

My Wider World

Module 6

*Helping pupils to understand
their place in the community
and promoting connectedness.*



	Page
What is covered in 'My Wider World?	4
Why These Lessons?	4
Whole School Assembly Plan.....	4
KS1 Lesson Plans	5
Wajid from West Bromwich.....	6
Year 1	
Lesson 1: My Community	7
Lesson 2: Me in My World	8
Lesson 3: Connectedness.....	9
Lesson 4: What is a Community Superhero?.....	10
Lesson 5: Community Project	11
Lesson 6: Rights and Responsibilities.....	12



KS2 Lesson Plans	13
------------------------	----

Wajid from West Bromwich.....	14
-------------------------------	----

Year 3

Lesson 1: My Community	15
------------------------------	----

Lesson 2: Me in My World	16
--------------------------------	----

Lesson 3: Connectedness.....	17
------------------------------	----

Lesson 4: What is a Community Superhero?.....	18
---	----

Lesson 5: Community Project	19
-----------------------------------	----

Lesson 6: Rights and Responsibilities	20
---	----

Year 5

Lesson 1: My Community	21
------------------------------	----

Lesson 2: Me in My World	22
--------------------------------	----

Lesson 3: Connectedness.....	23
------------------------------	----

Lesson 4: What is a Community Superhero?.....	24
---	----

Lesson 5: Community Project	25
-----------------------------------	----

Lesson 6: Rights and Responsibilities.....	26
--	----

Passport Outcomes	27
-------------------------	----

Resources

What is covered in 'My Wider World'?

The 'My Wider World' module allows pupils not only to think about how they can help others in their community, but also to reflect on their own community and the support network that they have around them.

The key character traits promoted in this module are:

- Gratitude: Covered in lesson 4
- Equality: Covered in lessons 1, 3 and 4
- Responsivity: Covered in lessons 5 and 6
- Co-operation: Covered in lessons 3, 4, 5 and 6

Why these lessons?

The lessons covered in 'My Wider World' build on work in previous modules around resilience by helping pupils build up a network of support they can access both in and out of school. As pupils move through primary school and begin to build an awareness of the world around them, this module helps scaffold their understanding of their role in the community and shows how they can impact others as well as be impacted upon by this network (connectedness). This, in turn, helps pupils build their confidence and self-esteem as they see themselves make a positive impact on others around them and they develop their understanding of emotions such as gratitude and empathy. This module also allows pupils to explore the concepts of rights and responsibilities, both within school and beyond, with the view of supporting them to know their role in society.

Whole School Assembly

The primary focus for the assembly should be to introduce the themes at the heart of the module (connectedness and helping in the community) as well as introducing the character aspects being promoted (gratitude, equality, responsivity and co-operation). The assembly should also aim to introduce the character Wajid, with his 'bio' being available on the following page. (NB: The ideas given below provide possible suggestions for activities that could be run to introduce the module. However, each school will have existing resources that may be more appropriate.)

Ideas for assembly activities

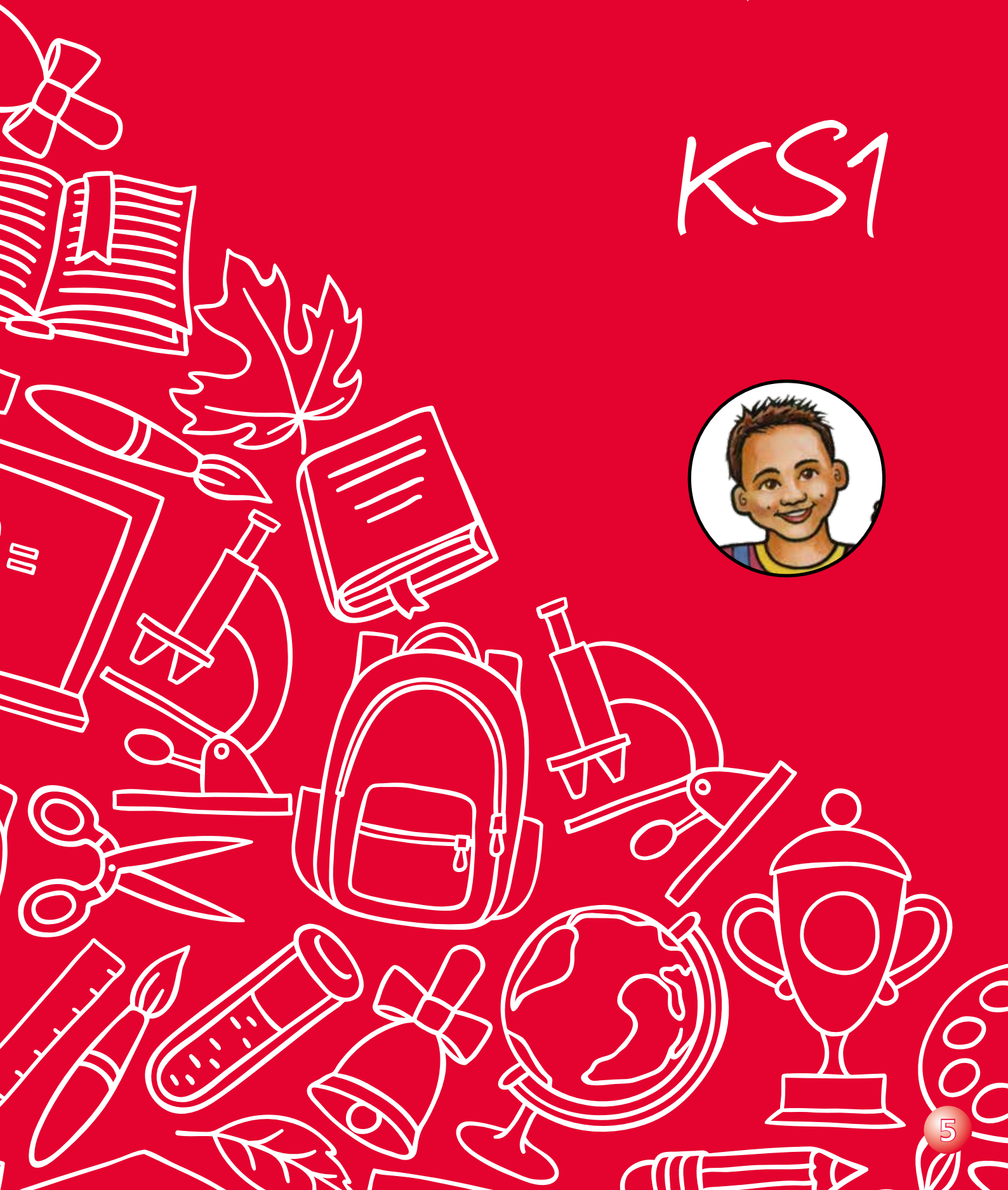
Idea 1: a member of a local organisation or charity could be invited in to talk about the work they do in the pupils' community.

Idea 2: pupils can be asked to think about someone they know who makes a difference in their family/school/street they live in etc.

Idea 3: a story can be shared about a community achieving something together, highlighting the different contributions that people made and how they felt, highlighting the different contributions that people made and how they felt.

LESSON PLANS

KS1



Wajid from West Bromwich

Age: 5 Years Old

Favourite Food: Vegetable Balti

Favourite Colour: Orange

Hobbies: Baking and playing 5-a-side football

Wajid also goes to the mosque with his father after school

Wajid lives with his mother and father as well as his little brother who is in a wheelchair

Wajid would like to be a police man when he is older



Year 1: Lesson 1: My Community



L.O: Pupils will begin to understand what a community is.

Starter Activity: Wajid Discussion

Pupils are introduced to the character of Wajid via a story about what he does for his birthday. After having listened to the story, pupils should be supported to make a list of all the places he visited, e.g. school, the mosque, the hospital, football club and his grandparents' house. Once a list has been made, the teacher should explain that all of these places make up Wajid's community.

Main Activity: My Community Map

Pupils are now asked to think about Wajid's community. They should draw a picture of Wajid and one of the places he goes to. Pupils should place a tick by it if they also go to that place.

Plenary Activity: Discussion

Pupils should share their pictures with the rest of the class; discussing a place that both they and Wajid visit. Pupils can then identify a place they visit which Wajid does not.

Year 1: Lesson 2: Me in My World



L.O: Pupils will begin to think about their community.

Starter Activity: Reflection

Pupils are asked to think about the previous lesson where they were introduced to the idea of community. They should talk about what they did during this lesson and what they think a community is.

Main Activity: 'This is Me and Where I Go'

Pupils are now asked to think about where they go each day, making their own community list. Once the lists are made, pupils can create their own community map showing the places that are important to them in their own community. If required visual prompts and key words can be provided for pupils to look at and choose from.

NB: This map can be used as evidence for the pupils' passport.

Plenary Activity: Discussion

Pupils can talk through their community map with a partner, discussing what each place on their map is and explaining when and why they go to these places.



Year 1: Lesson 3: Connectedness



L.O: Pupils will be introduced to the idea of being connected to others and will start to identify connections between themselves and peers.

Starter Activity: Guided Discussion

Pupils are introduced to the idea of being 'connected' to others much like paper dolls that are connected by the hands when stretched out. The teacher should explain that a person can be connected to another by having something that is the same, e.g. all pupils who are in the same class are connected, as are pupils who have a birthday in February are all connected, etc.

Main Activity: Different/Same Activity

This activity is best done in the school hall or outside if more space is required. The aim of this activity is to emphasise to pupils that they are all connected in some way. Pupils are told that they should move to certain spaces if they fit the sentence given by the teacher. For example:

- "Move to the left if you play football"
- "Move to the right if you dance after school"
- "Move to the left if you go to church"
- "Move to the left if you live on ..."
- "Move to the left if you shop at..."

NB: The teacher will need to shape these sentences based on the demographics of their class.

Plenary Activity: Feedback

Pupils are asked to write a definition of what it means to be connected to others, providing a personal example: e.g. "being connected means... living next door, going to the same school, being related, going to the same church, liking the same music, having the same teacher." Alternatively, pupils can find someone in the class they are connected to in some way, and explaining why (this may need supporting/prompting) e.g. "James you are connected to Ali, because you go to the same school".

Year 1: Lesson 4: What is a Community Superhero?



L.O: Pupils will be introduced to the concept of helping others without reward.

Starter Activity: Wajid Story

Pupils will listen to a story involving Wajid as he helps his family for the day.

Main Activity: Circle Time Discussion

Pupils are asked to think about the story they have heard about Wajid. They should think about the following questions:

- Who did Wajid help in the story?
- How did he help them?
- Did Wajid get a reward for helping in the story?
- How do you think Wajid felt helping others?

This discussion can be used to introduce the idea that sometimes the reward we get for helping others is a good feeling inside.

Plenary Activity: Reflection

Pupils are asked to think and talk to the group about who helps them at home or at school and does not get a reward that can be bought.

Year 1: Lesson 5: Community Project



L.O: Pupils will start to think about how they can work with others to improve their environment.

Main Activity: Community Project

To begin the lesson, the pupils are introduced to the idea that they will be working together to carry out a project. This should be introduced by the class teacher with a discussion on why the project was chosen. The pupils should then begin to plan the project, focusing on:

- What jobs are involved in the project?
- Which members of staff/adults will need to be spoken to?
- Are there any safety issues to be considered?
- Will they need any help/equipment?
- How long will it take?

NB: This lesson may require some pre-planning, with the class teacher deciding on a small community based project for the class to carry out, e.g. tidying the library, picking up litter.

Plenary Activity: Guided Discussion

After the project has been carried out, the class teacher should lead the pupils in a guided discussion about the different ways that they worked together during the task and how it felt to work with others.

NB: This can be used as evidence for the pupils' passport through photographs.



Year 1: Lesson 6: Rights and Responsibilities



L.O: Pupils will be introduced to what a responsibility is and will begin to think about the responsibilities of those around them.

Starter Activity: What is Responsibility?

Pupils should be given a simple definition of what a responsibility is. For instance, they could be told that it is something that is your job to do and be given examples such as: following the rules at school, caring for pets and helping others when we can.

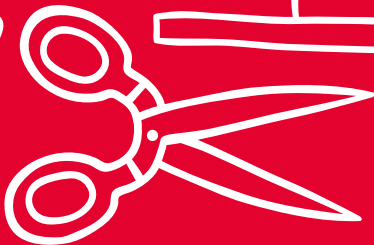
Main Activity: Responsibility in School

The aim of this activity is to support pupils to think about the responsibilities of people within their school. Pupils are provided with pictures of people within their school community. They should create a list of the things that each person does and how they help others.

NB: This lesson may require some pre-planning with the class teacher locating pictures of people within the school community, e.g. teachers, support staff, lunch time supervisors.

Plenary Activity: Circle Time Discussion

Pupils should share some of their ideas from the previous activity. They should then talk about a time when they have been helped by someone else.



Wajid from West Bromwich

Age: 10 Years Old

Favourite Food: Vegetable Balti

Favourite Colour: Orange

Hobbies: Baking and playing 5-a-side football

Wajid also goes to the mosque with his father after school

Wajid lives with his mother and father as well as his little brother who is in a wheelchair

Wajid would like to be a police man when he is older



Year 3: Lesson 1: My Community



L.O: Pupils will understand that their community can be different to that of others.

Starter Activity: School Community

Pupils are asked to think about who is in their school community, looking at their class along with sports groups, house groups and teachers.

Main Activity: My Community Map

Pupils are asked now to think about where they go each day, making their own community list. Once the lists are made, pupils can create their own community map showing these places. Pupils could also detail on their list why each of these places are important to them and how they feel going there.

NB: This can be used as evidence for the pupils' passport.

Plenary Activity: Same/Different

Pupils should compare maps with a partner and look at what is different and the same between each map and label these similarities on their own map. This could be done by having the pupils draw their partner on their map in places that they share.

Year 3: Lesson 2: Me in My World



L.O: Pupils will begin to think about the different communities to which they belong and their identity in these communities.

Starter Activity: Discussion

Pupils will be introduced to the idea that people act differently in some communities compared to others and may show different aspects of their personality. An example could be that Wajid is quiet and thoughtful when he attends mosque with his family but is loud and energetic when at the football club.

Main Activity: Me in My Communities

Pupils should draw two places that they go to regularly and be asked to make a list of the different things that they do at each place. They should also think about how they feel at each place and the different character traits they show. They can be given a sentence starter to help, for example:

- At home, I...
- At school, I...
- At church, I...
- At afterschool club, I...

NB: Pupils may need to draw on the character lists included in the resource section of the 'All About Me' module.

Plenary Activity: Circle Time Discussion

Pupils should share some examples of the ways they act differently in their different communities. If able, they should reflect on why they act differently in these places.



Year 3: Lesson 3: Connectedness



L.O: Pupils will build on their knowledge of what it means to be connected to others and how this can support them.

Starter Activity: Definition

Pupils are asked to use resources such as dictionaries and the internet to create a definition for the word 'connectedness'. These definitions can be shared to create a class definition.

Main Activity: Ball of String Activity

Pupils are asked to sit in a circle with the teacher holding a ball of string. The teacher should tell the pupils that they are going to explore how they are connected to others. This would be by stating something they do or something about themselves and seeing if anyone in the circle is the same. The teacher should start the activity by explaining that all the pupils are linked by being in the same class and, because of this, the ball can be passed around once to the whole group. The class can also be linked at several points throughout the activity through concepts such as all being in school uniform, all living in Sandwell etc. (NB: if pupils seem quiet or reluctant to be involved or to participate, pupils can be placed in pairs to build confidence). Ideally, after a few minutes, the pupils should have got the ball of string around the group, making an interlinked spider web style pattern. Pupils are then asked, one at a time, to pull on the string and note how even when they pull, the other pupils keep the string upright and in place. This can then be compared to the support a person can feel by being connected to others around them.

NB: This can be used as evidence for the pupils' passport through photographs.

Plenary Activity: Reflections for Passport

Pupils should finish the session by reflecting, for their passport, on how they felt being connected to their classmates.

Year 3: Lesson 4: What is a Community Superhero?



L.O: Pupils will begin to consider how they can show gratitude towards others.

Starter Activity: Discussion

Pupils are asked to think about someone they know who helps them (examples could be: parents helping them with their homework, a big brother or sister helping them reach something or a teacher helping them in a lesson.) The pupils are then asked to think about the reward these people get for helping and how they could show they are thankful for their help.

Main Activity: Thank You Card

Pupils are asked to think about someone who helps them in their lives without getting a physical reward and to make them a thank you card. The pupils should try to express gratitude in the cards by acknowledging how they are helped and how they feel being helped.

NB: This can be used as evidence for the pupils' passport.

Plenary Activity: Reflection

Pupils should talk with a partner to create a definition of what it means to show and/or receive gratitude. These definitions can be shared with the group or written in their curriculum passports.

For example:

- "To show gratitude is to say thank you."
- "To show gratitude is to smile."
- "To receive gratitude is to be thanked by others."

Year 3: Lesson 5: Community Project



L.O: Pupils will understand why it's important to look after their school environment.

Starter Activity: Video

Pupils should be shown a video about caring for the environment. After this, they should make a list of all the different ways that they can look after their environment.

Main Activity: Environmental Audit

Pupils should work together to carry out an environmental audit of their school. This might involve taking a walk around the school and making a list of all changes that could be made to improve the environment. Alternatively, pupils could work in groups to audit specific areas of the school.

This activity could be extended by supporting the pupils to create a proposal of how these changes could be made. If possible, pupils could work together to make these changes.

NB: The data collected here could be used as part of the evidence log for the Sandwell Well-being Charter Mark.

Plenary Activity: Reflection Tree

Pupils should reflect on how it felt to work together to help in the environment. They should think about why it is important to look after the environment and ways that they plan to do this in the future. This could be done more creatively, with the pupils creating a 'tree,' in which the trunk is created by drawing around their hands. They could then cut out leaf shapes to place around the tree, with each leaf stating one way they will help the environment.

NB: This could be used as evidence in the pupils' passport.



Year 3: Lesson 6: Rights and Responsibilities



L.O: Pupils will know the difference between rights and responsibilities.

Starter Activity: Definitions

Pupils should be split into groups with half of the class using a dictionary/the internet/available resources to find the definition of a 'responsibility' and the other half, the definition of a 'right'. They should then feed these definitions back to the rest of the class so that all understand what each is.

Main Activity: Right or Responsibility?

This activity is best done in a school hall or outside if more space is required. Pupils are to read and complete statements depicting either a right or a responsibility. They are told that they should move to one side of the room if they think the statement is a right and the other side of the room if they think it is a responsibility. The statements could include examples such as:

- Following the law is a...
- Being able to vote is a...

And statements more applicable to school life, such as:

- Respecting other people's things is a...
- Working in a clean, healthy classroom and school is a...

Alternatively, this activity could be done by using cards where people hold up 'Right' or 'Responsibility' depending on their answer.

Plenary Activity: Circle Time Discussion

Pupils should discuss their rights and responsibilities, focusing on the different responsibilities they have at school and home.



Year 5: Lesson 1: My Community



L.O: Pupils will understand what it means to be part of a diverse community.

NB: This lesson and the next are combined so that the current activities set the scene for next week's task. The purpose of these lessons is to introduce pupils to the concept of diversity and to get them to celebrate the diversity in their community by creating a 'community collage'. This collage will represent pictures and drawings of the pupils in their wider communities which, when placed together, will represent the diversity in their school community.

Stater Activity: What is Diversity?

Pupils should be introduced to the idea of diversity in the community. This can be done by explaining that everyone is different using examples such as: the way people look, abilities, culture, religion, language, different hobbies and the different places people go.

Main Activity: Group Discussion

In groups, pupils should talk about the ways in which they are different from one another including the different people they have in their lives and the different places that they go. Each pupil should create a list which details their personal communities beyond school.

Plenary Activity: Introducing the Community Collage

Pupils should be told that, in the forthcoming week, they are going to create a community collage. To do this, pupils will need to take pictures/or draw pictures of themselves in their wider community using the lists made in the previous activity to do this. These pictures need to be brought into the next lesson to be made into the collage.

Year 5: Lesson 2: Me in My World



L.O: Pupils will understand what it means to be part of a diverse community.

Starter Activity: Definition

Pupils should be supported to reflect on last week's lesson, creating their own definition of what diversity means which will be shared and displayed throughout the lesson.

Main Activity: Community Collage

Pupils will use the pictures that they have brought into school to create their community collage. This can be done by the class as a whole or by having the pupils work in groups to create smaller collages which are then combined into one.

Plenary Activity: Reflections

Pupils should reflect on what has been captured in their community collage. They should be supported to think about the fact that the collage represents the wider communities of people in their class whom they are all connected to and this represents diversity in their community.

NB: This could be used as evidence in the pupils' passport via photographs.

Year 5: Lesson 3: Connectedness



L.O: Pupils will identify ways in which they are connected to others around the world.

Starter Activity: Word Art/Paper Chains

Pupils are asked to create a word art or paper chain with ideas of what they think it means to be connected to another person.

Main Activity: How Are We Connected?

The purpose of this activity is to encourage pupils to think about how they are connected to others beyond their local communities and across the world. Pupils should be shown a 'Newsround' video about a recent event taking place in the world. They should then think about and discuss how they relate to the event and why these connections mean that it's important to care about what's happening in the world. They should also explore the feelings of those affected by the news story and their own feelings of being connected to them.

Prompt questions might be necessary to support this activity, such as:

- What is the news story about?
- How do you think the people in the story feel?
- How do you feel hearing about what's happened?
- How are we similar to those in the story?
- How are we connected to those in the story?
- How does it feel to know we are connected to those that are affected by the story?
- Why is it important to care about what's going on in the world?

Plenary Activity: Definition Exploration

Pupils are asked to revisit their definitions of connectedness and adapt them based on their own understanding from the lesson. They should highlight one thing they have learnt about how they are connected to others in the world.

Year 5: Lesson 4: What is a Community Superhero?



L.O: Pupils will understand what it means to show gratitude.

Starter Activity: Circle Time Discussion

Pupils are asked to think about someone they know who helps them (examples could be: parents helping them with their homework, a big brother or sister helping them reach something or a teacher helping them in a lesson.) The pupils are then asked to think about the reward these people get for helping. As the pupils begin to understand the idea of not always receiving a physical reward for helping others, the teacher can label this concept as gratitude.

Main Activity: Mind Map Activity

Pupils are asked to think about times they have helped others without receiving a reward (e.g. helping a younger sibling get dressed or helping an adult with shopping/cooking). These ideas can be made into a mind map along with thinking about how they could help others in the future, in ways they have not already done.

NB: This could be used as evidence in the pupils' passport.

Plenary Activity: Reflection

Pupils should talk with a partner to create a definition of what it means to show and/or receive gratitude. These definitions can be shared with the group or written in their curriculum passports.

Year 5: Lesson 5: Community Project



L.O: Pupils will understand ways they can help in the wider community.

Starter Activity: Who Do We Help?

The purpose of this lesson is to get pupils thinking about how their school supports the wider community. Pupils should make a list of all the things they do in school that help others across the world, e.g. sponsoring a child in another country, Harvest Festival and fundraising events.

Main Activity: Impact Presentation

This activity should encourage pupils to think about why they support these causes. If possible, a representative from one of the identified charities/organisations should come in and talk to the class about the impact of the school's support. If this is not possible, this could be explored by getting pupils to research the impact and to create their own presentations based on this.

NB: This could be used as evidence in the pupils' passport via photographs.

Plenary Activity: Discussion

Pupils should think about other organisations that they might like to support within their local and wider community. This could be extended by supporting pupils to develop a proposal of why and how they could do this to be presented to the school's senior leadership team.



Lesson 6 Year 5: Rights and Responsibilities



L.O: Pupils will know their rights and responsibilities.

Starter Activity: Definitions

Pupils are asked to write down what a right is and what a responsibility is. These definitions should then be talked through with the teacher and key ideas written down on the board to create a shared definition.

Main Activity: Know Your Rights

The purpose of this lesson is to introduce the idea that all children have rights and that there are laws and organisations to protect the rights of children. This could be done by referring to government or organisation based resources around the rights of children. The class could debate whether more developed countries have a responsibility to help other countries uphold these rights.

Plenary Activity: Class Treaty

As a class, pupils should create their own treaty detailing their rights and the things they will do to make sure that they are upheld, which could form the basis of their responsibilities in school.



Passport Outcomes

Year 1:

Lesson 1: I've begun to think about what a community is

Lesson 2: I've begun to think about my community

Lesson 3: I've started to think about how I'm connected to others

Lesson 4: I've started to think about how to help others

Lesson 5: I know how to work together in the environment

Lesson 6: I know the responsibilities of people in my school

Year 3:

Lesson 1: I know what a community is and how other communities can look different

Lesson 2: I've begun to think about who I am in my community

Lesson 3: I know why it's important to be connected to others

Lesson 4: I understand why it's important to help others

Lesson 5: I can reflect on what it's like to help in my community

Lesson 6: I've started to think about the difference between rights and responsibilities

Year 5:

Lessons 1 and 2: I can celebrate the diversity in my community

Lesson 3: I can think about how I am connected to others in the world

Lesson 4: I understand what gratitude is and can show it to others

Lesson 5: I can be helpful in the wider community

Lesson 6: I know what my rights and responsibilities are

Character Stories: Year 1: Lesson 1: Wajid Story

It was Friday afternoon and Wajid was very excited about the weekend. It was his birthday tomorrow and he had lots of fun things planned!

At the end of the school day, Wajid's classmates sang 'Happy Birthday' to him and this made him feel very special. The school bell rang and Wajid leapt up from his seat. "Bye everybody, see you on Monday," he said, before running outside to meet his dad.

Wajid's busy weekend was about to start and he was very excited. "Are you ready for mosque, Wajid?" asked Dad.

"Yes! I can't wait!" he replied. Wajid really enjoyed going to mosque and saying his prayers. He also got to see lots of friends there and they all wished him a Happy Birthday and some even gave him presents!

The next day, when Wajid woke up, he found his favourite breakfast of pancakes and chocolate sauce out on the table. His mum, dad and brother all shouted "Happy Birthday Wajid!" as he walked into the room.

After breakfast, Wajid went to the hospital with his mum and his brother, Jay. Jay had a disability and used a wheelchair which meant that they often had to take him to the hospital so that the doctors could check on him. Wajid enjoyed going to the hospital with Jay, he got to push him fast down the corridors and Jay would always laugh and say, "faster, faster!"

Wajid spent the afternoon at football club. This was something he did every weekend. After they won the match, both teams shook hands; "good game, Wajid," said one of the other players. Wajid had played so well that they had awarded him 'Man of the Match,' and this made him very happy.

"Thanks, you too, Sammy" replied Wajid.

Finally, Wajid went to his grandparents' house for dinner. As soon as he walked through the front door, Wajid ran into the kitchen. "Hi Grandma, what are you cooking? It smells great!"

"Hi Wajid. Vegetable Balti," she replied, whilst giving him a big hug.

"Yay! My favourite! Yummy," Wajid said, licking his lips.

After dinner, Wajid's grandma brought out a chocolate cake with 7 candles on – that was the most he'd ever had! He knew he couldn't blow them out alone, so he moved to sit next to Jay and together they blew them out.

That night, as Mum was tucking him into bed, she asked if he'd enjoyed his birthday. "Oh Mum, I've had the best birthday ever! I can't wait to tell everyone at school" beamed Wajid.

Character Stories: Year 1: Lesson 4: Wajid Story

Today Wajid and his family are going to the park! He helps his mother get his cousin Eshan and brother ready. Wajid's brother, Jay, is in a wheelchair and needs extra help to get ready for the park. Wajid helps pack his brother's bag with everything he needs while his mother puts on his shoes.

Wajid is excited to go to the park and have a picnic. He has helped his mother make some yummy treats!

"I can't reach my ball!" cries Wajid's cousin.

"Wajid could you help Eshan please?" asks his mom.

"Of course," says Wajid, fetching the ball.

"Thank you, my lovely boy," says his mom.

They walk to the park. Wajid keeps a tight hold of Eshan's hand while his mother pushes Jay's wheelchair. When they get to the park Eshan runs off shouting "someone push me on the swings!"

Wajid's mother asks if he could play with Jay while she pushes Eshan.

"Of course, mum!" says Wajid happily.

"Thank you Wajid" says his mum.

Jay and Wajid play cards for ages; Jay is very good at it! They look at the different animals in the park too. Jay likes watching the birds.

Finally, it is time for lunch. Wajid helps his mother unpack the picnic and everybody enjoys their food. Then everybody plays football while Jay cheers and whoops, Wajid has won!

"It's time to go home now boys. Let's go!" says mum.

On the way back home Eshan asked his mom whether she was going to get Wajid a gift for being so helpful.

"Don't be silly" says Wajid "Mom doesn't have to get me a present; she has already said thank you!"

Notes



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