

# PSHE Citizenship

## WHO NEEDS RULES?

The audio resources explore the function of rules, including what rules are, why we make them and whether it is ever acceptable to break rules. The drama focuses on a group of school friends attempting to make a set of rules to govern behaviour in their new 'den' – but can be related more broadly to society as a whole through the consideration of 'democracy'.

### Before using the audio resources:

Use the notice board to post a selection of rules such as school rules, rules at home, local by-laws, national laws, rules for games, etc. Add a few thought-provoking questions such as:

Do we really need rules?  
 Are there any rules we can do without?  
 Are there any rules that could be changed slightly?  
 Are there any new rules that should be introduced?  
 Who makes the rules anyway?  
 What rules do we have a say in?  
 What rules could/should we have a say in?

It might also be appropriate to post a few incorrect and outrageous rules to promote discussion. These may be rules from the past that have long since been superseded or they might be totally imaginative rules e.g. 'From Christmas onwards the school colours will be yellow; no other colours will be allowed.'

### Using the audio resources:

#### 1. Discussion.

Begin with a discussion of rules – using the questions above to promote discussion.

**2. Listen to Voxpops 1.** See below for a transcript.

The voxpops could also be used to foster discussion. The children talk widely about rules – rules that are specific to their homes, what a good rule is, what would happen to us if we had no rules.

**3. Drama, part 1.** See below for synopsis. Introduce the first part of the drama and remind the children to listen carefully because soon it will be their opportunity to discuss what happens. The presenter names each character at the start of the drama. They are:

**Clare**

**Sam** – Clare's brother

**Danny** – Sam's friend

**Reena** – Clare's friend (in part 2 only)

You may wish to display a suitable image to act as a focus while listening to the drama. Use the online resources to display a large version of a garden shed. Display this during the first part of the drama.

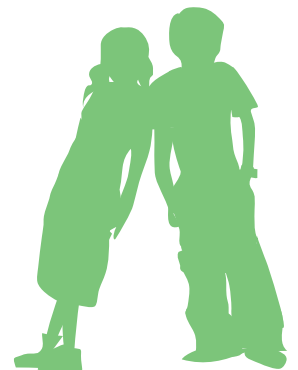
#### 4. Discussion.

At the end of Drama, part 1 discuss/consider the following:

What problems are the three children having and why are they having them?

What do you think of the rules they have made?

What rules would you have made if you were in their place?





**5. Voxpops 2.** See below for a transcript. As preparation for the second part of the story you may wish to listen to some more responses from other children. In Voxpops 2 the children talk about the single rule or law that they would most like to see.

**6. Drama, part 2.** See below for a synopsis. Explain that it's time to listen to the second part of the story. A new character – Reena – is introduced and her presence will test the rules the children have adopted...leading to a dramatic outcome.

Use the online resources to display a picture of a rule board from a local park. Display this during part 2 of the drama.

#### **7. Final discussion.**

At the end of Drama, part 2 discuss the following:

Is Sam right that 'a rule is a rule and should never be broken'?

Are there times when rules have to be broken?

What are those times?

'Democracy' – it may be a fair form of government, but does it always work? What should be the limits of democracy?

#### **8. Have your say!**

When you've discussed/considered the questions above please use the **Contact us** page of the School Radio website to let us know what you think about the story.

#### **The significance of the theme:**

This programme deals with a major theme of the curriculum for Personal Social and Health Education (PSHE) and Citizenship at KS2:

#### **'Preparing to play an active role as citizens'**

Pupils should be taught:

b 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

This programme will also address issues from strand 1 of the National Curriculum - 'Developing confidence and responsibility and making the most of their abilities' which states that:

Pupils should be taught:

a to talk and write about their opinions, and explain their views, on issues that affect themselves and society

The programme builds on the pupils' own experience of rules and laws. It will promote discussion of fair and unfair, right and wrong and issues of equality. It will lead into the next programme in the series, which deals with 'Crime and Punishment'.

#### **Follow-up activities:**

Pupils could collect and compare 'rules' that exist in their families. Are any rules common to most families? Do some rules seem unfair? Why? Issues of power and authority may be discussed. Be careful not to antagonise parents!

Pupils could work in pairs to create a game. This could be a playground game or a board game. They will naturally draw on their experiences of actual games. They need to co-operate and collaborate to decide upon the rules of the game. They then teach the game to other pupils. In the light of experience and comments received they may then need to revise their rules.

Investigate how rules and laws are made. This could involve local government or national government. The ambitious might even consider European law (Internet support given below) It might be possible to invite a local councillor, MP or MEP in to school to talk to the children.

#### **Additional information:**

[www.explore.parliament.uk/](http://www.explore.parliament.uk/)

An excellent website about parliamentary matters with sections for both primary and secondary school pupils. The secondary section contains information about the process of making laws, which could be utilised by primary teachers.



**[www.oultwood.com](http://www.oultwood.com)**

For easy access to any local council website. Information on local bylaws.

**[www.europarl.europa.eu/](http://www.europarl.europa.eu/)**

Factsheets relating to EEC legislation. Suitable for teacher information, not appropriate for pupils.

**Transcript of Voxpops 1:**

We've got a rule in our house that when you take your shoes off you don't leave them in the hall.

There's a rule in our house that my sister has to feed the guinea pig in the morning and I have to feed it when we come home from school and we both have to basically clean it out – not just my mum!

When we play out we've got to be back at a certain time – and if we're over that time we sometimes get shouted at.

I think it's unfair in assembly when the big ones get told off for talking but the little ones don't.

Just because someone's broken the rules once it doesn't mean they're going to break it again and again and again after that.

Sometimes we think rules aren't very fair – but usually it's for our own safety.

Good rules are like laws where you have to obey them because if we didn't have rules as laws then the world would be just a place of chaos.

**Synopsis of Drama, part 1:**

**Scene 1.**

Clare, her brother Sam and Sam's friend Danny are in the shed at the bottom of the garden which they have turned into a den. Sam and Clare are not getting on too well and seem to be arguing about most things.

Sam seems intent on dominating the new den and tells them of his intention to bring his CD player down to the den so that he can listen to his music. In attempting to be a peacemaker, Danny suggests that they should have some rules, such as 'No adults,' 'No friends without the agreement of the other two.'

Sam reluctantly agrees to keep the den rules.

**Scene 2.**

Some time later Sam comes into the den with his CD player and starts to play music very loudly - which is clearly unpopular with the other two. Danny suggests that they should arrange a 'secret ballot' to determine whether or not Sam should be allowed to continue to play his music and so each of the three writes secretly on a piece of paper saying what they think should happen.

**Scene 3.**

The pieces of paper are put into a box a shaken so that nobody knows which piece of paper is which. The result is one vote to keep the music; two against. Sam is not happy but, as Danny tells him, 'That's democracy!'

**Transcript of Voxpops 2:**

If I can make up a law it would be for no-one to swear.

If I could make a law I would ban all killing animals because they have a life of their own and we don't want to take it.

I think we should lower the speed limit for cars.

If I could make a law I would ban hunting because some animals are close to extinction.

Children should get £2.50 pocket money from the government every week sent to them...

I think that's a really good idea!



## Synopsis of Drama, part 2:

### Scene 4.

It's the following day. Clare is in the den with her friend Reena, who is very upset having been teased at school. However, Clare has taken Reena into the den without the agreement of the other two and when Sam appears he calls Clare aside and - insensitive to Reena's situation - challenges Clare for breaking the rules. Clare is cross with Sam at his literal interpretation of the rules and his insensitive behaviour towards Reena and the two girls leave the den.

Danny tries to reason with Sam, but they end up arguing...and then fighting. In the scuffle the two boys tumble out of the shed doorway.

### Scene 5.

The perspective changes to that of the two girls outside as Sam and Danny come tumbling through the doorway. Clare tells them to behave and shake hands. As calm returns they suddenly notice the damage...the shed door has been ripped off its hinges.