Picture News

What's going on this week?

It has been announced by Prime Minister, Boris Johnson, that Covid marshals will be introduced in towns and city centres in parts of the UK, to help ensure social distancing rules are followed. He believes that the public want to see 'stronger enforcement' of the rules. The government said marshals can either be volunteers or existing members of council staff from local governments.

Main question:

Should you always report those who aren't following rules?

Listen, think, share

- Look at this week's poster and talk about some of the new rules that have been introduced at school. Do we find some of them harder to remember than others?
- Can we make a list of some of the main new rules and changes? For each one, can we write the reason why we have it and the impact of the rule? Who does it affect and how does it help in current times?
- Talk about what we should do if we become aware that someone we know isn't following the rules. Would you respond differently if you thought that they weren't following them because they didn't know them, rather than if they were deliberately breaking them?
- Watch this week's useful video, which talks through how Covid wardens might work in local areas. Were you surprised by people's thoughts regarding the role and responsibitlitiies of Covid wardens?
- Read through the information found on the assembly resource which provides an overview of York's Street Rangers and how lots of organisations have come together to help make the city as safe as possible. Share your thoughts on the scheme. Is there anything similar happening where you live?

Reflection

We've all had to learn lots of new rules during the Covid-19 pandemic. It's important for us to understand why they have been introduced and how they help keep us safe.

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KS1 Focus

Question:

Where are some of the places we have rules?

Listen, think, share

- Write 'rules' on the board. Have you ever had to follow any rules? What were they?
- Explain that rules are instructions that tell you what you are allowed to do and what you are not allowed to do.
- Look at resource 1, where some children share some of the rules they have to follow. Where do they have these rules? Can you think of any other places where we might have to follow rules?
- For each rule on resource 1, think about why we have it e.g. no running at the swimming pool reduces the chances of slipping and hurting yourself and the set of rules for the UNO makes sure the game is played fairly. Explain that often rules keep us safe, help to keep things fair or look after something.
- Think about some of the rules you have in school. Are the rules you have for the playground the same as the rules you have in your classroom? Why?
- Who created the rules in your school? Did you decide some of your rules together? Are some of the rules decided by your teachers or even the government? Discuss who is responsible for the rules in your school.

Reflection

There are many places where we come across rules. We have rules to keep us safe, make sure things are fair or to help protect or look after something.

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KS2 Focus

Question:

How can we keep everyone updated when rules change?

Listen, think, share

- Discuss some of the rules we might follow in our lives e.g. rules at school, home, when we play games, laws. Why do we have these rules? Do these rules ever change?
- Explain that rules can change. Why might they change? For example, the rules in a game might change to encourage more people to play or a new rule about running in school might be introduced if there are lots of accidents.
- During the Covid-19 pandemic, the rules have changed and been updated several times. How do people find out about these changes?
- Look at resource 2, which shares some of the ways people might be updated about rules changing. Can you think of any other ways we could find out about changing rules?
- Discuss if we can always trust the rule updates we read, see or hear e.g. if someone tells you about a rule, will it be correct or could they have made a mistake? Can you always believe what you see on social media?
- Think about rules you have in school. Whose responsibility is it to find out about any rule changes you may have had recently? If you break a rule, but didn't know about it, are you to blame? What are the consequences of breaking rules in school? Does anybody help you to follow rules?

Reflection

There are many rules we follow in many aspects of our lives. We can choose to find out about these rules and we can choose to follow them.

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KS2 Follow-up Ideas

Option 1: Focus on this week's main question. Write the statement 'You should always report those who aren't following the rules' on the board.

- Share your opinion.
- Does everybody agree with you?
- Do the circumstances surrounding the rule break alter whether it should be reported or not?

Share children's opinions and responses.

- Create a list of points both for and against.

You could then have a formal debate or use their ideas to write an argument or discussion text.

Option 2: Explain that Covid marshals will be introduced into many towns and cities. Some of their role will involve reminding people of the rules around social distancing, making sure signage is visible and correctly positioned, managing queues and explaining the Covid-19 rules to people. Ask the children to design a uniform for a Covid marshal to wear. Think about:

- Colour – do they need to be visible?
- Material – what material is appropriate for the weather?
- Logo/wording.

Perhaps you could send your designs to your local council!

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KS1 Follow-up Ideas

Option 1: Ask the children to think about some of the rules you have in school at the moment.

- What is the rule?

Record examples of the rules on the board e.g. wash your hands, line up smartly, no running in the classroom. Think about:

- Why do we have that rule? E.g. to make sure people don't bump into us, to reduce the spread of germs.
- Who is responsible for making sure the rule is followed? The children? The adults? Everybody?

Ask the children to choose one rule to create a poster. Display the posters in the classroom to help remind everyone!

Option 2: Ask the children to think of an active game they enjoy playing during PE lessons or on the playground e.g. tig, football, stuck in the mud, what time is it Mr Wolf?

- What are the rules of these games?
- Why do we have these rules?

Explain that the rules help to make sure our games are fair and to help us understand what we need to do.

- What happens if someone doesn't follow the rules?

Use PE or active time to play some Covid-safe games such as football rounders. Share the rules and play the game!

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This Week's Useful Websites

This week's news story

www.bbc.co.uk/news/explainers-54105672

This Week's Useful Videos

Covid wardens

www.youtube.com/watch?v=Oyw7pLl-XuQ

This week's Virtual Assembly

www.picture-news.co.uk/discuss

This Week's Useful Vocabulary

Announce – tell people about something publicly or officially.

Deliberately – to do something on purpose; consciously or intentionally.

Enforce – make sure a rule or a law is obeyed.

Pandemic – an outbreak of disease that has spread over several countries or the world.

Scheme – a large-scale plan or arrangement created by a government or other organisation.

Volunteer – someone who works without being paid because they want to do it.