An inquiry into the nature of self; beliefs and values; personal, physical, mental and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

CENTRAL IDEA: The beliefs and values of a culture impact the way decisions and laws are made

Enduring Understanding:
What do we want the students to remember for a lifetime?
- Laws are created based on the beliefs, values and principles of a society

Teacher Questions:
- What are the key functions of Government?
- What is democracy?
- What is the process for making laws in different countries?
- How has European settlement impacted upon the Aboriginal and Torres Strait Islander cultures? (Change, Perspective)
- How do cultural belief systems impact on laws?
- Why are laws necessary?
- How are the consequences of law breaking decided?

Inquire. Explore. Imagine.
PYP Attitudes
What attitudes do we want students to demonstrate?

*Cooperation* – To cooperate, collaborate, and lead or follow as the situation demands

*Tolerance* – Being sensitive about differences and diversity in the world and being responsive to the needs of others.

*Independence* – Thinking and acting independently, making their own judgements based on reasoned argument, and being able to defend their judgements.

Learner Profile Attributes
What attributes do we want students to exemplify?

**SOCIAL**

*Respecting Others* – Making decisions based on fairness and equality; recognizing others’ beliefs, viewpoints and ideas may differ from their own

*Group Decision Making* – Listening to others; discussing ideas; asking questions; working towards and obtaining consensus to make decisions

**THINKING**

*Metacognition* – Analysing one’s own and others’ thought processes; thinking about how one thinks and how one learns.

*Evaluation* – Making judgements or decisions based on chosen criteria and evaluating the effectiveness.

How can parents help at home?
To deepen your child’s understanding of their inquiry, you could:

- Ask your child what their inquiry is
- Discuss known laws - their purpose and the consequences for breaking these laws
- Investigate laws from around the globe and how they differ to Australian law
- Provide opportunities for your child to reflect on their inquiry

Skills
What Transdisciplinary skills will students acquire and practice during the unit?

**SOCIAL**

*Respecting Others* – Making decisions based on fairness and equality; recognizing others’ beliefs, viewpoints and ideas may differ from their own

*Group Decision Making* – Listening to others; discussing ideas; asking questions; working towards and obtaining consensus to make decisions

**FUNCTION**

The workings of the events, systems and relationships in societies and the natural world.

**CHANGE**

The nature of human, societal and environmental change over time.

**Key Concepts**

**PERPECTIVE** – The recognisable features of individuals and groups.

**FUNCTION** – The workings of the events, systems and relationships in societies and the natural world.

**CHANGE** – The nature of human, societal and environmental change over time.