

## CIRCLE TIME: YEARS: 3/4

### Virtue 1 (Autumn 1): Respect / Courtesy:

**I am respectful. I treat others as I would like to be treated.**

**I show courtesy to everyone as we are all made in God's image and likeness.**

#### **PSHCE:**

Play an active role as members of society.

#### **Knowledge:**

Understand why school rules are made and the consequences of breaking them. **Respect** and **Courtesy** allow our school to be a more orderly environment where everyone feels valued.

#### **Skills:**

Take part in making and changing rules.

#### **Attitudes:**

Consider how you would like to be treated by others (including belongings/school property) and treat others in this same way. Use good manners and express yourself politely even when you are upset.

#### **Statements for Assessment:**

I know why school rules are made and what happens if we break them.

I can help to make a school rule for our classroom.

I live our school and class rules every day.

I show respect and courtesy by being polite and using good manners towards everyone.

#### **Circle Time Rules:**

We listen to each other.

We do not say or do anything that would hurt another person. We signal when we want to say something.

We may say pass.

If a game involves touch we may sit and watch before making a decision to join in.

#### **Skills - Thinking, Looking, Listening, Speaking, Concentrating:**

Throughout Circle Time it is vital that teachers praise children for using the above skills.

#### **Step 1. Game**

Who was the trickster? (To the tune of who stole the cookie from the cookie jar)

This game encourages children to concentrate, listen carefully and take turns.

The children sit in a circle. They clap to the rhythm of the first two lines and continue to do this each time they are repeated. Use names of children in the circle.

Class: Who was the trickster awake last night?

Roaming the house 'til morning light/

Teacher: (Child A's name) was the trickster ready to strike.

Child A: Oh no, no, I shake my head, I was tucked up asleep in bed.

Class: Then who was the trickster awake last night?

Roaming the house 'til morning light/

Child A: (Child B's name) was the trickster ready to strike.

Child B: Oh no, no, I shake my head

I was tucked up safe in bed.

Class : Then who was the trickster etc etc

### **Step 2. Round**

Discuss with the children the class and school rules. Talk about the different rules and discuss the reasons why we have those rules, eg only one person speaking at once so that we can all hear what they have to say etc. We have rules to keep us safe, to help us do our work, to be aware of the needs of other people. Children to give examples of different kinds of rules.

#### **Trigger statement:**

We have rules to... follow the virtues of respect and courtesy by showing good manners. We will treat others as we want to be treated. We speak politely to everyone.

### **Step 3. Open Forum**

To support children new to Circle Time the teacher can prepare a simple role-play of a child asking for help.

#### **Teacher in role:**

I need help because I sometimes people .....

Do not want to play my game – this makes me feel really cross and angry and I sometimes break the school rules by hitting out and shouting.

Talking partners to gain ideas – giving the following sentence stems.

**The children respond** "Would it help if I?" or

"Would it help if you?" or

"Would it help if we?"

Children feedback ideas to the class

[As soon as you think your class are ready children in class can request help from their peer group using their own scenarios about a time when they have not shown respect and courtesy]

### **Step 4. Celebration**

Ask the children to look around the circle. Is there anyone they would like to say thank you to or to offer a special mention perhaps for being a friend or supporting them?

### **Step 5. Ending Ritual**

The children stand in a circle. They walk across the circle to another child and say "Good morning/afternoon" – shaking hands and then stand in the place of the child they have greeted. The child who has been greeted then repeats this sequence with another child until all the children in the circle have been greeted.