**Unit of Learning: Choices, Decisions and Democracy**

PSHE Association Theme: Living in the Wider World

**Year Group: 1/3/5**

The principal aim of this unit of learning is to give pupils opportunities to understand what is right and wrong, whilst recognising their role within this and the British Value of the Rule of Law.

**Learning Outcomes:**

•To reflect on my role within society and to identify what I can do to help the world be the best it can be

•To understand what humans need for a happy healthy and safe life

•To broaden knowledge of what is right and wrong, and legal and illegal

**Ideas and Content for Learning:**

•Role play of scenarios where things are right/wrong morally, ethically, legally etc.

•Discussion around school improvement ideas (linked to School Council)

•Recognition of choices children have made and understanding the impact of these choices

•Speeches, voting and electing/choosing new ideas

•Understanding different laws and the impact of breaking these

•Magistrates Visit

•Action plan for school improvement, e.g., clearing litter around school, new equipment on the playground

•Volunteering

**Understand the Impact:**

• Sharing changes they have made with reasoning behind this and the lasting impact

•Considering how to help improvements needed in the local context

•Reflecting on why it is important to always make the right choices and the impact of not doing these

**Making Connections**

• Recognising the impact of charities on a global/national level compared to own impact on the local level within the community

•Understanding there are different social expectations/norms in different areas in Britain/Europe/the World

**Initial Learning Activity Ideas (Credit to** [**Healthy Schools Ealing**](https://www.egfl.org.uk/sites/default/files/Services_for_children/PSHE/PSHE-SEAL-CIT%20scheme%20of%20work-July2015.pdf)**)**

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| **Y1**Lesson 1Thought 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 classroomLesson 2Discuss an aspect of school life which might needs improvement e.g. 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 3Thought shower: what kind of choices have you made recently? E.g. food/games/what to wear. What influences that choice? 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 4Thought 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. Cover both physical health and mental health.Lesson 5Thought 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 e.g. putting litter in bin, leave birds nests alone.Lesson 6Thought 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. RSCPA, WWF and discuss the work they do. Visit websites, investigate e.g. European pet passport scheme, unfamiliar pets around the world, endangered species, zoosGroup 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? | **Y3**Lesson 1Thought 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 2Ask 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 councilorLesson 3Thought 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 4Discuss 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 5Compile 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 participateLesson 6Research charities in the local area and decide on one to raise funds for (could be linked to whole school project or work with Yrs. 5/6 on summer fete)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  | **Y5**Lesson 1Use photo-card showing ‘stealing/shoplifting’ to 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 (Inc. online-bullying)Each group presents their reasons for why they have rated various crimes in the way they have.Lesson 2Thought 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 3Discuss the role of the magistrate in the legal system. Invite in a member of Magistrates in the Community.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 4Suggest 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 5Thought 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 6Research 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 on summer fete)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. |