

Week	Lesson	Key Objectives	Lesson Title
11.1.21	1	<p>To know that families can be different.</p> <p>To know that all children have the right to a family.</p> <p>To understand the term 'moral'.</p>	Family Diversity
25.1.21	2	<p>To know that all children have a right to be safe and should be protected from things that could harm them.</p> <p>To know that all children have a right not to be in armed conflict.</p> <p>To use our pupil voice.</p>	Red Hand Day for Child Soldiers
12.2.21	3	<p>To learn what LGBT+ History Month is.</p> <p>To understand what LGBT+ stands for.</p> <p>To be able to recognise how things have changed.</p> <p>To use our pupil voice.</p>	LGBT+ History Month
19.3.21	4	<p>To understand the importance of Article 12: All children have the right to be listened to and taken seriously.</p> <p>To know what the Census is and why it is important.</p>	The 2021 Census



Assessment of Learning



Understanding	Skills	Attitudes
<p>Developments in children's understanding of human rights issues are indicated by a capacity to</p> <ul style="list-style-type: none"> • make appropriate use of human rights vocabulary (e.g., needs wants, rights) • recognise issues of human rights and responsibility in everyday scenarios • identify situations which illustrate conflicts of human rights • provide examples of and talk about the promotion and protection of human rights 	<p>Developments in children's skills in exploring human rights issues are indicated by an ability to</p> <ul style="list-style-type: none"> • listen respectfully • communicate ideas and perspectives clearly • work collaboratively in groups • propose solutions to human rights conflicts and problems • engage in class discussions and debates 	<p>Developments in children's attitudes in exploring human rights issues are indicated by an ability to</p> <ul style="list-style-type: none"> • identify attitudes which may be limiting or prejudicial • identify changes in their own attitudes • reflect on their own attitudes to the ideas and opinions of others • display tolerance to others whose attitudes differ from their own • recognise the link between attitudes and actions

Lesson 1

Family Diversity



Key Objectives

- To know that families can be different.
- To know that all children have the right to a family.
- To understand the term 'moral'.

Materials

- An A5 piece of plain paper for each child.
- Colouring materials.

Activity

Discuss the different 'families' children belong to: personal family, extended family, class family, school family, community and global family. Discuss that families are 'social' units. We all need to be able to get along within our different 'families' and respect and support each other.

Discuss some of the rights which some members of the global family do not get, e.g. education, medical care and the right to be safe. Why don't some children get these rights? Do the children think this is moral? Link to fair and unfair for younger children.

Ask the children if they think all families (personal families) are the same. Discuss how families can take many different forms: one mam and one dad, just a mam or dad, grandparents, two mams or two dads etc. Discuss that it doesn't matter what form families take. It is the loving relationships that are important and that parents keep children safe and well cared for.

Task: On a piece of A5 paper the children should write down why their family is special to them. They should decorate their thinking. If there are some very good examples, please give these to JS as we are creating a display about 'family' and it would be lovely to have some of these to share. Other examples can be added to the Black Book.

Lesson 2



Teaching Rights: Red Hand Day for Child Soldiers

Key objectives

To know that all children have a right to be safe and should be protected from things that could harm them.

To know that all children have a right not to be in armed conflict.

To use our pupil voice.

Materials:

Large paper for posters

Red paint

(if you want to make red hands in a different way, that's fine)

Activity:

Explain to the children what a child soldier is and that there are 250,000 children used as soldiers in wars.

Ask the children what they think about that. Is it moral? Reinforce SMSC and what 'moral' means.

Provide the children with some information (see PPT) about child soldiers and their suffering.

Discuss article 38.

Spend a few minutes reflecting on how the situation makes them feel.

Which rights are the children not getting?

Explain that we are going to use our pupil voice to help stop children being used as child soldiers and to help make sure that all children around the world get their rights.

Children to make painted hand prints on the banner of paper. Children to write messages on strips of paper to the government to encourage them to do something to stop children being used as soldiers.

Please send all of the hands to Mrs. Slattery to be sent to our local MP. Some of the hands will be used for display so encourage good presentation.

LGBT+ History Month

The Theme is Mind, Body and Spirit.

Key objectives

- LO: To learn what LGBT+ History Month is.
- LO: To understand what LGBT+ stands for.
- LO: To be able to recognise how things have changed.
- LO: To use our pupil voice.

C.R.C. Article 13 Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.

C.R.C. Article 15: Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.

Materials:

- A5 pieces of paper
- Coloured pencils/felt tips

Activity: Use the PowerPoint to explain to the children that it is LGBT+ History month. Check that the children remember what the terms mean.

On slide 6 ensure the children recognise their achievement in helping Timothy Hackworth Primary School become a Gold Status School. Some children are Rainbow Ambassadors, they have Rainbow flag badges and children can talk to them about Equality and Diversity matters.

Go onto slide 8 and take a minute to think about how things have changed in the last 100 years.

Ask the children the question: *Can girls play football?*

Ask the children to think back 100 years ago. How might things have been different?

Watch the video (5 mins) about Lily Parr who became a famous footballer until the FA banned women's football. Lily did not follow conventions and continued playing matches around the world and then lived with her friend Mary.

<https://www.bbc.co.uk/sport/av/football/55959142>

Talk to the children about how things have changed: girl's play football, we have women's leagues and mixed football teams at school.

There are lots of different families - people can be with who they want to be with.

Task: In Rainbow Writing write the title -

To be the best that I can be - No Barriers!

Children draw or write about their aim for the future It can be what they want to do or something they want to improve in society.

What will they need to do to be able to reach their goal? (Lily kept on playing football but she also became a nurse).

Plenary

Discuss Article 15 and the children's ambitions.

(Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people).

Please send all of the work to Mrs. Finkle or 2H classroom in a labelled poly pocket.

Thank you

Lesson 4

Teaching Rights: The Census



Key objectives

To understand the importance of Article 12: All children have the right to be listened to and taken seriously.

To know what the Census is and why it is important.

Materials:

PPT

Small (A5) lined paper

Key Vocabulary: Census, have my say, democracy, opinion, voice

Activity:

Information:

The census is a count of all the people and households in England and Wales. It builds a snapshot of life, based on housing, facilities, jobs, transport, people's ages and the languages spoken. The first census was held in 1801, and has been held every ten years since then (except in 1941 due to the Second World War). The last census was held on 27 March 2011. Because it asks the same questions about everyone at the same time, the census gives a detailed picture of the entire population. This makes it easy to compare life in different parts of England and Wales. Because it takes place every ten years, it makes it easy to see how life changes over time.

The census matters to all of us because the information it gives allows central and local government, businesses and charities to plan for the country's vital services such as schools, housing, transport and healthcare. The census is also an important historical

document because it allows us to see how life in the UK has changed over any period during the 200 plus years that it has recorded information. It shows us how living conditions, jobs and families have changed. That's why it's so important for all grown-ups to complete it!

The census is run by the Office for National Statistics (ONS). Their job is to find out information and analyse statistics about the population, society and economy of England and Wales.

The purpose of this lesson is for children to understand the importance of being heard. Having your say is always better when your opinion is linked with some knowledge. Consider the ways and means by which they can be heard, and **have their say**.

As a class, the children will consider the ways in which they are able to make their voices count - in and outside school.

Share the PPT slides with the children. There are two PPTs: one for KS1 and one for KS2. Please see related activities on the slides.

Please give each child a certificate with their name on to take home.

Please send a selection of well-presented letters to Mrs. Slattery. You could copy these for your Black Book.