

# Becoming an Active Citizen (Y3)

## What you have already learnt in Year 2:

- I can take part in discussions/simple debate with others about topical issues
- I know that people and other living things have needs and recognise my own responsibility to meet those needs
- I can contribute positively to the life of the class and the school you understand the role of the school council, am able to vote for the members and have contributed an idea to the school council
- I know that I belong to different groups and communities i.e. school, family
- I know what improves and harms the environment and about some of the ways people look after them

## Opportunities for teaching diversity, equality and expanding cultural capital

- Invite Simon Carson in to teach *The Game of Actual Life*.
- Fiver Challenge - all children are given £5 to start up their own business. How much money can they make from £5?
- Eco-Club

## What you will have learnt by the end of Key

### Stage 2:

By the end of Key stage 2, you will have developed a secure understanding of the different types of rules we have and why we have them. You will begin by exploring rules in school and at home, how these are similar and different before learning about UK laws. You will learn about our 'British Values' and be able to apply these to different kinds of sensitive topics and issues. You will learn about the media and how it can be bias. As you reach year 5/6, you will begin to critique the media and how they present information, weighing up the positives and negatives. You will have a secure understanding of how circumstances are very different in other countries and why this might make people leave their country. Finally, you will learn about Human Rights, what they are and why they are important. Legislation you will become familiar with is the United Declarations of the Rights of the Child.

## Skills and knowledge I may use from other subjects:

### English:

#### English:

- You will continue to develop skills learnt in reading such as being able to discuss information you have read to aid your understanding, identifying themes and checking that what you have read makes sense to you.
- You will be able to practice summarising, retrieving and recording information from non-fiction texts.
- You will be able to develop handwriting skills such as letter formation and joined up handwriting.
- You may be asked to write in different styles of writing such as a short story or diary entry.

### Geography:

- You may be asked to practise your map reading skills and locate countries on a world map.

## What you will have learnt by the end of this unit.

- I will be able to participate in making and changing rules
- I will know why different rules are needed in different situations
- I will know that choices we make can impact on the local, national and global communities
- I will know where to find impartial advice to inform my decision making
- I will understand the media can be biased
- I will be able to empathise with other people and situations through topical issues, problems and local and global events

## **Key Skills**

### Personal Effectiveness

- Strategies for identifying and accessing appropriate help and support

### Interpersonal and social effectiveness

- Empathy and compassion (including impact on decision making and behaviour)
- Respect others' right to their own beliefs, values and opinions
- Recognising, evaluating and utilising strategies for managing influence

### Managing risk and decision making

- Identify links between values and beliefs, decisions and actions
- Making decisions

## Key Vocabulary

**Advice** - an idea offered as help in making a choice or decision

**bias** - an opinion that does not let one be fair

**choice** - the act of picking and choosing

**community** - a particular area where people live

**decision** - the act of making up one's mind

**empathy** - feeling or sharing another's emotions, situation or attitude

**global** - having to do with the whole earth

**impartial** - not favouring one more than another

**local** - having to do with a particular place such as a town or neighbourhood

**national** - something about an entire nation

**participate** - to take part

**rules** - a law or direction that guides behaviour or action

## **Overview**

*We are learning about opinions, facts and the difference between them. We are learning where we can seek information and advice on topical issues to help form opinions, while respecting those of others; learning that media can impact the opinions people have. We are learning that our actions have consequences and impacts and will learn how this links to rules that we need to follow.*



You should already know:

- Different people have different opinions and how to empathise with these during simple debates.
- It is our responsibility to manage our actions and how we impact our groups and communities by different choices.
- How to look after the environment around us and on a larger scale.

## **Opinions and Actions**



### Forming and Respecting Opinions:

Different people have different opinions, and this is a good thing.

Everyone's opinion is valid and should be supported, but I know where I can seek impartial advice to help support my opinions and help empathise with others.

Media plays a large role in what people think and can pressure people into believing things which are biased or untrue.

### Actions:

Different situations require different rules and you will understand why this is the case and what the impact is if you do or do not follow them.

Rules are formed based on the needs of communities and you will be able to participate in helping develop and make changes to rules.

## **Behaviour**

### Empathy

Empathy is when you can understand how somebody feels and why they feel that way.

We can use empathy to help understand why people behave in certain ways and help us remain patient with people we disagree with.

We can use empathy to understand why some rules for our school, local, national and global communities have been made and can remind us why it is important to follow them.



### Recall and Remember!

You should add to your knowledge mind map throughout the unit, and record everything you have learnt. Your teacher will remind you to do this regularly.

- What is the difference between a fact and opinion?
- How can the media play a big role in what people think and feel? How might you deal with this?
- Draw a picture of you showing empathy. Your picture should include a definition, how you can show empathy to someone and how this might help them.
- Create a poster for your school council. You should include information about what it is, their responsibilities and how you can become involved.

## School Council

### Voting

A school council is a group of children who are elected by their peers to represent them and to help improve the school. Usually, two children per class are selected. They are also responsible for promoting participation in a range of school, community and national events.

Ask your teacher if your school has a school council and how it is used to decide things within your school

You are allowed to vote for a council member.

You can also provide ideas for your peers to propose to the School Council.

### Being a member

Being a member of the school council is an important responsibility. You would represent the ideas of your class, rather than just yourself.

To be a good member of the school council, you should be able to:

- Articulate the ideas of your friends in your class
- Be active in helping to make decisions for your school
- Be able to consider other people's opinions, even if they are different from your own.

