

Seal Links - Citizenship Years 5 and 6

New Beginnings

Activity 1

Year 6 children could take the lead in running cross-age circle meetings involving pupils from Years 1 to 6. The circle groups meet to discuss issues that affect everybody in the school, as in a school council. All children attend. The circle groups are supervised by teachers but run by the older children, and take place once a week for about 15 minutes.

Activity 2

Objectives: As for QCA Unit 1 Taking part - developing skills of communication and participation

- The class charter activity could be expanded to include discussion about the different methods of deciding on the charter, in order to focus further on developing children's understanding of voting processes and democracy.
- The children can be asked to suggest rights and responsibilities in the classroom and these are then voted on (using an open vote). The rights and responsibilities with the most votes are adopted. Explain that this is an example of democracy, where each person's view is important and can make a difference. Ask the children why they think ballots are usually done secretly. How did it feel to make your choices publicly?
- Discuss with the children how it feels when their own idea was not the one selected, or if they did not agree with what the school council decided. How should we behave in this case?
- Review the class charter regularly with the children to ensure that they still agree with it, or change it if appropriate.
- Establish a class forum where children have the opportunity to reflect on how the class is doing in relation to the charter. This might involve asking questions about how it is working and how the class might be encouraged to keep to the charter.
- A class council might be created to decide upon some aspects of the classroom environment, procedures, within-class consequences (both rewards and sanctions) and routines (within the context of the school guidelines, expectations or code of conduct). This council could suggest ideas and evaluate their effectiveness.

Further work on rights and responsibilities can be found in QCA Citizenship Unit 7 Children's rights - human rights, Unit 8 How do rules and laws affect me? and Unit 10 Local democracy for young citizens.

Further work on exploring identities, communities, sameness and diversity can be found in QCA Unit 5 Living in a diverse world.

The 'Respect for all - Valuing diversity and challenging racism through the curriculum' section of the QCA website offers a useful lesson plan that explores how variation and cultural diversity can enhance society, and also how mistaken stereotypes can be perpetuated. The activities are highly engaging.

www.qca.org.uk

Click on ages 3-14/inclusion, then PSHE and citizenship and the lesson *Planet Mingo (cultural and social justice)*.

Getting on and Falling Out

Objectives: As for QCA Unit 1 Taking part - Developing skills of communication and participation and QCA Unit 7 Children's rights - Human rights

Use the activities in 'Taking responsibility' in Unit 7 to offer additional opportunities for children to work together to resolve conflict, develop skills of participation and responsible action, and to reflect on their learning and communicate what they have learned to others.

Use the activities suggested in 'Developing our communication skills' and 'Working together - making decisions' for Years 5 and 6 in Unit 7. The former involves holding a discussion with another person, offering opinions and listening to, and taking on board, the views of that person. The latter helps children to collaborate with others in a group to solve a problem and/or make a decision, to develop group work skills, including taking different roles in a group.

Further work on exploring identity, communities, sameness and diversity, can be found in Unit 5 Living in a diverse world.

Further work on exploring peer pressure and other influences on the decisions we make (including how our decisions impact on other people) can be found in Unit 2 Choices.

Ideas for extending the children's knowledge and understanding of conflict and harmony to local, national and international arenas can be found in Unit 11 What's the news?

Relationships

Discussion about the lives and work of great leaders like Nelson Mandela, Martin Luther King, Gandhi, who all changed the world, and who had all suffered humiliation and loss in their lives.

Changes

Discuss the role of the children in Year 6 as monitors, school council officers, and as children who set an example to younger ones. What privileges and responsibilities come with being at the top of the school? What will be different and what will be the same in secondary school?