## What I should already know:

• The children have previously learnt about classroom and school rules, routines and expectations. Children are familiar with some rights, rules and responsibilities within different religions.

## **Enquiry Questions:**

- What is the difference between rights, wants and needs?
- Can we identify responsibilities we have at school and at home?
- Can we express how it feels to be treated with respect and demonstrate how to show respect for others?
- Can we explain why rules are needed?
- Can we make democratic decisions using debating and voting?
- Can we share opinions, taking turns and valuing the views of others by listening actively?



# Key Vocabulary:

adults - a person who is fully grown or developed.

Debate-a formal discussion on a particular topic in a public meeting or legislative assembly, in which opposing arguments are put forward

**decision**-the act or process of deciding; determination, as of a question or doubt, by making a judgment.

**Democracy**-a system of government by the whole population or all the eligible members of a state, typically through elected representatives.

**Elect-** choose (someone) to hold public office or some other position by voting.

job - a task or piece of work.

**needs**-require (something) because it is essential or very important. **representative**-a person chosen or appointed to act or speak for another or others

**respect-**due regard for the feelings, wishes, rights, or traditions of others.

**responsibilities** <u>-</u> duties or something an individual should do such as following the law and rules.

**rights** <u>-</u> a choice to make your own opinion and entitlement to things such as education, religion and freedom of speech.

**rules -** guidelines for how people should behave. They are based on ideas about what is right and wrong.

**safe -** protected from or not exposed to danger or risk: not likely to be harmed or lost

**vote-**a formal indication of a choice between two or more candidates or courses of action, expressed typically through a ballot or a show of hands or by voice.

## Key skills:

Children will be taught to:

### Year 2:

- Be able to name some adults in school who look after them and describe their responsibilities
- Be able to describe some of the responsibilities they have in the classroom and at home, towards classmates and family
- Be able to describe classroom ground rules and explain how they have been involved in making them understand why we have classroom rules and describe how they make the classroom a better place for everyone
- Be able to explain what is meant by voting and be able to name some people who make decisions at school
- Share information, opinions and feelings and listen to those of others, as part of a paired and class discussion.

#### Year 3:

- Be able to explain the difference between wants and needs
- Be able to explain why rights are important and that they come with responsibilities, at home and at school
- Be able to express how it feels

Wants- something you would like but do not necessarily need.

# Vocabulary Cards Directions: Cut on the dotted lines ONLY. Fold on the solid line. Start STUDYING! A right is something you are entitled to and Rights deserve. A rule is something that everyone in a Rules community should follow. A responsibility is a something your are Responsibility expected to take care or do. A community is a group of people that live, Community work, and play in the same place.



- to be treated with respect and demonstrate how to show respect for others, including those in positions of authority
- Be able to explain why rules are needed and be able to identify those which are necessary and useful
- Participate in making class ground rules and show or explain what following the rules looks like
- Suggest different ways of making a decision and ways they can influence decision making in school, through simple debating and voting
- Be able to describe what a representative does.



Links to other areas of the Curriculum: RE- different beliefs, values and ethics. Literacy- emotional literacy. British Values