

RESOURCES

Resources include:

- *Introducing Citizenship: a practical handbook for primary schools* (produced by the Citizenship Foundation; includes storybooks dealing with issues of ownership, honesty and friendship)
- school police liaison officers, who may have a range of introductory materials and related activities on the work of police officers and their various roles and responsibilities. These officers may also be called school contact officers, youth issues and drug officers or school involvement officers. The local police website (every county has one) may also have details of activities the police undertake on behalf of children and the community, including information on the ways in which the police can support education
- *Superhighway Safety* from Becta. See the Becta website
- local authority websites, which have information about the Community Safety Plan, including the Crime and Disorder Strategy and Neighbourhood Watch

Many groups and organisations produce online resources that are relevant to citizenship. QCA has not printed these website addresses as it recognises that they can and do change, often at short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the following organisations can be accessed through the key stage 1 and 2 citizenship scheme of work site at www.standards.dfes.gov.uk/schemes

- Home Office (includes general information about the police, community policy and crime prevention)
- Royal Society for the Prevention of Accidents (RoSPA; includes information on different aspects of safety education)
- Crime Concern (provides details of publications and initiatives for schools, including Primary Action, part of Youth Action Plus)
- Crimestoppers (includes information about regional initiatives that involve communities taking responsibility for the prevention of crimes)
- Neighbourhood Watch

EXPECTATIONS

At the end of this unit

Key stage 1

most children:

know about police officers and others who support the school and the community. They understand the various roles and duties that police officers have. They name the main parts of the police uniform and identify and describe the equipment the police use. They understand the role of the police and recognise that the police are members of the community. They identify the different groups and communities to which they belong. They know about some of the risks that they might face and understand their responsibility to keep themselves and their property safe. They know how to ask for help and what action to take in an emergency.

some children have not made so much progress and:

recognise that there are community police officers and other members of the community who help us. They give examples of what the police do and identify the main parts of the police uniform. They recognise that the police are members of the community. They know how to ask for help and what to do in an emergency.

some children have progressed further and:

know about their local police officers and their role and duties in the community, giving examples of what they do. They name different parts of the police uniform and explain the purpose of each. They understand the role of the police and other members of the community and recognise how they can help us. They identify and describe the groups and communities to which they belong and understand that they have different identities. They ask adult visitors about their role and take part in discussion. They understand their responsibilities in keeping themselves and others safe and recognise potential risks in different situations. They know what to do in an emergency.

Key stage 2

most children:

understand how the work of the police is designed to prevent crime and to support the community and the local environment. They know about local community groups and how they, as members of the community, may become involved in supporting the work of the police service and other organisations. They find out what local community facilities there are for young people. They identify features and places on basic maps of the local area. They discuss issues in groups and as a class.

some children have not made so much progress and:

have begun to understand the broader role and work of the police in the local community. They recognise basic features on simple maps and plans. They contribute to discussions.

some children have progressed further and:

know about the police and name and explain some of their different roles. They investigate what facilities there are for young people in the local community, and identify these on maps of the area. They know about the work of community groups, their aims and objectives and the services and support they provide. They contribute ideas and make suggestions for improvements during discussions about issues that concern them. They present their findings and ideas to others.

Unit 4 People who help us – the local police

ABOUT THE UNIT

In this unit, children learn about the local police as an example of people who help us in our community. The activities in the unit could be used to explore in more detail the role of other agencies that help us in the community, *eg the fire service, the ambulance service or health professionals*. The unit suggests activities that are broadly appropriate for use with children at key stage 1 and key stage 2. These can be adapted as necessary.

The activities in this unit build on the early learning goals. For example, within 'Personal, social and emotional development', children understand what is right, what is wrong, and why; and consider the consequences of their words and actions for themselves and others.

The first part of the unit is for use with children at key stage 1. It helps them to develop awareness of their local police and what they do. They explore ideas about identity and responsibility. The activities help the school to develop links with the wider community. There are also opportunities for children to learn about effective communication skills, strategies for keeping safe and how to deal with potential risk situations.

The second part of the unit is for use with children at key stage 2. Children find out about the work of the police. They explore how the police service operates and how it deals with local and national issues. The role and purpose of other local organisations are also explored. The unit develops children's understanding of the impact of crime, and the benefits of local schemes aimed at supporting the police in reducing crime and helping victims. The unit contains opportunities to link with English, history, geography, education for sustainable development and career-related learning. Some links are indicated in the 'Points to note' section.

This unit links with unit 8 'How do rules and laws affect me?' and unit 9 'Respect for property'.

WHERE THE UNIT FITS IN

This unit addresses the following aspects of the non-statutory framework for PSHE and citizenship at key stages 1 and 2:

Key stage 1

1a, 1b, 1d

Preparing to play an active role as citizens

Pupils should be taught:

- 2a to take part in discussions with one other person and the whole class
- 2b to take part in a simple debate about topical issues
- 2c to recognise choices they can make, and recognise the difference between right and wrong
- 2d to agree and follow rules for their group and classroom, and understand how rules help them
- 2f that they belong to various groups and communities, such as family and school
- 3g
- 4a, 4b, 4d
- 5c, 5e, 5h

Key stage 2

1a, 1e

Preparing to play an active role as citizens

Pupils should be taught:

- 2a to research, discuss and debate topical issues, problems and events
- 2b 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
- 2d that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
- 5e, 5f, 5g, 5h

VOCABULARY

Through the activities in this unit, children will be able to understand, use and spell correctly words relating to:

- people in the community, *eg police, teachers, fire officers, nurses, doctors*
- personal safety, *eg risk, rules, responsibility, safety*

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

KEY STAGE 1 WHO CAN HELP US IN OUR COMMUNITY?

- about the role of different people in the community who help us
 - that police officers and other people who help us are members of the communities they serve
 - that some people who help us wear uniforms
 - how to ask for help appropriately
 - to use word banks to develop vocabulary
 - to listen to others with concentration, remembering specific points
- Work with the children to collect materials for a classroom display about people in the community who help us. Use books, photographs and posters. Include images of members of the school staff. Discuss with the children the role of key individuals in the school and those from outside the school who help, *eg What would happen if these people weren't there? Do they wear special clothes or uniforms? If so, why? What are the similarities between people's jobs?* Ask the children to list people they know who wear uniforms.
 - Ask the children as a class to think about the jobs they do at home, in class and around the school. Why do these jobs have to be done? What would happen if these jobs were not done? What skills are needed to do these jobs well? When the jobs are done, what effect do they have on other people?
 - Using a range of pictures illustrating different people at work, *eg teachers, fire officers, a school police liaison officer, bus drivers, nurses or health professionals*, ask the children to list the types of duties they think each person has at work and what skills they need. The children make word cards to put alongside each picture.
 - Create a word bank of relevant vocabulary and phrases, *eg parents, carers, grandparents, friends, teacher, cook, secretary, community, responsible, job, uniform, police station, help, emergency 999, home, school*. Ask the children to use the key words and phrases in creating a book or wall display about people who help us.
 - Invite a member of the local community, *eg the local community police officer, a school police liaison officer or perhaps a parent who is a special police officer*, to come into school to talk about their work. The children prepare questions that they would like to ask the visitor about their work, their uniform, etc. Take photographs (the children could do this) of the visit, showing the visitor working with the children, *eg talking in circle time, taking assembly, listening to a group reading session*. Add these to the classroom display.
 - During circle time, ask the children to reflect on what they have learnt. Can they identify adults in their community whom they trust and can go to for help? Encourage them to talk about what sort of help they might need and the reason for choosing which adult to go to for help.

- recognise that there are different people in the community who can help us in different ways at different times
- identify and describe some of the people who can help us
- identify jobs they do at home and school and how they contribute to the life of their communities
- discuss their views with others in the class
- prepare and ask questions of an adult member of their local community

- Many local police stations have a school liaison officer, who may be able to support this work by providing resources and artefacts and by visiting the school to talk to the children about what the police do. It may be necessary to organise this well in advance. However, it is important to check whether your local police station is able to provide a visiting officer.
- Family members of some children may be involved in service occupations and may be able to support these activities.
- If the children wear school uniform or wear other clothes for certain activities, *eg sports clothes for PE or an overall for art and design*, they could compare why they wear these clothes with why people in the community wear uniforms.
- These activities contribute to career-related learning.
- Link with English: En3 Wr 1a, 4g, En1 S&L 2a, 2b, 2c in the key stage 1 programme of study.
- Link with history: unit 4 'Why do we remember Florence Nightingale?' in the scheme of work.
- Link with geography: 3a, 4a in the key stage 1 programme of study.

HOW CAN WE HELP TO KEEP OUR LOCALITY AND OURSELVES SAFE?

- the basic roles of the police
 - about individual and collective responsibilities in relation to personal safety
 - the importance of rules and how they help us in different situations
 - about different forms of communication and how they can be used
 - to develop skills to keep themselves safe and to know what to do in an emergency
- Keeping our property safe**
- Use a story or video to illustrate how the police can help us when we are in need. Ask the children to discuss the work of the police and to express their ideas – verbally or through individual or group drawings and writing – about the role of the police, *eg protection of the public, crime prevention, law enforcement*.
 - Discuss with the children how their property can be kept safe at school. Point out that lots of children own similar things, *eg pens, pencils, rulers, coats, bags*. What happens when something goes missing? Are there different reasons why this might happen, *eg it gets lost, someone takes it by mistake, someone takes it deliberately?* Make a class list of rules to keep property safe, *eg taking other people's belongings is wrong, all property should be labelled, expensive things must not be brought to school, the classroom must be kept tidy, my personal property must be kept on my peg or in my store basket*. Through discussion, identify the individual and collective responsibilities or actions needed to make the rules work. Encourage children to agree to the rules by a show of hands. The rules should be typed out and displayed in the classroom and could be kept in the children's own portfolio.
- Keeping ourselves safe**
- Use a story or video to illustrate a situation where personal safety may be at risk, *eg someone they don't know approaches a group of children walking home from school, friends are playing a game near a railway line*. Ask the children to talk about what they should do in different situations, *eg when they are lost*. The community police officer may be able to talk to children and lead activities to explore personal safety issues and assertiveness skills, *eg ways of saying no, road safety skills, water safety or other personal safety issues*.
 - Following the discussion, compile a class personal safety code.

- know that it is wrong to take other people's property without permission
- recognise that we are all responsible for looking after our own and other people's property
- know what actions can be taken to help keep property safe
- recognise that rules are important and know how they help us
- discuss and agree rules for the class
- know what to do in different risk situations
- understand the importance of taking care of themselves and of their peers at school and in the community

- Information about crime prevention and community safety may be available from the crime prevention officer in your local authority.
- An alternative focus for this section could be crime and safety awareness in the home.
- This section could be linked with unit 8 'How do rules and laws affect me?' and unit 9 'Respect for property'.
- The Citizenship Foundation's *Introducing Citizenship* includes stories about ownership, honesty and friendship, and suggests activities for managing group discussions.
- Children need to know that it is acceptable to use abnormal behaviour in situations where personal safety is at risk, *eg yelling and shouting to alert others*. Broader personal safety issues are explored in many aspects of PSHE. Some police services have videos that address personal safety issues.
- Some police forces have videos about the danger of playing near railway lines and on building sites. You may be able to borrow these.
- The Royal Society for the Prevention of Accidents (RoSPA) provides information and guidance about safety education.
- Link with ICT: there are issues of personal safety when children use online communications such as e-mail and chat rooms. Children need guidance in protecting themselves from giving out personal information. For guidelines, see *Superhighway Safety* from Becta.
- Link with geography: unit 2 'How can we make our local area safer?' in the scheme of work.

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
<p>CHILDREN SHOULD LEARN</p> <p>KEY STAGE 2 WHERE IS OUR LOCAL POLICE STATION AND WHAT HAPPENS THERE?</p> <ul style="list-style-type: none">about the work carried out at the police station and at any specialist police facilitiesto ask relevant questions and identify key points	<ul style="list-style-type: none">Arrange a class visit to your local police station. Before the visit, help the children to prepare by locating the police station on a map of the local area and asking them what they expect to see and learn during their visit. Ask them to write down three things to find out about during the visit, <i>eg What crimes do children commit most often? What happens when a suspect is brought to the police station? Who looks after the police dogs?</i>Before the visit, ask your local school police liaison officer (if you have one) to come to the school for a preliminary discussion with the children. Encourage the children to ask questions and, if necessary, gain reassurance about the forthcoming experience.Following the visit, reflect on what the children discovered about the role of the police in preventing crime and keeping the community safe. Ask the children to talk about three things that they found out about during the visit, then to design and make posters showing what they learnt. Display the posters in the classroom or elsewhere in the school.	<p>CHILDREN</p> <ul style="list-style-type: none">ask questions and identify key pointsknow what happens at the police stationunderstand that the police are part of the community and help prevent crimes and keep the community safe for all of us	<ul style="list-style-type: none">Link with English: En1 S&L 2a, 2b in the key stage 2 programme of study.Visits to police stations are not always possible but if they are, they should be planned well in advance.Some parents may not wish their children to participate. It is advisable to send letters home beforehand, clearly outlining the aims and objectives of the visit and how it is linked to areas of study.During visits to police stations, children are normally given a tour of the main facilities and have an opportunity to learn about the broader responsibilities of the police force and crime prevention.If specialist facilities are not available at your local police station, or are restricted for some reason, your school liaison officer may be able to arrange visits to the school by dog handlers, mounted police, etc.Link with geography: 2c, 3b, 3c, 5a in the key stage 2 programme of study; unit 6 'Investigating our local area' in the scheme of work.
<p>HOW IS OUR COMMUNITY OUR RESPONSIBILITY?</p> <ul style="list-style-type: none">about issues that are dealt with by the police and local organisations and how they impact on the local environment and community	<ul style="list-style-type: none">Ask the children to talk about the things they like and enjoy about their community and their school. Explore with them what happens when a problem arises in school or the community, <i>eg an unpopular decision is taken</i>. Emphasise the importance of communication and discussion.Begin investigations about local facilities that exist for young people. Ask the children to plot the facilities on a map, accompanied by fact files created by pairs or small groups, <i>eg club name, address, telephone number, age range covered, aims and purposes, activities offered, skills that can be learnt, how it helps the local community and area, the main advantages and any disadvantages</i>. Invite a representative from the club, or a child who is a member, to give a short presentation about the benefits of participating in that club.As a class, discuss the facilities and activities for young people and children in the local community, drawing on the results of the investigations. Do the children feel that certain facilities and opportunities are missing from their local area? Have facilities been damaged, vandalised or removed from their vicinity in the past? How do their facilities compare with those in neighbouring areas or elsewhere in the country? What do children spend their time doing without the facilities they would like? What else could they do? Encourage the children to think of ways of improving local facilities and of drawing attention to their views and opinions. Locally organised schemes run during the summer holidays, <i>eg Community and Police Enterprise projects</i>, may offer a range of activities at local venues for children to join in with, <i>eg outings, arts and crafts, drama and dance, outdoor pursuits</i>. Police officers and volunteers normally maintain these schemes.	<ul style="list-style-type: none">recognise the importance of communication and discussion in resolving conflict, and that there may be a need to compromisediscuss, ask questions and express feelings in a variety of ways and with developing confidenceevaluate information about priorities for the community and their environmentdemonstrate concern for people and communities where human needs are not readily mettake a constructive interest in their local community and begin to take on a wider sense of social responsibility	<ul style="list-style-type: none">This section could be linked with unit 9 'Respect for property' and unit 10 'Local democracy for young citizens'. In these units, children contact their local council about developing or improving facilities in their community.It is important to stress to children that they will need full permission and approval from their parents or carers before they can consider joining any local groups or clubs.Contact your local crime prevention officer, who may be able to visit or offer support with fact packs and other resources.Police forces around the country offer a range of activities for children and other members of the community. Details should be available on your local police website.Link with geography: 2c, 3a, 3e, 3f, 5a in the key stage 2 programme of study; unit 8 'Improving the environment' in the scheme of work.
<p>HOW CAN I MAKE A DIFFERENCE IN MY COMMUNITY?</p> <ul style="list-style-type: none">about local schemes, <i>eg Neighbourhood Watch, Crimestoppers</i>about how children can contribute to and participate in community issues, both individually and collectively	<ul style="list-style-type: none">Compile a range of information sources about local issues and the involvement of the police, community groups and others, <i>eg newspaper articles, stories, community leaflets, Neighbourhood Watch reports</i>. Invite individuals and representatives with responsibility for aspects of community development and liaison to talk about their work, <i>eg duties, funding issues and costs, planning, consultation, local and regional regulations, how children can become involved</i>. The children may decide to raise awareness about issues on a wider scale, <i>eg as part of a class assembly</i>, or to generate a school campaign, <i>eg by writing to local councillors</i>.The children could form a Primary Action group to address an issue in their school or local community that concerns them. Pupils at key stage 3 or 4 could be involved in supporting the children in carrying out their plans.	<ul style="list-style-type: none">identify positive and negative impacts of human activity on the local environmentidentify acceptable and unacceptable behaviourshow care for their surroundings and recognise that they have a responsibility towards their communityexpress personal and group views about social and local issues	<ul style="list-style-type: none">The local school police liaison officer could talk to the children about safe and effective methods of communication, ways of solving problems and how the police work with the community to prevent crime. Refer to the Neighbourhood Watch and Crimestoppers websites for more information (see www.standards.dfes.gov.uk/ schemes).Children may be able to take part in developing ideas for local community strategies. Your local authority should be able to provide information about community strategies, and involve local people, including young people, in decision-making about local needs and priorities.Primary Action is an extension of Youth Action, which has supported the establishment of Youth Action groups in schools and communities. Information can be obtained from Youth Action Plus at Crime Concern.Link with geography: 1d, 2d, 5a, 5b, 6a, 6e in the key stage 2 programme of study; unit 16 'What's in the news?' in the scheme of work.Link with English: En2 R 3a, 3c in the key stage 2 programme of study.