



## CREATING EFFECTIVE RELATIONSHIPS

Rtime is a structured programme,  
using random pairing to create an  
environment that supports and  
enhances attainment, relationships,  
respect and citizenship.



My Time, Your Time, Rtime

# What is R time?

This PSCHÉ programme was developed by Greg Sampson who, as an ex primary head-teacher, has 40 years' teaching experience in primary schools. Since taking early retirement in 2001, he has spent time working in schools across the country developing and delivering the R time programme. The "R" stands for "Relationships" and the key objective of the programme is to help children to build and refine their relationships with other children. This is of fundamental importance to individual children for their present and future life-skills and is also important to society in general, especially in relation to relationships in and across communities.

## What is R time and how does it work?

It is very simple, yet evaluations show that it is also very effective.

➤ The main manual contains 30 weekly sessions of 10 to 15 minutes in length, for each year group from Nursery to Year 6.

➤ Questionnaires are carried out with all of the children at the start and the end of the programme to set class and individual targets, and evaluate progress.

➤ The programme has 6 key component parts:

- ❑ **3 Rules for life (diamond rules)** - these rules set the foundations on which the Rtime programme is built
- ❑ **Random Pairing** - whereby the children work each time with a different partner until they have worked with all of the children in their group/class.
- ❑ **Introductions** - once the children are in their pairs they greet one another with a positive statement e.g. "Hello, my name is Simon. I'm glad that you're my partner today Sarah".
- ❑ **Activities** - there are 30 easily achievable short activities for each year group for the children to do with their partner.
- ❑ **Plenary** - the children feed back their experiences to the whole group and the teacher helps them to reflect on their learning.
- ❑ **Conclusion** - at the end of the session the children thank their partner and say something positive to finish.

## What do the children think about R time?

The following are genuine quotes from children:

*"R time is one of my best subjects ever because I have made some new friends in R time. I have become a much kinder person". (Simon, 8 years)*

*"Thank you for doing R time with us. I really enjoyed R time and thank you for helping the bullies in our class to not bully again". (Priya, 9 years)*

*"Not just girls + girls!!! Not just boys + boys!!!  
But Yes Girls + Boys!!!" (Sarai, 9 years)*

## How can we find out more about R time?

- Details of how to order manuals & support books can be found on the R time website or can be booked locally through John or Petrina (see page 25).
- R time works best when staff have attended training & seen it modelled in practice. Local R time consultants can be invited into schools to demonstrate its use with any classes of the school's choosing.
- A rolling programme of training is running in Cornwall to support the development of R time across the County, see local web site or contact Cornwall Healthy Schools for details.
- Individual/Cluster School training/support days and staff meetings are also available on request.
- Network meetings are organised to share good practice and plan for new developments.

To get further information on the R time programme, please see contacts on page 25



# The Origins of Rtime

This programme was developed by Greg Sampson who, as an ex primary head-teacher, has 40 years' teaching experience in primary schools. Since taking early retirement in 2001, he has spent time working in schools across the country developing and delivering the R time programme. The "R" stands for "Relationships" and the key objective of the programme is to help children to build and refine their relationships with other children. This is of fundamental importance to individual children for their present and future life-skills and is also important to society in general, especially in relation to relationships in and across communities.



# Why should we do Rtime?

Rtime has been devised specifically to enable everyone in the club/class/school/establishment to get on better with one and other.

This will accelerate learning and raise self-esteem. Rtime is a tool for all round growth, progress and for 'multiplying special time'. We all recognise the importance of teaching the basics in all subject areas and there are many children who need to be taught the basic skills of communicating effectively.

Being made aware of what to do will help guide and direct children in the use of proven ways of relating positively with each other.

With R time much of the emphasis is on teaching good manners, co-operation and respect. There are those who take longer to develop these skills as well as those who are not taught, or have little or no opportunity to observe them. Just as we teach children academic skills, social qualities need to be treated and valued in a similar way.

A place where respect and courtesy are high on the agenda will be a community, which fosters good relationships, as well as accelerating learning.

R time can help organisations to put into practice a programme that will contribute in a very positive way to pupil and staff well being.

*Think this is a really important point -mentioning the benefits to staff well being (it has had a huge impact on my class and ultimately me!)*

*Quote from a Class Teacher in Cornish School about the above statement*

*A whole school approach is **definitely** required; we had two inset sessions on how we planned to implement R time which involved all staff including lunchtime supervisors which had a fantastic impact on behaviour throughout the school. Taking the time and effort to get all staff 'on board' from the beginning is most definitely worth while.*

*Class Teacher Cornwall RTime Accredited School*

## What does Rtime achieve?

*	Relationship building	*	Tackling Bullying
*	Supporting transition	*	Understanding others
*	Enabling children to get to know each other better	*	Drawing in the socially excluded
	Self esteem and confidence building	*	Modelling respectful behaviour
*	Acceptance of others	*	Citizenship
*	Respect towards others	*	Nurturing
*	Trust building	*	Social cohesion
*	Listening skills	*	Achievement and satisfaction
*	Emotional wellbeing	*	Bring peace and calming into the class
*	Communication skills	*	Developing confident teachers
*	Conflict resolution	*	Preparing children for involvement in school councils
*	Co-operative working	*	Role modelling

## Who can benefit from this approach?

Rtime is for all ages and can be used in classrooms, clubs, drama studios, study groups and as it does not require a specific space it can take place anywhere. It is not only for children with problems - every child will benefit, and so will the adults working with them.

*.I think this is really important to mention too, being a passionate Early Years Practitioner (of 13 years!) the Foundation Stage can sometimes be overlooked, however R time is very suitable for Nursery and Reception aged children and there is literature available for these age groups too. Our Nursery takes part in R time and it's the perfect time to start teaching and embedding these skills. Also it's something that non-maintained Nursery/Early Years settings could become involved with.*

*Infant Teacher in a Cornish School*

## How do you get started?

The approach is very simple. It is, however, strongly recommended you discuss the programme with others who have had the experience of using it. (References and contacts can be made available).

We can provide help and support along with the Rtime manual, which includes.

- A questionnaire for each year group
- Ideas for getting the children into their random pairs
- 30 plus activities for the paired tasks for each year group
- Advice about how to round off the Rtime sessions

*Rtime has been tried and tested in a range of primary, special and secondary schools. Teachers who have used the approach have been amazed at the impact that it has made, saying that it has transformed relationships between the children and their class.*

*A school where respect and courtesy are high on the agenda will be a community that fosters good relationships, as well as accelerating learning.*

*Having trialled R Time in my class last year and seen the positive effect it has had. I wanted to roll the programme out throughout my school. However, my brief introduction in a staff meeting left some of my colleagues feeling that R Time was 'just another thing to do'. I needed a hook.*

*So the school sent the PSHE co-ordinator on the R Time training course and she came back raving about what a brilliant course it was, how she felt energised and sure of the benefits of R Time.*

*Then we got John Pascoe to come into school to demonstrate R Time to each class and everyone was energised. John oozed energy and enthusiasm, the children loved him and the teachers felt inspired and motivated by him. Although he only had a short time with each class, his pace, delivery and sense of fun left the children wanting more.*

*The benefits of R Time speak for themselves and the benefit of going on the training course or getting the trainers in to deliver and support boosts R Time's profile tenfold.*

*Cornwall School Support Worker and Class Teacher*

*The effect it has had on my class has been amazing, in just a few short sessions I can see improvements in the children's behaviour and there is less falling out at playtimes... it's wonderful.*

*Teacher in Cornish primary School*

*I would never have believed the immediate positive effect this programme had on our class, if I had not been there to see it for myself.*

*HL TA in Cornish Primary School*

*This programme has transformed the way I teach and has had such a brilliant effect on the students in my class; we are all enjoying learning together.*

*Secondary School Y8 Teacher*

*Trina & John came into school and delivered and staff training session this was very effective in getting all staff enthused and 'on board'.*

*Teacher at Cornish primary School*



### Is SEAL being lost in the "Theme Park?"

The SEAL Primary National Strategy is one of the most exciting initiatives to come out from the DfES over recent years...but is it having its desired effect? Children's social development and emotional well-being are vitally important if we are to enable children to achieve their maximum potential. SEAL is a programme which aims to develop the underpinning skills that help promote self esteem, positive behaviour and effective learning. It focuses on **five social and emotional aspects of learning**, from this point referred to as the **five SEALs**: SEAL supports the excellent work going on in the many schools that give systematic attention to the social and emotional aspects of learning through their whole-school ethos; initiatives such as Healthy Schools, Circle Time, buddy systems or Rtime; and the taught PSHE and Citizenship curriculum. The materials found in SEAL help children develop skills such as understanding another's point of view, working in a group or pairs, sticking at things when they get difficult, resolving conflict and managing worries.

The materials are organised into **seven themes**:

- New beginnings.
- Getting on and falling out.
- Say no to bullying.
- Going for goals.
- Good to be me.
- Relationships.
- Changes.

Each theme is designed for a whole school approach and includes assemblies and suggested follow-up activities in all areas of the curriculum. These themes will lead to interesting discussions, debate and revelations, helping the participants to come to terms with some of the important and fundamental aspects of growing up. However, the impact will be less significant if the Social and Emotional Aspects of Learning aren't explored, valued, discussed and applied to the whole process.

There is a concern that the **seven themes** can become more prominent than the **five SEALS**. It is vital that there is a balanced approach. It can be too easy to teach to the seven themes allowing them to mask the importance of the **five SEALS**, which need to be placed back at the centre of this very important initiative. If we just teach the themes we are 'short changing' ourselves as well as the children we are working with.

The **five SEALS** need to be examined a little more closely to understand how they underpin the seven themes. If the programme is not used appropriately then its effectiveness as a means of promoting positive behaviour and effective learning will be diminished.

### **What do the **five SEALS** encompass?**

#### **1) Managing feelings:**

Children will experience many feelings as they move through their childhood and adolescence into the realms of adulthood. There are eight key feelings: Anger, Sadness, Fear, Enjoyment, Love, Surprise, Disgust and Shame, to which all other feelings are related - e.g. Shame is related to embarrassment; Fear is related to anxiety etc.

It is important that these emotions are explored and recognised as part of the 'growing up' experience. The sooner children can identify these emotions the easier it can become to deal with them.

Rtime creates opportunities for children to become familiar with these feelings, helping them to come to terms with managing them. It teaches skills, which enable children to *manage their feelings*. These skills include acceptance, respect, valuing differences in others and how to handle conflict situations.

#### **2) Motivation:**

How can we foster and promote motivation? The following list will help identify some of the factors that will encourage motivation.

a) **Setting goals.** All the Rtime activities have goals that the children work towards - ranging from acceptance of their partner to establishing a working relationship that enables the designated activity to be achieved in the most productive of ways.

b) **Finish what you start.** The Rtime process itself is neatly contained in a beginning and end format - from the initial greeting to the formal thank you. In addition to this the activities themselves, designed to be brief as well as easily achievable for children of all abilities, have a defined starting and finishing point. The Rtime activities are fun and easily completed providing an in-built

success/ feel good factor with every child having the opportunity to succeed and make their own contribution within each session.

c) **Socialising with others who have a similar interest.** By its very nature the Rtime process creates opportunities to socialise with your partner. The activities require the participants to become involved in a shared experience through discussion, doing a practical task together or using their imaginations together.

d) **Seeing the practical application of something learnt.** When children have 'owned' something that they have been taught and can use this learning in practice, this is a motivating experience. Many of the Rtime activities enable this to happen

e) **Taking risks.** The very fact that the children work in random pairs could constitute a risk element. However, in all the evaluation carried out on the Rtime programme, the excitement and enjoyment of working with someone you might not choose is something children really enjoy and they certainly rise to that challenge.

f) **Celebrating and rewarding achievement.** The plenary part of the Rtime sessions provide opportunities for the outcomes of the children's work to be acknowledged by adults and their peers. When they can see that their contributions are being listened to and valued this will be motivational.

g) **Having fun.** Enjoying, as well as having a good working knowledge of a given area of work will motivate children. Rtime is an area of work that almost without exception brings real enjoyment as well as fun.

### **3. Empathy** - or the art of being in someone else's shoes.

There are three important ingredients of an empathic nature:

i) The ability to want to understand others.

ii) The willingness to be understood yourself.

Iii) The attitude to allow 1 and 2 to influence your actions, words and thoughts.

A simple example from an Rtime session. (Year 3):

The children were asked to greet their randomly given partner with an hello used in conjunction with the name of the child. One of the girls raised her hand and said she had a problem that her partner could not speak any English. Her remedy was to offer to shake her partners hand as a way of overcoming the language barrier yet still enabling both children to greet one another.

For children to begin the process of empathy there needs to be opportunities for the children to engage with one another. For only by getting to know others can children begin to explore and come to terms with the ability to communicate and relate and a level beyond the very superficial. Rtime creates a safe process that enables the children to feel comfortable and confident with their work partners. As their confidence grows so does the willingness of children to relate with others they would not naturally choose to be with. The children are enabled to understand their own and others feelings, seeing things from the viewpoints of others - *leading to empathy.*

#### 4. Self awareness:

A simplistic view of self awareness can be best explained in four ways:

- a. Getting to know about self.
- b. Getting to know about your strengths.
- c. Getting to know and come to terms with your limitations.
- d. Knowing enough about yourself that you can adapt and make changes.

As you grow in self awareness, you will better understand why you feel what you feel and why you behave as you behave. That understanding then provides the opportunity and freedom to change those things you'd like to change about yourself and create the life you want. Without fully knowing who you are, self acceptance and change becomes more difficult.

#### 5. Social skills:

The whole Rtime philosophy is about teaching, modelling and appreciating social skills. A socially well-adjusted child will almost certainly be a valued member of society. First and foremost Rtime is predicated on the importance of building accepting, respectful friendships between the children. Via the activities it models ways for the children to support one another, enabling children to succeed in one-to-one relationships - *leading to social skills*.

What is key in promoting good social skills?

##### **Effective Communication.**

Effective communication involves listening, questioning, understanding and Responding in an appropriate way. To know that communication is a two way process. Communication is not just about the words used but also the manner in which they are spoken, the body language and above all the effectiveness with which listening takes place. To know how to listen to others making them feel valued and involved.

Rtime not only expects and demands these skills but also teaches them, recognising for many these skills need to be taught and refined as well as caught and developed.

Through the emphasis on random pairing, with appropriately structured activities that rely heavily on the spoken word, the participants quickly appreciate the need for effective communication. This is not forced but often happens as a necessary 'by-product' of the need to get the best from the designed activities whether they are talking, pretend or practical ones.

##### **The ability to be comfortable in the company of others:**

Equally important in the developing of social skills is the ability to feel at ease in the company of others. This situation can be brought about in a number of ways and all help to create an atmosphere of trust, respect as well as self worth.

In its most simplistic form there are three ways that can help you to relax with others

- i) Organise yourself so you can feel comfortably physically.
- ii) Organise yourself so you can relax mentally.
- iii) Organise yourself so you can make decisions that will help you as well

as others.

So how can the process and practise of Rtime help children to be comfortable with each other?

One of the key factors in creating a relaxed atmosphere is to set clearly Identifiable ground rules that all the children need to know and work with.

The key rule for Rtime is: **'To show good manners at all times'**. This rule underpins the whole Rtime approach. This well-established ground rule is taught, modelled valued and used by all and quickly creates an acceptance that having good manners is not only beneficial but also 'cool'.

The whole issue of good manners can be explored and developed, depending on the age of the children, creating an environment that enables the majority of the children to feel comfortable knowing that they and their peers are working together as one.

As part of the 'getting to know' philosophy of Rtime the children are not only encouraged to share ideas, thoughts, knowledge, resources and activities, there is also the necessary ingredient of sharing about themselves. This can be done through all the 6 different component parts of R time and becomes an essential ingredient of creating that friendly classroom ethos so clearly verbalised in the statement;

**'Thanks to R time I've now got friends I don't even like'.**

*(Karen, aged 9 years)*

**How does Rtime help to address the five SEALs?**

Rtime basically is an approach, a process, which enables the SEAL themes to be explored in a way that will teach the SEAL skills at the same time as the themes are being addressed.

**Rtime has 6 component parts** and each of them have in-built opportunities to maximise the potential of the **five SEALs**. In fact, as Rtime is a process, so are the **five SEALs**.

**1) Introduction & Consistent Referral to the 3 Rules for Life** (diamond rules).

These rules ensure a safe environment where everyone can feel respected and cared for. Expectations are clearly set, appropriate behaviour can be modelled, encouraged, observed and practised.

**2) Random Pairing:** By definition this will help children to, first and foremost, develop their social skills. This is not, as some may think, of throwing the children into the deep end, it is a support mechanism enabling children to be effective in their communication. It will help children to share about themselves as well as creating the relaxed atmosphere in which to do so. (Key opportunity to experience **Social Skills**; though others will also be practised).

3) **The Greeting Time:** Where the children are asked to demonstrate appropriate rapport/relationship building skills. Once again children are being asked to use and develop their social skills as well as starting to explore the whole issue of managing feelings (After all they could be with someone they don't want to be with, or they are disappointed they weren't with their best friend etc.) (Key opportunity to experience **Empathy**; and **Managing Feelings**; though others will also be practised).

4) **The Activity time:** Whether it be a practical approach, or a talking emphasis, or an imaginary exploration the children will touch on a range of experiences - many being found in the motivating section of SEAL. The children will be set goals that they will work on together. They will be encouraged to finish what they start. As they work together there will be the realisation that the shared activity will almost certainly help in promoting a positive working relationship. The children will start to take 'safe' risks with each other as they begin to explore their own knowledge, talents and interests in working towards the successful completion of the given task. (Key opportunity to experience **Motivation**; though others will also be practised).

5) **The Plenary:** Creates a wonderful opportunity for the facilitator of the session to tease out some of the vital contributions made by the children as they work together in a structured as well as non-threatening environment. Where better to highlight the empathetic nature of the way the children worked together. Or how the strengths of individuals enabled the group to tackle the task so successfully. (Key opportunity to experience **Empathy**; though others will also be practised).

6) **The Thank You:** The best meals will often leave a pleasant feeling long after they're finished. What better way can the children feel good about their successful partnership than with a pleasant and positive parting? Once again the social skills are highlighted by the way the children say their farewells, again exploring some of the key emotional aspects of successful citizenship. (Key opportunity to experience **Self-awareness**; though others will also be practised).

The Rtime process has much to commend it and in the hands of aware practitioners the necessary focus on promoting the **five SEALs** will not be left to chance.

**The five SEALs matched to the Rtime process** (using an activity from R time to Support SEAL)

What kind of activity is this? Talking activity

This activity supports the Say No to Bullying SEAL theme.

Resources The anti-bullying poster S.T.O.P. (*at the back of the R time to Stop Bullying book*).

Introduction to Rules

Random Pairing Children are paired randomly.

**Managing Feelings** (Surprise)

**Motivation** (Taking risks)

**Social Skills** (Socialising with others) Introduction I'm really pleased to be with you today - *(insert partner's name)*.

**Managing feelings** (Enjoyment)

**Motivation** (Taking risks)

**Empathy** (Makes your partner feel comfortable and able to join in).

**Self-Awareness** (coming to terms with self).

**Social Skills:** (Ability to feel comfortable with others; effective communication).

Activity Remind the children that **S.T.O.P** means two things:

a) A definition of bullying: **S**everal/**S**ingle **T**ime/s **O**n **P**urpose.

b) A response: **S**tart **T**elling **O**ther **P**eople.

What sort of things does a bully do?

Where does a bully do those things?

Who should we tell that can help us?

Give the children thinking time, as well as discussion time, for each of the three questions.

**Managing Feelings** (This subject can evoke a range of feelings).

**Motivation** (Setting a goal; finishing what you start; socialising with others with a similar interest; good subject knowledge).

**Empathy** (Listening and understanding another's point of view)

**Self-Awareness** (Get to know about your strengths).

**Social Skills:** (Effective communication).

Plenary where in the school can we put these

**S.T.O.P.** signs?

How big shall we make them?

Do you think they will help?

**Empathy** (Ability to understand others and the circumstances that individuals may experience).

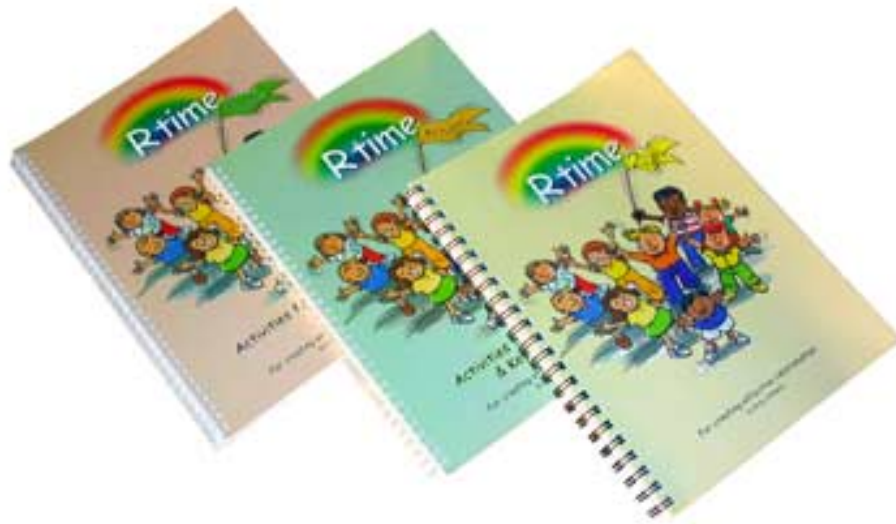
**Motivation** (celebrating and rewarding achievement; application of knowledge)

Conclusion I think the signs will be really helpful - *(insert partner's name)*.

**Self awareness** (by working together one's strengths and limitations are appreciated and confronted)

**Motivation** (Finishing what you have started)

**Social skills** (Effective communication).



#### Rtime resources:

- Rtime Main Manual This has 210 R time activities for all ages from Nursery to Year 6. It contains the theoretical background to R time, how to use the R time Questionnaire, and how to use R time to achieve its full potential. It includes the questionnaire on CD Rom
- Rtime to Support SEAL contains 168 R time and extension activities matched to the seven SEAL themes, for all ages from Nursery to Year 6.
- Rtime to Stop Bullying - has a range of activities and assemblies which support the Say No to Bullying SEAL theme.
- T time to support transition from Primary to Secondary School contains a range of activities, for Years 6 and 7, exploring the excitements, challenge and concerns involved in this key transition. It supports the Changes and New Beginnings SEAL themes.
- R time to support foundation & KS1
- R time to support KS2
- Negotiate - A relationship programme for KS3 Supporting Behaviour, PSHEE, SEAL & CITIZENSHIP

## R time / School Contract

### 1) Commitment from school:

- a) Nominate a trained lead teacher to communicate with local networks and ensure good practise in the classrooms through observations and demonstration sessions
- b) Senior management must fully support the initiative.
- c) Work towards a whole school approach to R time.
- d) Ensure the school is well resourced.
- e) Ensure all staff are fully trained to implement the programme.
- f) Parents to be informed about the R time programme.
- g) Have a realistic view of the impact of R time, to work from base data and fully evaluate.
- h) To use an accredited trainer to support the school when necessary.

### 2) Commitment from R time:

- a) Will explain fully the rationale behind the use of the programme.
- b) Will introduce the programme into the school through staff training that can include demonstration lessons in the classroom.
- c) Will direct the school in the best use of resources available.
- d) Will support the lead teacher and senior managers in implementing the programme successfully.
- e) Will revisit the school to help evaluate the use of the programme. This could involve observation, demonstrations as well as further training.
- f) Will supply the school with a pack of useful national & local R time information.
- g) To support the school in attaining 'An R time accreditation'.
- h) Any schools wishing to visit lead schools may be accompanied by a representative of R time if the receiving school so wishes.
- i) Will maintain communication and provide support for R time networks and any cluster meetings.
- j) Will maintain and update a local web pages/site.
- k) R time at all times will work with schools to ensure a successful implementation of the programme.
- l) Will support those schools that chose to work towards an R time accreditation.

Signed ..... School Rep

Signed ..... R time Rep

Date..../...../.....





## **Criteria for awarding the 3 levels of R time accreditation for Primary Schools in Cornwall**

### **GOLD ACCREDITATION**

- Senior Management & Governors are fully behind the initiative.
- The school is working towards creating a whole school/organisation approach using the R time principles across the curriculum/programme and in all aspects of school/organisation life.
- R time appears on the timetable/planning sheet in an appropriate time-slot.
- R time is well resourced.
- Staff are fully trained and supported to implement the Programme.
- Staff are fully assessed/observed undertaking an Rtime activity.
- There is a member of staff who is a designated R time lead who attends county network days, to ensure good practise through observations and demonstration sessions.
- All staff in the school (teaching, supply and non-teaching) are aware of the R time Programme and its ethos.
- Staff and children/students work effectively and enthusiastically together.
- Reference to R time is made in displays around the school/area.
- The school works closely with an accredited trainer or consultant for initial evaluation & extended support when necessary.

## **PLATINUM ACCREDITATION**

- Parents & other Professionals and are informed about the R time Programme.
- The school/organisation takes every opportunity to use R time practice in other activities or areas of the curriculum, including T time activities to support transition.
- Partnership working with Parent Support Advisor's and Early years to extend R time practice to 0-5year olds, parents/carers and their families.
- Processes are in place to ensure any new staff are supported & trained to use the R time Programme and evaluation and improvement are measured.
- Work with local networks to promote R time to other schools in their area.

## **DIAMOND ACCREDITATION**

- Pupils are involved in the development planning, preparing & delivery of R time within their school.
- The school is 'open' to be used as an example of good practice for other schools/organisations & partner professionals to visit by appointment.
- Thorough processes are in place to record impact, measure the difference & manage improvement.
- Work with regional networks to promote R time to other schools and centres in your region.
- Transition is further developed & supported in partnership with local Secondary Schools.





## R Time planning sheet

School / year	
Theme	
Activity Type	
Resources	
Introduction	
Activity	
Plenary	
Conclusion	
Evaluation of Session	
Extended activity	

TEACHER SURVEY - PRE Rtime & again after 1<sup>st</sup> term a follow up after a year



Year Group.....

Do you feel that...

(please tick ✓ word or picture that applies)

1. There is respect for each other

Strongly agree	Agree	Disagree	Strongly Disagree	No Opinion

2. Children are comfortable working in groups

Strongly agree	Agree	Disagree	Strongly Disagree	No Opinion

3. Children demonstrate good manners toward each other

Strongly agree	Agree	Disagree	Strongly Disagree	No Opinion

4. Children openly praise and encourage one another

Strongly agree	Agree	Disagree	Strongly Disagree	No Opinion

5. There are positive relationships between peers

Strongly agree	Agree	Disagree	Strongly Disagree	No Opinion

6. Children have a sense of self worth

Strongly agree	Agree	Disagree	Strongly Disagree	No Opinion

7. Social skills are well developed

Strongly agree	Agree	Disagree	Strongly Disagree	No Opinion

CHILD SURVEY - PRE Rtime & again after 1<sup>st</sup> term a follow up after a year



Year Group.....

Do you feel that...

(please tick ✓ word or picture that applies)

1. Children like each other

Strongly agree	Agree	Disagree	Strongly Disagree	No Opinion

2. Children like working in groups together

Strongly agree	Agree	Disagree	Strongly Disagree	No Opinion

3. Children help each other

Strongly agree	Agree	Disagree	Strongly Disagree	No Opinion

4. Children say kind things to each other

Strongly agree	Agree	Disagree	Strongly Disagree	No Opinion

5. I like myself

Strongly agree	Agree	Disagree	Strongly Disagree	No Opinion

6. I have friends

Strongly agree	Agree	Disagree	Strongly Disagree	No Opinion

7. I make friends easily

Strongly agree	Agree	Disagree	Strongly Disagree	No Opinion

An example of a Yr 4 session taken from  
R time to Stop Bullying.

**4.02 A Talking Activity**

**Resources:** Nil.

Paired Pairing cards.

**Introduction:** Hello.....Good to see you. Tell your partner the sense that you feel is the most important from: Touch, Sight, Hearing, Taste, Smell (Students to choose).

**Activity:** Give the students this scenario. – You see a child in the school being bullied.

- Think, and then talk to your partner about what you would say to a teacher or other adult.
- Think and then discuss with your partner what you would expect that adult to do.

**Feedback:** If you saw it happening again what would you do this time?

Conclusion I'm glad in this school we try to do something about bullying.

Now here is the same session as it would be delivered in practice - to demonstrate the process from start to finish.

<b>Exemplar lesson</b>	<b>Points to remember about the R time process:</b>
<p><b>Rule and Instruction:</b> I would like to begin our R Time lesson today. I would like to go over our R Time rules: 1. Show respect and good manners at all times 2. Care for everyone and everything How do we show respect and good manners? How do we show that we are caring for everyone and everything?</p> <p>I have two instructions I would like for you to follow as well. 1. Please do not touch anything until I tell you to 2. To get everyone quiet, here is a hand signal I will use</p>	<p><b>Step one:</b> The teacher sets the context for the lesson by making clear the R time rule(s) and an appropriate instruction(s) for the session.</p> <p><i>*Please note: Don't dwell just tell.</i></p> <p>(Remember the whole lesson should last no longer than 15 minutes).</p>
<p><b>Pairing</b> I will be giving each of you a card. Please do not touch it or look at it until I tell you to. If you are to show good manners at all times, what should you say when someone hands you something? (Hand out the cards – praise the children for using their manners) Now, when I say "go" I would like for you to turn your card over, look at it, then hold it in the air to see if you can find your matching partner's card. "Go" Now, when I say "go" I would like for you to silently stand up and find your partner. When you have found your partner, I would like for you to sit next to your partner with no table or desk between you. "Go" (Good job for doing this task silently – praise the children when you seeing them doing the right thing)</p>	<p><b>Step two:</b> Random Pairing. By whatever means you use to pair the students make sure the students easily find their partner and sit with them without obstructions (no table in between etc).</p> <p><i>*Please note: Don't race but maintain the pace.</i></p> <p><b>Please note</b> if there is an odd number of students remember to use this as an opportunity for the 'special person' or 'lucky person' to access one of the pairs in a positive way.</p>

<p><b>Introduction:</b> We are now going to introduce ourselves to our partner. As you greet your partner, I would like you to use your partner's name and say to your partner, "Hello ....., I think the most important sense to have is ..... (add your own idea). Which sense is most important to you?" Take it in turns to speak and listen. You will have 25 seconds, Go. Excellent. I love the eye contact. I love the way you are really listening to your partner, etc....</p>	<p><b>Step three: Introduction or Greeting.</b> The students either sit on the carpet face-to-face or incline their chairs towards each other. Then using names and appropriate body language they greet each other. Give the students thinking time regarding this ice breaker. <b>*Please note:</b> <i>Say hello but not too slow.</i></p>
<p><b>Activity:</b> Now, I would like for you to think about this situation: "You see a child in the school being bullied. I want you to think for about 10 seconds about what you would say to a teacher or other adult." Just think for a moment Now, when I say, "go" I would like for you to share your thoughts with your partner. Please listen carefully to your partner, because I might ask you to share what your partner said. "Go" (I love the way _____ is listening. I love the manners that I am seeing, etc...) Okay, who would like to share what their partner said they would tell a teacher or adult when they see someone being bullied? Make sure you have your partner's permission to share and please use their name. (Have two or three students share their partner's response) ("Sarah, may I share your answer?") Now I would like for you to think for about 10 seconds again about what do you expect the adults to do about the situation? Please just think, not talk.  When I say, "go" I would like for you to share with your partner what you expect the adults to do about the situation. You will have 45 seconds "Go" Now I would like for you to tell me what you would expect the adults to do? (Have two or three share their response).</p>	<p><b>Step four: The Activity.</b> The teacher describes the activity for the session and then the students begin their paired work. The teacher then engages with the students around the class, supporting and encouraging where appropriate and, mindful of the time, sets the pace for the session.  <b>Please note:</b> <i>Don't forget about confidentiality.</i>  <b>*Please note:</b> <i>Encouragement is fine but watch the time.</i></p>
<p><b>Plenary/Feedback:</b> I now have one last thing I want you to think about. What are you going to do if you see the bullying happening again? Just think for about 10 seconds. Now, please share with your partner what you would do if you saw the bullying happening again. You will have 40 seconds, "Go". Who would like to share what their partner said they would do if they saw the bullying happening again? Please make sure you have your partner's permission to share their response. (Have two or three share their partner's response)</p>	<p><b>Step five: The Plenary/Feedback:</b> The teacher encourages responses from the students giving an additional value to the activity.  <b>*Please note:</b> <i>Report back - don't let the pace slack.</i></p>
<p><b>Conclusion:</b> Children I loved the way you thought so carefully about your responses today. I could tell that you really care about what happens when someone is being bullied.  I would like for you now to turn to your partner and thank them for working with you today and I would like for you to say to them.  "_____ (name) I am so glad that in this school we try to do something about bullying."</p>	<p><b>Step six: The farewell and conclusion.</b> The students use this opportunity to listen to, as well as thank, their partner for how much they have enjoyed working together. Other affirming comments can be used.  <b>Please note:</b> <i>Time to go but not too slow.</i></p>

### Frequently asked questions about R time

In an attempt to explore how to make the most of this programme some frequently asked questions will now be addressed:

Question: How often do you advise we should do R time?

Answer: At least once a week.

Question: How long does the session last?

Answer: 10 to 15 minutes.....and care should be taken not to let a session run over time.

Question: Do you need to move tables and chairs to do R time?

Answer: No.

Question: Are the lessons prepared for you?

Answer Yes, every lesson is written out in easy to follow stages.

Question: Where can I get the books from?

Answer: Books can be ordered through John Pascoe or Petrina Missons (see page3)

Question: Are the books expensive?

Answer: No. Very good value for money!!

Question: Does R time need to be done as a whole school?

Answer: That is the recommended approach. Although there have been schools that started it in one class. However, almost without exception it then spread to other classes.

Question: Is it for all children?

Answer: The programme is written for the primary school - Nursery through to Year 6. There is also a secondary companion programme that uses the same approach called Negotiate.

Question: Does it fit in with SEAL?

Answer: Very much so. In fact one of the R time publications is called R time to support SEAL. One of the national directors for SEAL wrote: 'R time is simply gorgeous for SEAL'.

Question: Does the programme need any specialist training.

Answer: Quality training to maximise the benefits of Rtime is recommended. This booklet in conjunction with support from a local trainer/consultant will enable your school/establishment to successfully implement the programme.

Question: Does the programme have to be taught exclusively by teachers.

Answer: No, in some schools Teaching Assistants teach the programme. In fact in one area of Cornwall Year 10 students are teaching an aspect of the programme to Year 6 pupils (R time to support transition - T time).

Question: How do children react to the programme?

Answer: Almost without exception they love doing R time.

Question: How long will it take to see positive results from doing R time.

Answer: Believe it or not the results will be almost immediate!!

Question: How can a programme that lasts for 15 minutes once a week have such an impact on a school?

Answer: R time is a programme that is very much process driven and that process will impact daily on the school curriculum!

Question: We do Circle Time. Is there room for both programmes?

Answer: If Circle Time is getting the desired results then don't change. Although I firmly believe there is room for both programmes in the school year.

Questions: Can parents get involved?

Answer: Very much so, both in and out of school.

To get further information on the R time programme, funding and costings, please contact:

<p><b>Petrina Missons</b> Pyramid Kernow County Co-ordinator R time Trainer/Consultant <b>Services for Children, School &amp; Families</b> Tel: 01872 323434</p> <p><a href="mailto:pmissons@cornwall.gov.uk">pmissons@cornwall.gov.uk</a></p>	<p><b>John Pascoe:</b> Freelance Rtime Trainer/Consultant</p> <p>Tel: 01209 710748 Mobile: 07912 221005</p> <p><a href="mailto:johnsrtime@talktalk.net">johnsrtime@talktalk.net</a></p>
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Or for more information about R time & other additional support please visit:

R time website at - [www.rtime.info](http://www.rtime.info)

Cornwall R time website at - [www.kernowrtime.btik.com](http://www.kernowrtime.btik.com)

Cornwall Healthy Schools web site:  
<http://www.cornwallhealthyschools.org/r-time/>

Pyramid Kernow web site:  
[www.nptcornwall.ik.com](http://www.nptcornwall.ik.com)