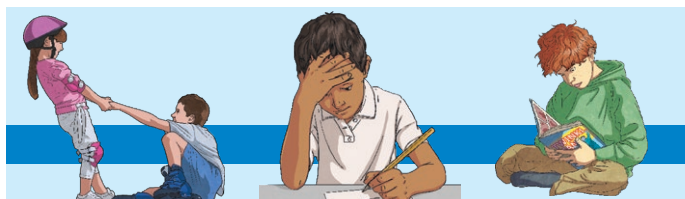


Respecting Rights

Citizenship | UKS2 | Planning Overview

About the Topic

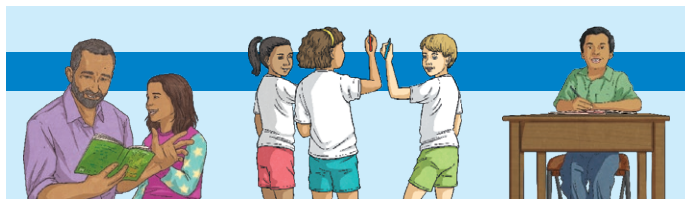
This unit is based on the concept that we can all make choices to live as rights-respecting citizens. It is inspired by human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe and healthy lives. This unit helps children to understand that no one can take away their rights. It also aims to help children 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. 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.

Being Rights-Respecting: 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 that have a positive impact on the world.

1. Know Your Rights

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

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?

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

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

L3. about the relationship between rights and responsibilities

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

I can describe ways that I can be a good neighbour.

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



3. Are Everyone's Rights Met?

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

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

L3. about the relationship between rights and responsibilities

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

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



4. Are You Rights-Respecting?

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R21. about discrimination: what it means and how to challenge it

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

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

L3. about the relationship between rights and responsibilities

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



5. Do Human Rights Change?

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

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

L3. about the relationship between rights and responsibilities

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 explore how people living in Britain can be different and how they are the same.



6. Human Rights Heroes

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

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

L3. about the relationship between rights and responsibilities

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 share my ideas about being British and living in Britain.

- Computers, laptops and tablets for Internet research



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