

R-Time: Relationship Time

Relationships to improve education

R time is a structured programme that builds and enhances relationships for children from Early Years to the end of
Each R time session lasts 15(ish) minutes and takes place once a fortnight on a Friday afternoon (beginning at 3pm)

The Script... (example)

Step 1: R-Time principles and instructions (expectations)

SAY: During R time there are always expectations that children will follow our schools 'Golden Principles':

Be respectful:

- use good manners,
- make eye contact when speaking,
- use each other's names,
- one speaker at once,
- use the respectful language of taking turns
- use sharing and fairness

Step 2: Random Pairing

Random pairing can be achieved through matching cards (playing cards, shape cards etc). Once they've found their partner, they sit next to each other. This could be in a circle or at a table.

SAY: We're going to mix you up so that you're working with a random partner. You're going to look to for your matching card but this is going to be done in silence. Make sure you know what your card is, turn it around so everyone else can see it too. When you find your partner, sit next to each other.

Step 3: Introduction (Greeting)

Once the children are in pairs, either on the classroom carpet (where they sit face to face) or sitting at a desk (where they incline their chairs towards each other), they greet each other by name, taking turns.

This can be a simple greeting or extended by sharing so me information with the partner.

"Hello my name is _____.

"Hello my name is _____.

"I'm looking forward to working with you _____.

"I'm looking forward to working with you _____.

SAY: Turn to face your partner. You're going to introduce your name to your partner.... Now you're going to greet your partner using their name by saying "I'm looking forward to working with you _____."

Step 4: The Activity.

This will be based on something we want to address or develop in school (see Overview)

SAY: Let's begin with a warm-up question. We'll pass the [bear, talking spoon...] around the group. Whoever has it is the only person allowed to speak. If you don't wish to share your thoughts, please pass the [bear, talking spoon...] on the next person. The question to warm up our brains is: "How can kindness change the world? Let's have a moment to think first....Okay...." Pass [bear, talking spoon...] around.

SAY: You'll need to listen really carefully to your partner because at the end of the activity, you're going to have the opportunity to share what your partner said to you... not what you said to your partner.

SAY: We'd all like to hear your thoughts if you'd like to share them. We're going to take it in turns to hear those of you who would like to share what they've heard. You will tell our group what your partner has said (not what you said) by saying 'XXXXXX said....'

SAY: A head teacher from another school came to see Mr Wells yesterday to ask him for our schools help. He said that the best people to ask were you. The headteacher told Mr Wells that she was worried that her children were finding it difficult to say 'sorry.'

SAY: What does 'sorry' mean? How do you show that you're sorry?

Hear feedback ("XXXXXX said _____")

SAY: I think it's difficult to say sorry when you don't think you've done something or you don't realise you've done something that may have upset or hurt someone. What can we tell the children to do when they don't realise they've done something? Talk to your partner.

SAY: Take turns to talk and listen to your partners ideas.

[Option]: you may want to number them 1,2 and have 1 talk 2 listen then swap half way...

[Explore]: come off script to explore what the children are saying

SAY: I've heard children say: "I'm sorry if I did. I didn't know. I didn't mean to. Are you alright?"

Summarise what you'll tell the headteacher to help her children 'say sorry.'

Step 5: Feedback

The children, led by the teacher, have the opportunity to reflect on the activity they have shared with their partner and how their cooperative interaction enabled it to be a success.....or otherwise!

SAY: Thank you for sharing all your ideas. I'll make sure I let the school know and I how we have together helped.

Step 6: Conclusion

At the end of the session the children thank their partner. This can be a simple "thank you" using partners name or, perhaps a sentence beginning with "thank you for...." which will reflect how they have worked together. Each R time session ends on this positive note.

"Thank you _____ for being my partner today."

"Thank you _____ for being my partner today."

SAY: At the end of our sessions together, we say a simple 'thank you' using our partners names...

"Thank you XXXX for being my partner today."

2025 R-Time Overview

Date	Focus <i>R-Time focus & Philosophical thought</i>	Link <i>PSHE: relationships; mental health & resilience; managing risk; identity</i>
Spring Term 2025		
12 th Jan	Positive Intentions What is so great about the world anyway?	Collective Worship theme Mental Health: making school work as well as possible; support to understand others feelings
26 th Jan	Making Choices/Decisions: 'tattling' vs 'reporting' What colour is Tuesday?	Collective Worship theme Mental Health: making school work as well as possible; support to understand others feelings
9 th Feb	Etiquette: keep relationships going (showing 'sorry' & what sorry means) Can kindness change the world?	Collective Worship theme E-Safety (n-etiquette) Mental Health: belonging; support to understand others feelings
1 st March	Being Brave & Standing Up (upstanding) What would you attempt to do if you knew you couldn't fail?	Collective Worship (24 th Feb 'international stand up to bullying day) Mental Health: the more healthy relationships the better; instil hope
15 th March	Fairness ('Can I play?') What advice would you offer a new-born infant?	Collective Worship theme Mental Health: making school work as well as possible; support to understand others feelings; belonging
28 th March	Equality What is friendship?	Collective Worship theme Mental Health: understand others feelings; take responsibility
Summer Term 2025		
2 nd May	"Who am I?" My name is...I like... I have... but who am I? What is the difference between grown-ups & children?	Collective Worship theme linked to 'being British' Mental Health: having a healthy perspective of self; help to know yourself
16 th May	[International Day of Families is 15th May]: how do we look after each other? Are the best things in life free?	Mental Health: understand others feelings; take responsibility
13 th June	"I'm feeling sad..." how can we help if we don't know why? Can I think myself happy?	Collective Worship theme Mental Health: having a healthy perspective of self; help to know yourself
27 th June	Saying 'No' and hearing 'No' How much is enough?	Collective Worship theme Mental Health: having a healthy perspective of self; help to know yourself; instil sense of hope
11 th July	How can we help [ourselves & others] see the awe/wonder of the world? How do you know what is real?	Collective Worship theme Mental Health: having a healthy perspective of self; help to know yourself; instil sense of hope

Friday 2nd May 2025

Aiming for 2:55pm swap for a 3pm start; should finish for 3:20. Year 6 in the group collect R/1 from Hummingbirds to take to their R-Time group/room.

Step 1: R-Time principles and instructions (expectations)

SAY: During R time there are always expectations that you will follow these 'Principles':

Be respectful: that means...

- use good manners,
- make eye contact when speaking,
- use each other's names,
- one speaker at once,
- use the respectful language of taking turns
- use sharing and fairness

Step 2: Random Pairing

Random pairing can be achieved through matching cards (playing cards, shape cards etc). Once they've found their partner, they sit next to each other. This could be in a circle or at a table.

SAY: We're going to mix you up so that you're working with a random partner. You're going to look for your matching card but this is going to be done in silence. Make sure you know what your card is, turn it around so everyone else can see it too. When you find your partner, sit next to each other.

Step 3: Introduction (Greeting)

Once the children are in pairs, either on the classroom carpet (where they sit face to face) or sitting at a desk (where they incline their chairs towards each other), they greet each other by name, taking turns.

This can be a simple greeting or extended by sharing some information with the partner.

SAY: Greet your partner by looking at each other and taking it in turns to say:

"Hello my name is _____. "I'm looking forward to working with you _____."

Step 4: Philosophical Question (warm-up)

This will be based on something we want to address or develop in school (see Overview)

SAY: Let's begin with a warm-up question. We'll pass the [bear, talking spoon...] around the group.

Whoever has it is the only person allowed to speak. If you don't wish to share your thoughts, please pass the [bear, talking spoon...] on the next person. This will be a philosophical question. Philosophical questions help us to think on a deeper level to help us understand the world, thoughts and ideas. There are no right or wrong answers in philosophy. The philosophical question to warm up our brains is: Globally, in the whole world, 25% of the population are children (that's a quarter of everyone living on our planet). We are in a place where we have a mixture of children and adults. So what is the difference between an adult and a child? Pass [bear, talking spoon...] around.

SAY: You'll need to listen really carefully to your partner because at the end of the activity, you're going to have the opportunity to share what your partner said to you... not what you said to your partner.

SAY: We'd all like to hear your thoughts if you'd like to share them. We're going to take it in turns to hear those of you who would like to share what they've heard. You will tell our group what your partner has said (not what you said) by saying 'XXXXX said....'

Step 5: R-Time Focus

SAY: It's important to have a healthy perspective (a healthy idea) of who you are. It's important to know yourself. Listen to this poem:

What Makes Me 'Me'?

Read the poem below and add lots of lovely illustrations to match its theme.
Think about what makes you, you.

What makes me special?

What makes me 'me'?

The clothes I wear

Or the friends I see?

The toys that I buy,

The games that I choose?

The friends that I have,

The words that I use?

The films that I watch,

Or my favourite singer?

The food that I have

For my birthday dinner?

The way that I write,

How fast I can run,

The things I have seen

And the things I have done?

Whether a boy or a girl,

I am me!

And there's no other person

That I'd rather be!

You've introduced yourself to your partner. There are things that you like and things that you have... but what makes YOU you?

SAY: Talk to your partner. Take turns and listen to your partner's ideas.

FOLLOW-UP QUESTIONS:

- What would YOU say is the best thing about YOU?
- What would someone else say is the best things about YOU?
-

[Option]: you may want to number them 1,2 and have 1 talk 2 listen then swap half way... [Explore]:
come off script to explore what the children are saying

Summarise what you'll tell the headteacher to help her children say nice things to others.

Step 6: Feedback

The children, led by the teacher, have the opportunity to reflect on the activity they have shared with their partner and how their cooperative interaction enabled it to be a success.....or otherwise!

SAY: Thank you for sharing all your ideas. You are all fantastic and I'm glad you can see just how amazing you are.

Step 7: Conclusion

At the end of the session the children thank their partner. This can be a simple "thank you" using partners name or, perhaps a sentence beginning with "thank you for...." which will reflect how they have worked together. Each R time session ends on this positive note.

"Thank you _____ for being my partner today."

"Thank you _____ for being my partner today."

SAY: At the end of our sessions together, we say a simple 'thank you' using our partners names... "Thank you XXXX for being my partner today.

R-TIME

Friday 2n May

“Who are YOU?”

Thoughts/responses from the children:

Friday 16th May 2025

Step 1: R-Time principles and instructions (expectations) **SAY:** During R time there are always expectations that you will follow these 'Golden Principles':

Be respectful: that means...

- use good manners,
- make eye contact when speaking,
- use each other's names,
- one speaker at once,
- use the respectful language of taking turns
- use sharing and fairness

Step 2: Random Pairing

Random pairing can be achieved through matching cards (playing cards, shape cards etc). Once they've found their partner, they sit next to each other. This could be in a circle or at a table.

SAY: We're going to mix you up so that you're working with a random partner. You're going to look to for your matching card but this is going to be done in silence. Make sure you know what your card is, turn it around so everyone else can see it too. When you find your partner, sit next to each other.

Step 3: Introduction (Greeting)

Once the children are in pairs, either on the classroom carpet (where they sit face to face) or sitting at a desk (where they incline their chairs towards each other), they greet each other by name, taking turns.

This can be a simple greeting or extended by sharing so me information with the partner.

SAY: Greet your partner by looking at each other and taking it in turns to say:

"Hello my name is _____.

"I'm looking forward to working with you _____.

Step 4: Philosophical Question (warm-up)

This will be based on something we want to address or develop in school (see Overview)

SAY: Let's begin with a warm-up question. We'll pass the [bear, talking spoon...] around the group.

Whoever has it is the only person allowed to speak. If you don't wish to share your thoughts, please pass the [bear, talking spoon...] on the next person. This will be a philosophical question. Philosophical questions help us to think on a deeper level to help us understand the world, thoughts and ideas. There are no right or wrong answers in philosophy. The philosophical question to warm up our brains is from a song by Luther Vandross ^ Janet Jackson: **Are the best things in life free?** Let's have a moment to think first....Okay.... Pass [bear, talking spoon...] around.

SAY: You'll need to listen really carefully to your partner because at the end of the activity, you're going to have the opportunity to share what your partner said to you... not what you said to your partner.

SAY: We'd all like to hear your thoughts if you'd like to share them. We're going to take it in turns to hear those of you who would like to share what they've heard. You will tell our group what your partner has said (not what you said) by saying 'XXXXX said....'

Step 5: R-Time Focus

SAY: It is 'International Day of Families' on 15th May: and whatever our ages or however our family looks, we all have responsibilities and people that love us. So our question today is: how do we look after each other?

Talk to your partner. Take turns and listen to your partners ideas.

FOLLOW UP QUESTIONS:

- How do we know someone needs help?
- Can we always tell?
- Do we always know when WE ourselves need help?

[Option]: you may want to number them 1,2 and have 1 talk 2 listen then swap half way...

[Explore]: come off script to explore what the children are saying

Summarise what you'll tell the headteacher to help her children say nice things to others.

Step 6: Feedback

The children, led by the teacher, have the opportunity to reflect on the activity they have shared with their partner and how their cooperative interaction enabled it to be a success.....or otherwise!

SAY: Thank you for sharing all your ideas. I think you've got a good understanding of the difference between tattling and reporting.

Step 7: Conclusion

At the end of the session the children thank their partner. This can be a simple "thank you" using partners name or, perhaps a sentence beginning with "thank you for...." which will reflect how they have worked together. Each R time session ends on this positive note.

"Thank you _____ for being my partner today."

"Thank you _____ for being my partner today."

SAY: At the end of our sessions together, we say a simple 'thank you' using our partners names... "Thank you XXXX for being my partner today.

R-TIME

Friday 16th May

“How do we look after each other?”

Thoughts/responses from the children:

Friday 13th June 2025

Step 1: R-Time principles and instructions (expectations) **SAY:** During R time there are always expectations that you will follow these 'Golden Principles':

Be respectful: that means...

- use good manners,
- make eye contact when speaking,
- use each other's names,
- one speaker at once,
- use the respectful language of taking turns
- use sharing and fairness

Step 2: Random Pairing

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SAY: We're going to mix you up so that you're working with a random partner. You're going to look for your matching card but this is going to be done in silence. Make sure you know what your card is, turn it around so everyone else can see it too. When you find your partner, sit next to each other.

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This can be a simple greeting or extended by sharing some information with the partner.

SAY: Greet your partner by looking at each other and taking it in turns to say:

"Hello my name is _____. "I'm looking forward to working with you _____."

Step 4: Philosophical Question (warm-up)

This will be based on something we want to address or develop in school (see Overview)

SAY: Let's begin with a warm-up question. We'll pass the [bear, talking spoon...] around the group. Whoever has it is the only person allowed to speak. If you don't wish to share your thoughts, please pass the [bear, talking spoon...] on the next person. This will be a philosophical question. Philosophical questions help us to think on a deeper level to help us understand the world, thoughts and ideas. There are no right or wrong answers in philosophy. The philosophical question to warm up our brains is: [Can we think ourselves happy?] Let's have a moment to think first....Okay.... Pass [bear, talking spoon...] around.

SAY: You'll need to listen really carefully to your partner because at the end of the activity, you're going to have the opportunity to share what your partner said to you... not what you said to your partner.

SAY: We'd all like to hear your thoughts if you'd like to share them. We're going to take it in turns to hear those of you who would like to share what they've heard. You will tell our group what your partner has said (not what you said) by saying 'XXXXX said....'

Step 5: R-Time Focus

SAY: A new study identifies 27 categories of emotion and shows how they blend together in our everyday experience. It was once assumed that most human emotions fall within the universal categories of happiness, sadness, anger, surprise, fear, and disgust. Sometimes we know why we feel the way we do. Sometimes we don't know why we feel the way we do. What can we do to help if we don't know why?

SAY: Talk to your partner. Take turns and listen to your partner's ideas. What does it mean when we say sorry? Hear feedback ("XXXXX said_____")

Why is saying sorry important? Hear feedback ("XXXXX said_____")

More importantly, how can we SHOW that we are sorry? Hear feedback ("XXXXX said_____")

[Option]: you may want to number them 1,2 and have 1 talk 2 listen then swap half way...

[Explore]: come off script to explore what the children are saying **Summarise**

what you can do to help:

- talk to someone;
- do something you know you enjoy
- fresh air/outdoors
- exercise
- write/journal your thoughts
- meditate (breathing exercises)
- gratitude: think about things you're grateful of

Step 6: Feedback

The children, led by the teacher, have the opportunity to reflect on the activity they have shared with their partner and how their cooperative interaction enabled it to be a success.....or otherwise!

SAY: Thank you for sharing all your ideas. I'll make sure I let the school know and I how we have together helped.

Step 7: Conclusion

At the end of the session the children thank their partner. This can be a simple "thank you" using partners name or, perhaps a sentence beginning with "thank you for...." which will reflect how they have worked together. Each R time session ends on this positive note.

"Thank you _____ for being my partner today."

"Thank you _____ for being my partner today."

SAY: At the end of our sessions together, we say a simple 'thank you' using our partners names... "Thank you XXXX for being my partner today.

R-TIME

Friday 13TH June 2025

“How can we help our feelings?”

Thoughts/responses from the children:

Friday 27th June 2025

Step 1: R-Time principles and instructions (expectations) **SAY:** During R time there are always expectations that you will follow these 'Golden Principles':

Be respectful: that means...

- use good manners,
- make eye contact when speaking,
- use each other's names,
- one speaker at once,
- use the respectful language of taking turns
- use sharing and fairness

Step 2: Random Pairing

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SAY: We're going to mix you up so that you're working with a random partner. You're going to look for your matching card but this is going to be done in silence. Make sure you know what your card is, turn it around so everyone else can see it too. When you find your partner, sit next to each other.

Step 3: Introduction (Greeting)

Once the children are in pairs, either on the classroom carpet (where they sit face to face) or sitting at a desk (where they incline their chairs towards each other), they greet each other by name, taking turns.

This can be a simple greeting or extended by sharing some information with the partner.

SAY: Greet your partner by looking at each other and taking it in turns to say:

"Hello my name is _____. "I'm looking forward to working with you _____."

Step 4: Philosophical Question (warm-up)

This will be based on something we want to address or develop in school (see Overview)

SAY: Let's begin with a warm-up question. We'll pass the [bear, talking spoon...] around the group.

Whoever has it is the only person allowed to speak. If you don't wish to share your thoughts, please pass the [bear, talking spoon...] on the next person. This will be a philosophical question. Philosophical questions help us to think on a deeper level to help us understand the world, thoughts and ideas. There are no right or wrong answers in philosophy. The philosophical question to warm up our brains is: We've learnt in Collective Worship that Christians believe that God has created an abundance of everything but the distribution isn't fair... [How much is enough?] Let's have a moment to think first...Okay.... Pass [bear, talking spoon...] around.

SAY: You'll need to listen really carefully to your partner because at the end of the activity, you're going to have the opportunity to share what your partner said to you... not what you said to your partner.

SAY: We'd all like to hear your thoughts if you'd like to share them. We're going to take it in turns to hear those of you who would like to share what they've heard. You will tell our group what your partner has said (not what you said) by saying 'XXXXX said....'

Step 5: R-Time Focus

SAY: You'll need to listen really carefully to your partner because at the end of the activity, you're going to have the opportunity to share what your partner said to you... not what you said to your partner.

SAY:

- When was the last time you said 'no' to someone or something?
- Is it wrong to say 'no'?
- What is like to hear 'no'?
- How can we politely say 'no' to someone or something?
- How can we respond to hearing 'no'?

Talking partners then hear feedback...

SAY: We'd all like to hear your thoughts if you'd like to share them. We're going to take it in turns to hear those of you who would like to share what they've heard. You will tell our group what your partner has said (not what you said) by saying 'XXXXX said....'

...hear feedback.

SAY: If you're asking a question, you have to be prepared to hear the answer. Sometimes you will hear 'no.' And that's okay. It's important though, to be kind with our responses and our reactions. Who can remind the group of some ways of saying 'no' politely?

Hear feedback ("XXXXX said _____")

Step 6: Feedback

The children, led by the teacher, have the opportunity to reflect on the activity they have shared with their partner and how their cooperative interaction enabled it to be a success.....or otherwise!

SAY: Thank you for sharing all your ideas. I'll make sure I let the school know and I how we have together helped.

Step 7: Conclusion

At the end of the session the children thank their partner. This can be a simple "thank you" using partners name or, perhaps a sentence beginning with "thank you for...." which will reflect how they have worked together. Each R time session ends on this positive note.

"Thank you _____ for being my partner today."

"Thank you _____ for being my partner today."

SAY: At the end of our sessions together, we say a simple 'thank you' using our partners names... "Thank you XXXX for being my partner today.

R-TIME

Friday 27th June 2025

“Saying & Hearing No”

Thoughts/responses from the children:

Friday 11th July 2025

Step 1: R-Time principles and instructions (expectations) **SAY:** During R time there are always expectations that you will follow these 'Golden Principles':

Be respectful: that means...

- use good manners,
- make eye contact when speaking,
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Step 2: Random Pairing

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SAY: We're going to mix you up so that you're working with a random partner. You're going to look to for your matching card but this is going to be done in silence. Make sure you know what your card is, turn it around so everyone else can see it too. When you find your partner, sit next to each other.

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SAY: Greet your partner by looking at each other and taking it in turns to say:

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SAY: Let's begin with a warm-up question. We'll pass the [bear, talking spoon...] around the group. Whoever has it is the only person allowed to speak. If you don't wish to share your thoughts, please pass the [bear, talking spoon...] on the next person. This will be a philosophical question. Philosophical questions help us to think on a deeper level to help us understand the world, thoughts and ideas. There are no right or wrong answers in philosophy. The philosophical question to warm up our brains is: "How do we know what is real?" Let's have a moment to think first....Okay.... Pass [bear, talking spoon...] around.

SAY: You'll need to listen really carefully to your partner because at the end of the activity, you're going to have the opportunity to share what your partner said to you... not what you said to your partner.

SAY: We'd all like to hear your thoughts if you'd like to share them. We're going to take it in turns to hear those of you who would like to share what they've heard. You will tell our group what your partner has said (not what you said) by saying 'XXXXX said....'

Step 5: R-Time Focus

SAY: You'll need to listen really carefully to your partner because at the end of the activity, you're going to have the opportunity to share what your partner said to you... not what you said to your partner.

SAY: We began by talking about what is real... and knowing what is real. There is a lot of amazing things out in our world: awe and wonder we call it. How can we help others see the awe and wonder in our world?

Talking partners then hear feedback... **SAY:** We'd all like to hear your thoughts if you'd like to share them. We're going to take it in turns to hear those of you who would like to share what they've heard. You will tell our group what your partner has said (not what you said) by saying 'XXXXX said....'

...hear feedback.

Hear feedback ("XXXXX said_____")

Step 6: Feedback

The children, led by the teacher, have the opportunity to reflect on the activity they have shared with their partner and how their cooperative interaction enabled it to be a success.....or otherwise!

SAY: Thank you for sharing all your ideas. I'll make sure I let the school know and I how we have together helped.

Step 7: Conclusion

At the end of the session the children thank their partner. This can be a simple "thank you" using partners name or, perhaps a sentence beginning with "thank you for...." which will reflect how they have worked together. Each R time session ends on this positive note.

"Thank you _____ for being my partner today."

"Thank you _____ for being my partner today."

SAY: At the end of our sessions together, we say a simple 'thank you' using our partners names... "Thank you XXXX for being my partner today.

R-TIME

Friday 11th July 2025

“Awe & Wonder”

Thoughts/responses from the children: