



Respect for Everyone: How does it show?

YEAR GROUP: 2



*A unit of RE to support the
teaching of community
cohesion*

TITLE: Respect for Everyone: How does it show?

YEAR GROUP: 1

About this unit:

Year Group: 1

This unit looks at what 'respect' means, and at how it can be built. Children's growing awareness of what makes people, including themselves, 'special' is a stepping stone to a deeper understanding of 'respect': everyone has similarities and differences, but in Christian and Jewish belief we are all special: God made us unique, and each person is valuable and loved. If people are special, then this has implications for the way we treat them. Enabling children to feel empathy and to identify with others helps them to realise that despite differences, we all have similar feelings.

RE makes a vital curricular contribution to community cohesion. This unit shows how to make this happen for Key Stage 1

This unit enables pupils to consider the key question 'What makes us special?' The idea of specialness and uniqueness is then developed to consider respect for everyone. The focus is on similarity and difference between people of different religions and beliefs which is considered using visual stimuli and story from sacred text. Children will have the opportunity to find out about people with different beliefs to their own and to think for themselves about questions to do with respect, uniqueness, similarity and difference. Children are encouraged to consider what can be learned from stories about diversity and stories about neighbourliness and respond with examples and ideas referring to their own experiences, beliefs and values. Learning methods should encompass the widest possible variety, but not much writing. The focus is on thoughts and ideas.

Where this unit fits in:

This unit will help teachers to implement your local Agreed Syllabus for RE by providing them with well worked examples of teaching and learning about the theme of respect that focus mainly on the religions of Christianity and Judaism and allow expression of the children's own beliefs. Other religions are introduced when the children consider similarity and difference. By using the concepts of identity, belief and human lifestyles this unit encourages children consider why we should show people respect. This unit contributes to the continuity and progression of pupils' learning, building on 'I am special' or 'Who am I?' units from early years, and laying the ground work for development of fuller understanding of respect as Key Stage 1 and 2 progress. The unit anticipates a further study of specific religions and themes that embrace community cohesion and explore similarity and difference in lifestyle and belief.

Estimated teaching time for this unit: 8-10 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 8-10 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything. The unit can be taught in numerous short sessions, but could also make an intensified experience of RE, taught over two days, or four afternoons, for example. It could be part of a 'Respect' week.

KEY RE STRANDS AND CONCEPTS ADDRESSED BY THIS UNIT

AT 1: Learning about Religion

- Beliefs, Values and Teaching
- Religious practices and ways of life

AT 2: Learning from Religion

- Questions of Identity, Diversity and Belonging

The core RE concepts that the unit develops are identity, diversity and belonging and belief and human lifestyles

ATTITUDES FOCUS: Pupils will explore attitudes of:

- **Self awareness** by considering what makes them special and thinking about how others see them and they see others;
- **Respect for all** by becoming aware of how people can be treated differently because they look different or hold different beliefs, and thinking about questions of fair and unfair.
- **Open mindedness** by considering the idea that what matters is what is inside a person rather than how they look on the outside.

The unit will provide these opportunities:

- Pupils have opportunities to learn about people from other religions by either meeting people or engaging with a persona doll
- Pupils have opportunities to express their ideas through drama and / or film making.

Background information for the teacher:

For some, the development of attitudes of respect to diversity is the key to good RE. It is often important to acknowledge difference: religions are not 'all the same'. It is always good to affirm the identity of the child, as well as to explore other identities.

Many religious traditions teach about the importance of accepting difference.

In **Christian** thinking the question of who is our neighbour is explored by Jesus when he tells the story of the Good Samaritan. There are many other quotes which teach Christians the importance of treating people equally such as: 'There is no longer Jew or Greek, there is no longer slave or free, there is no longer male or female, for all of you are one in Christ Jesus.' The Bible, Galatians Chapter 3 verse 28. 'Do to others what you would have them do to you.' The Bible, Matthew Chapter 7 verse 12. 'Love your neighbour as yourself.' The Bible, Matthew Chapter 19 verse 19

In **Jewish** understanding, G-d is the creator of all, and the judge of all. Divine justice is a pattern for fair behaviour by humans. Many stories in the Jewish Bible show this, for example when Samuel the Prophet meets the sons of Jesse to anoint a king of Israel, the best looking and strongest are passed over, and young David is chosen, because 'Humans look at the outside, but God looks at the heart.'

In **Islamic** thinking many Hadith of the Prophet also teach of the equal importance of all people. For example: 'For the white to lord it over the black, the Arab over the non-Arab, the rich over the poor, the strong over the weak or men over women is out of place and wrong.' (Hadith of Ibn Majah), "None of you is a good Muslim until you love for your brothers what you love for yourself."

Among non-religious people, the golden rule 'treat others as you would like to be treated' shows that people who are perceived to be different should be treated with dignity.

Vocabulary	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Specific religions:</p> <p>Christianity</p> <p>Judaism</p> <p>Religious studies</p> <p>The language of shared human experience</p>	<p>Teachers might use:</p> <ul style="list-style-type: none"> ◆ Say Hello To... A series of six religious children's stories as flashbooks for the whiteboard, this ICT resource provides an excellent starting point for the unit. ◆ Exploring a theme in RE (series edited by Joyce Mackley, RE Today), especially Exploring Worship' (2009), Religion Around Me' (2007) and 'Beliefs in action in the World' (2007) These books all have ideas for pupils in Year 1. ◆ RE Today publications include 6 Pictorial Guides to the major world faiths. ◆ The Bradford Inter Faith Education Centre (01274 731674) has many useful publications about its local faith communities. ◆ 'Ruby' by Maggie Glen pub. Red Fox ISBN 0 0998 6550 5 ◆ 'You Are Very Special' BY Su Box pub. Lion ISBN 0 7459 3348 3 ◆ 'Rainbow Fish' by Marcus Pfister (North South Books) ◆ 'Something Else' by Kathryn Cave and Chris Ridell Picture Puffin ◆ PCET, Folens and Nelson publish some useful photo / picture packs on particular religions. ◆ My Little Book of Persona Dolls by Marilyn Bowles ◆ Persona Dolls in Religious Education By Shayne Vickery Jumping Fish Publications available in the RE Today catalogue. ◆ Portraits' by Steve McCurry: a box of 50 postcards taken from an original book. Pub. Phaidon Press ISBN 1 85100 127 1 ◆ Lion publish a variety of children's bibles which contain a suitable retelling of key bible stories ◆ 'Stories to Make You Think' by Heather Butler pub. The Bible Reading Fellowship ISBN 1 84101 034 0 <ul style="list-style-type: none"> ▪ Spider's First Shabbat ▪ Shabbat artefacts: - table cloth, 2 candlestick holders & white candles, 2 challah (challot is one bread loaf), challah cover, Kiddush cup, Shabbat plate ▪ Spice box + spices ▪ Plaited Havdalah candle & candlestick <p>Web:</p> <ul style="list-style-type: none"> ▪ The National Association of Teachers of RE (NATRE) has two excellent web starting points for these issues: www.natre.org.uk/spiritedarts enables pupils to view and judge numerous works of pupil art. ▪ Online searchable sacred texts from different religions at: www.ishwar.com ▪ Try www.reonline.org.uk for a good general gateway to RE materials. ▪ This site has an online searchable database of children's ideas and opinions about RE and religion called Children Talking www.natre.org.uk ▪ This site allows you to read accounts from young people and adults of different religions. You can also contact people with your questions http://pof.reonline.org.uk/ <p>Jewish Faith specific sources :</p> <ul style="list-style-type: none"> ▪ http://www.ou.org/about/judaism/index.htm ▪ http://www.sloughscentre.org.uk/major_faiths/judaism/judaism.htm ▪ http://www.refuel.org.uk/curric/ks2_topics/judaism/shabbat_resources.php
<p>Contributions to spiritual, moral, social and cultural development of pupils</p>	<ul style="list-style-type: none"> • Opportunities for spiritual development come from thinking about what makes a human being so special / important / sacred and recognising the humanity of others • Opportunities for moral development come from recognising that we should treat everybody with respect even though we are all different • Opportunities for social development come from developing an appreciation of the ways in which similarity and difference make life interesting. • Opportunities for cultural development come from appreciating the wide and global range of cultures in our country.

EXPECTATIONS: At the end of this unit:	
<p>Pupils working at level 1 will be able to:</p> <ul style="list-style-type: none"> • Recount the outline of a religious story (AT1) • Identify aspects of their own experience or something that matters to them in religious story or sayings (AT1) • <i>Talk about the feelings that go with being special and being different.(AT2)</i> • <i>Talk about the people in the stories and how they felt. (AT2)</i> 	<p>Pupils working at level 2 will be able to:</p> <ul style="list-style-type: none"> ▪ Retell a religious story (AT1) ▪ Suggest a meaning in a story (AT1) ▪ Identify some religious beliefs about human beings (e.g. that we were made by God, or that God loves everybody, or that God wants all people to be kind (AT1) ▪ <i>Respond sensitively to the experiences and feelings of others(AT2)</i> • <i>Identify the series of different feelings of one of the characters in the story and compare that to feelings that they have had (AT2)</i>
<p>ASSESSMENT SUGGESTIONS</p> <p>A formal assessment of each pupils is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best.</p> <p>Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit across the ability range.</p> <p>Teachers should write a simplified version of The Good Samaritan on coloured story cards: see if pupils can place them in order. On different coloured card, write down examples of feelings, thoughts and personal characteristics which the people in the story might have – these could include: scared / upset / worried / caring / concerned / not bothered / unhappy / happy / generous. (SEAL links). Can pupils match these words with the characters at different points in the story? Pupils could choose one character from the story and talk about when they have felt or experienced similar things. They could make a feelings graph for the man who fell among thieves, and explain it.</p> <p>Also use a simple version of the story of King David’s anointing. The Prophet Samuel goes to the house of Jesse to select one of his sons as King of the Israelites. God speaks to him: don’t go by appearance, it is what is inside that matters most (see 1 Samuel 16 in the Jewish Bible). Talk to the children about the fact that we are all different, and we look different. Talk about the importance of what is ‘inside’ rather than what is ‘outside’. Ask children to answer this question with words and pictures: What three things about me on the inside matter a lot?’</p> <p>G&T: To extend this work, ask pupils to respond for themselves to the two stories, asking and answering questions about the characters and the importance of what happened, how it felt, and whether they have sometimes felt similar feelings or had similar experiences.</p>	

Aims	Teaching and learning Teaching might include:	Intended learning outcomes	Points to note
What makes people special? Why are we all special?			
<p>To consider the different things which make a person special and unique.</p>	<p>What makes people special? (One or two lessons)</p> <p>Use two simple stories of children from different religions – a Christian child, a Jewish child, a Muslim child. Many examples are available: you might use ‘Say Hello To...’, whiteboard flashbooks from RE Today. Ask children what they noticed about the children in the stories. In what ways are they similar, and in what ways are they different? Draw attention to the way religions often have a holy book, day, festival, place of worship and badge or symbol. Ask children to create a simple 5 piece jigsaw of themselves: my self, my favourite book, place, celebration. A symbol for me. Compare these round the class and take note that the answer to ‘who we are’ is made up of lots of different things.</p> <p>Read a story such as ‘Ruby’ or ‘You Are Very Special’ or the others suggested. Sitting in a circle so that they can see each other, ask pupils to think of something which makes them special.</p> <p>They could think of something nice to say about what makes each person in the class special – use cards with key vocabulary on to give them a choice of things to say e.g. qualities such as cheerful, kind, patient, funny, clever, friendly, or skills: things people are good at. In circle time hats or badges could be made and then passed around and each person writes or draws on a positive quality of the relevant child.</p> <p>It is good for children to learn about praising and being praised, thanking and being thanked in clear and structured way. These simple experiences can be set up in the classroom.</p> <p>Pupils could draw a self portrait and write key words which describe why they are special around it, then do the same for their best friend.</p>	<p>Pupils will be able to...</p> <p>Talk about themselves and others, thinking of ways to praise and why it is nice to be praised. (L1)</p> <p>Express their responses to the question- What makes people special? (L2)</p>	<p>Suitable books</p> <p>‘Ruby’ by Maggie Glen pub. Red Fox ISBN 0 0998 6550 5</p> <p>‘You Are Very Special’ by Su Box pub. Lion ISBN 0 7459 3348 3</p> <p>‘Rainbow Fish’ by Marcus Pfister (North South Books)</p> <p>Something Else By Kathryn Cave and Chris Ridell (Picture Puffin)</p> <p>This work has strong links to SEAL programmes.</p>

What is the same and what is different about people in different religions?

To identify similarities and differences between people around them and people from different religions.

**What are some differences and similarities between religious believers?
(Three lessons)**

Use the story *Something Else* to introduce the idea of similarity and difference. Discuss the way something else was treated by other animals and how he must have felt? Why did the other animals treat him like that? Can the children think of differences between themselves and their friends? Why did something else then treat his visitor badly?

As a class or in groups with a scribe write a poem following this structure;

I am the same as I can... I am the same as I like... I am the same as I have... I am the same as I do...	I am different from I can... I am different from I like... I am different from I have... I am different from I do...
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Similarities and Differences in people around us

Use picture packs showing people from different world faiths. Talk with the children about what they can see in the pictures: what are people wearing? What are they doing? Make a list of differences and similarities between these people. Differences might include: clothes, skin colour, location. Similarities might include: they all have beliefs, they all worship, pray.

Introduce two persona dolls from different religions. Explore what they have in their bags and what makes them similar or different in relation to something very small such as where they worship and their home/school life such as hobbies, favourite books or food.

Interview two people from different faiths, or look at the quotes from young people on the NATRE website: can children add any more differences and similarities to these lists?

As a class you could use the REonline website, people of faith, to write to a believer with some questions in order to add information to the similar and different chart or to read information/ provide teacher information about similarity and difference.

Pupils will be able to...

Respond sensitively to the ways in which we are all the same and the things which make each of us special (L2)

Give examples of similarity and difference between -the people around them -people from different religions (L2-3)

Suitable resources to...

PCET, Folens and Nelson publish some useful photo / picture packs on particular religions.

Leicestershire LEA have a CD Rom picture pack of faith communities in Leicester.

My Little Book of Persona Dolls by Marilyn Bowles

Persona Dolls in Religious Education By Shayne Vickery Jumping Fish Publications available in the RE Today catalogue.

A visitor from the faith community prepared to answer questions devised by the pupils

www.natre.org.uk

<http://pof.reonline.org.uk/>

What can we learn from a Christian story about caring? Who should care for a person?

How do we show we care?

Pupils consider the meaning of Jesus’ parable of the Good Samaritan

Pupils think about the things anyone can do to show that they care, and the idea that leaving things undone or unsaid is missing a chance to care.

Who cares? Who should care?

- Talk to the children about next door neighbours and about being a good neighbour. What does it mean? Why do people who live close need to care for each other? What can we do to be good neighbours?
- Tell Jesus’ story of the Good Samaritan, in an exciting way. (You can find it in Luke 10). Ask children if they were acting in a play of this story, who would they like to be? Ask why Jesus made up this story. How did the Samaritan show he cared? Why did he care? Who in the story only cared for themselves? Notice with the children that the robbers were ‘baddies’ but the people who passed by were almost as bad! Who do the children think is a neighbour?
- Act out a classroom version of this story, using a familiar context. E.g. one pupil has spilt milk on floor, 2 pupils have excuses for not helping to clear up (on the way to play / too busy with their own work / don’t know where cloth is). The third child is different – and is not expected to help (older / from another class / opposite sex / EAL?) helps. Pupils think about who helped and how. Talk about what this story is about. What could people in the play have done differently?

Singing and building up other people: can anyone care like this?

- Play pupils the song ‘Build Up’ from the ‘Fischi’ CD of the same name. Sing it together, and enjoy the music making. Get some percussion going, and spend time practicing for a little performance for another class. The words include these:
*Every word you say, every game you play
 Every silly face, every single place
 You can build up Or [1! 2! 3! 4! 5!] You can tear down
 Build up one another, Build up your sisters and brothers
 Build up one another! Build Up!*
- Give every pupil three ‘5 ways’ challenges: can they think of five ways they like to be ‘built up’ and five people who show they care by building them up? Can they think of five things they could do to build up other people this week?

Questions of Wonder: “I wonder what Jesus would think of our song?”

- Can pupils suggest any links or connections between the story of the Good Samaritan and the song ‘Build Up’? Give them time and space to work out the connections.
- Can pupils tell the class who has been building them up this week? How do they show they are thankful?

Talk about the idea that anyone that we should help anyone in need (L1)

Recognise that a neighbour could be anyone we encounter who need our help (L2).

Respond to the music and story thoughtfully and sensitively for themselves (L2)

Make links of their own between the story and their own lives (L3)

Some pupils may have very poor experiences of care. Teachers need to be sensitive to this

For a good SEAL link, ask children to choose words from a word bank of emotions to go with the song and the story.

The ‘5 Ways to build up’ challenge is a great basis for a display: give pupils ‘bricks’ with ‘Respect and building each other up’ on them, to fill in with their ideas, and build up the house we share – can they do their ‘5 Ways’ on 5 bricks?

**What does the Bible teach Christian people about respect?
Can anyone learn about respect from the Bible?**

<p>Learn through story and discussion some of the ways in which people are all the same and all different, including religious similarities and differences</p>	<p>What does the Bible say about respect? (Two lessons)</p> <p>Jesus taught that it is what people are like on the inside which counts: Mat. 6:25-27, 12:33, 16:26, and also the story of the Good Samaritan: Luke 10:9-37. The Samaritan shows respect for an injured man of a different race and religion. Compare with Genesis 1:27 – all people are made in God’s image.</p> <p>Talk to pupils about this message from Christianity and Judaism. How do they know when they can trust and respect a person? What do they look for? Use a series of portraits of people from a wide variety of backgrounds (either from magazines or use a published set like that from Phaidon, below or use the SEAL photo cards). Talk about the different faces in turn, encouraging the children to think imaginatively and to make connections between the faces and their own experiences. What is this person thinking? What are they feeling? When do you feel like that? What is this person’s story? Has anything like that ever happened to you? What would you like to say to this person?</p> <p>Ask the children to draw a picture showing a time when someone they didn’t know very well and was different to them helped them. Children could also respond to the sentence starter I learnt to respect....when.....</p> <p>Make the point that although people look different, they all have similar thoughts and feelings. Make a display with all the different faces and the simple message from Christianity and Judaism- it is what is on the inside that counts.</p>	<p>Pupils will be able to...</p> <p>Talk about the story they have heard (L1)</p> <p>Recount some religious teaching about respect (L2)</p> <p>Respond sensitively to the experience and feelings others through the material studied (L2)</p> <p>Talk thoughtfully about times when they have been helped by someone who was different to them (L2)</p>	<p>Suitable resources to...</p> <p>‘Portraits’ by Steve McCurry: a box of 50 postcards taken from an original book. Pub. Phaidon Press ISBN 1 85100 127 1</p> <p>Lion publish a variety of children’s Bibles which contain a suitable retelling of key bible stories</p>
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<p>What can we learn from a Jewish story about our ‘inside’ and our ‘outside’? Does it matter how we look, or how we care?</p>			
<p>Think through story, games and conversation about the difference between ‘inside’ and ‘outside’ of a person.</p>	<p>How we look and what we are like inside: thinking about what matters Begin by asking to children to think about what we look like, and what we are like inside. They might take a hand or face outline, and write some words round the outside that describe how they look, and on the inside some things about what they are like that can’t be seen.</p> <p>Play a sorting game: give children in pairs 20 cards that list features of how we look, and of personality or ‘inside’ features. First get them to say which of these 20 things we can tell by looking at a person, and which we can only find out if we know the person. Then ask them when they are grown up, which four of these would they like to be true about them? Then ask them which matter most, the ‘outside’ or the ‘inside’. Children may be familiar with the saying ‘Don’t judge a book by its cover’. Talk about what this means.</p> <p>Humans look at the outside appearance, but God looks at your heart. Use a simple version of the story of King David’s anointing (tell the children this is an important story in Jewish tradition: David was one of the greatest kings of the Jews, from about 3000 years ago). Tell the story in dramatic and exciting ways. The Prophet Samuel goes to the house of Jesse to select one of his sons as King of the Israelites. God speaks to him: don’t go by appearance, it is what is inside that matters most (see 1 Samuel 16 in the Jewish Bible). Talk to the children about the fact that we are all different, and we look different. Talk about the importance of what is ‘inside’ rather than what is ‘outside’. What did young David need to be like on the inside if he was to be a good king? (Fair? Brave? Helpful to other people? Kind?). Ask children to answer this question with words and pictures: What three things about me on the inside matter a lot?’</p> <p>Responses from every child To extend this work, ask pupils to respond for themselves to the story. Use some activities like hot seat or freeze frame to explore the characters in the story, Samuel, Jesses, the older brothers, David. Get pupils to ask and answer questions about the characters and the importance of what happened, how it felt, and whether they have sometimes felt similar feelings or had similar experiences. Ask pupils to draw a picture of a human who doesn’t look good, but to write inside all the things that matter: love, care, thanks, kindness, respect, and as many more as they can think of.</p>	<p>Pupils will be able to...</p> <p>Talk about the story they have heard (L1)</p> <p>Recount some religious teaching about respect (L2)</p> <p>Respond sensitively to the idea of ‘inside and outside’ – how we look, and what we are really like (L2)</p> <p>Talk thoughtfully about what matters most: looks or kindness, outside or inside, (L2)</p>	<p>20 cards: you might use these: Brown eyes / blond hair / tall / thin / smiley / red sweatshirt / grey skirt / black shoes / curly hair / black skin / lots of freckles / brave / kind / happy / thoughtful / friendly / clever / observant / good at listening.</p> <p>Even better if you can get children to illustrate these ideas on cards, for next year’s group – or you might ask older pupils to illustrate the cards for the 5-7s.</p>

How should we treat people who are different to us?			
<p>To consider what can we do to show people who are different that we care for them?</p>	<p>How should we treat people who are different to us? (Approximately three lessons)</p> <p>If everyone is special, how should we treat others? The story 'We're All Different' in Stories to Make You Think is about a boy with green skin. Adapt this story for the children and ask them to think about: how is the boy with green skin like you? How is he different to you? What is going on inside this boy? What does he experience on the outside? Are people kind or unkind? Is this fair or unfair?</p> <p>Children could divide a sheet of paper in two and on one half draw the boy with green skin and on the other half draw imaginative pictures to represent what he might be feeling on the inside: what would pupils say to him and do to help him to feel respected? What might Jesus want to say to this boy?</p> <p>Ask the children to work in group to create a story board on large A1 paper. The story should show a situation which the boy encounters and two different endings. You will need to show the children a worked example and give them time to discuss their ideas as a class. Your example could show the boy being lost in a park and everybody ignoring him because he looked different and might not speak the same language and then a group of children going over to him and helping him to find his Dad and then playing with him.</p> <p>Once the children have created their storyboard they could act out their play as part of an assembly or performance for another class. Alternatively they could make a film using the digital blue style of child friendly video camera. The films could then be shown as part of a film festival on similarity and difference.</p>	<p>Pupils will be able to...</p> <p>Reflect on ways that we should treat people who are different to us (L2).</p> <p>Understand that there are similarities and differences between all types of different people (L3).</p>	<p>'Just Now Stories' by Julia Ipgrave, RE Today – a series of stories about justice and goodness from many traditions</p> <p>'Stories to Make You Think' by Heather Butler pub. The Bible Reading Fellowship ISBN 1 84101 034 0</p>

What have we learned about respecting people who are different?

To recap the work and draw out the learning about the word 'respect'

Learning from two stories

- Remind the children of the two stories we used in the unit: The Good Samaritan (A Christian story) and the Choosing of King David (A Jewish story).

Christian story:

- Use a simplified version of The Good Samaritan on coloured story cards: see if pupils can place them in order.
- On different coloured card, write down examples of feelings, thoughts and personal characteristics which the people in the story might have – these could include: scared / upset / worried / caring / concerned / not bothered / unhappy / happy / generous. (SEAL links). Can pupils match these words with the characters at different points in the story? Pupils could choose one character from the story and talk about when they have felt or experienced similar things. They could make a feelings graph for the man who fell among thieves, and explain it.

Jewish story:

- Also use a simple version of the story of King David's anointing. The Prophet Samuel goes to the house of Jesse to select one of his sons as King of the Israelites. God speaks to him: don't go by appearance, it is what is inside that matters most (see 1 Samuel 16 in the Jewish Bible).
- Talk to the children about the fact that we are all different, and we look different. Talk about the importance of what is 'inside' rather than what is 'outside'.
- Ask children to answer this question with words and pictures: 'What three things about me on the inside matter a lot?'
- Remind children of the word 'Respect' and get them to talk about what it means by choosing one of these sentences to finish:
 - It's important to respect people because...
 - If you respect me, then you will...
 - I respect my dad because...
 - I respect my mum because...
 - I like being respected because...
 (Many variations possible of course)

Pupils will be able to...

Respond sensitively to the ways in which we are all the same and the things which make each of us special (L2)

Suggest meanings in the stories they have heard (L2)

Ask questions of their own about respect (L2)

Use words like 'respect', 'care' and 'concern' when talking about our similarities and differences (L2)

Give examples of similarity and difference between
 -the people around them
 -people from different religions (L2-3)

Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit across the ability range.