

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 'XXXXX 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 ("XXXXX 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."

2026 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		
23 Jan	Positive Intentions <i>What is so great about the world anyway?</i>	Collective Worship theme Mental Health: making school work as well as possible; support to understand others feelings
6 Feb	Making Choices/Decisions: ‘tattling’ vs ‘reporting’ <i>What colour is Tuesday?</i>	Collective Worship theme Mental Health: making school work as well as possible; support to understand others feelings
28 Feb	Etiquette: keep relationships going (showing ‘sorry’ & what sorry means) <i>Can kindness change the world?</i>	Collective Worship theme E-Safety (n-etiquette) Mental Health: belonging; support to understand others feelings
13 March	Being Brave & Standing Up (upstanding) <i>What would you attempt to do if you knew you couldn’t fail?</i>	Collective Worship - ‘international stand up to bullying day’; Mental Health: the more healthy relationships the better; instil hope
27 March	Fairness (‘Can I play?’) <i>What advice would you offer a new-born infant?</i>	Collective Worship theme Mental Health: making school work as well as possible; support to understand others feelings; belonging
Summer Term		
24 April	Equality <i>What is friendship?</i>	Collective Worship theme Mental Health: understand others feelings; take responsibility
8 May	“Who am I?” My name is...I like... I have... but who am I? <i>What is the difference between grown-ups & children?</i>	Collective Worship theme linked to ‘being British’ Mental Health: having a healthy perspective of self; help to know yourself
22 May	[International Day of Families is 15th May]: how do we look after each other? <i>Are the best things in life free?</i>	Mental Health: understand others feelings; take responsibility
5 June	“I’m feeling sad...” how can we help if we don’t know why? <i>Can I think myself happy?</i>	Collective Worship theme Mental Health: having a healthy perspective of self; help to know yourself
19 June	Calming down & self-soothing <i>How much is enough?</i>	Collective Worship theme Mental Health: having a healthy perspective of self; help to know yourself; instil sense of hope
3 July	How can we help [ourselves & others] see the awe/wonder of the world? <i>How do you know what is real?</i>	Collective Worship theme Mental Health: having a healthy perspective of self; help to know yourself; instil sense of hope
Extra Theme	“It’s good to be me...” <i>What is love?</i>	Collective Worship theme Mental Health: having a healthy perspective of self; help to know yourself

Friday 23 January 2026

Aiming for 2:55pm swap for a 3pm start; should finish for 3:20.
Year 6 in the group collect EYFS 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 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 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: "What is so great about the world anyway?" 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 head teacher from another school came to see Mr Wells this week 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 nice things to each other.

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

What nice things do you say to each other? Hear feedback ("XXXXX said_____")

Tricky Question: What makes you say nice things? Hear feedback ("XXXXX said_____") Next question(s) can be answered individually by passing the 'talking object' around your group & hearing their thoughts.

How does it make you feel when you hear nice things?

How does it make you feel when you say nice things to someone else?

Do you find that sometimes you use *not* very nice words to other people?

How do unkind words make other people feel?

[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'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

“Finding it difficult to say nice things to each other.”

Thoughts/responses from the children:

Friday 6 February 2026

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 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: [What colour is Tuesday?] 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: I was at a meeting with some other teachers from other schools and they were talking about how often their children were 'tattling.' It got me thinking. Do our children in our school know the difference between tattling and reporting?

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

SAY: What is tattling and what is reporting? Hear feedback ("XXXXX said_____")

- ✓ Tattling is when someone tells on others for small things that don't harm anyone or put them in danger. Reporting is when someone shares important information with an adult to protect themselves or others from harm or danger.

How can we tell the difference? Hear feedback ("XXXXX said_____")

What can we do to remember the difference? Hear feedback ("XXXXX said_____")

- ✓ *One suggestion: children will know they are tattling if what they are going to tell you doesn't fall under one of the 4 Bs- someone is bleeding, barfing, bullying, or behaving dangerously.*

[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 6 February 2026

“Knowing the difference between tattling & telling/reporting’

Thoughts/responses from the children:

Friday 27 February 2026

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 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 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 'XXXXX said....'

Step 5: R-Time Focus

SAY: The teachers and I were at one of our meetings with other teachers and lots of the other teachers were saying that their children were finding it difficult to say 'sorry' after things had gone wrong. The teachers and I thought we should ask you what you thought about it.

SAY: Talk to your partner. Take turns and listen to your partners 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'll tell the other teachers to help her children say 'sorry.'

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 27 February 2026

“Saying Sorry”

Thoughts/responses from the children:

Friday 13 March 2026

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: **What would you attempt to do if you knew you couldn't fail?** 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 are going to talk about being brave today. What does it mean to be brave to you?

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: Being brave means knowing that when you fail, you don't fail forever. Sometimes the bravest thing you can do is admit that you are scared or you are struggling. Being brave means to know something is scary or difficult and doing it anyway. Sometimes we need help in our lives.

Who helps you?

Hear feedback ("XXXXX said _____")

SAY: When you see or hear something that you know is wrong, you can ignore it or help.

To ignore it, is called 'being a bystander.' To help is called 'being an upstander.'

To be an upstander is to be a hero: to stand up for what is right and doing our best to help support and protect someone else. If we someone upset because someone is being unkind, what can we do to be an upstander and help?

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 13 March 2026

“Being Brave”

Thoughts/responses from the children:

Friday 27 March 2026

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 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: [What advice would you offer a new born baby?] 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 are going to talk about fairness today. What does fairness mean to you?

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: Fairness can mean 'treating everyone equally. Making decisions without playing favourites and not take advantage of others. Listening to everyone, taking turns. It can mean sharing.

Is it *always* right to share?

Hear feedback ("XXXXXX said _____")

SAY: How can you politely say no to sharing if you're not comfortable in sharing something?

Hear feedback ("XXXXXX said _____")

SAY: You heard in Collective Worship that there are 9 Protected Characteristics. [**SHOW**] That means that it is against the law to discriminate or harass someone because of these characteristics. That means that people have the right to not be treated differently because of these. We've learnt before about being an Upstander. How can you politely say no if someone is being treated differently?

Hear feedback ("XXXXXX 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."



Age



gender



Disability



Ethnicity



Identity



Religion /
Belief



Who you
love



Marriage / Civil
Partnership



Pregnancy /
Maternity

R-TIME

Friday 27 March 2026

“Fairness”

Thoughts/responses from the children:

Friday 24th April 2026

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 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: [What is friendship] 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: When we were last together, we talked about fairness and that led us into talking about sharing. That got us all thinking... do you know what equality is?

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

What does equality mean? Hear feedback ("XXXXX said_____")

How is equality different to fairness? Hear feedback ("XXXXX said_____")

How do we treat others equally? Can you think of any examples? Hear feedback ("XXXXX said_____")

What matters more? Fairness or equality? Hear feedback ("XXXXX said_____")



Equality



Fairness

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

[Option]: use this image to help demonstrate the difference between equality and fairness.

[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'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 24th April 2026

“Equality”

Thoughts/responses from the children:

