

Becoming an Active Citizen (Y5)

What you have already learnt in Year 4:

- You can acknowledge that others have different points of view both on and offline
- You 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
- You can 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
- You can begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism
- You 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
- You understand how my choices may impact on the environment
- You can describe the values of the school and know why they are important
- You can describe the 'British Values' and give examples of what they mean in school and in society
- You can demonstrate respect and tolerance both on and offline towards people different from my themselves

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?

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.

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.

- You will know what democracy is and how a democratic government works
- You have taken part in democratic events in school (eg: voting for school council, mock election)
- You will understand the consequences of breaking the law and how the criminal justice system works in the UK
- You will know how to access local and national support groups both on and offline
- You will know that circumstances in other countries and cultures may be different from our own
- You will understand why some people have chosen to leave their country and migrate to the UK
- You will understand the difference between economic migrant, asylum seeker and refugee
- You will know about Fair Trade and what it means
- You will know that individual and community rights and responsibilities need to be considered when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc)
- You will understand that choices we make as individuals, a community and a nation impact internationally
- You will begin to understand that 'poverty' might have different meanings to different people in different circumstances
- You will recognise and challenge stereotypes
- You will know where to find impartial advice to inform my decision making and understand about media bias
- You can express your views confidently and listen to and show respect for the views of others
- You can talk and write about your opinions confidently and listen to and show respect for the opinions of others
- You can resolve differences, looking at alternatives, making decisions and explaining choices

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 continue 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 will embed your knowledge of countries around the world and what difficulties they face. You will learn about Fair Trade and why it is important.

Key Vocabulary

advice - an idea offered as help in making a choice or decision
aggressive - mean or unfriendly in one's actions
anti-social - hostile or unfriendly
asylum seeker - one who seeks safety in another country
bias - an opinion that does not let one be fair
choice - the act of picking and choosing
community - a particular area where people live
consequences - something that happens as a result of something else
culture - the language, customs, ideas and art of a particular group of people
decision - the act of making up one's mind
empathy - feeling or sharing another's emotions, situation or attitude
Fair Trade - an agreement made by which sellers receive fair wages for goods produced in a developing country
global - having to do with the whole earth
government - a group of people that has power or authority to make laws and important decisions
homophobia - an extreme fear or hatred of homosexuals or homosexuality
impartial - not favouring one more than another
international - dealing with two or more countries or what happens between two or more countries
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
offline - not connected to or controlled by a computer
online - connected to or reached through a computer or computer network
participate - to take part
racism - the opinion or belief that a particular race of people is better than another race or races
refugee - a person who is forced to leave their home or country to seek safety or protection
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
stereotypes - an oversimplified and often inaccurate conception held in common by many people
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 about democracy and our democratic government. I am leaning about my rights and responsibilities as a human. We are learning about the circumstances in my own and other countries and that poverty in them looks different. We are learning why some people leave their countries and migrate to the UK. We are learning about our choices and the impact they can have. We are learning to recognise stereotypes and challenge them, supporting our opinions with impartial advice.

You should already know:

- People have different points of view and that they should be respected.
- You should express your own views, providing researched reasons.
- The 'British Values' and understand how negative behaviours can impact people's lives.

Other Countries



Circumstances in other countries and cultures are different from ours.

Some countries are in a state of war and poverty so people who live in these places may wish to travel and migrate to other countries as migrants, asylum seekers and refugees. Poverty in different countries can mean different things, in some places it can be more extreme.



Fair Trade is a system that supports other countries to make sure that people in other countries are paid fairly for their time and products.



Rights and Responsibilities

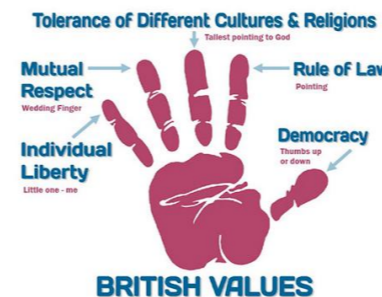
Democracy is part of our 'British Values'.

We have the right to take part in democratic events in school.

In the UK we have a criminal justice system and there are consequences to breaking the law.

We have the right to take part in democratic events in school.

Choices we make as individuals in democratic voting need to be considered and impact communities and nations.



Opinions

People use different sources to form their opinions.

Sometimes certain groups of people are stereotyped (for example because of their sex) and this needs to be challenged.

It is important to express our views confidently while listening to and respecting the views of others.

Other people may have different attitudes and opinions and where we don't agree it's important to try and help look for alternatives and make choices.

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 are some countries and cultures different from ours? You should try to give examples.
2. What is the difference between a migrant, asylum seeker and refugee?
3. What is poverty? How can it mean different things?
4. What is fair trade? Why is it important?
5. What is democracy and why is it important?
6. What happens in the UK if you break the law?
7. What are some strategies you have learnt to stand up to stereotypes? Why is this important?