

## Corriectom Links:

- Understand what rules are, why they are needed, and why different rules are needed for different situations
- Understand how people and other living things have different needs; about the responsibilities of caring for them
- Recognise reasons for laws and understand the consequences of not adhering to rule them.
- Recognise there are human rights that are there to protect everyone
- Understand the relationship between rights and responsibilities.
- Understand the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.
- Discuss ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).

## Learning Points:

- Understand that children between 10 and 17 can be arrested and taken to court if they commit a crime.
- Understand the rights of a child and discuss why it is important to speak out if these rights are not met.
- Understand the British Values and discuss why these are important.
- Understand about how laws are made and who is responsible for this. Outline basic government structure.

## Useful Resources:

https://www.youngcitizens.org/resources/browse/?filter\_age\_group=ks1-ages-5-7%2Cks2-ages-7-

## Possible experiences: We already know:

- Support at the foodbank, care home, local SEN school.
- Matching the crime to the sentence.
- Write a letter/ create a presentation to a local MP/government official about an issue or topic.
- Hold a fair protest/fundraising march to raise money for a cause of interest.
- The different groups that we belong to.
- The different groups that exist within the community and the different roles and responsibilities they have.
- The school rules—see behaviour policy.
- The school values.



| British Val-<br>ues   | An ethos which underpins what it is to be a citizen in a modern and diverse Britain .  |
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| Citizenship           | Working together to make positive differences to the society in which they live – locally, nationally and globally.  |
| Democracy             | A culture built upon freedom and equality, where every-<br>one is aware of their rights and responsibilities.  |
| Govern-<br>ment       | The group of people with the authority to rule a country<br>or state. In the UK, this is found in the Houses of Parlia-<br>ment.                                     |
| Individual<br>Liberty | Protection of your rights and the rights of others around you.   |
| Laws                  | The system of rules which a particular country which regulates the actions of its members.   |
| Mutual<br>Respect     | Understanding that we all don't share the same beliefs<br>and values. Respecting those values, ideas and beliefs of<br>others whilst not imposing our own onto them. |
| Responsi-<br>bilities | Duties or something an individual should do such as following the law and rules.   |
| Rights                | A choice to make your own opinion and entitlement to<br>things such as education, religion and freedom of<br>speech. The UN outlines the rights of a child.          |
| Rule of Law           | The need for rules to make a happy, safe and secure environment to live and work.  |
| Tolerance             | Accepting the beliefs, values and ways of life of others, even if they are different to our own.   |

Cycle A-UKS2-PSHE Themed Week-Good Citizens