

Year 6

HT2 - Rights, Rules and Responsibilities

Lesson	Lesson focus	Learning focus
1	Children's rights	Understand the basic rights of children and who is responsible for ensuring they are achieved.
2	Rights, rules and responsibilities in school	Understand how rights, rules and responsibilities affect them and others in class and in the school.
3	Making and changing rules	Take an active role in making and changing rules and in carrying them out.
4	Conflicting rights and responsibilities	Recognise that there may be differences and sometimes conflict between rights and responsibilities at home and at school.
5	Rules and laws in society	Understand why rules and laws are needed in society.
6	Parliament and MPs	Know about the role of Parliament and MPs.
7	Democratic elections and active citizenship	Understand how democratic elections work at school and nationally and how people represent or act on behalf of others. Take part in a project which develops active citizenship skills.
8	Moral and social debate	Discuss and debate moral and social questions and develop their own views.

Lesson 1: Living in the Wider World: Being a Responsible Citizen

Year group	Year 6	Theme	Living in the Wider World
Unit	HT2 - Rights, Rules and Responsibilities	Key Vocabulary	United Nations, rights, responsibilities, education, protect, children, adults, charter, governments, countries, world
WALT	Understand the basic rights of children and who is responsible for ensuring they are achieved.		
Success Criteria	• State some of the rights in the United Nations Convention on the Rights of the Child • State some reasons why these rights are important • Explain who is responsible for ensuring these rights are achieved	Resources	Set of photocards from Save the Children or UNICEF
Starter	Explain that governments from many countries agreed a children's charter: the United Nations Convention on the Rights of the Child. Show pupils a Summary of Rights and give each group a copy to read.		
Main	Use numbered photocards illustrating children's rights. Pupils match each image to a right and explain why that right is important. Discuss why some people may be excluded from these rights and why rights are not always achieved. Explore responsibility at individual, family, community, government and international levels.		
Plenary	Using 'Protecting Rights', pupils choose one right and record ways it can be protected by themselves and others.		
Assessment Opportunities	During the photo-card matching activity and plenary, assess whether pupils can identify children's rights, explain why selected rights are important and identify who has responsibility for protecting them. Use questioning and the completed 'Protecting Rights' activity as evidence of understanding.		
Challenge	Choose one right from the UN Convention on the Rights of the Child and explain how responsibility for protecting it is shared between individuals, families, communities, governments and the international community. Consider what might happen when the right is not protected.	Support	Provide a simplified Rights of the Child summary with key words highlighted and use selected photo cards as visual prompts. Use sentence stems such as, 'Children have the right to...', 'This is important because...' and 'This right can be protected by...'. Allow paired discussion before written responses.

PSHE Planning Template

Lesson 2: Living in the Wider World: Being a Responsible Citizen

Year group	Year 6	Theme	Living in the Wider World
Unit	HT2 - Rights, Rules and Responsibilities	Key Vocabulary	United Nations, rights, responsibilities, education, protect, children, adults, charter, governments, countries, world
WALT	Understand how rights, rules and responsibilities affect them and others in class and in the school.		
Success Criteria	• Prioritise rights for their class and school • Explain a link between a right or responsibility and a school or class ground rule • Explain how ground rules can help prevent problems in school	Resources	Imaginary Letters worksheet; Rights of the Child summary worksheet
Starter	Revisit the Rights of the Child. In pairs or groups, pupils select five rights they think are priorities for school and prepare to justify their choices. Compare choices and agree class priorities.		
Main	Use the Imaginary Letters to explore how ground rules can prevent problems. Discuss how the writer feels, what has happened, possible solutions and which ground rules could help. Groups then explore another letter using the same questions.		
Plenary	Collect pupils' ideas and identify how their solutions illustrate both rights and responsibilities.		
Assessment Opportunities	Listen to pupils' explanations when they prioritise five rights and assess whether they can justify their choices. During the imaginary-letter activity, check that pupils can make a clear link between a right, a responsibility and an appropriate school or class rule.		
Challenge	For one imaginary letter, explain which rights and responsibilities are involved and propose a fair ground rule that could prevent the problem. Justify why the rule would be effective for everyone involved.	Support	Provide a reduced selection of rights and a visual reminder of familiar school rules. Use prompts such as, 'The person has the right to...', 'They have a responsibility to...' and 'A helpful rule would be...'. Discuss one example with an adult before independent or paired work.

Lesson 3: Living in the Wider World: Being a Responsible Citizen

Year group	Year 6	Theme	Living in the Wider World
Unit	HT2 - Rights, Rules and Responsibilities	Key Vocabulary	rights, rules, responsibilities, charter, kind, respectful, safe, learner, agreement, school
WALT	Take an active role in making and changing rules and in carrying them out.		
Success Criteria	• Suggest ground rules and take part in forming them for the class • Give examples of what it looks like when people follow the ground rules • Review the effectiveness of ground rules and suggest relevant changes	Resources	Letters from last lesson; iPads
Starter	Review the Gateway Rules: we are safe; we are learners; we are kind and respectful. Ask pupils to check that their letters from the previous lesson cover these rules.		
Main	In groups, use iPads to photograph examples of pupils following the Gateway Rules around the classroom or school. Use the images in the class PSHE book, a display or a class mind map.		
Plenary	As a class, discuss and debate whether one of the three Gateway Rules is more important than the others.		
Assessment Opportunities	Observe pupils' contributions when reviewing the Gateway Rules and assess whether they can give practical examples of what each rule looks like in school. Use the photographs and final debate to assess whether pupils can evaluate the purpose and effectiveness of agreed rules.		
Challenge	Identify a situation in which two Gateway Rules apply at the same time. Explain how the rules work together and suggest a change or clarification that could make the class agreement even more effective.	Support	Display the three Gateway Rules with simple examples and visual symbols. Give pupils a checklist of behaviours to look for when taking photographs. Provide sentence stems such as, 'This shows we are safe because...' and 'This shows we are kind and respectful because...'.

Lesson 4: Living in the Wider World: Being a Responsible Citizen

Year group	Year 6	Theme	Living in the Wider World
Unit	HT2 - Rights, Rules and Responsibilities	Key Vocabulary	rights, rules, responsibilities, charter, kind, respectful, safe, learner, agreement, school, home, passive, aggressive, conflict, situations, emotions, feelings
WALT	Recognise that there may be differences and sometimes conflict between rights and responsibilities at home and at school.		
Success Criteria	- Describe how there might be differences or conflict between rights and responsibilities - Suggest ways we might feel in these situations - Suggest ways of resolving situations where there might be conflict between responsibilities at home and at school	Resources	Conflicting rights and responsibilities worksheet
Starter	Use a situation from 'Conflicting Rights and Responsibilities'. Discuss how the characters may be feeling. In pairs, role-play what the characters should do next and give reasons.		
Main	Pupils perform selected role plays. Discuss different ways the characters could approach the same conversation and, where appropriate, explore assertive and respectful communication rather than aggressive or passive responses.		
Plenary	In pairs, discuss other times when there might be conflict between home and school. Share examples and discuss feelings and possible resolutions.		
Assessment Opportunities	During role play and discussion, assess whether pupils can identify a conflict between rights and responsibilities, describe possible feelings and suggest a respectful way to resolve the situation. Listen for appropriate use of assertive rather than passive or aggressive responses.		
Challenge	Consider a conflicting home-and-school situation in which there is no perfect solution. Suggest a realistic compromise and explain how it respects the needs, rights and responsibilities of the people involved.	Support	Use emotion cards and a simple three-step prompt: 'What is the problem?', 'How might each person feel?' and 'What could they do next?'. Provide assertive sentence stems such as, 'I understand that..., but I need...' and allow rehearsal with an adult or partner before role play.

Lesson 5: Living in the Wider World: Being a Responsible Citizen

Year group	Year 6	Theme	Living in the Wider World
Unit	HT2 - Rights, Rules and Responsibilities	Key Vocabulary	rights, rules, responsibilities, laws, agreement, safe, conflict, situations, emotions, feelings, legal, influence, enforcing, MPs, parliament
WALT	Understand why rules and laws are needed in society.		
Success Criteria	• Explain that rules and laws are there to keep people safe • Explain some rules and laws in our country and who makes and enforces them • Know some legal ages for certain responsibilities and the reasons for them • Know some reasons why people break the law and the consequences • Explain the influence of others and how to be a positive influence	Resources	Scenarios worksheet
Starter	List rules people might follow to keep themselves and others safe on the roads. Discuss potential dangers when rules are not followed and how other people may be affected.		
Main	Brainstorm laws that affect society. Introduce Parliament, MPs and the role of the police in enforcing laws. In groups, use scenarios to decide whether actions are legal or illegal, then discuss information about legal ages.		
Plenary	Discuss reasons rules or laws may be broken, possible consequences, influence from others, personal responsibility and how pupils can be a positive influence.		
Assessment Opportunities	Use responses to the legal/illegal scenarios and plenary discussion to assess whether pupils understand why rules and laws are needed, who makes and enforces laws, and the possible consequences of breaking them. Check whether pupils can recognise the influence of others and personal responsibility for choices.		
Challenge	Choose one law or legal-age restriction discussed in the lesson. Explain why it exists, who it protects and what consequences might arise if it did not exist. Include how positive or negative influence from others could affect a person's decision.	Support	Pre-teach key vocabulary, including 'legal', 'illegal', 'Parliament', 'MP' and 'enforce'. Provide scenario cards with the key facts highlighted and a sorting frame for 'legal', 'illegal' and 'not sure'. Use guided questions before pupils explain their reasoning.

Lesson 6: Living in the Wider World: Being a Responsible Citizen

Year group	Year 6	Theme	Living in the Wider World
Unit	HT2 - Rights, Rules and Responsibilities	Key Vocabulary	rights, rules, responsibilities, laws, agreement, safe, conflict, situations, emotions, feelings, legal, influence, enforcing, MPs, parliament, Prime Minister, policies, community
WALT	Know about the role of Parliament and MPs.		
Success Criteria	• Explain the role of Parliament and an MP • Know who my local MP is and what their responsibilities are • Understand the role of the Prime Minister	Resources	Member of Parliament (People Who Help Us) – Rebecca Hunter; iPads
Starter	Introduce the role of MPs as representatives in Parliament and discuss the role of the Prime Minister. Pupils can research what happens in Downing Street and consider decisions a Prime Minister may make.		
Main	Research the role of Parliament and MPs and identify the local MP. Discuss responsibilities of MPs and services provided by local councils. Explore recent council decisions and make links with school or class councils.		
Plenary	In groups, create a poster or notecard with key facts about MPs and their role in the community and Parliament.		
Assessment Opportunities	Assess pupils' research notes, discussion and final poster/notecard for accurate explanations of the roles of Parliament, MPs and the Prime Minister. Check that pupils can identify the purpose of an MP and describe at least one responsibility linked to representing a community.		
Challenge	Compare the roles of an MP and the Prime Minister. Explain one similarity and at least two differences, and give an example of an issue that an MP might raise on behalf of local people.	Support	Provide a vocabulary bank and a simple research grid with headings: 'Parliament', 'MP' and 'Prime Minister'. Supply selected, age-appropriate information rather than requiring an open search. Use sentence starters such as, 'An MP represents...' and 'The Prime Minister is responsible for...'

Lesson 7: Living in the Wider World: Being a Responsible Citizen

Year group	Year 6	Theme	Living in the Wider World
Unit	HT2 - Rights, Rules and Responsibilities	Key Vocabulary	Manifesto, MP, parliament, country, community, representative, citizenship, improvements, election, council, political parties
WALT	Understand how democratic elections work at school and nationally and how people represent or act on behalf of others. Take part in a project which develops active citizenship skills.		
Success Criteria	• Explain what a manifesto is and give examples of election promises • Create a manifesto for school council elections • Understand how pupils can play a role in improving the school for themselves and others	Resources	
Starter	Explain what a manifesto is and how election candidates make promises to persuade people to vote. If appropriate, look at examples of manifestos.		
Main	Identify an area of school improvement in which pupils could be involved. In groups, create a five-point proposal and present it to the class as a manifesto.		
Plenary	Encourage pupils to peer review the presentations and manifestos positively.		
Assessment Opportunities	Use pupils' manifesto presentations and peer review to assess whether they understand the purpose of a manifesto, can make realistic election promises and can explain how representatives can help improve the school for others. Look for clear links between proposals and the identified school need.		
Challenge	Develop a five-point manifesto that is realistic, fair and achievable. For each promise, explain who would benefit, what resources or actions would be needed and how pupils could judge whether the improvement had been successful.	Support	Provide a model manifesto and a planning frame with prompts for the problem, proposed improvement, who it will help and how it could be achieved. Allow pupils to develop ideas collaboratively and provide sentence starters for presenting each promise.

Lesson 8: Living in the Wider World: Being a Responsible Citizen

Year group	Year 6	Theme	Living in the Wider World
Unit	HT2 - Rights, Rules and Responsibilities	Key Vocabulary	Manifesto, MP, parliament, country, community, representative, citizenship, improvements, election, council, political parties, debate, social, moral, issue, local, national, dilemma
WALT	Discuss and debate moral and social questions and develop their own views.		
Success Criteria	- Express my view on a social or moral question and explain my reasons - Research a local issue - Take part in a debate about a local issue	Resources	Social and moral dilemmas
Starter	Choose broad moral dilemmas. Pupils select a dilemma and record two or three possible solutions.		
Main	Discuss each dilemma. Pupils group themselves according to the solution they think is most sensible, justify their choice and consider whether other arguments are persuasive.		
Plenary	Hold a classroom balloon debate. Pupils choose a famous person who has made a significant contribution to the world and prepare a speech explaining why that person should remain in the balloon.		
Assessment Opportunities	During dilemma discussions and the balloon debate, assess whether pupils can state a clear viewpoint, give relevant reasons, listen respectfully to different views and respond to another person's argument. Use their spoken contribution or notes as evidence of progress.		
Challenge	Present a balanced argument on a chosen dilemma by giving reasons for at least two different viewpoints before reaching a justified conclusion. During the debate, respond respectfully to a counter-argument and explain whether it changes your view.	Support	Provide a structured discussion frame with 'I think... because...', 'Another viewpoint is...', 'I agree/disagree because...' and 'My conclusion is...'. Give pupils thinking time and allow them to rehearse ideas with a partner before contributing to the wider discussion.