

Unit Context



In September 2020, the DfE introduced statutory requirements for Relationships Education and Health Education which are to be covered by the end of Primary School. This unit contains teaching which directly addresses the requirements for:

Relationships Education

Respectful Relationships

- the conventions of courtesy and manners.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

It is recommended that this unit is taught at the beginning of a school year, as it includes discussing children's responsibilities in the classroom and forming class ground rules. The unit could also be delivered later in the year, where the focus would alter to reviewing ground rules and discussing how well they are working. Ground rules are also covered in

BB 1/2 Beginning and Belonging. This unit has important links with the United Nations Convention on the Rights of the Child, which was adopted in 1989 by governments worldwide, promising all children the same rights. These rights are based on what a child needs to survive, grow, participate and fulfil their potential. They apply equally to every child, regardless of who they are, where they live and how old they are. Article 12 states that *'Whenever adults make a decision which will affect the lives of children in any way, children have the right to give their opinion, and to have it taken into account.'* Children have a right to express their opinion and to participate in decision making at school.

This unit aims to teach children some of the skills needed for participation in decision making, so that they develop self-confidence and the ability to listen to others. Schools may work towards the UNICEF UK's Rights Respecting School Award (see 'Sources of Information and Support'). If children feel their voice is heard and they are respected, they are more

likely to develop a sense of belonging and commit themselves to learning.

Pupil voice is a key factor in effective practice in schools and can be actively encouraged through school and class council, circle time, listening boxes, thought books and assemblies. These skills are developed further in **WT 1/2 Working Together** and details of these methods for pupil participation can be found in the Teaching Guidance. This unit has links with **SEAL New Beginnings**, especially the development of class charters.

As part of the requirement for schools to provide Spiritual, Moral, Social and Cultural development, they have to demonstrate how they promote British Values and prepare children for life in modern Britain. Teachers may review the contribution of all units of work in the Personal Development Programme to addressing British Values in **TG British Values and Prevent**. This unit contributes to these agendas, alongside other themes within the Personal Development Programme and within the school's ethos. In particular, this unit includes activities that introduce concepts of responsibility for behaviour, rules and the law, public institutions (including parliament), democracy, having a voice and making a positive contribution.

Unit Description

In this unit, children will have the opportunity to identify their own responsibilities in familiar settings, both in and out of school. They will also discuss the areas of their lives for which adults are responsible and consider how this might change as they grow up. They will either create or reflect on existing classroom or school rules and talk about why they have been made and what they mean in practice. They will begin to develop an understanding of democratic decisions and how these affect their everyday lives, including experiencing voting and its outcomes in the classroom. They will begin to learn how to share their opinions, ensuring that they listen to those of others, taking turns and showing respect for each other. They will develop these skills further by taking part in paired and class discussions about topical issues.

Learning Expectations

At the end of this unit most pupils will:

- be able to name some adults in school who look after them and describe their responsibilities
- be able to describe some of the responsibilities they have in the classroom and at home, towards classmates and family
- be able to describe classroom ground rules and explain how they have been involved in making them
- understand why we have classroom rules and describe how they make the classroom a better place for everyone
- be able to explain what is meant by voting and be able to name some people who make decisions at school
- share information, opinions and feelings and listen to those of others, as part of a paired and class discussion.

Some pupils will not have made so much progress and will:

- be able to name some adults who look after them in school
- be able to describe some classroom jobs and jobs they do at home
- with support, be able to describe the classroom ground rules
- with support, be able to explain why we have classroom rules and how they make the classroom a better place for everyone
- be able to take part in voting in class
- be beginning to learn how to share ideas and listen to others.

Some pupils will have progressed further and will:

- be able to distinguish between responsibilities they have and responsibilities adults have at school and at home
- be able to explain some of the consequences of not taking responsibility
- be able to name some responsibilities they may take on when they are older
- be able to explain who is involved in making classroom and school rules and their role within these processes
- be able to describe what helps us to keep the rules and some of the benefits of keeping them
- be able to describe the consequences of failing to follow the rules
- ask and answer questions appropriately during a class discussion
- listen to someone else's views and tell others about those views
- be able to explain the process of voting, play an active role and reflect upon the feelings of winning and losing a vote.

Notes for Staff

This unit may be delivered at the beginning of a school year when there will be changes for all pupils, such as a new classroom and new teacher. Other children may have joined the school and may need extra support in understanding the school routines and expectations. Children will have different experiences of the levels of responsibility they are given at home and it is important for staff to be sensitive to this, especially where children may have additional caring responsibilities. The activities will help children to consider when it might be appropriate to take responsibility in a situation and when they might need to seek adult support. During this unit, children will have the opportunity to use voting in the classroom, providing opportunities to experience a variety of emotions about the outcome firsthand. In addition to helping children explore these emotions, you may want to discuss different processes for decision making and how people (both adults and children) feel if they think others have not listened to their opinions.

Activities for Recording Assessment

A at the end of an activity indicates an opportunity for recording assessment.

Activity 1.1 will enable you to assess children's awareness of those who have responsibility for them at school.

Activity 2.3 Use the children's drawings to assess their understanding of their own responsibilities towards their friends.

Activity 3.3 The children's pictures and posters will give an indication of their understanding of what a classroom might look and feel like with and without rules.

Activity 8.2 The draw and write activity will help you to assess whether children are able to say what they think and feel about a school issue.

Out of School Learning

This unit provides opportunities for children to think about their responsibilities at home, as well as at school. You could encourage them to discuss with their parents/carers any responsibilities they don't currently have but would like to take on. They could also take home a list of the classroom rules to talk about with their parents/carers and could also discuss any ground rules they have in the home (whether or not these are formally expressed) *e.g. at home we are not allowed to eat in our bedrooms, we try to speak politely to each other, we help tidy up*. The unit also introduces the children to the concept of voting and you could suggest

they talk to adults at home about voting in elections, as well as how decisions are made at their workplace and within the family.



Sensitive Issues

Sensitive issues to be aware of are marked in the Points to Note column with this symbol.

When creating and reviewing ground rules, it is important to ensure that they are relevant to all children. Children need to feel secure in the classroom and therefore, if there is a rule which a child finds difficult to follow, perhaps because of a special educational need, other children need to be made aware of this and ways of adapting the rule should be discussed and agreed. Sensitivity is needed when discussing the different levels of responsibility children have in the home, as this will vary from family to family, especially where children have additional caring responsibilities.

Resources for This Unit

Specific resources for delivering the Teaching Activities in this unit are referred to in the Points to Note column as appropriate.

Generic resources to support teaching and learning are also referred to in the Points to Note column.

A full list of resources is included at the end of this unit.

Downloadable resources can be accessed using the links in the unit, or via the website www.pshecambridgeshire.org.uk

For example: See **TG Classroom Strategies** for information on Draw and Write.

Linked Units

BB 1/2 Beginning and Belonging

FF 1/2 Family and Friends

ME 1/2 My Emotions



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2. To identify jobs and responsibilities they have at school and at home.

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3. **To understand how rules and conventions enable them to feel safe and happy in familiar settings. (RR)**
4. To understand how they can be involved in decisions which affect them at home and at school.

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5. To understand how democratic decisions might affect them in the everyday life of their class.
6. To understand and experience the process of electing a school council representative.
7. **To be able to share opinions, taking turns and valuing the views of others by listening actively. (RR)**
8. To develop skills to contribute to paired and class discussions about an issue which affects them.

Section D – Processing the learning **13**

9. To understand what they have learned and to be able to share it with others.



Section A - Rights and responsibilities

Framework question/s	Who looks after me and what are their responsibilities?
Learning Objective	1. To be able to name some people who look after them and some of their responsibilities towards them.
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> name some adults in school who look after me and describe their responsibilities
Teaching Activities	Points to Note
1.1. Ask the children for the names of people who look after them at school. Discuss the different ways these people help to keep them safe and happy. Ask each child to draw a picture of one person who helps them and to write a sentence explaining how that person cares for them. This could be displayed as a whole class mind map. A	<ul style="list-style-type: none"> Include teaching and non teaching staff. For instructions for carrying out Mind Mapping see TG Discussion Strategies. This links with Unit FF 1/2 Friends and Family, where children think about their special people.

Section A - Rights and responsibilities (Cont)

Framework question/s	What jobs and responsibilities do I have in school and at home?
Learning Objective	2. To identify jobs and responsibilities they have at school and at home.
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> know that I have responsibilities at school name some jobs we do in the classroom explain some of the consequences when we do not take responsibility explain some of the benefits when we do take responsibility
Teaching Activities	Points to Note
2.1 As a class, discuss the different things the children need to do to help in the classroom. Make two lists – one showing the physical objects they can be responsible for, <i>e.g. tucking chairs in, picking up pencils, closing doors, collecting their jumpers</i> , and the other showing behaviour they should demonstrate, <i>e.g. saying 'please' and 'thank you', waiting sensibly in line, not interrupting people</i> . In Circle Time, ask the children to complete the sentence stem, ' <i>I can be helpful in class by...</i> '	<ul style="list-style-type: none"> For further information about Circle Time see TG Circle Time.
2.2 In Circle Time, ask a few children to mime a classroom job for others to guess. Using these mimes and ideas contributed by the children, create a list of the 'jobs' that need doing in class <i>e.g. turning off lights, taking the register, watering plants</i> . Are there some jobs which are everyone's responsibility <i>e.g. turning off the lights, picking up rubbish</i> ? Are there some jobs which only a designated person should or where turns are taken to do a job <i>e.g. watering the plants, taking the register</i> ? Discuss what might happen if the 'monitors' did not carry out their jobs, or if everyone tried to do them. Emphasise the concept of being responsible and discuss what we can do if, for any reason, we are unable to carry out 'our job'.	<ul style="list-style-type: none"> Ensure everyone in the class is included in taking responsibility for a job at some point and consider how to support those who find taking responsibility more difficult, such as providing them with a buddy.

Section A - Rights and responsibilities (Cont)

Framework question/s	What jobs and responsibilities do I have in school and at home?
Learning Objective	2. To identify jobs and responsibilities they have at school and at home.
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • explain how rules keep us safe and happy at school • describe what a classroom would be like with no rules • describe some of the consequences of failing to follow the rules
Teaching Activities	Points to Note
<p>2.3 Give each child a piece of A4 paper and ask them to fold it in half. In the top half, ask the children to draw a picture of themselves and their friends playing and having fun in the school playground. Ask them how people in the picture are feeling and what they are doing. Collect ideas together. Next explain that one of the people on their picture has had an accident. Ask them to draw a new picture on the second half of the paper showing what has happened. Share the pictures together and discuss the different ideas the children have for responsibilities they could take to make things better. Collect these ideas and discuss the suitability of the responsibilities children describe. Focus on when they should get adult help. A</p>	<ul style="list-style-type: none"> • RS 2 Relationships and Sex Education also includes learning about responsibilities, mainly within the context of home and family.
<p>2.4 Use a puppet. Explain to the children that the puppet is very pleased because they have taken a responsibility and helped someone at home. Ask the children to guess the different ways the puppet may have taken responsibility and the jobs the puppet might have done.</p>	<ul style="list-style-type: none"> • For more on using puppets see TG Using Resources.
<p>2.5 Read a story such as Mind the Baby (Monster and Frog) or An Evening at Alfie's and use the story to discuss responsibilities that older siblings or adults at home have and why it is sometimes appropriate for children to take on some responsibilities, but not others.</p>	<ul style="list-style-type: none"> •  During discussions children may become aware that different families have different practices in relation to the levels of responsibility they give their children. It is important that children are reassured that these differences are to be expected and that every family is different. •  Be aware that some children may be young carers and they therefore may have additional caring responsibilities. Discuss any concerns with your DSL.

Section B - Understanding and developing rules

Framework question/s	How do rules help me to feel happy and safe?
Learning Objective	3. To understand how rules and conventions enable them to feel safe and happy in familiar settings. (RR)
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> explain how rules keep us safe and happy at school describe some of the consequences of failing to follow the rules
Teaching Activities	Points to Note
<p>3.1 As a class, look over the class ground rules and ask the children to think about them and explain what they mean. Ask the children for ideas of behaviours which are expected in the classroom, even though they are not on the list of ground rules e.g. <i>We don't have a ground rule that no one should play football in the classroom, but we all know we shouldn't. We don't have a ground rule that we should not stand on the tables in the classroom, but we all know we shouldn't. We don't have a ground rule which says we shouldn't throw cabbages at people, but we all know we shouldn't.</i> Feel free to let the children have a bit of fun and enjoy coming up with rules they don't need, because it's obvious.</p> <p>Ask the children for words that describe how they might feel if another child didn't follow a ground rule. Then ask them for words that describe how they feel when other children do follow the ground rules. Ask the children to complete the sentence stem, <i>'I feel happy and safe (or insert own feelings words here) when someone remembers to...'</i></p>	<ul style="list-style-type: none"> Try to make sure your ground rules are expressed positively i.e. describing the desired behaviours, rather than just behaviour to be avoided. You may like to include both aspects in your ground rules e.g. <i>We put our hands up: We don't call out. We stand sensibly in line: We don't push in.</i> Children might suggest other positive behaviours here, not covered in your class ground rules e.g. <i>I feel happy when someone says 'Thank you'.</i> You might describe how these behaviours make the classroom a better place, but we don't have a rule about them because everyone knows they should behave like this. These are conventions, expectations or unwritten rules.
<p>3.2 Use a puppet. Explain to the children that the puppet is feeling sad/upset/cross because someone has forgotten to follow a ground rule. Encourage the children to ask the puppet questions to find out what has happened and to offer suggestions that will help them feel better. Finish the activity with the puppet in a positive mood because someone has remembered to follow a class ground rule. Again, ask the children to find out what has happened and discuss the feeling associated with following the rules.</p>	<ul style="list-style-type: none"> For more on the use of Puppets, see TG Using Resources.
<p>3.3 Ask the children to draw a picture, and add notes where they can, showing what their classroom would be like if there were no rules. Emphasise how rules help to keep us happy and safe. Then ask the children to work together in a pair or small group to draw a poster with the title 'We are following the rules', showing what their classroom is like when everyone is following the rules. Ask them to show how the people in the picture are feeling, using suitable facial expressions, when the rules are being followed. A</p>	<ul style="list-style-type: none"> For Group Mixing, see TG Group Work. These posters could be used for display to show visitors the class rules.
<p>3.4 Use a poem, such as Resource 1 Please Mrs Butler, which describes the consequences of failing to follow the rules. Discuss with the children which rules were broken and how those involved feel. Discuss what the children in the poem could have done to solve the problem themselves without involving the teacher. Ask the class to work in pairs to write a letter to Mrs. Butler suggesting what could be done in her classroom and school to help children to remember and follow the rules. Collect and read the children's letters and ask them if there are any new suggestions which could be used in your classroom or school to help children to remember and follow the rules.</p>	<ul style="list-style-type: none"> See Resource 1 Please Mrs. Butler.


Section B - Understanding and developing rules (Cont)

Framework question/s	How do I take part in making rules?	
Learning Objective	4. To understand how they can be involved in decisions which affect them at home and at school.	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • describe our class ground rules • explain who is involved in making the rules and why • describe how we made the rules 	
Teaching Activities		Points to Note
4.1 In Circle Time, ask the children to respond to the sentence stem <i>A school rule I know is ...</i> or <i>A class rule I know is ...</i> . Make a note of the rules the children have given. Share with the children existing posters of school or class rules and compare these with the children's responses.		<ul style="list-style-type: none"> • For more on Circle Time, see TG Circle Time. • This links with the development of class charters in SEAL New Beginnings Year 1-2 (Blue). • Ground Rules are also covered in BB 1/2 Beginning and Belonging.
4.2 Ask the children who they think made the rules applicable to them and remind them of any previous negotiation of the ground rules for their class. Acknowledge that some rules are made by grown ups for everyone's safety. Ask the children if they can think of any of the rules that might fall into the category of 'safety' rules.		<ul style="list-style-type: none"> • For information about developing and maintaining Ground Rules, see TG Ground Rules. • These activities could be used either to review existing ground rules, or to develop new ones.
4.3 Ask the children to imagine that two new pupils are coming to join the class and that they are worried about not knowing all the rules. Give each child a sheet or paper. Ask the children to draw the new children in the centre of a circle, then add notes around the edge of the circle explaining how they are feeling. You can suggest that each child might be feeling slightly differently about their new start. You might support the children with 'feelings' words by starting or adding to a 'Feelings Words' wall or poster. This might lead to a role play exploring how the teacher or existing members of the class might reduce the fears of new children. You could film this role play and then use it to show new children, staff or visitors.		<ul style="list-style-type: none"> • For Circle of Feelings, see TG Classroom Strategies. • This is also useful for helping the children think about and reinforce the rules in their own minds. • For information about using role play see TG Drama Strategies. • For information about using Cameras see TG Using New Technologies. • This links to work in BB 1/2 Beginning and Belonging about helping new members of the class feel welcome. 'Feelings Walls' are also referenced here.

Section C - Democracy and decision making

Framework question/s	How do rules help me to feel happy and safe? Can I take part in discussions and decisions in class?
Learning Objective	5. To understand how democratic decisions might affect them in the everyday life of their class.
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • explain what is meant by voting • name some people and groups who make decisions in school • explain some reasons why we put our hand up in class
Teaching Activities	Points to Note
<p>5.1 Choose a selection of four short picture books/stories. Now ask the children to vote for one of the stories which they would like you to read to them. This can be done by a 'show of hands', by using a simple voting slip or by setting up a touch screen voting system on the whiteboard. The results can then be collated on a tally chart or pictogram. Discuss how it feels when your choice is selected and, conversely, how it feels when your choice does not win the vote. Ask whether this was this a fair way of choosing which book to read. Explain that this method of choosing is called voting. Now read the story that received the most votes. Ask the children whether they enjoyed the story? Notice if more children say they enjoyed it than voted for it. If this is the case, then point out that even though some people didn't vote for the the story, they still enjoyed it. Explain that even though we might not have got our first choice in the vote, we can still be positive and make the most of whatever the outcome was.</p>	<ul style="list-style-type: none"> • Some children might say <i>It's not fair!</i> when they don't win the vote. You may explore concept of fair/unfair with the children. • As an extension activity, you might like to discuss with the children if they think the voting would have been different if they had been asked to close their eyes. Some children may already be aware that peer influence plays a part in their decision making. You could link this to political voting and the secret ballot. • As an extension or class council activity, you could ask the children to vote on what sort of books to buy for the classroom or choose from the school library, so that they can see their views having a real impact.
<p>5.2 Ask the children to think about who makes the decisions at school. The list should include the teachers, children, school or class council (if applicable), the headteacher, the governors and the government. Give the children a list of events, <i>e.g. school trips, the dates of the school holidays, books we read, work we do, repairing the school, cleaning the classrooms</i>. Ask the children, in pairs, to agree who makes these decisions. Share ideas and explore the difference between different sorts of decision and who makes them. Ask the children for a list of the sort of decision they can influence <i>e.g. what books to read, what treats to share together, what goes on the walls in the classroom, which games to play, who should be the class school council representative</i>.</p> <p>Conduct a vote on a classroom issue, <i>e.g. which game to play in Circle Time</i>.</p>	<ul style="list-style-type: none"> • You could also discuss with the children what happens when different people at school disagree with each other about a decision. • School council gives children an opportunity to express their opinions, through electing representatives and using these representatives to communicate their views on a range of issues.
<p>5.3 Ask the children when they should put their hand up in the classroom. Ask the children why they should do this. Reasons might include <i>I know the answer, I want you to ask me, I want to tell you something, It's my turn</i>. Ask the children to imagine a classroom where no-one put up their hand. Challenge them to say what it would be like to try to work there, get help, or to read and write and how they might end up feeling. In Circle Time, ask the children to recall a time they put their hand up, and use the sentence stem '<i>A time I put my hand up was ...</i>'. Remind the children that adults in meetings, <i>e.g. staff meetings, virtual meetings</i> use this method, amongst others, to ensure that everyone has a turn to speak and is listened to.</p>	<ul style="list-style-type: none"> • For more on Circle Time, see the TG Circle Time. • If other methods are used for choosing children to participate in something, <i>e.g. drawing straws or lolly sticks, pin in the register</i>, discuss with the children why these are sometimes used. • Discuss when it would be appropriate for a child to call out without putting their hand up, for example if they were injured or could see an accident about to happen.

Section C - Democracy and decision making (Cont)

Framework question/s	How do I take part in making rules? Can I take part in discussions and decisions in class?	
Learning Objective	6. To understand and experience the process of electing a school council representative.	
Possible Success Criteria	To be able to: <ul style="list-style-type: none">• express my opinions about school• explain what a school council is for• explain what a representative does and say what qualities they need to have• take part in electing school council representatives	
Teaching Activities		Points to Note
6.1 Ask the children to talk about the school in small groups - saying some things they like about school, some things they would like to change about school and some things they wish they had in school. Ask them to make posters, either individually or as a group, expressing these views. Ask the children to show and talk about their posters. Remind them that everyone in the school will have different views on what the school is like and how it should be. Explain that the school council is there so that children can have their say in decisions which affect them in school. Discuss what sort of responsibilities the school council has had in recent years to give the children an idea of ways it has had an influence.		<ul style="list-style-type: none">• This links with activities in SEAL New Beginnings Year 1-2 (Blue).• These activities can be used at any point in the unit or school year when elections for school council representatives are being held.
6.2 Read the story Charlie the Chicken to show the importance of listening carefully. In Circle Time, practise listening skills with the children. Ask the children to talk in pairs and find out something their partner likes about school. Ask them to report back to the group by introducing their partner, e.g. <i>This is Sam and he likes school dinners</i> . Use this to explain the concept of a representative on the school council, i.e. <i>someone who listens to others in the class and says what their views are at a meeting</i> . Act out a couple of scenarios with another adult, firstly being someone who doesn't listen to other people's ideas and then being someone who does listen to other people's ideas. Ask them about which role play showed someone who would be a good school council representative and discuss why. Draw around a child on a large piece of paper and ask the children to draw and write inside the outline things which make a good representative. Remind the children that if they want to be a representative, they will also have responsibilities. Ask those who want to put themselves forward to speak to you at a later time or put their name in a box.		<ul style="list-style-type: none">• See Resource 2 for Charlie the Chicken. This is a PowerPoint resource.
6.3 Remind the children of the voting they carried out in Activity 5.1 . Tell the children how the process of voting for their school council representative is going to work. Ask each child who is standing for election to tell everyone else why they would like to be a representative and what qualities they have which would make them a good representative. Ask them to think carefully about who to vote for, choosing someone not just because they are friends, but because they think they would make a good school council member.		<ul style="list-style-type: none">•  Ensure the voting is conducted sensitively and anonymously on paper with perhaps pictures and names of the candidates. It is not the same as voting for a preferred book, therefore consider the emotional impact on those choosing to stand, and ensure this is followed up with them.

Section C - Democracy and decision making (Cont)

Framework question/s	Can I listen to other people, share my views and take turns? (RR)	
Learning Objective	7. To be able to share opinions, taking turns and valuing the views of others by listening actively. (RR)	
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • share information, opinions and feelings with others • show others that I am listening • ask and answer appropriate questions • explain why it is important to work together 	
Teaching Activities		Points to Note
<p>7.1 Ask each child to bring a postcard, photograph or object they would like to talk about with the class. Ask the children to work in small groups of 3-4, sitting together in a circle. Ask them in turn to tell the people in their group about what they have brought and why they have chosen it, <i>e.g. happy memory, special achievement, links with a special person/time/event</i>. You might carefully scaffold the discussion giving one or two minutes for each child to describe their object, what they like about it and why it is special. After the allotted time, as a class, ask for ideas from the listeners for questions they could ask the person what has been talking. Following this give one or two minutes for the listeners to ask questions in their groups. Repeat this process so that everyone has had a chance to talk about their object and ask questions. All together, ask some children for something they remember about someone else's object. Acknowledge where children show they have listened carefully.</p>		<ul style="list-style-type: none"> • You might model the discussion by describing your own special object to the children before they begin work in small groups. • If children have not been able to bring an object from home, enable them to choose an object from the classroom or share a photo of a special place or object using a tablet (or similar).
<p>7.2 Read, or ask the children to retell, the story of The Enormous Turnip. You might choose to ask the children to help you act out the story as you tell it. Discuss what would have happened if the people and animals had refused to help pull the turnip. Ask the children to explain how the people and animals in the story would have felt if their calls for help had been ignored. Ask the children for ideas of how they can 'all pull together' in their class. Look for ideas such as including others, being kind, helping when asked. In Circle Time, use the sentence stem, <i>I can help our class to pull together by...</i> Emphasise the importance of listening well to each other. You could talk about why we use Circle Time, why we sit in a circle and how this enables everyone to feel included and listened to.</p>		<ul style="list-style-type: none"> • WT 1/2 Working Together includes the further development of children's listening skills. • Select a version of the The Enormous Turnip familiar to the children or search online for a retelling. • Using rounds in Circle Time enables children to practise turn taking and listening skills, as well as enacting underpinning values of equality. For information on using rounds see TG Circle Time.

Section C - Democracy And Decision Making Continued

Framework question/s	Can I take part in discussions and decisions in class? Can I listen to other people, share my views and take turns? (RR)	
Learning Objective	8. To develop skills to contribute to paired and class discussions about an issue which affects them. (RR)	
Possible Success Criteria	To be able to: <ul style="list-style-type: none"> • say what I think or feel about a school issue • listen to someone else's views and tell others about these views 	
Teaching Activities		Points to Note
8.1 Sit the children in a carousel (two circles, the inner one facing outwards, and the outer one facing inwards, so that each child is sitting facing a partner). Give the children a real topic to discuss that affects everyone in the class, e.g. <i>why we have fruit at break and how we could organise fruit time, what they think of the way the tables are set out in the classroom and whether they have any ideas, how they feel about the classroom displays and any suggestions they have about them</i> . Ask each pair to report back, for example, one opinion and one suggestion they both agree on. You might repeat the discussion by moving the outer circle one place clockwise, so the children now have a new partner to talk to.		<ul style="list-style-type: none"> • For using a Carousel see TG Discussion Strategies. • If the children are new to talking in a Carousel, you may find it helpful to set the positions of the circles, using chairs, rather than asking the children to sit on the floor. • This activity has important links with pupil voice and school council, giving children the opportunity to express their opinions about real school and class based issues.
8.2 Structure a 'draw and write' activity about eating lunch at school. Give each child a quartered A4 sheet of paper. In each quarter, ask the children to draw and write about one thing they like about eating lunch at school, one thing they don't like, one thing they would like to change and one person who helps them when they eat their lunch. Responses might include <i>the menu, where they sit, how they collect their meal, how packed lunch boxes are stored</i> . Share work in small groups. In a Circle Time round, ask the children to complete the sentence stem, <i>One thing I would like to change about eating lunch is...</i> A		<ul style="list-style-type: none"> • For more on using a Draw and Write, see TG Classroom Strategies. • If you have recently reviewed procedures for eating lunch, or if changing procedures is not possible, choose another topic e.g. <i>sharing toys at break time, getting changed for PE</i>. • You could follow up on this activity by discussing it in the class council or asking your school council representatives to take the class's suggestions (or a summary of them) to the next meeting. • For Using rounds see TG Circle Time.

Section D - Processing The Learning

Framework question/s	
Learning Objective	9. To understand what they have learned and to be able to share it with others.
Possible Success Criteria	<p>To be able to:</p> <ul style="list-style-type: none"> • say what I have learned • share my ideas with others
Teaching Activities	Points to Note
<p>9.1 In Circle Time, ask the children to complete one or more of the following sentence stems:</p> <p><i>One of my responsibilities at home/school is...</i></p> <p><i>A class/school rule I know is ...</i></p> <p><i>When people follow the classroom/school rules I feel...</i></p> <p><i>We can work together by...</i></p>	<ul style="list-style-type: none"> • For information on Circle Time see TG Circle Time.
<p>9.2 Invite an adult who does not usually work in your classroom to visit the children. Explain to the children that the adult is going to ask them for advice on how a class can work well and make sure everyone feels involved in decision making. You might prime the adults with some questions related to the topics you have been covering. Each time the adult poses a question, ask the children to talk with a partner about how they will answer. The adult should then select some children for their responses.</p>	<ul style="list-style-type: none"> • You might be able to use this as a real opportunity for pupil voice. Consider asking a senior leader or a governor to hear from the children and ask them to report the children's views back to decision makers in school.

Resources to Support this Unit

The following resources are included in the RR 1/2 Resource Pack linked to this unit:

1. Please Mrs. Butler
2. Charlie The Chicken

These resources are directly referenced within this unit:

Mind the Baby (Monster and Frog) Rose Impey

An Evening at Alfie's Shirley Hughes

The Enormous Turnip Traditional tale

These may also support work on this unit:

I'll do it! : Learning about Responsibility Brian Moses

It's not fair Brian Moses

Sources of Information and Support

UNICEF UK www.unicef.org.uk

UNICEF is the world's leading organisation protecting the rights of children and young people. They run an initiative called the Rights Respecting School Award which recognises achievement in putting the UN Convention on the Rights of the Child at the heart of a school's planning, policies, practice and ethos.

Working Together

Listening to the voices of children and young people This guidance from the DCSF promotes the participation of children and young people in decision making and provides advice on the principles and practice that support such involvement.

Life Education Centres (LEC) www.coramlifeeducation.org.uk

(National Coram Life Education website)

Programmes to support and enhance Drug and Health Education in primary schools. This work is predominantly delivered through a visit from the LEC classroom with trained educators. Cambridgeshire and Peterborough – contact Cambridgeshire PSHE Service – 01480 376256
Links between Unit RR 1/2 and the LEC programmes:

The Year 1 and Year 2 LEC programmes encourage children to take part in discussions, listen to others, share their ideas and take turns.

They also recognise the need for these skills in introduced friendship scenarios.

Children's Rights Alliance in England www.crae.org.uk

CRAE aims to protect the human rights of children. They provide free legal information and advice, raise awareness of children's human rights, and undertake research about children's access to their rights. They mobilise others, including children and young people, to take action to promote and protect children's human rights.

School Councils UK www.schoolcouncils.org

For School Councils toolkits. They publish a Key Stage One participation and school councils toolkit which contains INSET sessions for staff as well as lesson plans and activities for children.

Citizenship Foundation www.citizenshipfoundation.org.uk

An independent educational charity which aims to empower individuals to engage in the wider community through education about the law, democracy and society. The site includes guidance, tools and resources for teaching citizenship.

Go Givers www.gogivers.org

Go Givers is the Citizenship Foundation's programme for primary schools, which includes online lesson ideas, tools and resources. Its aim is to develop caring, concerned citizens with the confidence and skills to make a difference to their communities, both local and global.

Association for Citizenship Teaching www.teachingcitizenship.org.uk

uk

ACT is the professional subject association for those involved in citizenship teaching.

Save the Children www.savethechildren.org.uk

Includes resources and guidance for teachers on children's rights and children's participation.

Involver www.involver.org.uk

A social enterprise which improves schools councils and student voice. The website contains free resources.

Cambridgeshire Primary Personal Development Programme

Citizenship • RR 1/2 Rights, Rules and Responsibilities

Contents

Resource 1 - Please Mrs Butler 1

Resource 2 - [Charlie the Chicken \(.ppt\)](#)

Click on the title of the resource you require.

Resource 1 - Please Mrs Butler

Please Mrs Butler

Allan Ahlberg

Please Mrs Butler
This boy Derek Drew
Keeps copying my work, Miss.
What shall I do?

Go and sit in the hall, dear.
Go and sit in the sink.
Take your books on the roof, my lamb.
Do whatever you think.

Please Mrs Butler
This boy Derek Drew
Keeps taking my rubber, Miss.
What shall I do?

Keep it in your hand, dear.
Hide it up your vest.
Swallow it if you like, love.
Do what you think best.

Please Mrs Butler
This boy Derek Drew
Keeps calling me rude names, Miss.
What shall I do?

Lock yourself in the cupboard, dear.
Run away to sea.
Do whatever you can, my flower.
But don't ask me!



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Cambridgeshire Primary Personal Development Programme • Monitoring Coverage

Class:

Teacher:

Citizenship RR 1/2 Rights, Rules and Responsibilities	R	A	G	Notes
Section A – Rights and Responsibilities				
1. To be able to name some people who look after them and some of their responsibilities towards them.				
2. To identify jobs and responsibilities they have at school and at home.				
Section B – Understanding and developing rules				
3. To understand how rules and conventions enable them to feel safe and happy in familiar settings. (RR)				
4. To understand how they can be involved in decisions which affect them at home and at school.				
Section C – Democracy and decision making				
5. To understand how democratic decisions might affect them in the everyday life of their class.				
6. To understand and experience the process of electing a school council representative.				
7. To be able to share opinions, taking turns and valuing the views of others by listening actively. (RR)				
8. To develop skills to contribute to paired and class discussions about an issue which affects them.				
Section D – Processing the learning				
9. To understand what they have learned and to be able to share it with others.				