

CIRCLE TIME: YEARS: 5/6

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, relate this to simple knowledge about the law and understand that rules and laws are designed to protect. Christians believe that we are all made in God's Image and likeness and all deserve Respect and Courtesy

Skills:

Take part in making and changing rules. Make informed decisions. Work as part of a group.

Attitudes:

Appreciate home, school and community values and practice the virtues of Respect and Courtesy

Statements for Assessment:

I know the school and classroom rules.

I can talk about rules and why rules are important.

I appreciate people's need for fairness, respect and order.

I understand that we are all made in God's Image and likeness and deserve to be treated with dignity.

I understand how I would like to be treated and will try to treat others in the same way.

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

The Rule of the Game

One child leaves the room briefly while the others decide on a rule for the game, such as they have to put their hand on their right hip when they answer, or they have to speak in a low voice. Once a rule is decided the child is invited back in. They ask the children questions that have to be answered according to the rule. They continue until the rule is guessed. The game

is repeated with a different rule and child. [It is a good idea to thought shower ideas for rules before the game starts, so that children have an idea of what to look for. Set a time limit to keep the game moving.]

Step 2. Round

Trigger statement:

[Before you do this Circle Time make sure the classroom rules are available for children to see]

I think a useful rule is...because

Step 3. Open Forum

Teacher in role:

I need help because I just don't get why everyone goes on about rules so much...and why does it matter so much if rules get broken...it doesn't bother me if a rule gets broken so why do people go on so much about them?

[This is a real issue for children and adults. If rules have not been discussed, agreed and debated they can feel like impositions and some children will have difficulty following them because they quite literally do not mean anything. A useful analogy is with traffic. You could take children out to watch the traffic and ask them what rules are being followed [or broken!] and what would the impact be if they weren't followed? This may also be a useful time to review classroom rules]

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

"Would it help if you?" or

"Would it help if we?"

How did that make you feel? I felt ,,,,,

[As soon as you think your class are ready, children can request help from their peer group using their own scenarios about when they find it difficult to show respect and courtesy, or when someone has not shown respect of courtesy to them.)

Step 4. Celebration

Begin by asking children to vote on a classroom rule that they think is really important. Next, ask the children to look around the circle. Is there anyone they would like to nominate or say thank you to for keeping that rule? Do ask children to be specific about the actions that they have noticed.

Step 5. Ending Ritual

Play RESPECT by Aretha Franklin

Make a shield showing 4 ways in which we can treat each other with Respect and Courtesy.