



Core Theme 3: Living in the wider world

Strand: Being a responsible citizen

General topic for all classes - Joining in and joining up

Year: 1 and 2

Lesson 1

L.O: To listen effectively.

Possible SC: I can listen and respond to others. I know how to be a good listener.

Key vocab: listening, speaking, eye contact, body language, observer.

Possible activities: Thought shower: why is it important to listen?

Group work: active listening role play. Label in groups of 3: 1=speaker, 2=listener, 3=observer. Ask groups to describe what you want or are going to do over the summer holidays. First round - listener demonstrates poor listening.

Swop roles and carry out activity again, this time with the listener demonstrating good listening skills. Feedback to class about how it felt in each role. What is good listening? Make a good listening skills poster for the classroom.

Lesson 2

L.O: To express opinions.

Possible SC: I can express an opinion about a real life issue. I can take part in making a decision on a class or school issue.

Key vocab: cooperation, opinion, conflict, voting, agree, disagree.

Possible activities: Discuss an aspect of school life which might need improvement eg. in the playground or dining hall. Put 5 different recommendations or issues relating to school life (from School Council meetings) to the class. Which do they think are the most important? Children to hold up numbers 1-5 to represent whether they: strongly agree (1), agree (2), not sure (3), disagree (4), strongly disagree (5). Can use smiley/sad faces. As a class agree on one issue that they would like to feed back to the School Council.

Lesson 3

L.O: To know right and wrong and make choices.

Possible SC: I can make an informed decision.

Key vocab: right, wrong, decision, choices, healthy, unhealthy, advantages, disadvantages.

Possible activities: Set up 4 stations/tables for children to move around. Each station has a set of objects e.g. table 1 - variety of healthy and unhealthy foods - which would they choose? Why? Table 2 - recycling objects. Table 3 - various exercise equipment e.g. skipping rope/football. Table 4 - £5. Give a variety of options for spending it e.g. sweets/share with siblings/give to charity? Extension activity: in groups write a list of the un/healthy choices or dis/advantages involved and discussed on each table.

Lesson 4

L.O: To know what living things need.

Possible SC: I know that all humans and animals have needs.

Key vocab: needs, food, water, shelter, warmth, friendship, love.

Possible activities: Thought shower: what do we need to be healthy and happy people? Introduce three or four different toy animals. Ask the children to identify the needs of each animal. Group work: make a list, with words or pictures, of the similarities and differences between animals' and humans' basic needs.

Lesson 5

L.O: To develop a sense of responsibility.

Possible SC: I know how to take care of an animal.

Key vocab: pets, needs, looked after, care, exercise, responsibility, respect.

Possible activities: Thought shower: which animals would make suitable pets?

Use pet care accessories to show how different pets need to be looked after.

Individual activity: draw a pet animal and surround it with words and pictures to illustrate the needs of the animal and our responsibilities towards it. Extension

activity: think of all the wild animals living near the school grounds/local countryside. Children identify simple rules for behaviour in these areas eg. putting litter in bin, leave birds' nests alone.

Lesson 6 & 7

L.O: To understand that people look after animals as a job.

Possible SC: I understand what good animal welfare is.

Key vocab: volunteer, charity, welfare, organisation, mistreat, cruelty, kindness.

Possible activities: Thought shower: what does volunteering mean? Why do people volunteer? What groups do children know of? Who looks after animals when they are ill? Tell children it against the law to mistreat an animal. Focus on the work of an animal welfare group e.g. RSPCA, WWF and discuss the work they do. Visit websites, investigate e.g. European pet passport scheme, unfamiliar pets around the world, endangered species, zoos. Group work: discuss/role-play or interview. What make a good home for a pet? Give the

children a selection of pets that need a home and a number of different families that are looking for a pet. Which pet would suit which family?

Year 3 and 4

Lesson 1

L.O: To be aware of a range of jobs at home and in schools.

Possible SC: I can identify jobs I do at home and in school. I can talk about some of the jobs people do.

Key vocab: jobs, work, responsibility, duties, tasks, skills, monitors, helping.

Possible activities: Thought shower: what jobs do you do at home, in class and around the school? Why do these jobs have to be done? Group work: give children a range of pictures illustrating people at work e.g. bus driver, nurses, cook, secretary etc. List the duties involved and skills needed. Make word cards to go alongside each picture. Individual activity: which jobs would you like to do when you're older? Draw a picture of yourself doing one of those jobs.

Lesson 2

L.O: To understand the role of the local council.

Possible SC: I understand how people are represented in school and the local community.

Key vocab: represent, school, council, local government, councillor, voting, election.

Possible activities: Ask the children if they know how we are represented in local government? Explain 'represent' by referring to the school council. What sort of job does a councillor do? What is the role of the mayor? If possible, find pictures or photographs of local representatives. Group work: make a list of the services a local council provides and the things a local councillor does. Visit to/from a local councillor.

Lesson 3

L.O: To understand the process of voting and debating.

Possible SC: I understand what debating and voting is. I can express my views in a debate.

Key vocab: vote, debate, election, democracy.

Possible activities: Thought shower: what is debating and voting? Where does this happen? Choose a suitable topic to debate e.g. 'anything boys can do, girls can do better'. Divide class into small groups of 3 or 4 so that half the class is for the motion and half against. Group work: pupils discuss and write down arguments for and against, elect someone to be the speaker for their group. Each group has a turn in presenting their side of the debate. Then the class votes.

Lesson 4

L.O: To recognise that individuals can influence what happens in the school and the community.

Possible SC: I can be an active member of my school community.

Key vocab: action plan, community, roles, campaign, pressure, influence.

Possible activities: Discuss an issue in school or the local community that concerns them e.g. 'there should be more litter bins outside the school gates on the street'. Thought shower an action plan e.g. research the number of bins already and the amount of litter, take to the school council, find out addresses to write to in the local council, what they would like to happen etc. Group tasks: putting the action plan in place. Pupils elect themselves for roles e.g. observing the area, devising a questionnaire going to the school council, researching the local council, writing a letter to the council.

Lesson 5

L.O: To learn about voluntary community and pressure groups.

Possible SC: I understand that people can give up their own time to help others.

Key vocab: voluntary, community, pressure groups, help, support.

Possible activities: Compile a range of information sources about local and community issue e.g. newspaper articles, leaflets. Invite in an organisation e.g. Neighbourhood Watch, Crimestoppers to talk about their work and how children can participate.

Lesson 6 & 7

L.O: To be able to work as a group to set goals and work on a project to raise money.

Possible SC: I can work as part of a group and contribute to a project that supports the local community.

Key vocab - project, fund-raising, charity.

Possible activities: Research charities in the local area and decide on one to raise funds for. Group work: devise an action plan - devising ways of raising money, how to promote event, how to get support from others. Evaluate and celebrate the fund-raising event after it has taken place.

Year 5 and 6

Lesson 1

L.O: To be aware of anti-social behaviour and the consequences of crime.

Possible SC: I know that stealing is wrong. I know that the victim of a crime is affected in a number of ways.

Key vocab: anti-social, behaviour, consequences, stealing, shoplifting, victim, perpetrator, offender.

Possible activities: Discuss why stealing is wrong and how it affects the victim.

Group work: think of other forms of anti-social behaviour and rate them from least to worst, giving reasons. Each group presents their reasons for why they have rated various crimes in the way they have.

Lesson 2

L.O: To know why we need rules and laws.

Possible SC: I know why laws are important. I can recognise and resist negative peer pressure.

Key vocab: responsible, laws, break, prevent, crime, criminal, choices, influences, pressure.

Possible activities: Thought shower: why do we have rules in class and school?

Why are laws important in our society? Why do some children in school break the rules? Why do some people in wider society break the law? Group work:

identify positive and negative influences in their daily lives e.g. wanting to be like their friends. When does an influence become a pressure? Devise a role play to show how can they help each other resist peer temptation and deter others from behaving in unacceptable ways?

Lesson 3

L.O: To be aware of the legal system and local courts.

Possible SC: I know what the role of a local magistrate is.

Key vocab: magistrate, court, crime, offence, sentence.

Possible activities: Discuss the role of the magistrate in the legal system. Invite in a member of Magistrates in the Community (Brent). Discuss a story from the local paper of a crime that has been committed. Group work: role play being the magistrate - what approach would you take? (discourage children from being punitive only). Give the verdict. Do you agree with the magistrates' decision?

Lesson 4

L.O: To understand the process of voting and debating.

Possible SC: I can participate in public discussion.

Key vocab: vote, debate, election, democracy, parliament.

Possible activities: Suggest a range of motions for the class to debate and vote for one e.g. 'This House believes lessons should be optional/the summer holidays are too long/it's better to be happy than rich' etc. In groups pupils discuss and write down arguments for and against, elect someone to be the speaker for their group. Each group has a turn in presenting their side of the debate. Then the class votes.

Lesson 5

L.O: To have a say in the school community.

Possible SC: I can be an active member of my school community.

Key vocab: action plan, community, roles, campaign, pressure, improve, facilities.

Possible activities: Thought shower: how can our school grounds and facilities be improved? What would you like to see? How do you think others across the school feel? Devise an action plan. Group work: devise questionnaires to be given out across the school - for pupils and staff. Pupils could buddy up with Yr 1&2 classes to go through questionnaires. Group work: write a persuasive letter to the school council/Head/governor outlining the changes proposed. Write a speech for assembly to support the proposals.

Lesson 6 & 7

L.O: To be able to work as a group to set goals and work on a project to raise money.

Possible SC: I can work as part of a group and contribute to a project that supports the local community.

Key vocab: project, fund raising, charity.

Possible activities: Research charities in the local area and decide on one to raise funds for (could be linked to whole school project or work with Yrs 3/4.) Group work: devise an action plan - devising ways of raising money, how to promote event, how to get support from others. Evaluate and celebrate the fund-raising event after it has taken place.