**PSHE/C Curriculum – Year 6 Autumn Term 1**

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| **Theme: Citizenship – Rights, Rules and Responsibilities** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To understand the basic rights of children and adults and know who is responsible for ensuring these are protected.  2. To understand why rules and laws are needed in society.  3. To understand how democratic elections work at school and nationally and how people represent or act on behalf of others.  4. -To understand the role of councils, councillors, Parliament and MPs in our country.  and  -To be able to take part in a debate respectfully, listening to others and sharing their own view. (RR)  5. No Outsiders – A Day in the Life of Marlon Bundo | | **Keyword** | **Definition** | **Keyword** | **Definition** | | Relationships Education  Respectful Relationships (RR)  • the conventions of courtesy and manners.  • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. | |
| legal | connected with or allowed by law | councils | an organization consisting of people who have been elected to govern a town, city or area | |
| manifesto | a written statement of beliefs, aims and policies of an organization, especially a political party | MPs  (Member of Parliament) | a person who has been elected to the parliament of a country  (a politician) | |
| election | a time when people vote in order to choose someone for a political or official job | Prime Minister | the leader of the government (in some countries) | |
| parliament | the group of (usually) elected politicians or other people who make the laws for their country | dilemma | a situation in which a difficulty choice has to be made between two different things you could do | |
| councillors | an elected member of a local government | democracy | the belief in freedom and equality between people, or a system of government based on this belief, in which power is either held by elected representatives or directly by the people themselves | |
| **Prior Learning (Year 5)**  In year five, children developed ground rules for the class and explored what they meant in practice. They also took part in activities that helped build positive relationships in the class and developed their skills of cooperation. They explored the range of new situations they or others may find themselves in, and the emotions they or others may experience. They developed strategies for coping when they are new. They also revisited and developed their own Networks of Support, and consider how they can provide help and support to others. | | | | **Future Knowledge (secondary school)**  This will be dependent on the KS2 PSHEC curriculum in secondary schools. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. What are the basic rights of children and adults? | * Describe some of the rights in the United Nations Convention on the Rights of the Child * Explain some rights that adults have * Explain some of the reasons why rights are important for children and adults * Explain who is responsible for ensuring these rights are protected | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. Why do we have laws in our country? | * Explain that rules and laws are there to keep people safe * Explain some of the rules and laws we have in our country and who is responsible for making and enforcing these * Know some legal ages for certain responsibilities and the reasons for this * Know some of the reasons why people break the law and the consequences of this * Explain the role of the influence of others and explain how I can be a positive influence on others | | | | |
| 3. How does democracy work in our community and in our country? | * Explain what a manifesto is and give some examples of election promises * Able to create their own manifesto for school council elections | | | | |
| 4. -What do councils, councillors, parliament and MPs do?  and  How do I take part in debate, respectfully listening to other people’s views? (RR) | * Explain the role of a local council and councillors * Understand similarities and differences between the school council and a local council * Explain the role of parliament and an MP * Know who my local MP is and what his/her responsibilities are * Understand the role of the Prime Minister * Able to express my view on a social or moral question and explain my reasons * Able to research a local issue * Able to take part in a debate about a local issue | | | | |
| **No Outsiders**  5. A Day in the Life of Marlon Bundo – To consider democracy | * Know what a democracy is * Understand that we live in a democracy * Know how laws are made * Understand that laws can change | | | | |