****

**A Time for Us - Autumn 1 Respect**

**(Bounce back - Make your move -** I'll do a bit more noticing the good things in life)

**( Relationships/Living in the wider world)**

|  |  |
| --- | --- |
| EYFS | They know that other children don't always enjoy the same things and are sensitive to this.They know how similarities and differences between themselves and others and among families, communities and traditions.  |
| Year 1 | How behaviour affects others; being polite and respectfulWhat rules are; caring for others’ needs; looking after the environment |
| Year 2 | Recognising things in common and differences; playing and working cooperatively; sharing opinionsBelonging to a group; roles and responsibilities; being the same and different in the community |
| Year 3 | Recognising respectful behaviour; the importance of self-respect; courtesy and being politeThe value of rules and laws; rights, freedoms and responsibilities |
| Year 4 | Respecting differences and similarities; discussing difference sensitivelyWhat makes a community; shared responsibilities |
| Year 5 | Responding respectfully to a wide range of people; recognising prejudice and discriminationProtecting the environment; compassion towards others |
| Year 6 | Expressing opinions and respecting other points of view, including discussing topical issuesValuing diversity; challenging discrimination and stereotypes |

|  |  |
| --- | --- |
| EYFS | **Respecting ourselves and others**•What kind and unkind sounds and looks like in and out of school.•how being kind and unkind makes people feel and why. •How different people like and enjoy different things and how to respect that. **Belonging to a community**•How they are similar and different to others•How families, communities and traditions can be similar and different |
| Year 1 | **Respecting ourselves and others** **How behaviour affects others; being polite and respectful**• what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns**What rules are; caring for others’ needs; looking after the environment**• about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling |
| Year 2 | **Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions**• about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views**Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community**• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community |
| Year 3 | **Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite**• to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society**Belonging to a community The value of rules and laws; rights, freedoms and responsibilities**• the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn |
| Year 4 | **Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively**• to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone**Belonging to a community What makes a community; shared responsibilities**• the meaning and benefits of living in a community • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community • about the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them |
| Year 5 | **Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination**•to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia• the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online**Belonging to a community Protecting the environment; compassion towards others**• about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • to express their own opinions about their responsibility towards the environment |
| Year 6 | **Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues**• the importance of self-respect and their right to be treated respectfully by others• about the link between values and behaviour and how to be a positive role model • how to discuss and debate topical issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements**Belonging to a community Valuing diversity; challenging discrimination and stereotypes**• what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this |