

RELATIONSHIPS EDUCATION

MODULE C Respectful Relationships

O19 - Practical steps to support respectful relationships

Year 3
Spring Term: Lesson 1



Lesson Overview

Lesson 1: Practical steps to support respectful relationships

**Engage
&
Activate**

Paired & Whole Class Activities

Respect poem



20 minutes

**Explore
&
Explain**

Whole Class & Paired Activities

What is disrespect?



15 minutes

**Elaborate
&
Reflect**

Whole Class & Independent Activities

Developing respect



15 minutes

**Evaluate
&
Review**

Paired & Whole Class Activities

Respecting parents



10 minutes

Lesson Plan

Lesson 1: Practical steps to support respectful relationships

Aim

To learn the practical steps for forming respectful relationships

Lesson Objectives

In this lesson pupils will:

Define what it means to be respectful

Consider practical steps for developing respect towards their friends, peers and those who are different to them

Recognise the importance of respecting parents

Learning Outcomes

By the end of this lesson pupils will have:

Discussed what it means to be disrespectful and respectful

Identified practical steps for developing respect towards others

Explored the Islamic perspective on respecting parents

Key Vocabulary

peer

harsh

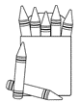
practical

crave

Resources



Resource sheets



Colouring pens/
pencils



Pens / Pencils

Lesson Plan

Engage
&
Activate

Lesson 1: Practical steps to support respectful relationships

Paired & Whole Class Activities

Respect poem

Display the poem, 'Respect' by David Harris (**Resource 1a**).

Select a pupil to **read** the poem aloud to the rest of the class.

Explain that 'creed' is another word for 'belief'.

Ask pupils to **discuss** in pairs:

- What do we learn from this poem? (If we want people to respect us, we need to respect them)
- How can we show we respect others? (By accepting people who are different to us, whether they have different skin colour, beliefs, likes or dislikes)
- What does it mean to treat someone with respect? (You behave with them in a way that shows that you care about their well-being and how they feel)

Give each pair of pupils a copy of **Resource 1b**.

Instruct them to write their own version of the first verse of David Harris' poem, ensuring that it is written in the same style. Pupils may need support in starting off with ideas.

Select pairs of pupils to share their verses with the rest of the class.

Lesson Plan

Engage
&
Activate

Lesson 1: Practical steps to support respectful relationships

Paired & Whole Class Activities

Respect poem

Lesson 1: Practical steps to support respectful relationships

Resource 1a

Poem: Respect by David Harris

If we can not respect another
How can we expect them to respect us
If we can not respect someone's beliefs
How can we expect them to respect ours
If we can not respect another's race
How can we expect that race to respect us
If we can not respect others
How can we expect respect in return

Everyone expects respect
No matter who they are
The only way to gain it
Is to start treating everyone
As a friend, a brother, a sister
As part of our extended family
No matter what colour or creed they are
Only then you will start to get
The respect you so dearly crave

AMS UK v1

Lesson 1: Practical steps to support respectful relationships

Resource 1b

Poem: Respect by David Harris

If we can not respect another
How can we expect them to respect us
If we can not respect someone's beliefs
How can we expect them to respect ours
If we can not respect another's race
How can we expect that race to respect us
If we can not respect others
How can we expect respect in return

Write your own version of the first verse of David Harris' poem

AMS UK v1

Introduce learning objectives and learning outcomes.

Discuss key vocabulary and **share** definitions.

peer a person equal to you in age, ability or background
harsh being unpleasant or rude
practical the actual doing of something
crave want or desire

Lesson Plan

Explore
&
Explain

Lesson 1: Practical steps to support respectful relationships

Whole Class & Paired Activities

What is disrespect?

Explain to pupils that in order to be able to develop respectful behaviour, we need to understand what disrespectful behaviour is.

Give pupils **Resource 2: Disrespectful scenarios**, and ask them to **read** both scenarios.

Ask pupils to **discuss** in pairs:

- Why are these examples of disrespectful behaviour?

(Because in the first scenario Yasmin points and laughs at the boy and makes fun of him because he has a different belief to her and in the second scenario Ahmed is being rude to his teacher and not showing respect to her or his classmates.)

Lesson 1 Practical steps to support respectful relationships

Resource 2

Disrespectful scenarios

Yasmin is shopping with her mum at the local shopping centre when she recognises a boy who recently started at her school.


The boy is Sikh and is wearing a turban on his head.

As Yasmin walks past, she points and laughs at him and says loudly, "Why are you wearing **that** thing on your head?"

Ahmed is bored in class. As the teacher is explaining prime numbers for what seems like the tenth time, he yawns loudly.

A group of his fellow pupils say to the teacher that they still don't understand.

Ahmed is now frustrated and bored, so he decides to make a paper aeroplane with his worksheet.

AMS  UK v1

Lesson Plan

Explore
&
Explain

Lesson 1: Practical steps to support respectful relationships

Whole Class & Paired Activities

What is disrespect?

Instruct pupils to **discuss** in pairs, other examples of disrespectful behaviour.

Record responses on the board.

Responses could include:

- Being rude
- Swearing/using bad language
- Pointing and laughing at others
- Pushing/being violent towards others
- Not listening to/ignoring others

Ask pupils: How can we develop the quality of respect towards our friends and peers?

Record their ideas on the whiteboard, these could include:

- By being polite and using good manners
- By listening when others speak and not interrupting them
- By treating others well even if they are different to us
- By treating others as you would like to be treated

Lesson Plan

Elaborate
&
Reflect

Lesson 1: Practical steps to support respectful relationships

Whole Class & Independent Activities

Developing respect

Explain to pupils that showing respect is very important, especially for Muslims.

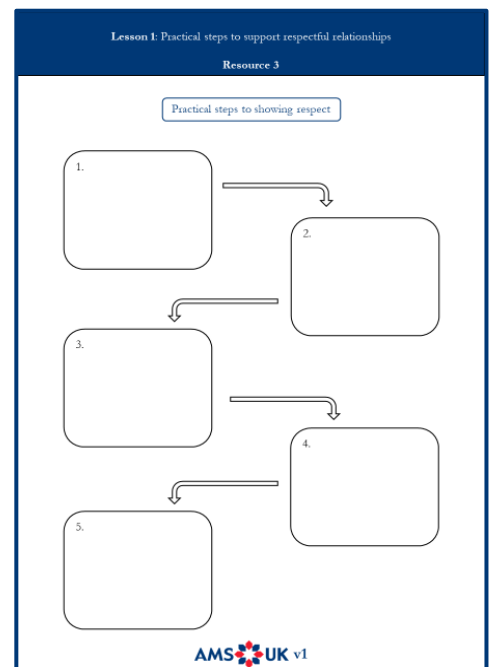
Ask and **discuss**: What are the practical ways we can show respect to others in our every day life?

Record their ideas on the whiteboard. Responses could include:

- When you meet someone, shake their hand, and greet them by saying ‘As salamu alaykum’ or ‘Hello’
- Thanking people when they do something nice for you by saying ‘JazakAllahu Khayr’ or ‘Thank you’
- Making eye contact with people when they speak to you
- Smiling at people
- Saying ‘Please’ after asking for something
- Doing small acts of kindness, e.g. including people in your game in the playground; picking up something someone’s dropped; sharing your snack etc.
- Including people in your games/activities, even if they are different to you

Give pupils the, ‘Practical steps to showing respect’ poster template (**Resource 3**).

Ask them to **complete** the poster with **five** steps they will take to show respect to others. Pupils may **colour** in their poster if there is time.



Lesson Plan

Evaluate
&
Review

Lesson 1: Practical steps to support respectful relationships

Whole Class & Paired Activities

Respecting parents

Ask pupils: Is there anyone in particular that Allah asks us to show respect to? (Yes, parents).

Allah the Exalted, states in the Qur'an:

'Your Lord has commanded that you should worship none but Him, and that you be kind to your parents. If either or both of them reach old age, say no word that shows impatience with them, and do not be harsh with them, but speak to them respectfully.'

17:23

Explain that parents have a very high status in Islam, they are so important that Allah mentions treating them with respect after worshipping Allah alone.

Ask pupils: What else do you learn from this verse? (Saying kind words to them, not being rude/harsh to them, especially if they have become old)

Review learning by referring to learning objectives and learning outcomes.

Pose questions to check understanding and clarify misconceptions using **think, pair, share**:

- What does it mean to be respectful to others?
- What are **three** practical steps we can take to show respect to others?
- Why is it important to respect parents?
- What are your targets for being more respectful?

Poem: Respect by David Harris

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Resource 1b

Poem: Respect by David Harris

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If we can not respect someone's beliefs
How can we expect them to respect ours
If we can not respect another's race
How can we expect that race to respect us
If we can not respect others
How can we expect respect in return

Write your own version of the first verse of David Harris' poem

A large rounded rectangular box containing ten horizontal lines for writing.

Resource 2

Disrespectful scenarios

Yasmin is shopping with her mum at the local shopping centre when she recognises a boy who recently started at her school.

The boy is Sikh and is wearing a turban on his head.

As Yasmin walks past, she points and laughs at him and says loudly, “Why are you wearing **that** thing on your head?”

Ahmed is bored in class. As the teacher is explaining prime numbers for what seems like the tenth time, he yawns loudly.

A group of his fellow pupils say to the teacher that they still don't understand.

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Practical steps to showing respect

