



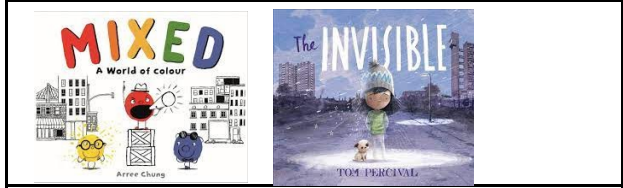
Respect, Believe, Achieve

# Year 6 Summer 1

## Respect



### Resources and Signposting



[How to run a debate](#)—video




[A teachers guide on how to run debates](#)—information

### What do I already know?

- What a stereotype is, and how stereotypes can be unfair, negative or destructive. (Y3 and 5)
- Protected characteristics focus -racism, disability and gender. (Y3)
- Protected characteristics focus - sexual orientation, age and religion/beliefs. (Y5)
- The conventions of courtesy and manners. (Y4)
- The importance of self respect and how this links to their own happiness. (Y4)
- That in school and the wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. (Y4)
- Protected characteristics focus - racism and sexual orientation. (Y4)

### Key Words

<b>Respect</b>	You act in a way that shows you care about someone’s feelings and well-being.
<b>Courtesy</b>	Being polite and showing good manners.
<b>Debate</b>	A discussion between two people or groups who disagree on an important subject to discuss the different sides of a subject or issue.

	Key Skills
	<b>Respect</b> – listen to all sides of the debate
	<b>Communicate</b> – can talk about my ideas and views effectively and concisely.
	<b>Questioning</b> – politely challenge the ideas of others and discuss in a mature way.



Key Knowledge
<ul style="list-style-type: none"> <li>• Understands how to discuss and debate topical issues respectfully and constructively.</li> <li>• Protected characteristics focus</li> </ul> <p>**Debate topics and protected characteristics chosen should be appropriate for the cohort and any issues that may need discussing.</p>

**Here's what I will know/be able to do by the end**

1. I know what a debate is.
2. I know how to debate in a respectful way.
3. I can offer my own views and challenge those of others respectfully.