

## Unit Context



This unit is designed to be taught at the beginning of a school year, as it includes discussing children's responsibilities in the classroom and forming class ground rules, but could also be delivered later in the year and used to review these ground rules and discuss how well they are working. Ground Rules are also covered in Unit BB 1/2 Beginning and Belonging. This unit has important links with the United Nations Convention on the Rights of the Child, which was adopted in 1989 by governments

worldwide, promising all children the same rights. These rights are based on what a child needs to survive, grow, participate and fulfil their potential, and apply equally to every child, regardless of who they are or where they are from. Article 12 states that 'Whenever adults make a decision which will affect the lives of children in any way, children have the right to give their opinion, and to have it taken into account.' Children have a right to express their opinion, and a responsibility to participate in decision making at school. This unit aims to teach children some of these skills so that they develop self confidence and the ability to listen to others. Schools may work towards the UNICEF UK's Rights Respecting School Award (see 'Sources of Information and Support'). If children feel they matter in school and they are respected, they are more likely to commit themselves to learning. Pupil voice is a key factor in effective practice in schools and can be actively encouraged through school and class council, circle time, listening boxes, thought books and assemblies. These skills are developed further in Unit WT 1/2 Working Together and details of these methods for pupil participation can be found in the Teaching Guidance. This unit has links with SEAL New Beginnings, especially the development of class charters.

## Unit Description

In this unit, children will have the opportunity to identify their own responsibilities both in and out of school. They will also discuss the areas of their lives for which adults are responsible and consider how this might change as they grow up. They will either create or reflect on existing classroom or school rules and talk about why they have been made and what they mean in practice. They will begin to develop an understanding of democratic decisions and how these affect their everyday lives, including experiencing voting and its outcomes in the classroom. They will begin to learn how to share their opinions, ensuring that they listen to those of others, taking turns and showing respect for each other. They will develop these skills further by taking part in paired and class discussions about topical issues.

## Notes for Staff

This unit may be delivered at the beginning of a school year and there will therefore be changes for all pupils such as a new classroom and new teacher. Other children may have joined the school and therefore need extra support in understanding the school routines and expectations. Children will have different experiences of the levels of responsibility they are given at home and it is important to be sensitive to this and to help them to consider when it might be appropriate to take responsibility in a situation and when they might need to seek adult support. During this unit, children will have the opportunity to use voting to make decisions in the classroom. This can lead to children experiencing strong emotions, particularly if their preference is not chosen. In addition to helping children manage these emotions, you may want to provide an opportunity for children to discuss this further, in terms of different processes for decision making and how people (both adults and children) feel if they feel others have not listened to their opinions.

## Learning Expectations

### At the end of this unit most pupils will:

- 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 towards family and friends.
- be able to state classroom ground rules and explain how they have been made.
- understand why we have classroom rules and describe what the classroom would be like without them.
- 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 class discussion.

### Some pupils will not have made so much progress and will:

- be able to name some adults in school who look after them.
- be able to describe some classroom jobs, and jobs they do at home.
- with support, be able to state the classroom ground rules.
- with support, be able to explain why we have classroom rules and describe what the classroom would be like without them.
- be able to take part in voting in the classroom..

### Some pupils will have progressed further and will:

- be able to distinguish between responsibilities they have and responsibilities adults have at school.
- be able to explain some of the consequences of not taking responsibility.
- be able to name some responsibilities they may take on when they are older.
- be able to explain who is involved in making classroom and school rules.
- be able to describe what helps us to keep the rules and some of the benefits of keeping them.
- be able to describe the consequences of failing to follow the rules.
- ask and answer appropriate questions during a class discussion.
- listen to someone else's views and tell others about those views.

## Activities for Recording Assessment

**A** at the end of an activity indicates an opportunity for recording assessment.

**Activity 1.1** will enable you to assess children's awareness of those who have responsibility for them at school.

**Activity 3.1** You could use the children's drawings to assess their understanding of their own responsibility towards their friends.

**Activity 5.3** The children's pictures and posters will give an indication of their understanding of what a classroom might look like with and without rules.

**Activity 9.2** The draw and write activity will help you to assess whether children are able to say what they think and feel about a school issue.

## Out of School Learning

This unit provides opportunities for children to think about their responsibilities at home as well as at school. You could encourage them to discuss with their parents/carers any responsibilities they don't currently have but would like to take on. They could also take home a list of the classroom rules to talk about with their parents/carers and could also discuss any ground rules they have in the home (whether or not these are formally expressed) *e.g. at home we are not allowed to eat in our bedrooms, we try to speak politely to each other, we help tidy up.* The unit also introduces the children to the concept of voting and you could suggest they talk to adults at home about voting in elections, as well as how decisions are made at their workplace and within the family.

## Sensitive Issues



Sensitive issues to be aware of are marked in the Points to Note column with this symbol.

When creating and reviewing ground rules, it is important to ensure that they are relevant to all children. Children need to feel secure in the classroom and therefore if there is a rule which someone finds difficult because of a special educational need, other children need to be made aware of this and ways of adapting the rule need to be discussed and agreed. Sensitivity is needed when discussing the different levels of responsibility children have in the home, as this will vary from family to family.

## Resources for This Unit

Specific resources for delivering the **Teaching Activities** in this unit are referred to in the **Points to Note** column as appropriate.

Generic resources to support teaching and learning are also referred to in the **Points to Note** column.

All these resources can be accessed and downloaded using the **PD Planning Tool**.

Additionally, on screen users can access directly any resource shown in red type by clicking on it:

For example:

See **Teaching Guidance** for information on **Circle Time** and using the **Draw and Write** technique.

A full list of resources is included at the end of this guide

## Linked Units

**FF 1/2** Family and Friends

**ME 1/2** My Emotions

**DC 1/2** Diversity and Communities



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8. To be able to share opinions, taking turns and valuing the views of others by listening actively.
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10. To understand what they have learned and to be able to share it with others.

## Section A - Responsibilities

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
1. To be able to name some people who look after them and some of their responsibilities towards them.	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>name some adults in school who look after me and describe their responsibilities</li> </ul>	<p>1.1. Ask the children for the names of people who look after them at school. Discuss the different ways these people help to keep them safe and happy. Ask each child to draw a picture of one person who helps them, and to write a sentence explaining how that person cares for them. This could be displayed as a whole class mind map.</p> <p><b>A</b></p>	<ul style="list-style-type: none"> <li>Include teaching and non teaching staff.</li> <li>For instructions for carrying out <b>Mind Mapping</b>, see the <b>Teaching Guidance</b>.</li> <li>This links with Unit <b>FF 1/2 Friends and Family</b>, where children think about their special people.</li> </ul>
2. To identify jobs and responsibilities they have at school.	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>know that I have responsibilities at school</li> <li>name some jobs we do in the classroom</li> <li>explain some of the consequences when we do not take responsibility</li> <li>explain some of the benefits when we do take responsibility</li> </ul>	<p>2.1 As a class, discuss the different things the children need to do to help in the classroom. Make two lists – one showing the objects they can be responsible for, <i>e.g. tucking chairs in, picking up pencils, closing doors, collecting their jumpers</i>, and the other showing behaviour they should demonstrate, <i>e.g. saying please and thank you, following the rules, ways of being a good friend</i>. In Circle Time, ask the children to complete the sentence stem, 'I can be helpful in class by...'</p> <p>2.2 In Circle Time, ask a few children to mime a classroom job for others to guess. Using these mimes and ideas contributed by the children, create a list of the special 'monitor' jobs they might have in class <i>e.g. turning off lights, taking the register, watering plants</i>. Discuss what might happen if the 'monitors' did not carry out their jobs. Emphasise the concept of being responsible and discuss what we can do if, for any reason, we are unable to carry out a monitor job.</p>	<ul style="list-style-type: none"> <li>For <b>Circle Time</b> see the <b>Teaching Guidance</b>.</li> <li>Ensure everyone in the class is included in taking responsibility for a job, and consider how to support those who find taking responsibility more difficult, such as providing them with a buddy.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
3. To understand responsibilities they have to their friends, family and class.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>know that I have responsibilities to my friends and family as well as my class</li> <li>name some jobs I do at home</li> <li>name some responsibilities I may take on when I am older</li> </ul>	3.1 Ask the children to draw a picture of themselves and their friend playing in the school playground. Their friend has fallen over. Can they draw what they should do? Share the picture as a class. <b>A</b>	<ul style="list-style-type: none"> <li>Unit <b>SR 2 Sex and Relationships Education</b> also includes learning about responsibilities, mainly within the context of home and family.</li> </ul>
		3.2 Use a puppet. Explain to the children that the puppet is very pleased because they have helped someone at home. Ask the children to guess the different jobs the puppet has done.	<ul style="list-style-type: none"> <li>See the <b>Teaching Guidance</b> for <b>Puppets</b>.</li> </ul>
		3.3 Read a story such as <b>Mind the Baby (Monster and Frog)</b> or <b>An Evening at Alfie's</b> and use the story to discuss responsibilities that older siblings or adults at home have and why it is sometimes appropriate for children to take on some responsibilities but not others.	<ul style="list-style-type: none"> <li>During discussions children may become aware that  different families have different practices in relation to the levels of responsibility they give their children. It is important that children are reassured that these differences are to be expected and that every family is different. If you have any cause for concern, refer to your school's <b>Safeguarding and Child Protection Policy</b>.</li> <li> Be aware that some children may be young carers.</li> </ul>

## Section B: Understanding and developing rules

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>4. To be able to explain the rules which affect them in school and how they have been made.</p>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>describe our class ground rules</li> <li>explain who is involved in making the rules and why</li> <li>describe how we made the rules</li> </ul>	<p>4.1 In Circle Time, ask the children to respond to the sentence stem <i>A school rule I know is ...</i> or <i>A class rule I know is ...</i>. Make a note of the rules the children have given. Share with the children existing posters of school or class rules, and compare these with the children's responses.</p> <p>4.2 Ask the children who they think made the rules which affect them, and remind them of any previous negotiation of the ground rules for their class. Acknowledge that some are made by grown ups for everyone's safety. Ask the children if they can think of any of the rules that might fall into this category.</p> <p>4.3 Ask the children to imagine that two new children are coming to join the class and that they are worried about not knowing all the rules. Ask the children to draw the new children in the centre of the circle, then add notes to the circle explaining how they are feeling. This might lead to a role play exploring how the teacher or existing members of the class might reduce the fears of new children. You could film this role play and then use it to show new children, staff or visitors.</p>	<ul style="list-style-type: none"> <li>For <b>Circle Time</b>, see the Teaching Guidance.</li> <li>This links with the development of class charters in <b>SEAL New Beginnings Year 1-2 (Blue)</b>.</li> <li>Ground Rules are also covered in Unit <b>BB 1/2 Beginning and Belonging</b>.</li> </ul> <p>For information about developing and maintaining <b>Ground Rules</b>, see the <b>Teaching Guidance</b>.</p> <ul style="list-style-type: none"> <li>These activities could be used either to review existing ground rules, or to develop new ones.</li> </ul> <ul style="list-style-type: none"> <li>For <b>Circle of Feelings</b>, see the <b>Teaching Guidance</b>.</li> <li>This is also useful for helping the children think about and reinforce the rules in their own minds.</li> <li>For information about using <b>Role Play</b> and <b>Cameras</b>, see the <b>Teaching Guidance</b>.</li> <li>This links to work in <b>BB 1/2 Beginning and Belonging</b> about helping new members of the class feel welcome.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
5. To understand how rules enable them to feel safe and happy in school.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>• explain how rules keep us safe and happy at school</li> <li>• describe what a classroom would be like with no rules</li> <li>• describe some of the consequences of failing to follow the rules</li> </ul>	5.1 As a class, look over the class ground rules, and ask the children to think about them. Ask the children for words that describe how they might feel if another child didn't follow a ground rule. Then ask them for words that describe how they feel when other children follow certain ground rules. Ask the children to complete the sentence stem, ' <i>It makes me feel happy and safe</i> (or insert own feelings words here) <i>when someone remembers to...</i> '	
		5.2 Use a puppet. Explain to the children that the puppet is feeling sad/upset/cross because someone has forgotten to follow a ground rule. Encourage the children to ask the puppet questions to find out what has happened and to offer suggestions that will help them feel better. Finish the activity with the puppet in a positive mood because someone has remembered to follow a class ground rule. Again, ask the children to find out what has happened.	<ul style="list-style-type: none"> <li>• For use of <b>Puppets</b>, see the <b>Teaching Guidance</b>.</li> </ul>
		5.3 Ask the children to draw a picture, and add notes where they can, showing what their classroom would be like if there were no rules. Emphasise how rules help to keep us happy and safe. Then ask the children to work together in a pair or small group to draw a poster with the title 'We are following the rules', showing what their classroom looks like on a good day. <b>A</b>	<ul style="list-style-type: none"> <li>• For <b>Group Mixing</b>, see the <b>Teaching Guidance</b>.</li> <li>• These posters could be used for display to show visitors the class rules.</li> </ul>
		5.4 Use a poem, such as Please Mrs Butler, which describes the consequences of failing to follow the rules. Discuss with the children which rules were broken and how those involved feel. Discuss what the children in the poem could have done to solve the problem themselves without involving the teacher. Ask the class to work in pairs to write a letter to Mrs. Butler suggesting what could be done in her classroom and school to help children to remember and follow the rules. Collect and read the children's letters and ask them if there are any new suggestions which could be used in your classroom or school to help children to remember and follow the rules.	<ul style="list-style-type: none"> <li>• See Resource 1 for <b>Please Mrs. Butler</b>.</li> </ul>

## Section C - Democracy and decision making

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>6. To understand how democratic decisions might affect them in the everyday life of their class.</p>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>• explain what is meant by voting</li> <li>• name some people and groups who make decisions about school issues</li> <li>• explain some reasons why we put our hand up in class</li> </ul>	<p>6.1 Choose a selection of four books to read to the children. Now ask the children to vote for one of the stories for you to read to them. This can be done by a 'show of hands', by using a simple voting slip or by setting up a touch screen voting system on the whiteboard. The results can then be collated on a simple tally chart or pictogram. Conduct a discussion on how it feels when you do not get what you want. Was this a fair way of choosing? Explain that this method of choosing is called voting. Now read and enjoy with the children the story that received the most votes.</p>	<ul style="list-style-type: none"> <li>• As an extension activity, you might like to discuss with the children if they think the voting would have been different if they had been asked to close their eyes. Some children may already be aware that peer influence plays a part in their decision making. You could link this to political voting and the secret ballot.</li> <li>• As an extension or class council activity, you could ask the children to vote on what sort of books to buy for the classroom so that they can see their views having a real impact.</li> </ul>
		<p>6.2 Ask the children to think about who makes the decisions at school. The list should include the teachers, themselves, the school or class council (if applicable), the headteacher, the governors and the government. Give the children a list of events, <i>e.g. school trips, when the school holidays are, books we read, work we do, painting the school, cleaning the classrooms</i>. Ask the children, in pairs, to agree who makes these decisions. Share ideas. Conduct a vote on a classroom issue, <i>e.g. which game to play in Circle Time</i>.</p>	<ul style="list-style-type: none"> <li>• You could also discuss with the children what happens when different people at school disagree with each other about a decision.</li> <li>• School council gives children an opportunity to express their opinions, through electing representatives and using these representatives to communicate their views on a range of issues.</li> </ul>
		<p>6.3 Ask the children when they should put their hand up in the classroom. Ask the children why they should do this. Reasons might include <i>'I know the answer', 'I want you to ask me', 'I want to tell you something', 'It's my turn'</i>. Ask the children to imagine a classroom where no-one put up their hand. Challenge them to say what it would be like to try and work there, get help, or to read and write and how they might end up feeling. In Circle Time, ask the children to recall a time they put their hand up, and use the sentence stem <i>'A time I put my hand up was ...'</i> Remind the children that adults in meetings, (<i>e.g. staff meetings</i>), use this method and others to ensure that everyone has a turn to speak and is listened to.</p>	<ul style="list-style-type: none"> <li>• For <b>Circle Time</b>, see the <b>Teaching Guidance</b>.</li> <li>• If other methods are used for choosing children such as drawing straws or lolly sticks, pin in the register, or paired discussion and feedback, discuss with the children why these are sometimes used. Discuss when it would be appropriate for a child to call out without putting their hand up, for example if they were injured or could see an accident about to happen.</li> </ul>



Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>7. To understand and experience the process of electing a school council representative.</p>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>express my opinions about school</li> <li>explain what a school council is for</li> <li>explain what a representative does and say what qualities they need to have</li> <li>take part in electing school council representatives</li> </ul>	<p>7.1 Ask the children to talk about the school in small groups - saying some things they like about school, some things they would like to change about school and some things they wish they had in school. Ask them to make posters, either individually or as a group, expressing these views. Ask the children to show and talk about their posters. Remind them that everyone in the school will have different views on what the school is like and how it should be. Explain that the school council is there so that children can have their say in the running of the school. Discuss what sort of responsibilities the school council has had in recent years to give the children an idea of ways it has had an influence.</p>	<ul style="list-style-type: none"> <li>This links with activities in <a href="#">SEAL New Beginnings Year 1-2 (Blue)</a>.</li> <li>These activities can be used at any point in the unit or school year when elections for school council representatives are being held.</li> </ul>
		<p>7.2 Read the story <b>Charlie the Chicken</b> to show the importance of listening carefully. In <b>Circle Time</b>, ask the children to talk in pairs and find out something their partner likes about school. Ask them to report back to the group by introducing their partner, e.g. <i>This is Sam and he likes school dinners</i>. Use this to explain the concept of a representative on the school council, i.e. <i>someone who listens to others in the class and says what their views are at a meeting</i>. Act out a couple of scenarios with another adult, firstly being someone grumpy who doesn't listen and then being someone caring who does listen. Talk to them about which role play showed someone who would be a good school council representative and why. Draw around a child on a large piece of paper and ask the children to draw and write inside the outline things which make a good representative. Remind the children that if they want to be a representative, they will also have responsibilities. Ask those who want to put themselves forward to speak to you at a later time or put their name in a box.</p>	<ul style="list-style-type: none"> <li>See Resource 2 for <a href="#">Charlie the Chicken</a>.</li> </ul>
		<p>7.3 Remind the children of the voting they carried out in Activity 6.1. Tell the children how the process of voting for their school council representative is going to work. Ask each child who is standing for election to tell everyone else why they would like to be a representative and what they would like to change about school. Ask them to think carefully about who to vote for, choosing someone not just because they are friends, but because they think they would make a good school council member.</p>	

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>8. To be able to share opinions, taking turns and valuing the views of others by listening actively.</p>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>• share information, my opinions and feelings with others</li> <li>• show others that I am listening</li> <li>• ask and answer appropriate questions</li> <li>• explain why it is important to work together</li> </ul>	<p>8.1 Ask each child to bring a postcard, photograph or object they would like to share with the class. Ask them in turn to tell the class about what they have brought and why they have made their choice, <i>e.g. happy memory, special achievement, links with a special person/time/event</i>. Provide an opportunity for other children to ask questions about their choice. As a group, share feelings about the activity.</p> <p>8.2 Read, tell or ask the children to retell the story of <b>The Enormous Turnip</b>. This is a good story to role play. Discuss what would have happened if the people and animals refused to help pull the turnip. Ask the children to explain what they have learned from the story. Ask what kind of class they would have if they all worked together and included everyone. In Circle Time, use the sentence stem, <i>I can help our class to work better by...</i> Emphasise the importance of listening well to each other. You could talk about why we use Circle Time and why we sit in a circle.</p>	<ul style="list-style-type: none"> <li>• This activity could take place over several days, or a longer period of time.</li> <li>• There are links here with the content of the literacy frameworks.</li> </ul> <p>• Unit <b>WT 1/2 Working Together</b> includes the further development of children's listening skills.</p> <p>• Using rounds in <b>Circle Time</b> enables children to practise turn taking and listening skills. See <b>Using rounds</b> in the <b>Teaching Guidance</b> for further information.</p>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>9. To be able to contribute to paired and class discussions about a topical issue.</p>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>say what I think or feel about a school issue</li> <li>listen to someone else's views and tell others about these views</li> </ul>	<p>9.1 Sit the children in a carousel (two circles, the inner one facing outwards, and the outer one facing inwards, so that each child is sitting facing a partner). Give the children a topic to discuss that affects everyone, <i>e.g. why we have fruit at break and how we could organise fruit time, what they think of the way the tables are set out in the classroom and whether they have any ideas, how they feel about the classroom displays and any suggestions they have about them</i>. Ask each pair to report back, for example, one opinion and one suggestion they both agree on.</p> <p>9.2 Structure a 'draw and write' activity about eating lunch at school. The children should think about what they like and don't like, <i>e.g. the menu, where they sit, how they collect their meal, how packed lunch boxes are stored</i>. Share work in small groups. In a Round in <b>Circle Time</b> ask the children to complete the sentence stem, <i>I would like to improve lunch times by ... A</i></p>	<ul style="list-style-type: none"> <li>For using a <b>Carousel</b> see the <b>Teaching Guidance</b>.</li> <li>This activity has important links with pupil voice and school council, giving children the opportunity to express their opinion about school and class based issues.</li> <li>For using a <b>Draw and Write</b>, see the <b>Teaching Guidance</b>.</li> </ul> <p>You could follow up on this activity by discussing it in the class council or asking your school council representatives to take the class's suggestions (or a summary of them) to the next meeting.</p> <ul style="list-style-type: none"> <li>For <b>Using rounds</b> see the <b>Teaching Guidance</b>.</li> </ul>

## Section D: Processing the learning

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
<p>10. To understand what they have learned and to be able to share it with others.</p>	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>• say what I have learned</li> <li>• share my ideas with others</li> </ul>	<p>10.1 In <b>Circle Time</b>, ask the children to complete one or more of the following sentence stems:  <i>One of my responsibilities is...</i>  <i>A class/school rule I know is ...</i>  <i>When people follow the classroom/school rules...</i>  <i>We can work together by...</i></p> <p>10.2 Remind the children of the key areas focused on in this unit (<i>Responsibilities, Understanding and developing rules and Democracy and decision making</i>). Ask them to contribute some sentences about each area and write them on the interactive whiteboard.</p>	

## Resources to Support this Unit

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The following resources are included in the RR 1/2 Resource Pack linked to this unit:

1. Please Mrs. Butler
2. Charlie the Chicken

These resources are directly referenced within this unit:

**Mind the Baby (Monster and Frog)** Rose Impey

**An Evening at Alfie's** Shirley Hughes

**The Enormous Turnip** Traditional tale

These may also support work on this unit:

**I'll do it! : Learning about Responsibility** Brian Moses

**It's not fair** Brian Moses

## Sources of Information and Support

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**UNICEF UK** [www.unicef.org.uk](http://www.unicef.org.uk)

UNICEF is the world's leading organisation protecting the rights of children and young people. They run an initiative called the Rights Respecting School Award which recognises achievement in putting the UN Convention on the Rights of the Child at the heart of a school's planning, policies, practice and ethos.

**Working Together – Listening to the voices of children and young people** This guidance from the DCSF promotes the participation of children and young people in decision making and provides advice on the principles and practice that support such involvement.

Ref: DCSF-00410-2008 May 2008

**Life Education Centres (LEC)** [www.lifeeducation.org.uk](http://www.lifeeducation.org.uk)

(National Coram Life Education website)

Programmes to support and enhance Drug and Health Education in primary schools. This work is predominantly delivered through a visit from the LEC classroom with trained educators. Cambridgeshire and Peterborough – contact Cambridgeshire PSHE Service – 01480 376256

Links between Unit RR 1/2 and the LEC programmes:

The Year 1 and Year 2 LEC programmes encourage children to take part in discussions, listen to others, share their ideas and take turns.

They also recognise the need for these skills in introduced friendship scenarios.

**Children's Rights Alliance in England** [www.crae.org.uk](http://www.crae.org.uk)

CRAE aims to protect the human rights of children. They provide free legal information and advice, raise awareness of children's human rights, and undertake research about children's access to their rights. They mobilise others, including children and young people, to take action to promote and protect children's human rights.

**School Councils UK** [www.schoolcouncils.org](http://www.schoolcouncils.org)

For School Councils toolkits. They publish a Key Stage One participation and school councils toolkit which contains INSET sessions for staff as well as lesson plans and activities for children.

**Citizenship Foundation** [www.citizenshipfoundation.org.uk](http://www.citizenshipfoundation.org.uk)

An independent educational charity which aims to empower individuals to engage in the wider community through education about the law, democracy and society. The site includes guidance, tools and resources for teaching citizenship.

**Go Givers** [www.gogivers.org](http://www.gogivers.org)

Go Givers is the Citizenship Foundation's programme for primary schools, which includes online lesson ideas, tools and resources. Its aim is to develop caring, concerned citizens with the confidence and skills to make a difference to their communities, both local and global.

**Association for Citizenship Teaching** [www.teachingcitizenship.org.uk](http://www.teachingcitizenship.org.uk)

ACT is the professional subject association for those involved in citizenship teaching.

**Save the Children** [www.savethechildren.org.uk](http://www.savethechildren.org.uk)

Includes resources and guidance for teachers on children's rights and children's participation.

**Involver** [www.involver.org.uk](http://www.involver.org.uk)

A social enterprise which improves schools councils and student voice. The website contains free resources.

# *Cambridgeshire Primary Personal Development Programme*

## **Citizenship 5 • RR 1/2 Rights, Rules and Responsibilities**

### **Contents**

Resource 1 - Please Mrs Butler 1

Click on the title of the resource you require.

**Resource 1 - Please Mrs Butler**

Please Mrs Butler

Allan Ahlberg

Please Mrs Butler  
This boy Derek Drew  
Keeps copying my work, Miss.  
What shall I do?

Go and sit in the hall, dear.  
Go and sit in the sink.  
Take your books on the roof, my lamb.  
Do whatever you think.

Please Mrs Butler  
This boy Derek Drew  
Keeps taking my rubber, Miss.  
What shall I do?

Keep it in your hand, dear.  
Hide it up your vest.  
Swallow it if you like, love.  
Do what you think best.

Please Mrs Butler  
This boy Derek Drew  
Keeps calling me rude names, Miss.  
What shall I do?

Lock yourself in the cupboard, dear.  
Run away to sea.  
Do whatever you can, my flower.  
But don't ask me!



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