

# Year 7: KINDNESS

Term 1	Project A: Students are kind in what they think about themselves and others who are different to them (4 lessons)
	<ul style="list-style-type: none"> <li>• The power of our minds - Visualisation and the importance of being kind</li> <li>• Self-esteem and esteeming others - What is self-esteem?</li> <li>• Controlling your thought life - positive and negative thoughts</li> <li>• Keeping a healthy mind - Junk thoughts</li> </ul>
Term 2	Project B: Students are aware of the consequences of their actions/words (4 lessons)
	<ul style="list-style-type: none"> <li>• What are acts of kindness? - Students to consider acts of kindness and the emotions behind this</li> <li>• The difference between being nice and being kind - identify the difference between being nice and being kind</li> <li>• Kindness spotting – what does it look like? - What is an act of kindness?</li> <li>• Kindness – can it change the world? - How do we promote kindness?</li> </ul>
	Project C: Students are kind in what they say to others even if they hold different views/beliefs/attitudes (4 Lessons)
Term 3	<ul style="list-style-type: none"> <li>• The cycle: thoughts – words – deeds - Consideration of what kind thoughts are</li> <li>• Positive re-enforcement: The feel good factor - Understand what we mean by the term positive reinforcement</li> <li>• Generous with praise - Demonstrate the ability to act on feedback</li> <li>• Recognising difference as a good thing - Identify what is unique about ourselves as individuals. Understand that everyone is different and that we are all special in unique ways</li> </ul>
	Project D: Students are kind when they give people feedback (4 lessons)
Term 4	<ul style="list-style-type: none"> <li>• Helping each other to grow - Understand why helping people to grow is kind</li> <li>• Different models of feedback - Explain what makes effective feedback</li> <li>• How to deliver feedback sensitively - Students to identify how people react to feedback</li> <li>• How to handle receiving feedback - Students acquire the knowledge that there are different ways of receiving feedback and that these can have a significant impact on their growth.</li> </ul>
	Project E: Students join in organised acts of kindness (3 lessons)
	<ul style="list-style-type: none"> <li>• What are organised acts of kindness? - What are random acts of kindness?</li> <li>• The benefits of being involved - Outline the benefits of being involved with others, such as clubs etc.</li> <li>• Pushing yourself to the limit for others - Students to consider what 'pushing yourself to the limit' actually means. Students learn what it is and why pushing yourself for others is important. Understand why it is showing kindness to sacrifice things for all types of people, even if they are 'different' from themselves.</li> </ul>
Term 5	Project F: Students can define what being kind means in a variety of settings (5 lessons)
	<ul style="list-style-type: none"> <li>• Kindness at different ages and stages - Be aware of the people around me and how my actions impact upon them</li> <li>• Is kindness 'soft'? - Understand the effect if people do nothing</li> <li>• Being 'cruel' to be kind? - Students can define what being kind means in a variety of settings</li> <li>• Thinking / understanding others - negative impact of not understanding the situation, thoughts, feelings of others</li> <li>• The challenge: kindness to 'them' - Student to be aware of who could be classified as "THEM"? "Them" can be anyone that is wonderfully different to us. "Them" is often wrongly sometimes seen as "Us" against "Them" when we should be celebrating everyone's similarities and differences.</li> </ul>
Term 6	Project G: Students look for the positive in others (not just their friends) (4 lessons)
	<ul style="list-style-type: none"> <li>• Getting past the 'label' - Avoid labelling people with terms that are not helpful</li> <li>• Building up, not knocking down - our words, and whether they are building people up or knocking them down.</li> <li>• Choosing your focus - Consider the following statement 'human beings are complicated, we like to have one rule for us and another rule for others'.</li> <li>• Social media: Positive or destructive? - Students are going to stop and think before we comment negatively on social media. Students to use social media for good and not believe everything they see/hear/read. Students are going to try and communicate with people face to face more as well as on social media.</li> </ul>
Term 6	Project H: Students look for opportunities to be kind to others (not just the people they like) (6 lessons)
	<ul style="list-style-type: none"> <li>• Everyday kindness - Students to determine how kindness helps to reduce the emotional barrier between two people and allows people to be more open and bonded with each other.</li> <li>• Kindness: Worth so much and yet costs nothing - What does it mean to be kind?</li> <li>• Thinking outside the box - Thinking outside the box is a metaphor that means to think differently, unconventionally, or from a new perspective. This phrase often refers to novel or creative thinking.</li> <li>• Kindness – a way of life - What does being kind to other people mean? How are you kind to other people?</li> <li>• Why is empathy important? - To determine what empathy is. To explore the benefits of empathy, for you and for others. To discover how we can be more empathic.</li> <li>• Empathy in the 'real' world - To explore ways of showing empathy to others. To discuss situations where empathy is needed. To discover what empathy looks like in the real world</li> </ul>

# Year 8: RESPECT

Term 1	Project A: Students are able to accept other people have different views to them and that it is OK that they do (5 lessons)
	<ul style="list-style-type: none"> <li>• Respect: More than a word - Demonstrate respect towards others both at home and in school</li> <li>• Respect: Earned or deserved? - Ensure that we respect everyone, regardless of their views and background</li> <li>• Lack of respect – the consequences - Explain why respect is important</li> <li>• Respecting the views of others - Actively demonstrate our learning on showing respect</li> <li>• Respecting the views of others - Being respectful of other people’s feelings, beliefs and opinions</li> </ul>
Term 2	Project B: Students are able to show people respect at all times even if they don’t like them, what they say/do or what they believe (2 lessons)
	<ul style="list-style-type: none"> <li>• Keeping my mouth shut and my head open - Understand the difference between a moral and a fable. Be able to speak positively about others.</li> <li>• All human – all precious - Be respectful of other people's property, views and opinions. Treat people with the respect that all people deserve.</li> </ul>
	Project C: Students try and make people feel valued whatever their views (4 lessons)
	<ul style="list-style-type: none"> <li>• Impact of valuing people - Explain what it means to value someone, and why we value people like ‘us’ more easily</li> <li>• Different ways to show you value people - Learning about Maslow’s model of Hierarchy of Needs and if/where “valuing someone” fits in the model, identify three qualities of someone who has achieved self-actualisation?</li> <li>• Valuing people in the ‘real’ world - Explain what the real world is. Consider the challenges of showing value in other aspects of “real life”</li> <li>• The power of engagement - Recall what encouragement is. Discuss how they react to praise/criticism and to analyse why they may be open/closed to criticism from some people.</li> </ul>
Term 3	Project D: Students can recognise strengths in themselves and in others who have different strengths (2 lessons)
	<ul style="list-style-type: none"> <li>• Your greatest strength is your greatest weakness - What is a strength? Identify your own strengths/weaknesses</li> <li>• Recognise strengths in others - Identify the strengths and weaknesses of others, ‘T.H.I.N.K’ about my words</li> </ul>
	Project E: Students know how to disagree with people and be kind at the same time (2 lessons)
	<ul style="list-style-type: none"> <li>• Why is it important we don’t always agree? - Explain why it is important that we disagree. Understand the issues that can arise if everyone always agrees.</li> <li>• The art of debating - Recall what a debate is, explain how to debate</li> <li>• The importance of being able to disagree well - We may not agree with someone else’s view BUT we must treat the person with respect and kindness.</li> <li>• Why we all need to be different - We are all different and we all have different opinions.</li> <li>• A guide to disagreeing kindly and appropriately - Consider the language you use, listen before commenting, stay calm and explain, use “I”, not “you” statements and am not going to put other people’s views down</li> </ul>
Term 4	Project F: Students listen carefully to other people and try to understand their views (2 lessons)
	<ul style="list-style-type: none"> <li>• How to show you are listening -Identify strategies that you can use to become an effective listener.</li> <li>• What great listeners do - Actively follow the effective listening steps. Strive to be a great listener and lead by example for others. Make people feel respected and valued.</li> <li>• The problem of hearing but not listening - Students to respectfully listen and to try and understand the views of others even if you still end up disagreeing</li> </ul>
Term 5	Project G: Students are able to use language appropriately to show people respect (5 lessons)
	<ul style="list-style-type: none"> <li>• What is respect? - Show more respect to all the pupils in my school, to my teachers and to my parents.</li> <li>• Is my language always respectful? - Explain what disrespectful language is.</li> <li>• Breaking down language - Students are able to use language appropriately to show people respect.</li> <li>• The impact of being offended - Students are able to use language appropriately to show people respect</li> <li>• Respecting those who are not the same as us - Respecting those who are not the same as us</li> </ul>
Term 6	Project H: Students are able to have empathy for people who are similar and also different to them. (2 lessons)
	<ul style="list-style-type: none"> <li>• Why is empathy important? - Explain why empathy is important</li> <li>• How do I develop empathy? - Demonstrate the ability to empathise</li> </ul>
	Project I: Students are able to demonstrate an ‘open character’ rather than a ‘closed character’ (3 lessons)
	<ul style="list-style-type: none"> <li>• What is an ‘open’ character? - Demonstrate an ‘open character’ rather than a ‘closed character’</li> <li>• What is a ‘closed’ character? - Demonstrate an ‘open character’ rather than a ‘closed character’</li> <li>• Why is it important to see each other as human first? - Explain dehumanisation and how we should treat people.</li> </ul>
	Project J: Students are able to recognise that people not like them are just like them (2 lessons)
	<ul style="list-style-type: none"> <li>• Seeing difference as a positive thing</li> <li>• How to create togetherness - Identify how someone else’s differences could compliment my strengths.</li> </ul>