

Becoming an Active Citizen (Y4)

What you have already learnt in Year 3:

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

Skills and knowledge I may use from other subjects:

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 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 biased. 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.

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

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

- I will be able to acknowledge that others have different points of view both on and offline
- I will know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school
- I will be able to recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers
- I will begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism
- I will understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices and viewpoints
- I will understand how my choices may impact on the environment
- I will be able to describe the values of the school and know why they are important
- I will be able to describe the 'British Values' and give examples of what they mean in school and in society
- I will be able to demonstrate respect and tolerance both on and offline towards people different from myself

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?

Key Vocabulary

Advice - an idea offered as help in making a choice or decision
aggressive - mean or unfriendly in one's actions
anti-social - harmful to the values or laws of an organised society;
hostile or unfriendly
asylum seeker - one who seeks safety in another country
behaviour - the way someone acts or behaves
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
homophobia - an extreme fear or hatred of homosexuals or homosexuality
impartial - not favouring one more than another
laws - a set of rules that people in a society must follow
local - having to do with a particular place such as a town or neighbourhood
migrants - a person who travels from another country to find work
national - something about an entire nation
online - connected to or reached through a computer or computer network
offline - not connected to or controlled by a computer
participate - to take part
respect - treating someone how you would want to be treated
resolve - to deal with or address in a successful way
rules - a law or direction that guides behaviour or action
society - the members of a community or group considered together
travellers - a group of people who travel
tolerance - the willingness to accept people whose race, religion, opinions or habits are different from your own

Overview and Recap

We are learning that different people have different points of view and that people's opinions may be influenced by media. I know that everyone's opinions are valid and that I need to respect others' opinions, but that I should be able to explain my choices and view. I know that some people may share aggressive and anti-social behaviours on an offline and I can begin to respond to these appropriately- noting the impact that they have on different communities. I know my actions have consequences and understand how this fits with 'British Values.'

You should already know that:

- People's opinions may be influenced or pressured by media and may not be supported by facts.
- Your actions have consequences and be able to articulate what impact they may have on others.
- Rules are made to keep people safe and happy and that different situations require different rules.

Opinions, Actions and Respect



Opinions and Actions:

Different people have different viewpoints.

If you have an opinion on a topical issue, you need to be able to explain why you have made this choice or taken this viewpoint.

If you partake in discriminative behaviour, you will have a negative impact on other people (such as travellers, migrants and asylum seekers,) and you need to be aware of this.

You should begin to respond to and challenge negative behaviours where you can, in a respectful and informed way.

The choices you make impact people and the environment.

Respect:

People are entitled to their own opinions and this should be respected.

Everyone should be shown respect and tolerance, in line with the 'British Values.'

If you are to resolve differences, you will need to respect that people have different opinions.

Recall and Remember!

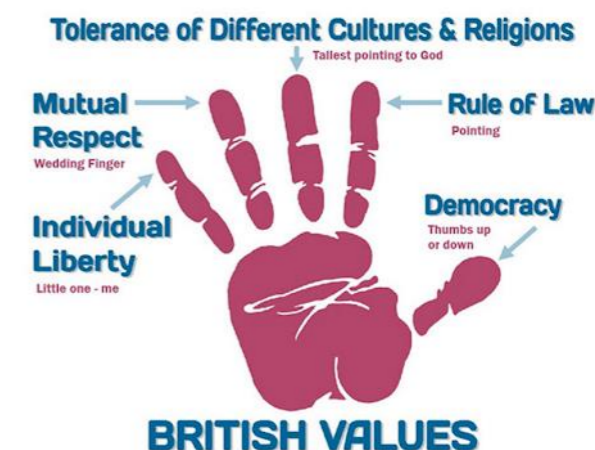
You should add to your knowledge mind map throughout the unit, and record everything you have learnt. Your teacher will remind you to do this regularly.

Recall and Remember Quiz!

1. How can you express your opinions respectfully?
2. What are some examples of discriminative behaviour and what impact might this have on others?
3. Create a poster about our 'British Values' and what these look like within school and society.
4. How might you address challenging behaviours and why is this important?

British Values

You should be able to describe the British Values and give examples of what they mean in school and society.



Challenging Behaviours

Respond to negative behaviours calmly and respectfully. You should address any issues behind the behaviour, clarify your intentions, provide researched, impartial advice or a place to seek it out.

Below is some more vocabulary related to challenging behaviour that you should be aware of and understand the meaning of:

Biphobia - Dislike or prejudice against bisexual people.

Bullying - Repeated, targeted behaviour, picking on someone to intentionally hurt them (mentally or physically).

Discrimination - Where someone is treated unjustly because of a specific quality they have (e.g. age, sex, disability).

Homophobia - Dislike or prejudice against gay people.

Racism - Prejudice or discrimination against a person because of their race.

Stereotyping - When you infer that a person has a specific set of qualities based purely on their belonging to a group (e.g. boys/girls).

Transphobia - Dislike or prejudice against transgender people.