

RESOURCES

Resources include:

- leaflets, booklets, posters and other information about the Houses of Parliament, available from the Parliamentary Information Unit
- the Children’s Legal Centre, a charity concerned with law and policy affecting children. It produces a number of publications, including *At what age can I?* which explores legal ages, and a journal, *childRIGHT*
- school police liaison officers, who may be able to provide support through programmes covering: the rights and responsibilities of the police and the public; crime and its consequences; and laws and the judicial system
- information about Primary Action Groups, which can be obtained from Youth Action Plus at Crime Concern
- the *Primary Pupil Councils DIY Resource Pack*, which supports the establishment and development of pupil councils (available from School Councils UK)

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

- the House of Commons Information Office
- Explore Parliament (the Parliamentary Education Unit)
- the Children’s Legal Centre
- Crime Concern

EXPECTATIONS

At the end of this unit

most children:

recognise the importance of rules and how they help us. They know about the process of law-making and how to engage appropriately in debates and discussions. They understand that voting is one way of contributing to group decision-making. They have an increased awareness of peer influence and know some assertiveness techniques. They understand the basic concept of democracy, and make connections between decision-making in their school and decision-making at a national level by Parliament.

some children have not made so much progress and:

recognise that rules are important and that they help us. They understand that laws have to go through a complex process to be passed. They have some understanding of how to resist peer influence and make some contributions to discussions.

some children have progressed further and:

recognise the importance of rules and laws and how they help protect rights, giving examples from their investigations. They know about democratic decision-making, and give examples of how this affects the school and the wider community and how they can take part. They appreciate the importance of voting. They understand the role of Parliament and MPs in making law. They take part in class discussions and debates and sustain coherent arguments. They make judgements about the consequences of actions and give reasons for their decisions. They begin to appreciate how decision-making by Parliament at a national level affects individuals and communities.

Unit 8 How do rules and laws affect me?

ABOUT THE UNIT

In this unit, children learn about rules and how laws are made in a democracy. They develop their appreciation of why we need rules to protect rights and how they help us – at home, at school and in our wider communities. They discuss class and school rules and learn how to make suggestions and changes through the class or school council. They find out about the work of Parliament and MPs in creating and changing laws, and about the importance of discussion and debate. They take part in preparing and presenting arguments on topical issues. Using examples, children reflect on the variety of personal choices they can make and consider rights and responsibilities. They consider coercion and peer influence and explore the consequences of breaking the law. Children reflect on their learning and devise a poster to communicate what they have found out.

There are opportunities for links with English, history, RE and geography. Some of these are indicated in the ‘Points to note’ section. The unit also links with unit 1 ‘Taking part – developing skills of communication and participation’, unit 2 ‘Choices’, unit 9 ‘Respect for property’ and unit 10 ‘Local democracy for young citizens’.

WHERE THE UNIT FITS IN

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

1a, 1b, 1c

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

2c to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities

2g what democracy is, and about the basic institutions that support it locally and nationally

3f

4a, 4d

5a, 5b, 5c, 5e, 5g, 5h

VOCABULARY

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

- rules, *eg fairness, rights, responsibilities, laws*
- democracy, *eg discussion, debate, voting, Parliament*

Key stage 2

Citizenship

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

WHY DO WE NEED RULES?

- about rules and laws and why they are needed
- In groups, the children choose and play a board game. After 10–15 minutes, ask them to stop playing and discuss the rules of the game. Why are rules needed? What would happen if there were no rules? It is important to point out that rules ensure fairness, *eg when playing a game*.
- In their groups, the children list rules that they follow in different situations at home, *eg watching TV, at bedtime, doing chores*. They discuss and compare these. What other kinds of rules do they follow, *eg at school, playing sport, in law*? Why are these rules and laws needed, *eg to protect us from harm, to help us live together in our communities, to help us distinguish between right and wrong, to ensure fairness*? Who makes rules and laws? Are the rules fair to everyone? What happens when rules are broken? The groups share their discussion with the class and think about what they would do if they wanted a rule to be changed. Consider the agreed ground rules for discussion and how children are involved in making and changing class or school rules. Point out that when everyone has a say, this is democracy, and that children can take part in democracy by having their say in school.

- know why we need rules and how they help us at home, at school and in our communities
- understand that rules are needed to ensure fairness and protect rights

- For information on how to establish ground rules, see the *Teacher's guide*.
- This section could be linked with cycling proficiency and the need for rules that keep us safe.
- Link with history: stories about rules and breaking rules such as unit 7 'Why did Henry VIII marry six times?'.
- Link with geography: environmental regulations, 5a, 5b in the key stage 2 programme of study.

WHO MAKES THE RULES?

- about the importance of rules
- about democracy and how they can take part in decision-making
- to take turns in discussions
- to vary their spoken contributions to suit the activity and its purpose
- Working in pairs, the children list three rules that they have to follow: in the classroom, in school, at home. For each rule, they talk about and write down their answers to the following questions:
 - Why do we need the rule?
 - Is the rule fair?
 - Who makes the rule?
 - What happens when the rule is broken?
 - Would we like to change the rule?
 Each pair feeds back to the class about one of their chosen rules.
- As a class, the children reflect on how rules are made for the classroom, playground or school, *eg ground rules for discussion, rules for use of the classroom, rules for use of play equipment*. Drawing on their work in the previous activity, ask them to suggest any rule that they think could be improved or to propose a new rule and discuss how this would affect individuals and the class or school. Record suggestions on the board. Refer to the role of the class council or school council and how they are involved in decision-making. Ask the children to vote (using a secret ballot) for the rule that they think should be taken to the school council for consideration. Explain that this is an example of democracy, where each person's view is important and can make a difference.
- The children look up 'democracy' in a dictionary and write down in their own words what it means. As a class, discuss and agree a definition. Using local newspapers, ask the children to find examples of democracy, *eg in decision-making*.

- contribute to discussions in order to develop their ideas
- describe how rules can be changed in class or school
- describe democracy in simple terms
- know that voting is an important means of contributing to group decision-making

- Information about pupil councils (class, year and school) is available from School Councils UK.
- This section could be linked with unit 1 'Taking part – developing skills of communication and participation'.
- Link with English: En1 S&L 3a, 3b in the key stage 2 programme of study.
- Link with history: children learn about events and people in the past, including democratic societies such as Ancient Greece.

HOW DOES PARLIAMENT MAKE LAWS?

- why and how laws are made
- about different types of law
- about the role of Parliament and MPs
- to contribute views and opinions to a debate
- to deal with opposing points of view
- Give the children some background information about Parliament, drawing comparisons with decision-making in the class or school. This could cover the following points:
 - every area in the country sends a representative to Parliament (a Member of Parliament or MP)
 - MPs belong to a political party
 - before an election, each political party publishes what they stand for in a manifesto
 - an election is held about every five years for the people to vote for the party they want in government
 - the leader of the party that wins an election becomes the Prime Minister
 - changing the law is an important part of the work of Parliament
 - changes are debated and discussed in Parliament before being agreed, as they are in class or school councils
- Using scenarios or stories, explore a law that affects children, *eg legal ages at which children can open a National Savings account (7), own a pet (12), vote in an election (18)*. Through class discussion, explore why the law is needed. What might happen without the law? Is it fair to everyone?
- Hold a simple parliamentary-style debate, focusing on a legal issue of interest to children or relating to the laws explored in the previous activity. Invite your local MP or a councillor to the debate. The children could prepare questions, *eg about the work of Parliament in changing the law*. If no one is available, it may be possible to send questions by letter or e-mail.
- Extension activity: The children could find out more about the Houses of Parliament, perhaps using the Explore Parliament website, and look up the name of their MP. Show them a video clip of a parliamentary debate or Prime Minister's Question Time, and ask them to describe what they saw.

- know that there is a process by which laws are made, involving discussion, debate and voting by MPs in Parliament
- understand that rules and laws are designed to protect us
- express personal and group views on social issues and listen to the views of others

- The Children's Legal Centre is a charity concerned with law and policy affecting children. It produces a number of publications, including *At what age can I?*, which explores legal ages.
- The House of Commons Information Office website and the Explore Parliament website provide useful background information.
- See appendix 5 of the *Teacher's guide* on the use of visitors in school.
- This section could be linked with unit 10 'Local democracy for young citizens'.
- Link with English: En1 S&L 3d in the key stage 2 programme of study.
- Link with history: many aspects of history provide opportunities for links, in particular the study of rulers, government and democracy.

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

HOW CAN WE TAKE RESPONSIBLE ACTION?

CHILDREN

- about some of the laws that young people tend to break and why
- how a criminal record can affect an individual's future
- to reflect on what they have learnt about rules and laws and to share this with others in the class

- Ask the children to think of rules or laws that they know have been broken in school or in the wider community, *eg misusing the play equipment at playtime, playing football in the quiet area, causing damage to a bus shelter, shoplifting*. Local or national newspapers could be used as stimulus material. The children discuss what happened, whether there were any victims, whether it was dangerous, the effect on others. They then work in groups to present a law-breaking or rule-breaking scenario to the rest of the class, through a storyboard or drama, or as a TV news-style report. Why was the rule broken or the crime committed?
- The children reflect on some of the daily choices they make and what influences them, *eg wanting to be like their friends*. They identify positive and negative influences and discuss when an influence becomes a pressure. Make them aware of possible pressure from peers to behave in unacceptable ways. Ask them to talk about peer pressure and to identify ways of resisting temptation. How can they help to deter others from behaving in an unacceptable way?
- Reflect on how we can all take responsible action to help prevent crimes, *eg through Neighbourhood Watch, by taking care of our possessions, by not joining in with risky behaviour that could lead to a crime, by forming a Primary Action Group*.
- Working in groups, the children create a poster that communicates what they have learnt about rules, laws, democracy and Parliament. The poster could focus on a particular issue or could be a campaign to change a rule or a law that affects children. Display the posters in the classroom or around the school.

- identify laws often broken by young people
- understand some of the reasons for breaking rules or laws, including peer pressure
- develop ways of taking responsibility for their behaviour, particularly when in a group
- know the consequences of their actions for themselves and for others
- reflect on and communicate what they have learnt

- This section could be linked with unit 2 'Choices', unit 9 'Respect for property' and unit 10 'Local democracy for young citizens'.
- Children could draw on examples of vandalism in the school and local community to explore why vandalism happens and what can be done about it.
- Information about Primary Action Groups is available from Youth Action Plus at Crime Concern.