# Respect

Dr *Maryhan*

# The importance of respect

Respect means being considerate of the wishes, feelings and needs of another person.

**Mutual respect is fundamental** to building all healthy friendships and relationships.

Characteristics of a positive:

- **friendship**, e.g. enjoying time together
- **family relationship**, e.g. love and trust
- **relationship with someone else**, e.g. feeling supported by a teacher

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# Boundaries and personal space

A key part of a healthy relationship is to respect each other's **personal space and boundaries**.

Everyone has the right to have their own boundaries, for example:

- to share some of their toys, but not all of them
- to choose how much physical contact they have, e.g. some people like to hug, but other people prefer to just wave

What are the differences between **appropriate and inappropriate or unsafe contact** (in both physical and in other contexts, e.g. online).

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# Respecting difference

Everybody is unique. For example, people:

- **look different** from each other
- like and dislike **different things**
- might have **different beliefs or customs**

Everyone needs to show the same respect to others, **regardless of how different** they are to them.

Targeting someone simply because you disagree with them is a form of bullying and not acceptable.

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# Self-respect and happiness

Self-respect means valuing you own worth, needs and wishes. These are of **equal value** to anybody else's.

Having **self-respect and self-worth** can help to:

- be confident and happy
- feel that they matter
- empathise with others
- achieve personal goals
- be resilient

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# Respect for ourselves and others

Practising respect for ourselves and others also means **showing other qualities** such as honesty, empathy, integrity, courage, humility, kindness, generosity, trustworthiness, tolerance and fairness.

How can we **demonstrate** these behaviours throughout our school community?

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# Respecting people in authority

All relationships benefit when respect is **mutual** and **reciprocal.**

It is **courteous** to respect those in positions of authority.

People in these jobs often have a **responsibility** to make other people's lives safe and secure. By **respecting these positions** we enable them to do this properly.

Give some examples of people in such positions?

Why is respect for them and the job they do important?

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# Maintaining good relationships

All relationships (e.g. friends, family, online) can be supported by:

- being **kind, considerate** and **respectful**
- being **honest**
- **listening** to each other
- respecting **personal space**, **privacy and boundaries**
- **accepting** each other's differences
- **focussing on the good things** in each other
- **praising** each other on their achievements

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# Supporting relationships

When relationships have problems it may help them to:

- **negotiate together** and **compromise**
- **not pressure each other** to think or do something
- acknowledge when someone has done something wrong (including ourselves) and **say sorry**

Note: **mutual respect does not mean having to agree** with someone. Your own needs are just as important as your friends

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# Courtesy and good manners

There are conventions / customs we use to be courteous and respectful, for example:

- saying **please** and **thank you**
- **being on time**, e.g. when meeting people
- **taking turns**, e.g. waiting for their turn to play with a toy
- **not talking over or interrupting** other people
- **listening attentively** when others are speaking
- **using respectful language**, e.g. not calling names
- being considerate of **personal space and boundaries**

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# Courtesy and good manners

- **allowing other people to go first**, e.g. through doors
- **offering to help** people where they can
- **greeting people** when they see them (e.g. good morning) and using their name
- **asking for permission**, e.g. ‘would you mind if I …?’

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# Respect

Explain that in a respectful relationship you should be able to:

- **express your feelings and opinions** without being made to feel stupid, scared, or embarrassed
- **listen to and genuinely value** the other person's feelings and opinions
- **be able to disagree** without causing a fight or someone saying hurtful things

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# Boundaries, privacy, consent

Teach that even within the closest friendships, people appreciate and expect to:

- have their **privacy respected**, e.g. trust that their friends will not access their phone without permission
- have their **boundaries respected**, e.g. how closely they interact with people, physically or otherwise
- be **able to choose when to give and withdraw consent**, e.g. change their mind

This applies to all relationships, e.g. family, friends or other's you regularly interact with.

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# Ending relationships

Friendships can end for different reasons:

- they can **end suddenly**, e.g. with a disagreement
- people can **grow apart gradually** as they develop different interests or priorities

We make and end relationships throughout our lives. After a relationship ends:

- learning to move on without ill-feeling is part of a **mature response** to these normal life events
- trying to maintain a relationship with someone who does not want to can be **damaging for both people**

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# Seeking permission

Discuss with pupils when people need to **seek permission** from someone else, e.g. borrowing property, joining someone else's game.

Discuss with pupils:

- what they should do if permission is unclear
- other ways that people say 'no', for example, 'maybe later' or 'I don't know'
- **non-verbal cues**, for example, people shaking their head, or saying nothing

Teach pupils the importance of **being clear when seeking permission**, for example, by asking a direct question.

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# Giving permission

Explain to pupils that part of self-respect is **knowing when they want to do something** or not.

Discuss **ways they can express this** with confidence and kindness.

Teach pupils that:

- not giving permission does not make them a bad friend
- giving permission does not make them a good friend

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# Unhealthy relationships

Includes behaviour:

- by an **individual or group**
- **repeated** over time
- which **intentionally hurts** another individual or group
- which can be either **physical and/or emotional**

This is NOT the same as arguing with friends.

Can be because of **actual differences** between children, or **perceived differences**.

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# Unhealthy relationships

Can take many forms, such as:

- **physical**, e.g. pinching, hitting, pushing
- **verbal**, e.g. name calling, spreading rumours
- **non-verbal**, e.g. staring at someone, making faces
- **psychological**, e.g. making someone feel bad about themselves, trying to control what someone does or says, regularly excluding someone

This behaviour can be easy to spot sometimes – other times it isn't. How can we know for sure?

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# Unhealthy relationships

These can make us:

- feel humiliated and ashamed
- feel scared, sad and alone
- feel like they want to hurt themselves or other people
- lose confidence in themselves
- miss school and other opportunities
- feel bad long after the unhealthy relationship has ended

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# Controlling behaviour

Explain that **controlling behaviour** is a form of harmful behaviour in a relationship aimed at making someone **subordinate and/or dependent**.

For example by:

- **isolating** them from sources of support
- **exploiting** their resources or capacities
- **depriving** them of the means needed for independence, resistance and escape
- **regulating** their everyday behaviour

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# Coercive control

Define **coercive behaviour** as an act or pattern of acts such as assaults, threats, humiliation and intimidation, used to harm, punish, or frighten someone.

Teach that coercive and/or controlling behaviour is always wrong, and **can be a criminal offence**.

Explain that abusive behaviour in relationships, including criminal behaviour, can be subtle and may be justified as being about love or care.

Remind pupils of the **importance of mutual respect** in all relationships.

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# Sexual harassment

Define **sexual harassment** as ‘unwanted conduct of a sexual nature which has the purpose or effect of violating someone’s dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.’

Illustrate how sexual harassment can happen in different contexts, for example:

- at school, e.g. unwanted touching, sexual comments
- online, e.g. unwanted sharing of naked photographs
- in the workplace, e.g. displaying sexual images
- in public, e.g. ‘catcalls’, wolf-whistles

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# Our responsibilities as bystanders

A ‘bystander’ is someone who witnesses or is aware of an unhealthy relationship, but is not involved. You can be an **active bystander** or a **passive bystander**.

How can we help?

- privately asking the person if they're okay
- reporting it to a teacher
- telling a trusted adult
- encouraging the person to contact an organisation like Childline

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# Bank Robber

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# Understanding stereotypes

A stereotype is an **overly simplified, often untrue, fixed idea** about a group of people.

Stereotype is a belief that someone's character, preferences, attributes or abilities can be automatically inferred from a group that they may happen to be a part of.

For example, your gender or ethnic background.

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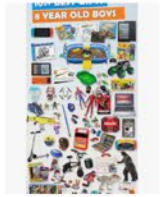

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# How stereotypes can damage

Stereotypes are damaging for anyone in those groups as they:

- affect how people think about and behave towards them
- mean they are judged on assumptions about them rather than their own achievements and qualities
- make people look for behaviour in them that reinforces the stereotype of that group

Stereotypes are damaging and unfair whether they are applied to a group that is in the majority or the minority.

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# Stereotypes damage individuals

Stereotypes can be **limiting for the individual** and for **our society**.

These include stereotypes based on:

- sex
- gender
- disability
- race
- religion
- sexual orientation
- background

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# Stereotypes damage individuals

People do not always fit into the idea that others may have of them.

Lots of **potential is wasted** if people base decisions on stereotypes rather than on an individual's strengths.

It shows greater integrity to **respect people's individuality** rather than having preconceptions about them.

Stereotypes are damaging and unfair whether they are applied to a group that is in the majority or the minority.

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# Stereotypes encourage prejudice

Stereotypes **encourage prejudice** and can **normalise non-consensual behaviour**.

For example, the stereotypes of femininity and masculinity may:

- make people think certain careers are for men and others are for women, limiting the types of jobs people think they can do
- contribute to the idea that one party has fewer rights in a relationship than the other

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# Consent

You Tube

Dr Marylan