

Character Education Skills Ladders: Respect



6

Children understand respect as, “A feeling of deep admiration for someone or something based on their abilities, qualities or achievements.” Children independently show respect in and around school and show an understanding of how to deal with “tricky” disrespectful situations respectfully. The Year Six children foster a deeper appreciation of respecting differences of race, religion and gender, articulating how these should be celebrated. Year Six children can give examples of how respect hasn’t been shown in the past, including online, and how our opinions have now rightfully changed. The Year Six children provide an excellent role model for others. Building on work in Key Stage Two, children begin to develop an informed opinion on world issues and how respect has or has not been shown.

5

Children understand respect as, “A feeling of deep admiration for someone or something.” Children in Year Five have a deep understanding of how to respect others in school and in society based on the definition. Year Five children are respectful of differences in religion, race or gender and celebrate these. They understand the consequences of disrespectful words and actions which includes bullying. They are beginning to challenge disrespect in and around school by modelling respect for younger children. Year Five children begin to understand that respect should be given in the online world and that our “digital footprint” is important and should be respectful.

4

Children in Year Four have a deep understanding of respect and how to show this in everyday situations. They know the consequences of showing disrespect and can empathise with others who are disrespected in stories or given scenarios. Children begin to understand how respect and disrespect is shown globally. They link this to current situations such as pollution, plastic in the ocean, global warming etc., and can articulate how we could be more respectful.

3

Children understand respect as, “Taking care and looking after someone else’s feelings, wishes and rights.” They use this to be respectful in everyday situations and know how everyone deserves respect, no matter their race, gender or religion. In Year Three, the children have a good understanding of how we should, “treat others the way we want to be treated.” Linking to Diversity, children can articulate their differences to others in the classroom and celebrate this, showing respect and curiosity for what makes us unique.

2

Children understand respect as, “Taking care and looking after someone else’s feelings or wishes.” Children use this to respect everyone, including people that are different to us. Year Two children will be able to discuss their differences respectfully, linking to Diversity. They apply their manners in everyday situations and to all adults, including at lunch and break time. Children in Year Two show an understanding of what disrespect is and how it might make someone feel.

1

Children understand that being respectful includes using manners. They begin to show manners independently around school by saying “please” and “thankyou.” The children understand why the school is a better place with respect and that everyone deserves respect, no matter who they are.

R

Children understand the basics of how to demonstrate respect by beginning to show their manners around school with prompts/reminders from the teacher. They respect the equipment they use when they learn through play. Reception children take care of their toys and share with others.