

Britain: Democracy

Aim: To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To know what democracy is and the basic institutions that support it. I can talk about what democracy is and understand why it is important.	The Big Question: What is democracy? Why is democracy important?	Resources: Lesson Pack It is recommended that this unit is taught alongside the accompanying Learning Journey Record Resource Pack.
Success Criteria: I can appreciate that everyone has human rights. I can answer questions about democracy. I can show empathy for situations where people are not living in a democracy.	Key/New Words: Democracy, equality, society, human rights, freedom, government.	Preparation: Democracy Matching Game – one set per small group, cut out and prepared prior to lesson Putting It into Action Activity Sheet – per child Democracy Thought Bubbles – per child, cut out prior to lesson

Prior Learning

It would be helpful if the children have previously been part of a democratic process within school, e.g. voting for a School Council Representative.

Learning Sequence

	Reconnecting – What Do We Already Know? Share the Big Questions using the Lesson Presentation. Using the stimulus pictures in the Lesson Presentation, ask the children to share their responses to the question 'what is democracy?' with their partner and then feed back to the class. Encourage debate if appropriate. Use responses to form a baseline assessment of the children's existing ideas.	
	Exploring – British Democracy: Using the Lesson Presentation, discuss the definition of democracy and link this to human rights. Emphasise that we live in a democracy in Britain and that this is something to be proud of. Distribute the Democracy Matching Game, one per small group. Ask the children to work together to match each key word to its definition. Using the Lesson Presentation, discuss the correct matching pairs and address any misconceptions.	
	Reflecting – The Importance of Democracy: Using the Lesson Presentation, show the children an image of a situation where people are not living in a democratic society. Ask the children to reflect upon the image and think about how the people shown might be feeling. Ask the children to share their thoughts with the class. Discuss the question 'why is democracy important?'. Ask the children to write their answer to this question on a Democracy Thought Bubble. Ask the children to share their answers, if they wish to do so. Revisit the Big Questions and ask the children to think about how they could use what they have learnt to positively impact their school community.	
	Consolidating – Putting It into Action: This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Read the information on the Lesson Presentation and ask the children to complete the Putting it into Action Activity Sheet, answering democracy quiz questions.	
	Supporting: Children could complete the activity with a partner, small group or with adult support if available.	
	Extending: Ask children to write their own quiz question about democracy to ask a friend or the whole class.	
	Developing: Ask the children to think about the school as a democratic community. What does the school do well? What could be done even better? Share the thoughts of the class with the School Council and/or Senior Management Team.	

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

Learning Environment:

Follow these guidelines to prepare a safe and positive climate for learning when you are preparing to teach PSHE and Citizenship.

- Policies:** If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.
- Rules:** Remind children of the class agreement or ground rules for discussion.
- Expect:** Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.
- Procedures:** Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.
 - Ask:** Encourage children to ask any questions they may have, before, during or after the lesson, and provide a question box for children to submit questions anonymously if they prefer.
- Respond:** Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.
- Enable:** Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.

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