Living in the Wider World - Respecting Rights

PSHE and Citizenship I Y4 I Planning Overview

About the Topic

This unit is based on the concept that living as rights-respecting citizens is important. It is inspired by human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe, healthy and fulfilling lives. This unit helps children to understand that no one should take away their rights. It also helps children to explore the ideas of equality and discrimination and the consequences of both. In this unit, children learn about how they can make choices and take actions that respect the rights of others and challenge stereotypes. They will also learn about rules – why we have them and how they help us.

Home Learning

Are We so Different? In this activity, the children write and illustrate the ways in which all people are similar. They write an explanation of how we can respect the rights and needs of others.

Being Rights-Respecting: In this activity, the children consider what being rights-respecting means to them. They create an acrostic poem to express their ideas.

Wider Learning: Plan and hold a 'Celebration of Difference Day' to which the school community and the local community attend and contribute.

Assessment Statements

All children should be able to...

- know what human rights are;
- understand that all people share the same rights;
- know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child;
- know why we have rules and how they help us;
- understand that no one should take away our human rights;
- explain what respect means and understand how they can respect the rights of others;
- describe what a stereotype is and understand how stereotypes can be harmful.

- **Most children will be able to...**

- explain what makes human rights universal;
- understand the importance of The Universal Declaration of Human Rights and the Declaration of the Rights of the Child;
- explain what democracy is and how this relates to rules and human rights;
- know that human rights are not dependent on responsibilities;
- explain what it means to respect the rights of others and understand why this is important;
- understand how stereotypes can inhibit people's human rights being met.

- **Some children will be able to...**

- help others to understand what their rights are;
- reflect on how they can put democracy into action;
- identify what they can do to respect the rights of others to a greater extent;
- consider how they can challenge harmful stereotypes.

Lesson Breakdown

Resources

1. Rights

To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.

To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.

I understand what rights are and that all people share the same rights.

2. Are All Rights Equal?

To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.

To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.

I understand what the Universal Declaration of Human Rights and the Declaration of the Rights of the Child are and why they are important.

3. Rules

To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

To know what democracy is, and about the basic institutions that support it locally and nationally.

I can explain what democracy is and how this relates to rules and human rights.

- Large pieces of paper – one sheet per group
- Coloured pens – a selection for each group

4. Rights without Responsibilities?

To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.

To understand that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.

I understand that human rights are not dependent on responsibilities.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association **Programme of Study**.

5. Respect

To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.

To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.

I can explain what it means to respect the rights of others and I understand why this is important.

6. Are We so Different?

To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).

To recognise and challenge stereotypes.

I understand how stereotypes can stop people's human rights being met.