experience times when what they do is praised, building self esteem (rainbow, enrichments and best seats in the house, class on a bench, reward stickers.)

Activities that support this stage:

Respecting me and my own space

- understanding the importance of rules and why we need them linking up to keeping yourself safe, so the rules in the first instance may protect us (e.g. running inside, waiting to use the slide). Signposting around the school to remind children of what is expected and how to be kind and respectful such as 'be kind' on a playground.
- Establish tidy up routines in class such as the room and toys. Relate these to team work as well as independence. Monitors to help with this such as cloakroom monitors. Adults to monitor this and to keep tidy workspaces. Consider adding in aspects of learning also such as a number on a pot and in this pot is this number of things.
- Younger children will also be able to think about their impact in the room such as the need to close doors/ turn off lights.
- Self-esteem is essential to build. Think about times to praise but do this wherever possible linked to a reason "I liked that you..." "thank you for..." and to the feelings of happiness you get from seeing this.
- Children to do this also and therefore the adult needs to model speaking like this and then asking the child/ren to copy this. Also, whole school community – every adult to speak this way too.
- Have children talk about their hobbies and interests and value others giving time in class to talk and to practice the conventions of communication i.e. eye contact, turn taking and listening with empathy.
- Have children talk about what they are proud of (or demonstrate it) such as a skill that they have such as singing, running, drawing. Again, allocating time to talk in class and understanding the value of talking and listening.

Respecting others

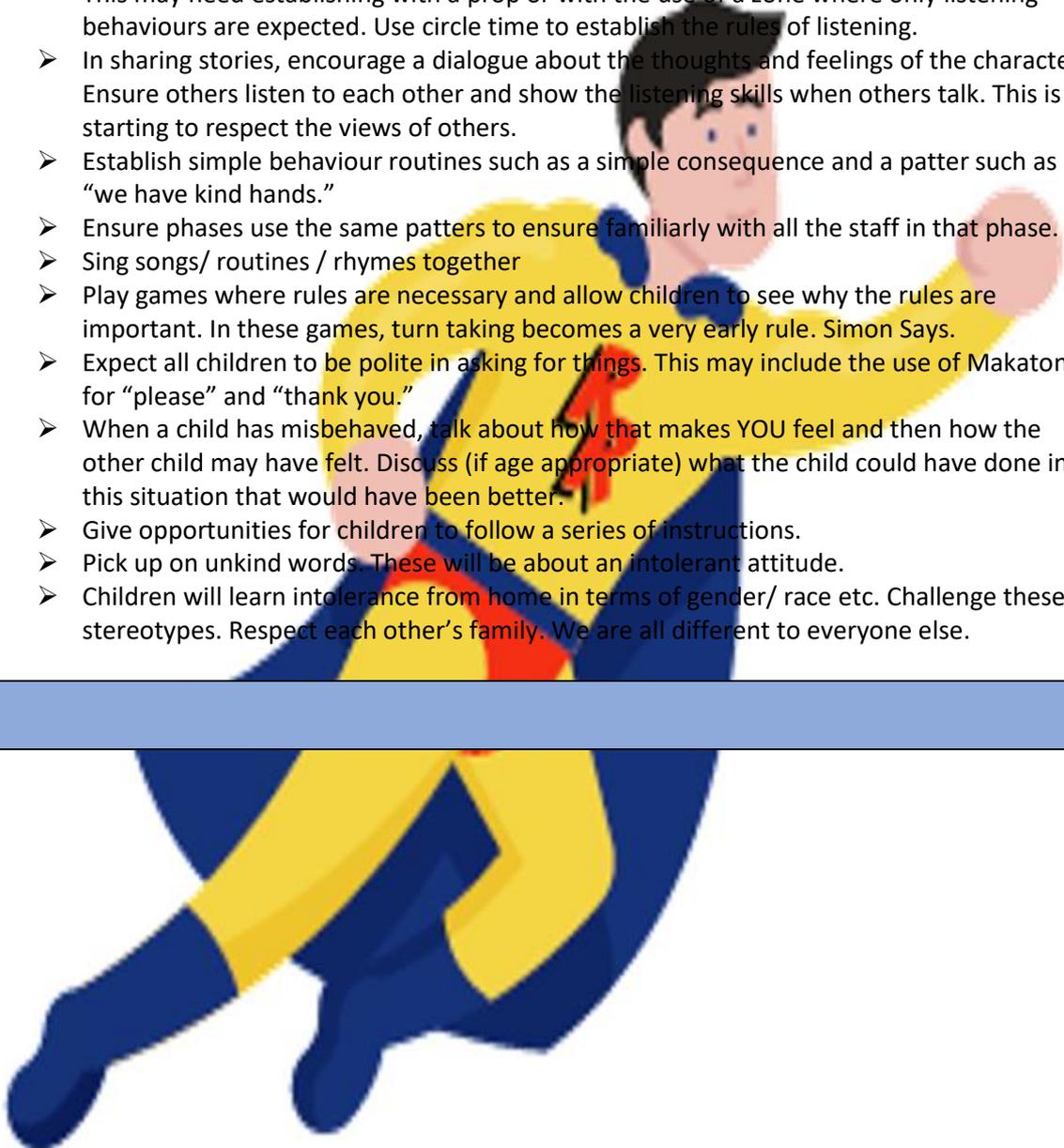
- Respect for personal space is important in younger children who are not tolerant if their space is entered, but also need to see that being impatient means that they invade other spaces.



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- Ensure classrooms are clearly demarcated so zones are established (labels on drawers, demonstrating tidiness and organisation, as well as areas in the classroom such as book corners, messy areas, writing zones)
- Establish a routine for children who can go in the spaces and when they cannot (such as limiting access to the zone through lolly sticks/ rainbow challenges)
- Ensure good listening skills through regular times where the children listen to each other. This may need establishing with a prop or with the use of a zone where only listening behaviours are expected. Use circle time to establish the rules of listening.
- In sharing stories, encourage a dialogue about the thoughts and feelings of the characters. Ensure others listen to each other and show the listening skills when others talk. This is starting to respect the views of others.
- Establish simple behaviour routines such as a simple consequence and a patten such as "we have kind hands."
- Ensure phases use the same patters to ensure familiarly with all the staff in that phase.
- Sing songs/ routines / rhymes together
- Play games where rules are necessary and allow children to see why the rules are important. In these games, turn taking becomes a very early rule. Simon Says.
- Expect all children to be polite in asking for things. This may include the use of Makaton for "please" and "thank you."
- When a child has misbehaved, talk about how that makes YOU feel and then how the other child may have felt. Discuss (if age appropriate) what the child could have done in this situation that would have been better.
- Give opportunities for children to follow a series of instructions.
- Pick up on unkind words. These will be about an intolerant attitude.
- Children will learn intolerance from home in terms of gender/ race etc. Challenge these stereotypes. Respect each other's family. We are all different to everyone else.





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Building Relationships

The children work on two areas, respectful relationships, and manners/ politeness. They also consider self-respect.

Principles and guidance:

- There is not a right order to these units, they are equal in importance. Children are learning about trust, honesty, and co-operation. Here, link to the Teamwork Framework.
- Manners are essential to respect and adults always need to be deliberately prompting manners, but never with sarcasm. Modelling it is essential and it is more than praising work.
- They also consider that they need to be respectful to themselves.

Activities that support this stage:

Building respect through relationships

- Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
- Have a value a week as a whole school focus. Start the week with a short session on the focus value and explain to the children what it is we are expecting of them. Also have a values assembly each week depending on the focus value.
- Have 'catch-me' tickets also on this focus attribute linked to the value. Could break the value down into smaller sections such as "trust", "showing friendship," "listening," "respecting the environment."
- They work as part of a group or class and understand and follow rules. They create their own rules for games. When a group falls out over a playground game, ask them to write/ explain/ record a set of rules for it.
- Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organize their activity. Encourage this through lunchtimes also with activities that work on teamwork that require turn taking and listening.
- Children need to show sensitivity to others' needs and feelings. For this, take opportunities for feelings to be discussed and points of views explored. Building on this idea of empathy is easier done through books and stories the children are having in their other learning.
- Story time at the end of the day as well as the reading curriculum. PSHE books with focuses that allow for topics to be shared and discussed.
- Build trust with younger children and talk about trust: giving respect to them will get respect echoed back. Allow the children a measure of independence in a task and the time to do some of it on their own or in a group. Explain that this is about trust and how you are allowing them to be responsible.
- RSE and PSHE curriculum: Caring friendships: How important friendships are in making us feel happy and secure, and how people choose and make friends.
- RSE and PSHE curriculum: Respectful relationships: The importance of respecting others, even when they are very different from them (for example, physically, in character,



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personality or backgrounds), or make different choices or have different preferences or beliefs.

Building respect through manners

- Encourage and create simple acts of service for other (helping someone read/ handing books out/ tidying up together). Ensure politeness from the receiver of the service. Basic expectation within classes.
- Public thanks: getting them to say thank you publicly when someone has helped. Support them in sharing their appreciation. All staff to notice and to model it.
- Award: have a class award that the children can give or recognize could simply be a vote, where a piece of paper is pulled from a group, where children each write the name of someone who has helped them that week.
- Respect for telling the truth and the importance of this/ keeping promises (mindful of safeguarding here.) Ensure that all tasks where there is a deadline is kept, and if a reward is promised it is kept. Children struggle if the adult changes “the rules” of what they felt that they were getting. This is a betrayal of trust.
- Politeness and courtesy must be insisted upon for all occasions but ensure all adults model this continuously. Ensure the children show politeness to others in the building such as holding a door, giving books out, waiting in a line. It is important that these acts are not demanded or barked into children as this shows a lack of respect.
- Allow it to go wrong SAFELY (for instance all children going to the book corner to collect their maths book all at once) and then discuss other ways that this could be done (for instance, only one person from the table goes). This links to effective teamwork.
- RSE and PSHE curriculum: Caring friendships: The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- RSE and PSHE curriculum: Respectful relationships: Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The importance of self-respect and how this links to their own happiness. Consider with the children ways in which they look after themselves (hygiene, healthy eating, staying safe, exercise.) This will link with the relevant IT, Science and PE units.
- RSE and PSHE curriculum: Respectful relationships: The conventions of courtesy and manners.



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Empathy and self-respect

The children learn and discuss empathy in a range of situations. They learn that they must also further develop respect for themselves and find things in themselves that they like. This leads onto the nature of friendship.

Principles and guidance:

- Empathy and Sympathy are not the same.
- Friendship is based on respect and trust
- Friendships are positive but have challenges that will be worked through with trust

Activities that support this stage:

Empathy

Empathy is a crucial skill, but notoriously hard to get children to understand. Empathy and sympathy are not the same. An empathetic person has learnt to understand someone else's feelings in a situation. They may have had a similar experience. A sympathetic person has probably not had this experience and so does NOT understand the situation, so has feelings of sorrow and pity.

- To teach empathy, children need to see everyone has a story, a version of events. Just because their version of events is not your version of events, does not mean that they are lying. This is sometimes called "different truths".
- consider ways of creating empathetic community. Resources to support i.e. pictures of faces and emotions and time to talk about what they are showing etc.
- Children also need a dialogue of emotions, and this is challenging, as young children lurch between happy and sad. The greater dialogue we give, the greater the chance of understanding another's situation.
- Achieve this with role play, stories and books. In more challenging reads, see and track the emotions of a character: they will not be consistent.
- Develop reading comprehension here as well: how do we know that they are angry when they did not say so?
- In younger children, photos are a good starting point for this, though knowing the story behind the photo requires an imagination.
- Children need to also find common things with others in their class. At the easiest, this may be appearance (both have glasses) but link to emotions, for instance a common time that would make both happy, sad, angry, nervous, timid.
- Develop through explaining how you feel when a misbehaviour occurs. Go beyond "angry" or "disappointed" to why you feel those things. ("because you were not caring for others when you did this," "because I found you impolite," "because I felt sad that you would think of me like that.")
- Ask the child to then explain the misbehaviour in terms of why they did it. Do not accept "I don't know", though respect that the child may have needs such as Autism that prevents a level of understanding here. You need to progress them to feeling regret that they acted in this way. The feeling is better than a vacuous "sorry!"



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- Co-operative teamwork tasks/ games/ events are also strong in getting children to harmonize. Have tasks that are not necessarily competitive, as then winners are created (so a puzzle where all can complete it and time doesn't matter)
- Guide rather than preach: what does the situation look like from the other perspective in terms of the emotions generated? Often children who have argued need to see that there was no winner: both now feel sad/ angry/ hurt. This allows the child to build a bank of "similar experiences" which lead to greater empathy.
- Adopt a common language within the year groups so that staff and children all talk in an agreed way and tone and using positive language modelled to the child.
- Show the child respect for others by staying calm even if you are upset.
- Ask children to own their actions: what you did that impacted on others? When something goes wrong NOT "what happened?" but "what did YOU do wrong?" They will want to tell you what the other person did wrong, not themselves. This is justifying their misbehaviour/ disrespect for others.
- At its most advanced, children can start to predict the consequences of their actions which can lead to self-control. "If I.... then..." Again, use book characters: what could Charlie do next? What could happen if they did? How will others change their view? This leads to the realization that no character is "good" or "bad" and no one human is.
- Ask children to tell you what the consequence might be for their action. They will often be harsh on themselves, showing remorse or regret.

Self-respect and improving friendships

- Respect for self is also important and this goes beyond appearance. So being clean, healthy, active, rested all show a respect for yourself. There are opportunities here to link this to science as well as Willow Wellbeing.
- RSE and PSHE curriculum: Caring friendships: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Take opportunities when friends have fallen out to talk about friendship.
- Children will also find that "friends" make them misbehave, and the nature of friendship is important here as children like to collect friends.
- Strong friendships are built on respect and trust. The nature of trust should be explored with children, who may confuse it with "keeping secrets".
- RSE and PSHE curriculum: Caring friendships: That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- RSE and PSHE curriculum: Respectful relationships: That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- RSE and PSHE curriculum: Respectful relationships: About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.



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Building Global Respect and Tolerance

Respect in the community (local, national and international). Respecting all those around us and the wider world. Challenging stereotypes and building tolerance.

Principles and guidance:

- That each of us is small, but collectively we have a large impact if we do the same
- That intolerance is a lack of respect for other's views / opinions and sometimes even appearance.
- From intolerance leads stereotypes. Ensure the children see that we all make these quick judgments of others

Activities that support this stage:

Community Respect

- Respect for the community: the old/ young/ disabled. Encourage an active role in the community for the children. This does not have to be class role. Ask older children establish contact themselves with a local group to see if they can help. This would have to be done with the support of parents but could build towards a citizenship award.
- Tom Moore award. Links with care home and local businesses. Community day/week i.e. litter picking at the local beach etc. play board games with the care home people.
- Take on increasing roles of responsibility that show caring within school. This could include supporting younger children, play leaders, food ambassadors, eco-warriors. For these positions to work, the children should apply and interview for them and have a clear "job description". The adult running the activity needs to be willing to hold the children to account.
- The rule of law: this is a fundamental British value. Why do we have laws, are they all equal and are their laws that we break that we should not? Don't allow this to become confession, but link law back to obeying rules and why rules are important (for instance in a sport)
- British values in a weekly assembly focus and greater clarity in class about what the British values are and how they impact on life.
- The school council usually establish a link with a local charity. Understand the charity and what its aims and values are.

Global Respect

- Regularly talk about world and national events that require charitable support. These are frequent. Discuss what can be done to help, though this may not be financial (e.g. a letter to government, the collection of resources).
- Have a class commitment to discussing current affairs and supporting fund raising in a more proactive way e.g. ShelterBox.
- Consider Green issues that we can control (lights/ heating/ litter) in school and how our limited actions, when we all do them, have a massive impact. What changes can we make around school and then in our own lives to slow the decline of the planet. Sustainability



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within school and ensuring we cut back on litter/ rubbish and unnecessary printing. –If the child wishes to make changes at home (e.g. eat less meat) this will need to be discussed with parents.

- Consider having a personal resolution for the planet.
- Make this a bigger thing such as write to MacDonalld's to see if they can change their toys from plastic to protect the earth.
- The school council should decide each year on one global charity. The children should know what this charity is and what's its aims and values are. Link any discussions on this to the other charities that the school council support. (Usually a local one such as the defibrillator and a national one such as Children in need)
- Respect for the planet: environmental education is an essential element of global compassion. Children need an active voice in the planet as they can have an impact, so work to empower this. Consider world issues in Geography, Science and Literacy such as vegetarianism/ carbon footprint.
- Some schools have evolved further and shape their curriculum model around this idea, such as the Ocean Curriculum. Ask children to consider elements of our global world that derive to be studied. Choose one. Can the children set up information / an appeal/ a campaign/ an environmental conference? PSHE/first news/picture news all resources should be used to support this.
- In doing this, actively seek out support of others such as scientific experts or businesses. The children should establish the links and contact in keeping with the Independence framework.
- RSE and PSHE curriculum: Caring friendships: How to recognize who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Tolerance

- RSE and PSHE curriculum: Respectful relationships: What a stereotype is, and how stereotypes can be unfair, negative or destructive. Talk about this in terms also of sex and relationships education with peer pressure to conform and an online community where image is so important that it becomes destructive.
- Consider respect for people we will never meet. For example, why do we show respect and minutes silences at sports games, or armistice. Is this important to observe?
- Show images of people, asking the children to categorize them. Discuss the categories they have chosen based on image alone and discuss how these will be based on appearance (age, beauty, gender) and not on characteristics. For instance, ask the children to tell you which image is on the most truthful person, or the most caring. Which of the people would be the best friend?
- Understand the term "you can't judge a book by looking at the cover."
- Ensure an understanding of tolerance in terms of respecting the views and values of others. This is essential if we wish our own views and values to be accepted. Model and provide scenarios where they get chance to practice this



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- Relate this back to their understanding of the internet: trolls, bullying due to appearance and harassment. This relates to mental health and Willow Wellbeing. E -safety.
- Discuss groups that support tolerance (e.g. Black Lives Matter) and the types of injustices that they tackle. Racism is a significant issue in the South West, as it related back to the views of the far right and racial tensions.
- Consider watching News round as this will tackle current affairs and start discussion that are often unplanned.
- Identify other global groups that suffer intolerance. (Homophobia, sexism) and what these conceptions are based on. Older children need to understand that such views are illegal in some levels and decide why this might be.
- Link this back to the fundamental British value of tolerance. Include British Values in assembly.

