**Unit of Learning: Citizenship, Responsibility and Leadership**

PSHE Association Theme: Living in the Wider World

**Year Group: 2/4/6**

The principal aim of this unit of learning is to develop an understanding of how our World is shaped, how it is organised and led. To understand the history of our World and how it has become the world we live in today, whilst considering the future impact of our current way of living.

**Learning Outcomes:**

•To reflect on how to be an effective citizen in a local community and at a greater scale

•To understand the way countries around the world are led and managed in different ways, with consideration for the British Values

•To broaden knowledge of the impact of our actions in the future in terms of climate change and sustainability

**Ideas and Content for Learning:**

•Creating class charters

•Understanding protected characteristics

•Understanding the role of the community in a supportive and collaborative approach

•Recognising the differences between democracy and dictatorships

•Recognising the impact of climate change and our role within this

**Understand the Impact:**

•Sharing examples of being part of a community

•Considering how the British Values shape our country and life in Modern Britain

•Reflecting on how they can be environmentally friendlyand sustainable

**Making Connections**

•Asking questions about the similarities and differences between Britain and other countries in terms of leadership

•Asking questions about the similarities and differences between how climate change is impacting countries differently with predicted impacts

**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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| **Y2**  Lesson 1  Thought shower: Refer to the story “Of the new world”.  Group work: role-play 1) an unhappy classroom and 2) a happy classroom.  Present to the class, Which is best?  Discuss rules needed to help make and keep the classroom a happy place.  Record and ask children to provide pictures for each of the rules.  Lesson 2  Thought shower: things that make us special and unique. Consider protected characteristics.  Individual work: ask children to draw or write about one thing they would take with them to the dream school, one thing they would leave behind, one new thing they would create especially to take.  Share with a partner. Change partners several times so several opportunities for sharing arise.  Lesson 3  Thought shower: what does community mean? Family, school, neighbourhood, groups, clubs e.g. brownies/cubs, church  Go on a walk to the local high street and take photos of the shops, facilities e.g. post office, library, doctors, train station. Why do we need these things in our community? What do we like about these things? What would we change?  Make an individual or class collage of the local community using information and images gathered. Consider if we were running a social action project, what could we do to initiate change.  Lesson 4  Read together story from Nationwide Education website ‘Wasteway’. Use as basis for discussion around where energy comes from and ways of saving energy.  Do a walk around the school and discuss ways of saving energy e.g. turning off lights, turning off taps, keep heating on a timer.  Pairs/group work: write a story about a day without energy.  Lesson 5  Recap on story ‘Wasteway’ from previous session.  Thought shower: what does re-cycling mean? Why re-cycle? Show images of landfill sites if possible. Discuss what can be re-cycled and where.  Group work: give each group a bag of items e.g. clothing, food, packaging, paper, garden waste, plastic bags and ask them to sort into a range of re-cycling facilities inc. landfill.  Individual work: draw pictures of items under two headings –‘recyclable’ and’ non-recyclable.  Lesson 6  Thought shower: what is pollution? What causes pollution? Encourage research e.g. BBC website. Do a pollution survey around the school e.g. litter count, car count, monitor air pollution  Group work: make an information leaflet about pollution and its causes. | **Y4**  Lesson 1  Thought shower: Refer to the story “Of the new world”.  Group work: produce own charter for the classroom. Each group selects a representative to create a final class charter.  Children sign the charter and produce pictures, signs, symbols, photos to make the charter accessible to everyone.  Lesson 2  Give children some background information about Parliament and draw comparisons with decision-making in the class or school e.g. school council  Look up word ‘democracy’ in a dictionary and write down meaning in their own words. As a class, discuss and agree a definition.  Using local newspapers, children find examples of democracy e.g. in decision-making.  Lesson 3  Thought shower: ways of saving energy in the home – heating, insulation, compost. Why? Discuss alternative sources of energy e.g. solar heating. Discuss idea of carbon footprint.  Pairs/group work: research via internet and/or books, then produce an information leaflet on how to save energy in the home and saying why.  Lesson 4  Discuss how water is used in school and at home and how it might be wasted. Imagine being a child in Africa and only having a certain amount of water – how would they use it and ration it?  Pairs work: draw a picture to show, or write a few sentences about, ways of saving water.  Extension activity: visit from a water company.  Lesson 5  Thought shower: what do you know ‘climate change’ or ‘global warming’? Show video(s) on www.ourplanet.org.uk. Discuss what is climate change? What has caused it? Discuss what carbon emissions are and where they come from. What effect has it had? Discuss the impact this has had on citizen’s lives and the wildlife.  Pairs work: write a few sentences about climate change  Group work: make a save our planet poster.  Lesson 6  Show video(s) again from previous session and recap on discussion. Which part of the world is most affected by climate change (developing countries) and why?  Pairs/group work: create own story about how a superhero saves the planet from environmental disaster. | **Y6**  Lesson 1  Thought shower: Refer to the story “Of the new world”.  Read story ‘The school of nightmares’ and role-play. What makes it a nightmare school? Why might it have become like that?  Group work: dream school activity. Prepare a presentation for the rest of the class.  Pairs work: come up with 2 or 3 basic rights people should have in their classroom. Feedback and categorise. What are the promises you make (i.e.  rules) to match these rights?  Lesson 2  Recap on meaning of ‘democracy’ and its importance. Do a mock democratic vote for House Captains. Discuss how to make it fair. How are voting systems made fair? Ban a common word e.g. ‘Miss’ for a short while – how does it feel to not be allowed to use it? Discuss freedom. What freedoms do we have and why? Compare countries that have/do not have democracy and how power is influenced e.g. UK vs. Zimbabwe/North Korea.  Lesson 3  Go on a walk and take photos of environmental problems in the local community e.g. litter, traffic congestion and discuss reasons. Or invite in a guest speaker e.g. Groundworks UK/WWF to talk about biodiversity, endangered species and protecting wildlife. Or research websites about environmental problems and our responsibilities.  Lesson 4  Show video(s) on www.ourplanet.org.uk. Discuss what is climate change? What has caused it? Discuss what carbon emissions are and where they come from. What effect has it had? Discuss the impact this has had on citizen’s lives and the wildlife. What are the alternative sources of energy?  Pairs work: make up a story board for younger ones about animals’ habitats being threatened, rainforests disappearing, polar bears being threatened etc. and how climate change has brought this about.  Lesson 5  Continuation of previous week. Read story to younger children.  Lesson 6  Thought shower: what does ‘responsibility’ mean? What kinds of things are you personally responsible for?  What things in the classroom are we collectively responsible for? Around the school?  Pairs work: research into G8 and Kyoto on a child-friendly website. What was their purpose? Write 10 facts.  Group work: Card game: - What can we do? (Oxfam Education). Discuss and decide on an option for action.  Make a pledge – what are you going to do to make a change? |