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|-------------------------|---|
| Teaching Intentions     | <p><b><u>Students will learn</u></b></p> <p>About rules<br/>The importance of rules<br/>How can rules help us to decide what to do<br/>Different rules</p>  |
| Starter                 | <p>Discuss Learning intentions<br/>Rules game- discuss each picture and get students to decide whether or not they are rules.<br/>Ask if they think these rules are fair?<br/>Why might these rules have been made?<br/>Why do we need rules?</p>   |
| Main Session            | <p>Who makes rules?<br/>Use the who makes rules pictures<br/>Why do we need rules<br/>Student handout- Di Lemma goes to school</p>  |
| Resources and Materials | <p>Rules game<br/>Who makes rules pictures<br/>Student handout- Di Lemma goes to school<br/>Teaching notes</p>  |
| National Curriculum     |   |
| PSHE                    | 1(a)(b) 2(a)(b)(c)(d)(e) 4(a)(b) 5(a)(b)  |
| Citizenship             | 1(a)(b) 2(a)(b)(c)(d)(e) 4(a)(b)(c) 5(a)(b)(g)  |
| Differentiation         | <p><b>All students must:</b> be able to identify different rules</p> <p><b>Most students should:</b> be able to recognise who makes rules in society and possible consequences of breaking rules</p> <p><b>Some students will:</b> be able to classify the different sorts of rules and why they are in place. They will be able to describe the consequences of breaking certain rules</p> |
| Assessment              | <p>Class discussions<br/>Students questions/answers<br/>Rules game<br/>Who makes rules activity<br/>Student handout- Di Lemma goes to school</p>  |