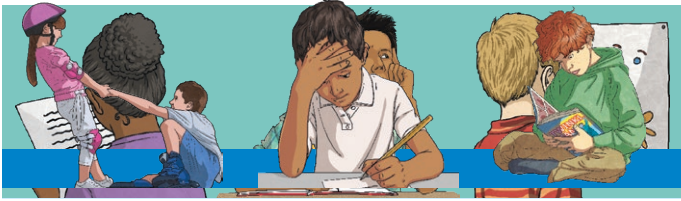


# Respecting Rights - Citizenship

Citizenship | LKS2 | Planning Overview

## About the Topic

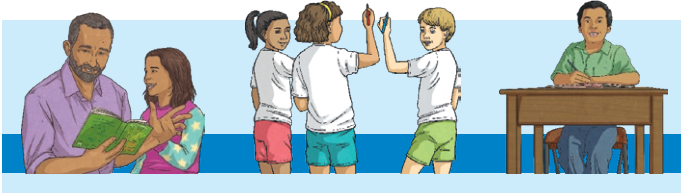
This unit is based on the concept that living as rights-respecting citizens is important. It is inspired by human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe, healthy and fulfilling 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.

The BBC's [PSHE Community and Global Citizenship Topic Area](#) has video clips that reinforce the learning in this unit.

## 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.
- Identify that people have different opinions.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

## 1. Rights

L2. to recognise there are human rights, that are there to protect everyone

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



## 2. Are All Rights Equal?

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

L2. to recognise there are human rights, that are there to protect everyone

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

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws

Cg. 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

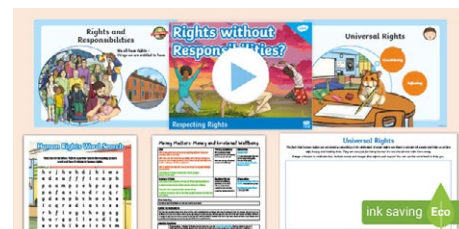


## 4. Rights without Responsibilities?

L2. to recognise there are human rights, that are there to protect everyone

L3. about the relationship between rights and responsibilities

I understand that human rights are not dependent on responsibilities.



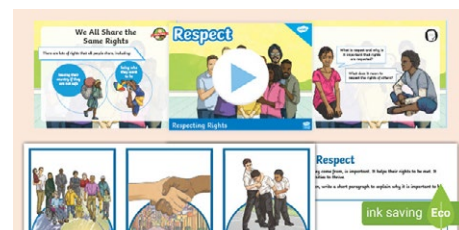
## 5. Respect

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced

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



## 6. Are We So Different?

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

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



This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).