ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: WELLBEING UNIT: How do we treat each other with respect TERM: Autumn 2 YEAR GROUP: Maple

THE BIG QUESTION	
How do we treat each other with respect?	
END OF UNIT OUTCOME	Write a respect poem to perform to an audience.
OBJECTIVES	• How people's behaviour affects themselves and others, including online • How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • About the relationship between rights and responsibilities • About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • The rights that children have and why it is important to protect these* • That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns.
CONCEPT: Diversity	Respecting everyone for who they are.
LESSON 1 QUESTION	**What is a negative and positive behaviour?**
KEY KNOWLEDGE	Negative behaviours include behaviours that are not good and affect others in a bad way. Positive behaviours include behaviours that are good and make someone feel good and affect others in a good way. These behaviours happen at school. We can turn negative behaviours into positive ones. Positive behaviours include smiling, complimenting someone, helping someone, Negative behaviours include hurting someone's feelings by using unkind words, shouting at someone.
RICH TASK	Introduce The Big Question – what do they already know? Discuss negative and positive behaviours that can happen at school including online. Choose 5 of the negative behaviours and turn them into a positive. Give children a scenario and explain they will be giving their advice including positive behaviours on an Agony Aunt talk panel. Write their 5 top positive behaviours that they will share.

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SUPPORT AND CHALLENGE	S- Use images to support the advice they would give. Write sentences next to an image. C- Write response to behaviour.		
KEY VOCABULARY	Positive Negative Behaviour Compliment	**RESOURCES**	Scenarios
LESSON 2 QUESTION	**What rights do we have as a child?**		
KEY KNOWLEDGE	Children's rights are special rules made by the United Nations to help make sure all children are safe, happy, healthy, and able to learn and grow. These rules say that: You should be cared for Grown-ups must make sure you have food, a home, and people who look after you. You should be safe No one is allowed to hurt you or treat you badly. You can go to school You have the right to learn new things and get an education. You can play and rest Playtime is important because it helps you grow. You can share your ideas Your thoughts and feelings matter, and adults should listen to you. You should be treated fairly No matter what you look like or where you come from, you have the same rights as all other children. These rights exist to make sure every child in the world can grow up in a safe, caring, and happy environment.		
RICH TASK	Retrieval practice activity- Brain dump of positive and negative behaviours. Discuss the rights of a child and share the United Nation publication with the children. Using the Child's Rights to Rights booklet, children are asked to create an illustrated set of stamps on the right of a child. They have 5 stamps of different denominations		

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	to create. But what will feature on each? Which will be the most expensive one? Which illustrations will they use?		
SUPPORT AND CHALLENGE	S- Have images of the rights of a child and children cut and stick and place on stamps. C- Explain and write their reasons behind each choice.		
KEY VOCABULARY	Rights Responsibilities United Nation	**RESOURCES**	A Child's Rights to Rights by United Nations Publications
LESSON 3 QUESTION	**How do I respond to aggressive or inappropriate behaviour towards me or someone else?**		
KEY KNOWLEDGE	What to Do if Someone Is Being Aggressive or Inappropriate 1. Stay calm and don't react the same way If someone shouts, pushes, or says unkind things, you should try to stay calm. Getting angry back can make things worse. 2. Move away to a safe place If you can, walk away from the person and go somewhere you feel safe—near a teacher, a group of friends, or another adult. 3. Tell a trusted adult straight away 4. Use clear words to say how you feel (if it's safe) If it feels safe, you can say something like: "Please stop. I don't like that." "That's not kind. I'm going to tell a teacher." But if you don't feel safe, skip this step and go straight to an adult. 5. Help others by getting an adult If you see someone else being hurt or bullied, don't try to stop it yourself. Instead, go and get help from an adult immediately. 6. Look after your feelings It's okay to feel upset or worried. Talk to an adult you trust so they can support you.		

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	The Most Important Thing to Remember is you are not responsible for someone else's bad behaviour. Your job is to stay safe and tell an adult who can help.		
RICH TASK	Retrieval practice activity- Give one/ Get one- Rights of a child. Read as a class Malala's Magic Pencil and discuss the message of the book. How did Malala respond to not being respected? What would you do if something that was inappropriate happened to you- in person or online? Using their own magic pencil where they have the opportunity to be heard and use their voice, children draw their own views. Use examples from the book.		
SUPPORT AND CHALLENGE	S- Using word bank – use images to cut and stick to show their views. C- Explain how they would implement these into their lives.		
KEY VOCABULARY	Respect Inappropriate Trusted Adult	**RESOURCES**	Malala's Magic Pencil
LESSON 4 QUESTION	**When should someone have the right to privacy?**		
KEY KNOWLEDGE	A confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt).		
RICH TASK	Retrieval practice activity Have a class discussion on the importance of privacy and the importance of telling an adult is someone is upset or hurt. Give children scenarios and children write down what they would do in that situation.		
SUPPORT AND CHALLENGE	S- Simplified responses- Yes/No and why? C- Write own scenarios		
KEY VOCABULARY	Secret Privacy Respect Protect Trusted Adult	**RESOURCES**	Different scenarios
LESSON 6 QUESTION	**How do we treat each other with respect?**		
KEY KNOWLEDGE	**<u>Model text</u>** Respect is knowing how my actions make others feel, online and in real life.		

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	Respect is being polite and courteous, and expecting the same in return. Respect is understanding my rights and using them responsibly. Respect is keeping safe secrets, but telling an adult if someone is hurt or worried. Respect is protecting children's rights so everyone can learn, play, and grow. Respect is making sure everyone feels included and speaking up against unfairness. Respect is walking away from aggressive or inappropriate behaviour and reporting it to a trusted adult.		
END OF UNIT OUTCOME	Revision of key knowledge Outcome linked to The Big Question- Write a respect poem using model text to support. What links to our concept have you found?		
SUPPORT AND CHALLENGE	S- Sentence openers C- Edit a friends poem.		
KEY VOCABULARY	Respect Privacy Positive Behaviour	**RESOURCES**	Model text