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| **[https://encrypted-tbn3.google.com/images?q=tbn:ANd9GcSrXIyvyL08fVGIiOtPr02nWjCuh4Num3tN3ef3qAnJnoSNDf8VTCwOIHjr](http://www.google.co.uk/imgres?um=1&hl=en&sa=N&biw=1366&bih=587&tbm=isch&tbnid=yoqn8zIXdmYoCM:&imgrefurl=http://garinkilpatrick.com/weapons-of-online-influence/&docid=2lUIpEOy1epFqM&imgurl=http://garinkilpatrick.com/wp-content/uploads/2011/02/reciprocity.jpg&w=193&h=193&ei=FV5XT93pO4Ot0QW8563jDQ&zoom=1&iact=rc&dur=15&sig=113802162553070059582&page=2&tbnh=124&tbnw=123&start=24&ndsp=28&ved=1t:429,r:2,s:24&tx=81&ty=49)**  **KEY VALUE – RECIPROCITY – SUMMER 1**  **FOUNDATION/KEY STAGE 1** | | | | | | | | |
| **Links - key school values:** | | Respect | | | | | | |
| **Associated values:** | | Caring, appreciation, co-operation, freedom, friendship, happiness, honesty, trust, humility, love, patience, peace, thoughtfulness, understanding | | | | | | |
| **SMSC** criteria: | | 1,2,3,4,7 | | | | | | |
| **Cross-curricular links** | | Re, History | | | | | | |
|  |  |  | **Reception** | | **Year 1** | | **Year 2** | |
| **WEEK** | **ASSEMBLY**  Source materials:  1.The Little Book of Values  2.Developing Spirituality  3. Fables  4.Story books  5.SEAL assembly materials | **THEME** | **THE QUESTIONS CHILDREN ASK!** | **OUTCOMES** | **THE QUESTIONS CHILDREN ASK!** | **OUTCOMES** | **THE QUESTIONS CHILDREN ASK!** | **OUTCOMES** |
| **1** | **Introduction to value – Reciprocity**  What is reciprocity?  What other values can we think of that are associated with this value?  Why do we need to do nice things for each other and how does this make us feel?  How does reciprocity help us to understand ourselves and others? | **Family** | **Focus – My family and other animals**  Introduction (preparation required – children to bring in photographs of the people that they live with and extended family members)  Split class into small groups 4/5 with adult supervision  Children share photographs of family members  or  Draw and label members of the family including pets  Discussion points:  Discuss relationships within families  Develop word bank  What is a family  Main – children come into the circle  Play change places game:   * Anyone with a younger brother/sister * Anyone with an older brother/sister * Anyone whose mum has black hair * Anyone who has a parent who wears glasses etc.   Closing phase  Use puppet ask children what they like about their families e.g. parents look after them, cook their meals, take them out  ‘I like my family because ......’  Ask the children to think about one thing they do at home  Round – ‘At home I ....’ | Understand the kinds of relationships that exist within families  Build a word bank of ‘family’ relationships  Make children aware that there are different kinds of families | **Focus – My special family**  Reference Christopher Winter SRE resource year 1 lesson 3  Look at a range of family members, explain how families differ  Discuss special family members  Consider/appreciate the qualities of the members of each family | Take part in discussions  Know there are different types of families  Appreciate that they belong to various groups and communities such as family and school  Appreciate the need to care and share with family members | **Focus – Helping at home**  List the ways children help at home  Design a board game about helping at home – in the spirit of ‘snakes and ladders’  Consider how they could help more at home – set target for helping at home | Work co-operatively  Appreciate the consequences of their behaviour |
| **2** | **Assembly ideas:**  **UN Convention ‘Rights of the child’**  <http://www.unicef.org.uk/Documents/Publication-pdfs/betterlifeleaflet2012_press.pdf>  **Children’s rights**  http://www.unicef.org.uk/UNICEFs-Work/Our-mission/Childrens-rights/   * Education * Health * Childhood * Fairness * Voice | **Rights and responsibilities**  **Moral dilemmas** | **Focus – Helping and Hurting**  **Kind and unkind behaviour**  Points to raise;   * The way that we speak and behave can help or hurt others * The way we behave is often influenced by how we feel   Introduction:  How can we make people happy by the things that we do and say? Children give examples  Why is it good to do helpful things?  What sorts of things are hurtful?  Why is it wrong to be hurtful?  Main – show pictures of people helping each other and examples of people who may be hurting each other e.g. children arguing or teasing someone – discuss scenarios (alternatively read out scenarios you may chose to focus on issues that have arisen in school without identifying the particular incident or children involved – use distancing techniques)  Ask children how issues are best resolved and what would be the positive actions to take in each of the situations.  Ending – children set personal target;  ‘ I will try to be helpful at school by ...’  ‘ I will try to be helpful at home by ....’  Point to note – We must all learn to know our feelings. We can sometimes feel angry or want our own way but we must not let these feelings hurt others | Understand that the way we behave can often affect the way other people feel – if we are helpful we make people happy, if we are hurtful we make people sad | **Focus:**  **Good and bad**  **Right and wrong**  Points to raise:  Sometimes we know straight away if something is right or wrong  Sometimes it is hard to decide what is right and wrong  We learn to decide if something is right or wrong as we grow up  Good things help and support people  Bad things make people unhappy  Introduction activity  Decide which of the following are good or bad (thumbs up , thumbs down)   * Telling lies * Telling the truth * Bullying * Sharing * Being a good friend * Stealing * Playing nicely together * Shop lifting   Ask children to share other examples of good and bad  Main:  Consider actions that we or others may take which are right or wrong use picture cards to discuss range of scenarios – group into right/wrong piles  Discuss how we make decisions about actions we take in a range of situations.  Develop decision making process strategy:   * Stop * Think * Consider the options * Predict the consequence * Weigh up advantages and disadvantages of each option * Go ahead with your choice   Point to note:  We can all choose the way we want to behave, but we need each other’s help to choose to be good  As we get older we must learn to decide for ourselves what is right and what is wrong | To help children to develop the skills needed to be able to judge what is ‘right ‘ and what is ‘wrong’ and what is ‘good’ and ‘bad’  To help children learn how by understanding our emotions, we can learn to control them  Develop decision making strategies | **Focus –The right to an education**  **Resources required –books outlining the life of children who do not have a formal education**  Introduction:  Discuss why we need an education:   * To help us understand more about life around us, and how our communities developed and how they operate today * To help us live fuller lives: we understand more about the world around us * To help us acquire knowledge and skills which help us to get a job when we are older and enable us to cope in the working world   Main:  Read book or extract about children who do not have a formal education  Discuss how some children in under-developed countries lack the opportunity for education and ask the following questions:   * Why don’t these children go to school? * What do they need to learn? Why?   Ending:  Develop a charter for a child’s right to education  Display with appropriate photographs | To help children learn that they have a right to an education and that there are good reasons for going to school to get one  Links to ‘Going for goals’ |
| **3** | **ASSEMBLY IDEAS**  ‘Being a good citizen’  Define what citizenship means  Discuss role of individual within communities in which they live  **What is a good citizen?**  Belongs to a community and have rights and duties/responsibilities  **What makes a good citizen?**  Someone who:  Is concerned about and involved in the community  Carries out responsibilities whilst exercising rights  Accepts that other people have rights that must be respected  Discuss citizenship involves idea of knowing about democracy in which we live and playing a part within it  Key questions   1. List five things about the way an active citizen lives 2. List three duties you have in school and three in your local community | **Political Literacy**  **Citizenship issues** | **Focus – Busy places**  Points to raise:   * Some places are busy * Busy places are busy because people need or like to go there   Introduction – circle  Key questions;   * What is the busiest place you go to each week? * Why do you go there? * Do you enjoy going? * Do you like busy places? * Are there any busy places you don’t like? Why?   Main  Show items from or pictures of busy places e.g. burger bar, park, supermarket etc – children name place or say where item may be from  Ask who has been to that place?  What can they tell you about that place?(Prompt children it is a busy place)  Why do so many people visit this place?  What happens there?  Is it a busy place?  Is there anything like it around here?  Ending  Children sit in circle, one child skips around circle with music playing when the music stops the child that they are standing behind mimes a busy place and children guess where they are (a list of suggestions may be used before the game to support ideas for children). When they have guessed game continues with the child that mimed the place to skip around the circle | Become aware of the nature and function of different services within the community | **Focus – Why do we need rules?**  Gather selection of display materials from school relating to rules, good behaviour or attitudes towards others.  Gather some examples of rules for e.g. competitions  Introduction  Ask class what rules are and why we have them. Discuss stimulus material and ask children to tell you about other rules at home, school and in the community  Establish that there are different sorts of rules but all rules state how people are expected to behave in particular settings  Ask children to think about what it would be like if we had no rules e.g. what would a game of football look like  Main  Consider the rules that we have in different settings. Which rules do they think are unfair – why?  Divide paper into three sections and ask pupils to list rules for home, school and community  For each rule listed ask children to state the reason why we have that rule and the responsibility that they have for keeping the rule  e.g. rule –I must not speak with my mouth full  Reason – it makes it hard for people to understand me, it is not nice to look at chewed up food in someone’s mouth  Responsibility – I must swallow my food before I speak  Ending;  Rounds – Rules are important because..... | Understand the need for rules  Explore rules in school, home and the community | **Focus – Rules and you: the law**  Introduction  Discuss signs that we see around us that show rules that we are expected to keep e.g.   * No parking * No ball games * Keep outdo not touch – hot surface   Provide visual display of the above and similar messages  Discuss:   * What message does it give? * Where would you find it? * Who do you think made up the rule? * Why is it important?   Main  Talk about ‘do’ and ‘do not’ signs example road signs  Do not – circle  Do – triangle  Ask groups to focus on a given set of rules and develop appropriate images using the circle and triangle shape as their framework | Understand the need for communities to have rules and agreed codes of behaviour  Understand the rules in the home, school and the community |
| **4** | **Assembly Ideas**  Explore the work of UNICEF  <http://www.unicef.org.uk/>  Possible link to school fund raising  Stories from around the world  Various campaigns at different times of the year or particular focus each year | **Relationships (SEAL)** | **Focus – Is it Fair? 1**  Introduction – roll the ball game page 17  Main  Puppet show scripts p22-23  Introduce words – fair, unfair and ask for examples  Collect feelings words relating to something being ‘unfair’  Use photo cards associated with this theme to discuss fair and unfair  Use fair and unfair resource sheet p24 to discuss how children would feel in these situations  Ending – rounds – ‘I don’t think it is fair when....’ | Know when things are fair and unfair  Talk about how it feels when things are unfair  Know ways that they can make things fair | **Focus – Proud and jealous**  Introduction  Teacher plays tambourine, children walk around in the circle space, when the music stops they shake hands or talk to the nearest person to them and tell them what makes them happy  Main  Use photographs from whole school resource file – jealous and proud and explore feelings use questions on the back of the cards as a framework  Read Amy story p6  Thought shower feelings – se details on page 6-7  Or  Read story from resource sheets – Jealous and children use their emotional barometer or feelings fan – see resource materials  Endings  Children think of as many things as they can they might do to stop themselves from feeling jealous - display | Talk about situations that have made them jealous  Feel proud about the achievement of friends  Talk about what makes them proud or jealous | **Focus – Understanding our feelings –loved, cared for**  Introduction  Miming game p15  Main  Photo cards – ‘cared for’ from whole school resource file to explore feelings – use questions on the back  Use ideas from ‘Feelings detective’ poster in whole school file to explore feelings further  Read story ‘Granny had to go’ – discuss using questions that follow it p20  Endings  Make class list  ‘things we can do if we care about people and miss them  Rounds page 15 | Tell when they are being cared for  Tell when they love or care for someone |
| **5** | **Assembly ideas**  Use SEAL materials – relationships theme  Page 7-11 | **Relationships**  **(SEAL)** | **Focus – Is it fair? 2**  Introduction  Pass the smile –p17  Main  Read story ‘That’s not fair’ p25 – show picture of orge  See key questions page 18  Children can make posters for making people feel better when something is not fair – use speech bubbles and children’s exact language  Play game with photographs of fair and unfair situations with associated feelings cards –spread photo’s on floor and match feelings cards  Alternative game to use photographs and ask the following questions:  Can you tell me what is happening in the photograph?  What do you think you could do to make it fair?  Can we always make things fair? | Know when things are fair and unfair  Talk about how it feels when things are unfair  Know ways that they can make things fair | **Focus – dealing with hurt feelings without hurting others**  Introduction  Round – I met someone who is happy when...’  Main  Story Marcus/Pam p8  Key questions p9  Discuss feelings and behaviour see key points/thoughts p9  Write ideas on board  Ending  Read story again and children put up hands to contribute ideas  See extension activities p9 | Understand that being unkind and hurting someone doesn’t make people feel better  Think of ways to make them feel better when they feel hurt without hurting others | **Focus – Feeling lonely and feeling included**  Introduction  Photocards – lonely, included from whole school resource to explore feelings  Main  Children work in groups to complete the ‘Feeling lonely’ challenge from the resource sheets p24  Ending  Children suggest words or phases they can all use associated with feeling lonely and being included | Discuss feelings about being alone |
| **Celebrating Achievement:**  During the half term use the schools rewards/celebrating achievements system to acknowledge individuals who demonstrate the following:   * Changing an unfair situation * Being pleased for someone’s achievements * Telling the truth, saying sorry or making amends * Helping someone who is feeling sad or lonely | | | | | | | | |

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| **KEY VALUE – RECIPROCITY-SUMMER 1**  **KEY STAGE 2**  **[https://encrypted-tbn3.google.com/images?q=tbn:ANd9GcSrXIyvyL08fVGIiOtPr02nWjCuh4Num3tN3ef3qAnJnoSNDf8VTCwOIHjr](http://www.google.co.uk/imgres?um=1&hl=en&sa=N&biw=1366&bih=587&tbm=isch&tbnid=yoqn8zIXdmYoCM:&imgrefurl=http://garinkilpatrick.com/weapons-of-online-influence/&docid=2lUIpEOy1epFqM&imgurl=http://garinkilpatrick.com/wp-content/uploads/2011/02/reciprocity.jpg&w=193&h=193&ei=FV5XT93pO4Ot0QW8563jDQ&zoom=1&iact=rc&dur=15&sig=113802162553070059582&page=2&tbnh=124&tbnw=123&start=24&ndsp=28&ved=1t:429,r:2,s:24&tx=81&ty=49)** | | | | | | |
| **Links - key school values:** | | Respect | | | | |
| **Associated values:** | | Caring, appreciation, co-operation, freedom, friendship, happiness, honesty, trust, humility, love, patience, peace, thoughtfulness, understanding | | | | |
| **SMSC** criteria: | | 1,2,3,4,7 | | | | |
| **Cross-curricular links** | | Re, History | | | | |
|  |  |  | **Year 3** | | **Year 4** | |
| **WEEK** | **ASSEMBLY**  Source materials:  1.The Little Book of Values  2.Developing Spirituality  3. Fables  4.Story books  5.SEAL assembly materials | **THEME** | **THE QUESTIONS CHILDREN ASK!** | **OUTCOMES** | **THE QUESTIONS CHILDREN ASK!** | **OUTCOMES** |
| **1** | **Introduction to value - Reciprocity**  What is reciprocity?  What other values can we think of that are associated with this value?  Why do we need to do nice things for each other and how does this make us feel?  How does reciprocity help us to understand ourselves and others? | **Family** | **Focus – Family differences**  Reference – Christopher Winter project SRE resource year 3 lesson 3  Define family  Reinforce that families are special – special people, carers and friends who are close to us  Consider – what makes a family, who lives together, are people always born into families, size of families, are people in families always married, do old and young people live together, where do family members live, consider nuclear and extended family, look at differences between photographs  Discuss who they would talk to if they needed help | Understand that all families are different and have different family members  Identify who to go to for help and support | **Focus – You and your family, family relationships**  Introduction  Explain the importance of getting on with other people, of every person having the opportunity to be him/herself and do his/her own things yet also being able to rub along and share activities/time with the rest of the family, friends etc.  Children consider the rooms in their house and write down in each room the activities that they do in that room by themselves or with other family members  Main  Think about how families help each other what they do for other people in their family and what other people in their family do for them – roles  List these in personal diaries  Or  List household tasks and ask children to say who does them and how ofen  Ending  Children consider how they could help more around the home and take responsibility for some household tasks | To develop the skills needed to be effective in relationships  Explore the relationships within families |
| **2** | **Assembly ideas:**  **UN Convention ‘Rights of the child’**  <http://www.unicef.org.uk/Documents/Publication-pdfs/betterlifeleaflet2012_press.pdf>  **Children’s rights**  http://www.unicef.org.uk/UNICEFs-Work/Our-mission/Childrens-rights/   * Education * Health * Childhood * Fairness * Voice | **Rights and responsibilities**  **Moral dilemmas** | **Focus – Needs and wants**  Introduction brainstorm things that they want e.g. toys, clothes, sweets etc. Make a list of items. In groups children discuss which of these are ‘wants’ and which are ‘needs’.  Decide which of these needs are shared by all humans and so should be fundamental rights – human rights  e.g. food , shelter, and which may be essential for well-being e.g. love, friendship – circle time is a good context for this work  Main;  Develop a charter of rights for children – group work  e.g. right to a home, to learn, to be safe, choose their own friends to play with.  Groups present to the whole class to agree final charter.  Next to rights children list the responsibilities that go with these e.g. the right to a home brings with it the responsibility of looking after it  Refer to UN Convention –Rights of the Child – Provide simplified copy for children | Lear the difference between needs and wants  Know that children have the same basic needs and rights, and can describe them  Describe some of the components of the UN Convention of the Rights of the Child  Know that with rights comes responsibilities | **Focus – Rights and duties**  Introduction  Both adults and children have rights and duties  Ask pupils to list rights and duties for children and adults  Questions:  What rights do you have at home?  In class what rights do you think you should have?  In school what rights do you think you should have  What duties do you have in relation to the above three points  Main:  Refer to prompt sheet ‘Knowing your rights’. These could be placed on cards and children asked to place them in age appropriate order. See below  Ending;  Why are people given rights at different ages?  Are there any points that you disagree with?  Which points surprised you? | Know the meaning of the terms ‘rights’ and ‘duties’ and how they can be applied in our daily lives at home, at school and in the community  To understand that children and adolescents acquire rights at particular stages of their lives  **Note**: Rights and duties are entitlements that allow us the minimum conditions for a proper existence, they allow us to develop as individuals and achieve our potential irrespective of class, race, religion, nationality  Sometimes there is a distinction made between legal and oral rights.  Legal – liberties which the law allows us and are recognised by the law courts which vary from country to country  Moral - inalienable rights, entitlements which cannot or should not be removed because they derive from people’s common humanity – a person ought to be granted them, because he or she has a morally compelling claim  Duties – with rights comes responsibilities or duties  The right of every person to live without fear implies that we all have a duty not to say r do anything that might cause distress to individuals or groups |
| **3** | **ASSEMBLY IDEAS**  ‘Being a good citizen’  Define what citizenship means  Discuss role of individual within communities in which they live  **What is a good citizen?**  Belongs to a community and have rights and duties/responsibilities  **What makes a good citizen?**  Someone who:  Is concerned about and involved in the community  Carries out responsibilities whilst exercising rights  Accepts that other people have rights that must be respected  Discuss citizenship involves idea of knowing about democracy in which we live and playing a part within it  Key questions   1. List five things about the way an active citizen lives 2. List three duties you have in school and three in your local community | **Political Literacy**  **Citizenship issues** | **Focus – Does your vote count?**  Materials – class register and a ballot box, voting slips with a motion and the opposing motion on them with a clear space beside for the cross. Mock polling cards  Introduction  Introduce the idea of voting and rights of the individual to have their say.  Consider how decisions are made  Explain what ‘democracy’ is and explain that you are going to have a vote on something that affects them. Show them polling cards and explain that in general and local elections people over the age of 18 must take these cards with them to the polling station to vote  Main  Explain the issue to which they are invited to vote  Explain that there is going to be a class discussion about the issue at the end of which they will all get a chance to vote in a ‘secret ballot’  Provide a subject/issue – this may be a real live debate that is going on in the school or the local community e.g. the building of a bypass  Divide children into two groups – one for the motion and one against and ask them to develop their arguments for the debate. Each group elects a spokesperson. They have 15 mins to come up with their points. Children think of questions they would like to ask the spokesperson  both parties present their case through their spokesperson, allow time for questions.  Carry out secret ballot  Count votes  Ending  Announce winner. Talk about how in a democratic society we go with the ‘majority’ decision, it is the responsibility of all members of the community to abide by the decision | Learn some of the basic concepts about democracy and voting  Voice opinions in a reasoned way  Listen to and respect the views of others | **Focus - What is the United Kingdom**  Introduction  Key points – What is the United Kingdom  Check pupils know which four countries make up the UK  Great Britain = England Scotland and Wales  Wales was joined to England by an Act of Union in 1536  Sotland was joined up with England by an Act of Union 1707  Title – United Kingdom of Great Britain and Northern Ireland was used after 1921 when the rest of Ireland became a separate country  Explain Scotland has different system of education with their own church, own legal system and coinage  Wales – Welsh assembly, dress, importance of language  Main  Activity – look at national flags, look at maps, label, discuss national dress, food associations, language etc  Discuss identity –Scotland, England, Wales, Northern Ireland – how is this portrayed  Set research work for groups based on details above and bring together through class display  Links to earlier identity work and geography and history`  Check understanding of terms | Understand the terms ‘Great Britain’ and the ‘United Kingdom’ and recognise that different parts of the UK have distinct identities |
| **4** | **Assembly Ideas**  Explore the work of UNICEF  <http://www.unicef.org.uk/>  Possible link to school fund raising  Stories from around the world  Various campaigns at different times of the year or particular focus each year | **Political Literacy**  **Citizenship issues** | **Focus – Councils and Services**  Introduction  Explain how local council differs from central government  Ask children if they know what the local council is called  List services that they provide   * Education * Social services * Housing * Town planning * Leisure facilities * Roads * Parks and cemeteries * Public health * Public transport * Refuse collection * Police and fire service * Libraries   Explain that is the councils responsibility to provide these services  Main  1.Using local map identify areas associated with these services – pin board and labels – include town hall, council offices, police stations, fire station, refuse disposal, libraries, museums, council swimming pools, sports centres, car parks  Point out privately run places that provide similar services  2.Consider where councils get their money in order to pay for services  Where they get their money – 41% government grants, 35% charges for services, council tax 24%  How they spend their money – education 48%, housing 22%, social services 10%. Other 20%  Discuss reasons for the % split – do they think the priorities are right.  There may be a particular issue about council spending in the news that you could focus on to develop this work  Discuss what councils do to look after the environment – parks, town planners, refuge collection, dog wardens, litter pickers etc. | Know the services that are provided by local councils  Know how services are funded | **Focus – Democracy and Dictatorship**  Define terms  Democracy – in a democracy we can disagree with others but must accept that they have the right to believe what they want to. We show tolerance to each other. Without tolerance there can be violence  Dictatorship – in a dictatorship, there is no freedom of the sort that we have. In a dictatorship the government doesn’t allow people to disagree with what it is doing. It doesn’t usually listen to what people are saying. It may take strong action against those who wish to get rid of it. If there are any elections, there is no real choice of candidates  Explain that voting in free elections plays an important part in any democracy. The holding of such elections is a good indication of whether or not a country is a democracy; if there are none then the country is not truly democratic  There are several types of elections – general ones that are held every 5 years,; European ones (to elect MEP’S to the European Parliament); and local ones every year in some towns and cities.  In addition Scotland has its own parliament which decides most of Scotland’s laws  In general elections voting takes place in constituencies and the candidate that wins is the one that gets the most votes. By-elections are held between general elections in any constituency where a vacancy occurs perhaps because of the death of a sitting MP  Voting is considered important for several reasons:   * A central idea is that those who hold power should be accountable to people * Elections also give us a chance to choose between different people, policies and priorities * They allow us to be involved and help shape our lives   Main1 - Political parties  Explain what political parties are –like minded people who put up candidates for public office to gain political power  Explain that each party has a ‘manifesto’ which describes their attitudes to a range of issues –provide examples  Divide class into parties – children can name their party  Provide an issue to discuss – this may be taken from news  Ask each party to develop their views about the issue and what they would offer as a solution if they were in power  Main 2 /ending - Organise debate and then ask children to reflect on the issue and vote for the party that they think presented the best solutions – encourage children to be constructively critical about the issues and solutions | To understand the difference between democracies and dictatorships  To understand the importance of elections and to find out who is entitled to vote |
| **5** | **Assembly ideas**  Use SEAL materials – relationships theme  Page 7-11 | **Relationships**  **(SEAL)** | **Focus – feeling guilty and making amends**  **Reference p6- 8**  Introduction  Show ‘three pictures’ resource sheets and discuss which of the characters feels guilty.  Read background to pictures  Main  Reference p7 activity 1  Situations cards p7  Order cards – discuss reason and feelings  Refer back to three pictures resource and read out possible solutions  Ending  Emphasise importance of telling someone if you are feeling guilty | Express feelings of guilt  Know how to make amends | **Focus – Loss**  This session links to earlier work around loss covered as part of the emotional literacy unit of work – resilience  The unit of work detailed in SEAL covers   * Special people * Loss * Let’s not forget   This session could be developed from the materials given in the SEAL resource as applicable to your class  Introduction  Special people – links to previous work and family work  Main  Badgers parting gift is particularly good to look at these issues  Ending  Personal reflection diary –feelings and people | Know who are important in their lives  Talk about feelings of loss |
| **Celebrating Achievement:**  During the half term use the schools rewards/celebrating achievements system to acknowledge individuals who demonstrate the following:   * Changing an unfair situation * Being pleased for someone’s achievements * Telling the truth, saying sorry or making amends * Helping someone who is feeling sad or lonely | | | | | | |

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| Knowing Your Rights – Year 4 | |
| Age 5 | You have the right to full time education  you can watch a U or PG film at the cinema without an adult |
| 7 | You can open and draw money from a savings account if the manager agrees |
| 10 | You can be convicted of a criminal offence |
| 12 | You can buy a pet |
| 13 | You can get a part-time job but only work limited hours |
| 14 | You can be prosecuted for breaking the law in the same way as an adult |
| 16 | You can go into a pub but you cannot buy or drink alcohol there  You can leave home  You can get married if your parents agree  You can decide about your own medical treatment  You can buy a lottery ticket |
| 17 | You can be charged in an adult court  You can have a driving licence  You can be interviewed by the police without an adult being present |
| 18 | You can vote in elections  You can serve on a jury  You can buy alcohol  You can make a will  You can donate your organs for transplant  If you are adopted you can apply to see your birth certificate  You can get married without your parents agreeing |
| 21 | You can become a member of parliament  You can become a councillor  You can apply for a licence to sell alcohol |

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| **[https://encrypted-tbn3.google.com/images?q=tbn:ANd9GcSrXIyvyL08fVGIiOtPr02nWjCuh4Num3tN3ef3qAnJnoSNDf8VTCwOIHjr](http://www.google.co.uk/imgres?um=1&hl=en&sa=N&biw=1366&bih=587&tbm=isch&tbnid=yoqn8zIXdmYoCM:&imgrefurl=http://garinkilpatrick.com/weapons-of-online-influence/&docid=2lUIpEOy1epFqM&imgurl=http://garinkilpatrick.com/wp-content/uploads/2011/02/reciprocity.jpg&w=193&h=193&ei=FV5XT93pO4Ot0QW8563jDQ&zoom=1&iact=rc&dur=15&sig=113802162553070059582&page=2&tbnh=124&tbnw=123&start=24&ndsp=28&ved=1t:429,r:2,s:24&tx=81&ty=49)**  **KEY VALUE – RESCIPROCITY-SUMMER 1**  **KEY STAGE 2** | | | | | | |
| **Links - key school values:** | | Respect | | | | |
| **Associated values:** | | Caring, appreciation, co-operation, freedom, friendship, happiness, honesty, trust, humility, love, patience, peace, thoughtfulness, understanding | | | | |
| **SMSC** criteria: | | 1,2,3,4,7 | | | | |
| **Cross-curricular links** | | Re, History | | | | |
|  |  |  | **Year 5** | | **Year 6** | |
| **WEEK** | **ASSEMBLY**  Source materials:  1.The Little Book of Values  2.Developing Spirituality  3. Fables  4.Story books  5.SEAL assembly materials | **THEME** | **THE QUESTIONS CHILDREN ASK!** | **OUTCOMES** | **THE QUESTIONS CHILDREN ASK!** | **OUTCOMES** |
| **1** | **Introduction to value - Reciprocity**  What is reciprocity?  What other values can we think of that are associated with this value?  Why do we need to do nice things for each other and how does this make us feel?  How does reciprocity help us to understand ourselves and others? | **Family** | **Focus – Sibling Rivalry**  Introduction – ask children what it is like having a brother or sister or about being an only child – write down one thing that they like about having a brother or sister or being an only child and one thing that they dislike – share as part of class discussion   * What are the good things about your brother or sister? * What games do you play together? * What annoys you about your brother or sister? * When do you get angry with each other? * What would you miss if you didn’t have a brother or a sister? * What are the good things about being an only child?   Ask if it makes a difference if their brothers and sisters are older or younger than them  List advantages and disadvantages of having brother/sister on whiteboard  Main  Move to focus on what causes arguments between brothers and sisters.  Provide range of possible scenarios and ask pupils in pairs to role play situation and as a pair work out an ending for each of the situations that would be agreeable to both parties  Ending  Pairs share scenarios and ending with the whole class | Examine the relationship between brothers and sisters and look at some of the causes of conflict between them | **Focus – getting on with parents/carers**  Introduction - use stimulus material to open discussion about relationships with parents – photographs showing good relationships and occasions when there may be disagreements  Main  Provide three potential role plays for groups to discuss and act out   1. You are not to go round there – parent does not want child to meet up with a particular friend/s 2. Why can’t I go? – parent not letting a child go to e.g. the cinema as they are too young for the film 3. Everyone will laugh at me – parent wants child to wear particular clothes and child thinks they will look silly   Consider the situation from both points of view After role play ensure that you debrief children properly, so that you ensure they do not take any bad feelings out of the classroom with them  Ending  As a class decide what would be the best solution so that both parties could see the situation from the view point of the other. Discuss compromise and understanding the feelings and reasons of others  Extension activity  Problem page approach to solving problems = pupils given samples letters to reply to | Explore the causes of conflict between parents/caters and children  N.B. Special care should be given to ensuring that any children in care do not feel excluded from this activity  if appropriate you may need to change the activity to depersonalise the situations |
| **2** | **Assembly ideas:**  **UN Convention ‘Rights of the child’**  <http://www.unicef.org.uk/Documents/Publication-pdfs/betterlifeleaflet2012_press.pdf>  **Children’s rights**  http://www.unicef.org.uk/UNICEFs-Work/Our-mission/Childrens-rights/   * Education * Health * Childhood * Fairness * Voice | **Rights and responsibilities**  **Moral dilemmas** | **Focus – The rights of every child – Human Rights**  **United Nations**  Discuss their understanding of human rights  Three headings on board wants, needs and rights – ask pupils to list under headings  Explain that with rights comes responsibilities  Note – everyone is of equal value as a human being and has the right to be treated respectfully and to be included in society  Discuss how in some countries, there are groups of people who are treated very badly and excluded from society.  Discuss different ways in which people are excluded in society and what it may feel like for them – discuss groups which are privileged, groups which are dominated and groups which are excluded.  Explain that the United Nations is an organisation which represents most countries in the world and has drawn up a list/charter of basic rights – 1948 THE Universal Declaration of Human Rights  Provide some background information re. United Nations see support sheet below  Class to make photo display of rights under the following headings:   1. Survival rights – a. Enough to eat and drink, b. Proper shelter and clothing, c. Clean water supply and sanitation, d. Adequate health care 2. Protection rights – a, against cruelty of any kind, b. From the effects of war and never to be involved in fighting, c. From exploitation such as child labour, d. From unfair treatment because of colour or background 3. Development rights – a. Basic education, b. Play and rest, c. Freedom of thought and religion, d. A chance to develop their talents 4. Participation rights – a. express their opinions and be listened to, b. have a say in the things that affect their lives, c. Join in even if they have a disability, d, have a name and belong to a country   Additional or alternative activity:  Using the list of human rights detailed below ask pupils to put them into order of importance and justify their list order   * The right to vote * The right to worship as we please * The right to decent and safe shelter * The right to have enough food * The right to drink clean water * The right to be loved by parents and others in the family * The right to education The right to be able to walk in the streets safety, without fear * The right to have enough money * The right to protest against the government by holding a march | Know about the basic needs, wants and rights of all children  Know the United Nations Charter | **Focus –HOW LAWS ARE MADE**  **What is Parliament?**  **What is the difference between the House of Commons and the House of Lords**  Introduction  What is Parliament  Show palace of Westminster – Houses of Parliament  Parliament name given to body of people who make Britain’s laws  British Parliament consists of House of Lords and House of Commons  What is the difference between House of Lords and House of Commons  House of commons representatives chosen by the people of Britain at a general election  House of Lords – know as peers and are not elected by the people – hereditary peers and life peers and the lords spiritual – Archbishop of Canterbury and York AND 24 other Bishops  Main  If possible use video of parliamentary session  Explain who speaker is  Point out Government benches to the right of the Speaker and Opposition benches to the Speakers left  Explain Prime Ministers Question Time – Tuesday/Thursday – e.g. debate on proposed law and vote taken at end of debate  Discuss how vote is taken and how MP’s have to go into a room called lobby to vote  Use card sort exercise to place statements in order to demonstrate how a la is made see suggestion cards below  Use the process to discuss something that needs to be addressed in school – reviewing school rules etc.  Take issues to school council  Alternatively children can discuss any of the following ‘law cards’   * Ban (stop) all fishing * Give Young people the vote at 16 * Make all medicines free * Allow people to retire on a good pension at 55 * Make every child do 20 minutes homework every night from the age of 7 * Make all children under 11 be indoors, unless they are with their parents * Ban cars from town centres * Etc. | What is Parliament  How laws are made |
| **3** | **ASSEMBLY IDEAS**  ‘Being a good citizen’  Define what citizenship means  Discuss role of individual within communities in which they live  **What is a good citizen?**  Belongs to a community and have rights and duties/responsibilities  **What makes a good citizen?**  Someone who:  Is concerned about and involved in the community  Carries out responsibilities whilst exercising rights  Accepts that other people have rights that must be respected  Discuss citizenship involves idea of knowing about democracy in which we live and playing a part within it  Key questions  List five things about the way an active citizen lives  List three duties you have in school and three in your local community | **Political Literacy**  **Citizenship issues** | **Focus - MP’s and what they do.**  Invite local MP to visit the class to talk about their role.  Introduction  Explain the role of an MP associated key words e.g. constituency and surgery  Explain what happens at a surgery.  Discuss some of the issues that children would like to raise with their MP if they visited then surgery – list possible ideas. You may choose to look in the local press about issues that are affecting the local community at this time.  Main  Ask pupils to research an issue and then write a letter to their MP which they would send prior to attending the surgery.  Follow up activity  If you can invite the MP into school letters could be sent before the visit and the issues discussed during the school visit | To find out and discuss the work of Members of Parliament | **Focus – Breaking the law**  Introduction  Revise what makes a person a good citizen e..g. being honest, responsible, kind, friendly, observant  Define crime – types of crime. 80% of crime is theft  Initiate discussion on what constitutes a crime. Then ask them if the following are crimes:   * Claiming too much money in expenses * Taking home a pencil or pen from work * Breaking the speed limit on the way home   Define terms associated with crime see sheet below – possible card sort activity  Main  Use consequences - children to work in groups and consider the consequence of each situation for the people affected and the people committing the crime – see below  Ending – feedback from groups  Ask how we can prevent crime in our community | Understand some of the types of crime  Understand the consequences of anti-social behaviour on individuals and communities |
| **4** | **Assembly Ideas**  Explore the work of UNICEF  <http://www.unicef.org.uk/>  Possible link to school fund raising  Stories from around the world  Various campaigns at different times of the year or particular focus each year | **Political Literacy**  **Citizenship issues** | **Focus – How we are governed**  Introduction  Explain that we live in a democracy and define  Democracy – in a democracy we can disagree with others but must accept that they have the right to believe what they want to. We show tolerance to each other. Without tolerance there can be violence  Dictatorship – in a dictatorship, there is no freedom of the sort that we have. In a dictatorship the government doesn’t allow people to disagree with what it is doing. It doesn’t usually listen to what people are saying. It may take strong action against those who wish to get rid of it. If there are any elections, there is no real choice of candidates  Explain that we have the right to vote  Main  Discuss local and national government and the differences (this is a follow on from Year 4 work – please see lesson notes democracy and dictatorship)  Card sort – sort cards into two piles   1. National Government 2. Local Government   CARDS – council office, local elections, parliament, general election, mayor, councillor, district, member of parliament, council tax, constituency, income tax, Prime Minister  Or  Matching pair cards  Terms and definitions  Include the following terms;  Campaign, candidate, constituency, count, democracy, election, electoral register, Member of Parliament, opinion poll, party, policy, Prime Minister, Parliament, Government | Know about democracy  Know how we are governed | **Focus – War and Peace**  **The United Nations**  Resources – books with pictures of warfare  Introduction  Explain that there have been wars throughout history but the last World War was in 1945.although there have been many regional and civil wars  Discuss the different types of weapons used machine guns, poison gas but since 1945 we have had nuclear weapons and germ warfare  Main  Point out that many people have dreamed of bringing about a more peaceful world – since World War Two we have had the United Nations to help keep countries at peace with each other and to provide help for suffering people – **see additional information below**  Explain that UN is not only concerned about making and keeping world peace. It does a lot of work to improve lives of ordinary people, especially those living in poor countries. One of the agencies for doing this work in the United Nations Children’s Fund (UNICEF). It sets up refugee camps, establishes projects to provide food for those who are starving. Their Christmas cards are well known  Follow up assembly work by investigating work of UNICEF – Children may want to fund raise of particular issues  Extend work wider within the school | To understand the terms ‘war’ and ‘peace’  To learn about the United Nations and how it seeks to resolve disputes |
| **5** | **Assembly ideas**  Use SEAL materials – relationships theme  Page 7-11 | **Relationships**  **(SEAL)** | **Focus – Pick me up don’t put me down**  Introduction  Children think of the things people say or do that make them feel good – thought shower  Explain that sometimes people say and do things that make others feel bad – put-downs – thought shower  See example s page 10  Main  Story ‘Pick me up don’t put me down’ from resource sheets page 17-18 – encourage children to notice every day ways in which we put others down  When you have finished reading story ask children what they could do to make the girl feel better about herself  Ending  Draw out that put-downs are unkind and unnecessary and we need to be aware of the effect that they have on others. They are a major source of conflict | Know how to make people feel good about themselves  Recognise when they are using a put-down | **Focus – Forgiveness**  Introduction  Talk to children about their understanding of forgiveness and what this means – list feelings associated with it – angry, holding a grudge,  Main  Story – Forgiveness resource sheet p34-5  At each stopping point ask children to discuss questions in pairs see key questions page 27  Ending  Self-forgiveness – see activity page 28 | Think about when to forgive someone  Forgive someone |
| **Celebrating Achievement:**  During the half term use the schools rewards/celebrating achievements system to acknowledge individuals who demonstrate the following:   * Changing an unfair situation * Being pleased for someone’s achievements * Telling the truth, saying sorry or making amends * Helping someone who is feeling sad or lonely | | | | | | |

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| United Nations - Year 5 |
| Remind class that the world was at war between 1939-45. Since World War Two we have had the United Nations to help keep countries at peace  After World War One we had the League of Nations to maintain peace. It sorted out some lesser problems, but in major disputes involving stronger countries such a s Germany it was unsuccessful. Its efforts failed, and World War Two had broken out within two decades of its formation  The United Nations was set up in 1945 in San Francisco. Its main task is to sort out any disputes between countries peacefully, so that war is unnecessary. Apart from keeping world peace, it also tries to improve standards of living of people all over the world. Today most countries belong to it.  The main decisions are taken by the Security Council.  The most important person who works for the United Nations is the Secretary General. It is a difficult job. They have huge responsibilities.  Main aims:   * Maintaining international peace * Developing friendly relations among nations * Co-operating internationally in solving international economic, social, cultural and humanitarian problems and in promoting respect for human rights and fundamental freedoms   Representatives meet once a year – The General Assembly.  Key decisions are made by the Security Council  Secretary-General Ban Ki-moon |

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| HOW LAWS ARE MADE | |
| 1.A proposal for a new law is put forward. This is called a bill.  A member of the government announces the new Bill and the House of Commons agrees that the bill can be printed  This is called ‘the first reading’ | 4.The House of Commons discuss the committee’s changes. A vote is taken to decide which changes to include, this is called the Bills third reading |
| 2.There is a debate about the Bill in the House of Commons. A vote is taken – this is known as the second reading  If the majority of MP’S are in favour the Bill goes to the next stage | 5 The Bill now goes to The House of Lords and further changes are suggested |
| 3. A committee of MP’s from all parties discusses the details of the Bill and suggest changes. This is known as the committee stage | 6.The Bill goes back to The House of Commons which decides whether to make the changes that have been suggested in the House of Lords. The Bill is now ready to become the law of the land and become an Act of Parliament  The Queen signs the Bill once Parliament has passed it, it is signed by the Queen (the Royal Assent) |

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| Crime - Terminolgy | |
| Burglary | Theft from a building. |
| Murder | Unlawful killing |
| Kidnapping | Seizing a person by force and keeping them a prisoner |
| Treason | Betraying your country by giving secret information to another country |
| Theft | Taking things that do not belong to you |
| Arson | Setting fire to another person’s property |
| Assault | An attack on someone |
| Blackmail | Getting money from someone by threatening to tell a secret unless money is paid |
| Counterfeiting/forgery | Making imitation coins, notes or antiques to use in real life situations |
| Embezzlement | Deliberately taking money from a business (a person who works there takes money from the employer) |
| Looting | Stealing goods from the scene of destruction such as during a riot or war |
| Manslaughter | Killing a person by accident |

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| Breaking the Law – Consequence Cards | | | |
| Someone throws a brick into the road | Someone demands money from another person and threatens them | Someone breaks into a house when the owner is out | Someone snatches a handbag from an elderly lady |
| Someone spraypaints over road signs | Two people fight in the street | A group of young people rip up some newly planted trees in the park | Someone breaks into a house where the people upstairs are asleep |