

## Star Anise SMSC Case Study

Throughout the Summer Term, Star Anise have focused on the following SMSC curriculum statements;

- Acceptance and engagement with the fundamental British values of the rule of law,
- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain

## The UK Political System



We discussed what we already knew about The UK Political System, and every member of the class agreed that they thought it was very confusing and they didn't understand it.

We then focussed on the following areas through class discussions, group discussions and paired internet research;

- What is British Democracy?
- What is Parliament?
- The Houses of Parliament
- The Monarchy
- The House of Lords
- The House of Commons
- The House of Commons Chamber
- The main political parties (Conservatives, Labour, Lib Dems, Green Party, UKIP, SNP, Plaid Cymru)

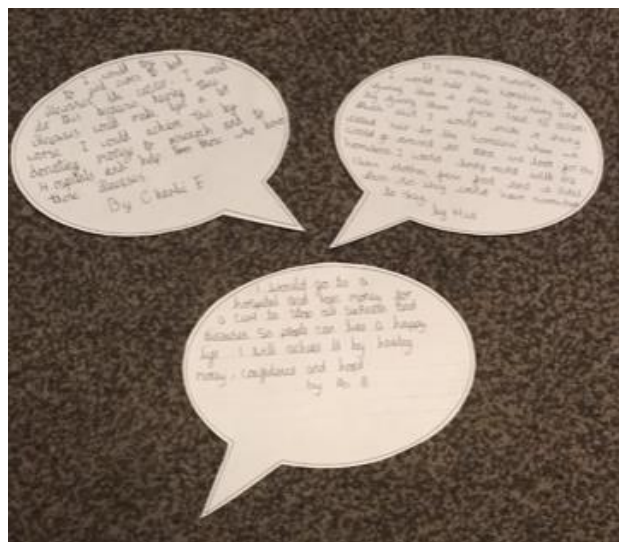
- Roles of PM and MPs
- Role of Secretaries of States
- Making Laws

The children presented their information in pairs/small groups to the rest of the class and we collated it all together on the IWB as a class document that we can then continue to add to.

### The Prime Minister



### If I were Prime Minister for the day...



As a class we discussed the role of the Prime Minister in our country and how you become PM. We also learnt about elections, the importance of voting and how they are confidential. After this the children looked at parts of different party manifestos and decided what laws they would change/introduce if they were PM.

*“I would stop people from living on the streets – they could stay in hotels in return for working in the hotels, cooking, cleaning etc” – Badr*

*“I would stop wasting food and people dying from hunger. Leftover food from houses and shops should be collected and sent to people that can’t afford to eat” - Ross*

### Criminal and Civil Law

Following on from our class discussions about The UK Political System, we then discussed the differences between Criminal and Civil Law. We looked at different legal language, which types of offenses are classed as criminal and civil law and then discussed a range of scenarios and in groups decided what we thought appropriate consequences should be. The children were incredibly mature in the majority of their responses.

*“If someone has committed theft or burglary, then it is only fair that they are punished with imprisonment and also made to pay compensation for the value of the things stolen and for the emotional trauma the person being burgled has gone through” – Mia G*

*“Murder should mean life in prison, for the rest of the murderer’s life!” – Rebecca P*

*“It is very difficult when it is manslaughter, on the one hand maybe the person has suffered enough because they have to live with the guilt of killing someone, but then that’s not justice for the victim’s family” – James B*

As a class we have also generated a list of questions to send to a local solicitor who can use his expertise to enhance our understanding of the rule of law, democracy and recognising the legal boundaries of right and wrong.

Year 5 approached these activities with a very mature attitude, asked inquisitive questions and contributed sensible answers.