

International Community of
Enquiry
Resource Ideas

Respect

Sian: Haselworth Primary School is delighted to be the lead school for the latest P4C ICE theme. We have chosen **RESPECT** as our core concept.

At Haselworth, we decided to re-think the way in which we introduced and incorporated positive values to our children. As P4C already drives our school curriculum, this was the obvious way to make our school values more meaningful and to help the children get a deeper understanding of them. We now have a focus value each half term. This is introduced in an assembly, but a more thorough understanding of each value is gained through regular philosophical enquiry. These are our values:



Sian: In EYFS we have used the book Mr Gumpy's Outing. From this starting point the children have looked at respect as following rules and doing as you're told.

<https://youtu.be/97YpQXa6rmc>



Sian: In KS1 the children have looked at the book Wonder and have investigated respect from the point of view of respecting differences between people.

<https://www.goodreads.com/book/show/11387515-wonder>



Wonder

(Wonder #1)

by R.J. Palacio

★★★★★ 4.45 · Rating details · 557,446 ratings · 58,311 reviews

I won't describe what I look like. Whatever you're thinking, it's probably worse.

August Pullman was born with a facial difference that, up until now, has prevented him from going to a mainstream school. Starting 5th grade at Beecher Prep, he wants nothing more than to be treated as an ordinary kid—but his new classmates can't get past Auggie's extraordinary face. WONDER, ...more

Want to Read

Rate this book
★★★★★

<https://dialogueworks.co.uk/p4c-international-community-of-enquiry/>

Nick: Here's a fun look at respect from Imageworks

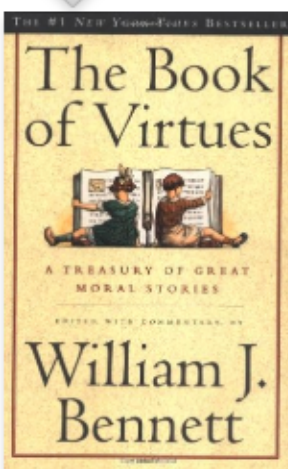
<https://youtu.be/nmhgi665Oek>



Damien: 'The Book of Virtues' by William Bennett is particularly engaging for children for taking a temperature gauge of how the children view of the culture of the school and there place in it. The book is most useful for KS2 and has some interesting poems etc which can provoke some interesting dialogue.


https://www.goodreads.com/book/show/25774.The_Book_of_Virtues

This book looks at – Respect, Responsibility, Courage, Compassion, Honesty, Friendship, Persistence, Faith. Everyone recognizes these traits as essentials of good character. In order for our children to develop such traits, we have to offer them examples of good and bad, right and wrong. And the best places to find them are in great works of literature and exemplary stories from history



The Book of Virtues

by William J. Bennett

★★★★★ 4.18 ·  Rating details · 2,270 ratings · 203 reviews

Responsibility. Courage. Compassion. Honesty. Friendship. Persistence. Faith. Everyone recognizes these traits as essentials of good character. In order for our children to develop such traits, we have to offer them examples of good and bad, right and wrong. And the best places to find them are in great works of literature and exemplary stories from history.

William J. Be ...more

Nick: I was talking to the teachers in Doha today about respect. I suggested they find out what the children's ideas about it are (before the teachers give their own input) by putting the word in the middle of a piece of flip chart paper, one per group, and getting them to draw/write examples of what respect looks like. They'll end up creating quite a good stimulus, having great discussion whilst they do.

Nick: I just find that we tell children to respect others, and the children do what they think it means, but rarely explore its richness. You could put some of your own in too when they've made a start. A smile? Saying something nice? Saying something nasty? It means, literally, 'look back at' and can be a noun and a verb. With the older children, how are a noun version and a verb one related?

Bob: Some schools define themselves as Rights RESPECTING Schools. It might be interesting to look at their values and see what is shared and what is different about theirs and Haselworth's.

<https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/what-is-a-rights-respecting-school/>



The image shows a webpage header for Unicef United Kingdom's Rights Respecting Schools program. The header is blue and contains the Unicef logo, the text 'RIGHTS RESPECTING SCHOOLS', a 'SIGN UP' button, and a menu icon. Below the header is a photograph of four young children in school uniforms smiling. A blue text box is overlaid on the bottom of the photo with the text 'WHAT IS A RIGHTS RESPECTING SCHOOL?'.

Sian: We are finding it quite difficult to help the youngest children at our school to understand the concept of respect. Does anyone have any ideas

Nick: How about this Sesame Street video? It's great as it also includes children and is just typical Sesame Street fun! <https://youtu.be/GOzrAK4gOSo>

<https://youtu.be/GOzrAK4gOSo>



Bob: I wonder if linking the idea of respect and listening might be helpful? Listening to someone is a good way of showing them respect, and you are more likely to listen to someone whose views you respect.

So perhaps you could try an activity along these lines: have four or five pictures of identifiable characters such as, a policeman, a teacher, a nurse, a lollipop lady, a child et cetera.

Then ask the children questions such as: “ Who would you be most likely to listen to if:

- they told you this was a safe place to cross the road;
- your tummy ache will be gone by tomorrow morning;
- don’t eat this sweet. It’s disgusting!
- Etc.”

Then you could have a discussion about why they gave whatever answer they did, and tried to connect that to the idea that they would listen to the person whose view the most “respect”, (i.e. expect to be right)

Nick: One thing I encourage my teachers to do is to carry out a little research into a particular concept when they know they're going to be working with it in a subsequent session. The best way to do this is to simply put the word 'philosophy', followed by the concept in question, into Google and pick one of the first few sites that come up. What you read will then give you some background to the concept from a philosophy point of view and, often, will help point you towards an activity. For respect, check out <https://plato.stanford.edu/entries/respect/> and you'll find a really interesting article. The Stanford Encyclopedia of Philosophy is a great site for this purpose but there's a wealth of philosophy on the Internet. <https://plato.stanford.edu/entries/respect/> As well as giving you some idea of what philosophers have said, it also helps you be more aware of the philosophical element of what the children are saying. It doesn't take long to do but I promise it will make a massive difference to how you approach your inquiries



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Respect

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Nick: I thought you might be interested to know some acronyms around the world for respect:

- Refugee Education Sponsorship Program Enhancing Communities Together (Winnipeg, Manitoba, Canada);
- Re-Empowerment of Skilled and Professional Employees and Construction Tradeworkers (Act);
- Respect Equality Socialism Peace Environment Community Trade Unionism
- Rotorcraft Efficient and Safe Procedures for Critical Trajectories (project)
- Risk Evaluation and Stroke Prevention in the Elderly Cerivastatin Trial
- Responsibility, Etiquette, Sensitivity, Pace, Educate, Conditions and Tradition (Junior Golfer's Creed)
- Rules, Expectations & Security through Privacy-Enhanced Convenient Technologies

I wonder what our children might come up with!

Here's a suggestion from me:

- Reasonableness
- Empathy
- Sincerity
- Politeness
- Equality
- Care
- Tolerance

Rosie: It may be useful to consider what respect looks like and is it a value, an attitude or a behaviour, or indeed a set of values, attitudes and behaviours. Acronyms like the above do begin to deepen our understanding but a question like:

Can someone show respect without feeling it? Is that good, bad, acceptable, unacceptable? might help us think critically about how respect is used and operates in schools.

And a last point – the film of the book, Wonder, is as good, and available on Netflix at the moment too – many clips are really powerful for learners and thinkers including ourselves!

<https://youtu.be/QOXDD3atWco>



SOMETIMES YOU CAN'T BLEND IN,
NO MATTER HOW HARD YOU TRY...

Play (k)