



What's going on this week?

On Sunday, 1 October, there was a vote in an area of Spain called Catalonia over whether the region should be an independent country. It is currently officially part of Spain. The vote was organised and supported by the region's government. 2.2 million people were said to have voted out of 5.3 million people who could have voted. According to the Catalan authorities, just under 90% of those who voted backed independence. The national Spanish government said the vote was illegal and it sent police officers to Catalonia to stop it from happening.

Main question:

Should we always stand up for what we believe in?

Listen, think, share

- 🍏 Tell the children about what has been happening in Catalonia. Look at where Catalonia is on the assembly resource map and explain that some of the people there wanted the area to become its own country but other people wanted it to stay part of Spain. Some Spanish officials, including police officers, tried to stop the voting happen.
- 🍏 Talk about voting, why we vote, e.g. so people get a say in what happens and it can show what most people want to happen, so it is fair. Show the children some of the pictures of the people who went out to vote and of some of the people who protested about how the vote was handled by some of the police (from the assembly resource). Talk about how they might be feeling and the emotions that cause them to stand up for something that they don't agree with.
- 🍏 Talk about what happens when perhaps things aren't decided fairly and what we can do if we don't think something is fair. List ways that we could raise awareness of our cause peacefully against something we don't agree with. Things like, writing letters to important people or leaders, contacting newspapers.

Reflection

Most rules and laws in place are fair. Sometimes, we may not agree and think that how some things are handled is unfair. It is important that we speak out in a respectful way to stand up for what we believe in.



KS1 Focus

Question:

What does it mean to stand up for yourself?

Listen, think, share

- 🍏 Ask the children what they think we mean by 'standing up for yourself'? Does it mean being bossy? Confident? Is it important to stand up for yourself? Why?
- 🍏 Ask the children if they think they are good at standing up for themselves, why or why not?
- 🍏 Talk about situations where we may have been treated unfairly, maybe being told off for something we didn't do. What did we do about it? Talk about the different ways we can handle situations. E.g. talking about how we feel to other people or to adults or writing a note or letter.
- 🍏 Show the children the KS1 resource which provides an example of a time when you might need to stand up for yourself. Ask the children if they have ever been in a similar situation. What did they do? What would they advise the child with his new bike to do?
- 🍏 Talk about the importance of explaining how we feel when standing up for ourselves but making sure we are still being calm and kind too, we don't need to raise our voices or get angry to get our point across.

Reflection

Sometimes we find ourselves in tricky situations where we need to let others know that we don't agree. We can do this by explaining how we feel and always making sure we are polite and fair.



KS2 Focus

Question:

What are the different ways in which we can stand up for ourselves?

Listen, think, share

- 🍏 Talk about what we mean by 'standing up for ourselves'. Can anyone think of any times that we've needed to stand up for ourselves? What happened and do you feel you handled it well?
- 🍏 Explain that there are different ways that we can stand up for ourselves, talk about the differences between being assertive, passive and aggressive, talk through different examples of each.
- 🍏 Look at the KS2 resource and read through the different ways you can respond to situations that you might not agree with. For each example discuss what each of the 3 responses may look like. Which do you think would have the most positive outcome?
- 🍏 There might also be times that we need to stand up for others too. Talk about if we've ever done this and how it might have helped those around us.
- 🍏 Ask the children if they've ever disagreed with how something has been handled or felt a situation was unfair. Did they handle it in an assertive way?

Reflection

There are times when we won't be happy with certain situations that we may feel are unfair. In these times, it's important to be confident and speak out to explain how we are feeling and why we feel this way.



Picture News

KS2 Cross-Curricular Ideas

English: Ask the children to consider who they would contact if they felt passionate about something in the local area such as parks not being maintained, adding a crossing/speed limit, street lamps being left on. We could contact our local MP. Ask if anybody knows who that is? If there is a cause in your local area that your children could really stand up for, send persuasive letters or emails to your local MP. If not, you could find something in school to write to your headteacher about such as finding funding for a friend bench or new play equipment etc.

Maths: Link this to your English. Ask the children to design a questionnaire to collect the views of the community on your area of choice. Consider the types of questions being asked. Give options of multiple choice or written answers. Send questionnaires home to parents. Once returned, use them to collate data, analyse results.

History/Geography: Ask the children to find and research other countries who have successfully gained and maintained independence. Explain that Scotland voted for independence in 2014 but the majority voted to remain. Look at the useful websites link for a list of other countries who have gained independence since WW2.

Art/computing: Design and make a poster to support your cause from English. Think about the visual impact it needs to have considering font, colour etc.

PE: Choreograph a traditional Spanish dance such as the Flamenco!



Picture News

KS1 Cross-Curricular Ideas

English: Explain that all school clubs and sporting events in school will no longer be happening. Ask the children to consider whether they agree or disagree with this. Is there a way we could stand up for ourselves without hurting others? Ask the children to write a sentence/paragraph or use pictures and words to explain why clubs are important and send to the headteacher. Can they change his/her mind?

Maths: Data handling. Ask the children to vote on topic areas relevant to your school such as 'Should the school day be made longer?' 'Should the school logo be changed?' 'Should you be allowed to walk home alone?' etc. Model how to record votes. Children could create their own question and collect data. You could model representing this in charts.

Role-play: Create a Spanish corner. Decorate with Spanish flags. If possible, show the children Euros and have a traditional Spanish food tasting session.

Geography: Locate the UK and Spain on a map of Europe then a map of the World. Ask the children which continent both Spain and the UK belong to? Can they name and locate any other European countries?

Music: Listen to traditional Spanish music. Ask the children to describe it to their partner thinking about pitch and dynamics. Can they clap along to the beat?

DT: Countries are usually represented with a flag. Ask the children to design and make a flag to represent their family, school or class.



Picture News

This Week's Useful Websites

This week's news story
<http://bit.ly/2xMRnSd>

This Week's Useful Videos

Strategies for standing up against bullying
<http://bbc.in/2xSaXwJ>

Standing up for yourself children's clip
<http://bit.ly/2xZslsZ>

KS2 History/Geography
<http://www.bbc.co.uk/news/uk-scotland-21344264>