Living in the Wider World - Respecting Rights

PSHE and Citizenship I Y6 I Planning Overview

About the Topic

This unit is based on the concept that we can all make choices to live as rights-respecting citizens. 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 and healthy lives. This unit helps children to understand that no one can take away their rights. It also aims to help the 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 which respect the rights of others. They will also learn about human rights activists and how they work to make the world a better place.

Home Learning

A Timeline of Children's Rights: In this activity, the children research the key events in the history of children's rights and mark them on a given timeline. They also reflect on why they think children have their own rights and explain how they can respect the rights of other children.

Living in Britain: In this activity, the children consider what being rights-respecting means to them and then present their conclusions in any way they choose.

Wider Learning:

Organise and hold a 'Human Rights Week' where children explore human rights and the issues facing today's world. Representatives from human rights charities could be invited to school to talk to the children about their work and what we can all do to respect and protect the rights of others.

Assessment Statements

All children should be able to...

- explain that there are basic human rights that all people share;
- understand that children have their own rights;
- understand that human rights are universal and cannot be taken away;
- recognise that there are people across the world whose rights are not met;
- understand the importance of being rights-respecting citizens;
- identify that ideas about human rights change;
- explain what a human rights activist is and does.

Most children will be able to...

- explain what the Universal Declaration of Human Rights is;
- describe why children have their own rights;
- identify that human rights take precedence over national law and cultural and family traditions and practices;
- give reasons as to why people's rights are not always met;
- identify how we can be rights-respecting citizens;
- describe how some ideas about human rights have changed;
- share their thoughts on how human rights activists have changed the world.

Some children will be able to...

- reflect on how they can help to uphold children's rights;
- show empathy for people in situations where there are human rights issues;
- encourage others to be rights-respecting;
- give detailed reasons for changes in ideas about human rights;
- reflect on how they can take actions and make choices which have a positive impact on the world.

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

Lesson Breakdown

Resources

1. Know Your 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 can explain what the Universal Declaration of Human Rights is and understand that children have their own rights.

2. Do Human Rights Apply to Everyone?

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

To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM).

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)

I understand that human rights apply to everyone, no matter where they are from or what their culture is and family traditions are.

- A large piece of paper and set of coloured pens – one per group

3. Are Everyone's Rights Met?

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

To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM).

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

To know that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.

To understand that forcing anyone to marry is a crime and that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.

To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM). To consider the lives of people living in other places, and people with different values and customs.

I can identify why people's rights are sometimes not met in the UK and in places across the world.

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

4. Are You Rights-Respecting?

To learn why and how rules and laws that protect themselves 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 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 realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyberbullying, use of prejudice-based language, 'trolling', how to respond and ask for help).

I can explain how I can respect other people's rights and I understand why this is important.

5. Do Human Rights Change?

To understand why and how rules and laws that protect themselves 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 realise the consequences of anti-social and aggressive behaviours, such as bullying and discrimination of individuals and communities.

I can identify how and why ideas about human rights have changed.

6. Human Rights Heroes

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

To learn about the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.

I can explain the role and importance of human rights activists.

- Computers, laptops and tablets for Internet research